



Education International  
Internationale de l'Éducation  
Internacional de la Educación  
Bildungsinternationale

# ACTIVITY REPORT 2011

## EXECUTIVE SUMMARY

For a summary of this report, please download the 2011 Annual Report:

<http://go.ei-ie.org/annualreport2011>

## INTRODUCTION

For Education International (EI), 2011 was a year of significant achievement. Over 1,700 education leaders from all over the world gathered in Cape Town, South Africa, for the Sixth EI World Congress, rallying behind the banner, 'Building the future through quality education'. Congress delegates adopted EI's first comprehensive Education Policy Paper. This document outlines the principles which underpin EI's views on education and confronts the most critical issues facing public education around the world. It is founded on the belief that quality public education is essential for healthy communities and must be a global priority for all governments.

Participants also adopted a Resolution on the Future of the Teaching Profession, drawing on the outcomes of the first Summit on the Future of the Teaching Profession, held in March in New York, USA. This resolution seeks higher status and decent working conditions for educators worldwide, as well as free quality public education for all.

The damaging effect of the economic crisis, ongoing since 2008, on the education sector was still at the heart of global education leaders' concerns in many forums during the year. On many occasions, at national, regional, and global levels, EI representatives reiterated the call to governments not to use the crisis as an excuse to cut funds in education while they look for recovery strategies. Quality education for all has the potential to be one of the most important factors in the long-term resolution of the crisis and one of the key elements in building a fairer and more prosperous world for all. This advocacy work will be strengthened in 2012 through further campaigning activities to tackle the impact of the crisis on education. These activities will continue to emphasise that the development of national quality education services for all is one of the most important alternative policies for governments to austerity measures and one which will lead to a socially fair and sustainable world.

Human and trade union rights are most at risk in times of economic and social crisis. In 2011, the development or confirmation of worrying trends in violations of individual human rights

and trade union rights of teacher unions was noted. An increasing number of governments have attempted to curb the rights of teachers to unionise and bargain collectively. Recommendations from the International Labour Organisation (ILO) following complaints lodged by EI and its member organisations have all reaffirmed union rights of teachers as public servants.

Gender equality was also a key focus for EI and its affiliates during the past year. In January, EI convened its first World Women's Conference, *On the Move for Equality*, in Bangkok, Thailand. This event provided the time and opportunity for participants to share, analyse, and contribute to a forum, the outcomes of which will inform EI's work on gender in the years to come. It also provided an agenda for the organisation on gender equality which was further developed in discussions at Congress. The Conference emphasised that teacher trade unions believe that social justice and solidarity in society is underpinned by respect for and implementation of the principles of gender equality. It also strongly underlined the effectiveness of the regional and global women's networks established by EI since its creation.



**Fred van Leeuwen, General Secretary**

## PRIORITY 1

### EARLY CHILDHOOD EDUCATION

The European Trade Union Committee for Education (the EI European Region, ETUCE) set up a taskforce of five experts on Early Childhood Education (ECE) in 2010. The group regularly meets and reports to ETUCE about the European ECE sector and it proposed updates to the ECE policy paper, which were adopted in 2006. The policy paper will be presented to the participants of the ETUCE Early Childhood Education Conference in February 2012 for further discussion and input before it is presented to the ETUCE Conference in November.

The focus of European Union (EU) policy development on this sector became stronger during 2011. The Hungarian Presidency of the EU organised a conference entitled *Excellence and Equity in ECE*, held on 21-22 February 2011, which ETUCE Secretariat and ECE Taskforce members attended. The conference was organised on the occasion of the European Commission's (EC) new guidelines on ECE: "Communication from the Commission on Early Childhood Education and Care: Providing all our children with the best start for the world of tomorrow."

This policy initiative was followed by draft Council conclusions on early childhood education and care, which were adopted by the 3090th Education, Youth, Culture and Sport Council meeting in May 2011. ETUCE lobbied the Council and the EC before the adoption.

In May 2011, ETUCE presented its work on the EU policy on ECE to PhD students of Universities of Kassel and Wuppertal.

ECE was highlighted in ETUCE publications (Newsletter, Circular) on numerous occasions.

*Pertains to: Aim 4, carried out by: ETUCE (Brussels)*

## PRIORITY 1

### EARLY CHILDHOOD EDUCATION

One of the major highlights for the year was the adoption of Education International's (EI) strategy on ECE. The strategy, which provides a framework for implementing the 1998 EI Congress Resolution on ECE, identifies key priorities that will be pursued by EI, including using its regional structures and members to promote ECE at all levels. EI commits itself to continue promoting ECE access, quality and equity, as well as the improvement of the professional status and working conditions of teachers and other personnel in the sector.

With the assistance of the Task Force on ECE, EI continued to disseminate the findings of the study, "Early Childhood Education: A Global Scenario", published in 2010, and went on to commission another study on privatisation in ECE. This study will be completed in 2012.

The Task Force held a single meeting in Washington, DC, on 23-26 October. The meeting, jointly hosted by the National Education Association (NEA) and the American Federation of Teachers (AFT), included a seminar attended by union members and representatives of other organisations dealing with ECE. Among its key recommendations, the meeting stressed the need to intensify advocacy at regional and national level and to focus on organising in ECE.

EI also contributed to UNESCO's work on developing a Holistic Child Development Index (HCDI), the International Labour Organisation's (ILO) study on conditions of personnel in ECE, OECD's work on a curricula framework for ECE and the Global Campaign for Education's (GCE) preparations for the 2012 Global Action Week (GAW). In the coming years, EI's work on ECE will mainly focus on implementing the new strategy within the broader framework of the Education Policy Statement adopted by the World Congress.

*Pertains to: Aim 1, carried out by: Head Office (Brussels), Education and Employment*

## PRIORITY 1

### EDUCATION FOR ALL

According to the decision of the ETUCE Bureau and Committee, all activities of the European region must raise awareness on equality in education as well as monitoring the European Union policy.

ETUCE attended a public hearing of the European Economic and Social Committee on societal empowerment and integration of Roma citizens in Europe in April 2011.

The Education, Youth, Culture and Sport Council meeting on 19-20 May 2011 scheduled a policy debate on "Prevention Policies to Combat Early School Leaving Aimed at Children with Socio-economically Disadvantaged Backgrounds, Including Roma". This provided an opportunity for ETUCE to send two statements to the Council: "Education as a tool in the Roma inclusion policies" and "ETUCE Statement on the Proposal for a Council Recommendation on Early School Leaving". ETUCE received an answer to the statement on Roma education from European Commissioner for Education Policy Androulla Vassiliou.

ETUCE also included the importance of equality in different education sectors in its policy papers, such as in "Vocational education and training" and "Early school leaving". The Central-East European round table in September 2011 discussed Roma issues and equality in general in this European region. The Equality Committee and Working Group regularly discusses the impact of the crises on the socio-economically disadvantaged. ETUCE published numerous articles in its newsletter and circular on equality in education, especially on educating the Roma.

*Pertains to: Aim 4, carried out by: ETUCE (Brussels)*

## PRIORITY 1

### EDUCATION FOR ALL

In a bid to strengthen Education For All (EFA), in 2011 UNESCO introduced a new EFA coordination mechanism, highlighting the role of UNESCO as a global coordinator and leader of EFA. All along, the Education For All (EFA) coordination mechanism was mainly composed of the annual assessment of progress towards the achievement of EFA through the Global Monitoring Report (GMR), written by an independent Secretariat (GMR Team) under the guidance of an Advisory Board, the Working Group (WG) Meeting, the International Advisory Panel and the High Level Group (HLG) Meeting. The new architecture will comprise an annual EFA High Level Forum (HLF), composed of a few world leaders and 'champions' of education, an annual Global EFA Meeting (GEM) - merging the present WG and HLG - and an EFA Steering Committee (SC), which will provide strategic guidance on all aspects of EFA, including monitoring, research, global advocacy, knowledge-sharing and partnerships. EI succeeded in lobbying for a separate seat for the teaching profession on the EFA Steering Committee and has initiated a more robust dialogue with UNESCO on how to scale up EFA progress, better address teacher issues and prepare for the period beyond 2015.

EI participated in the 10th High Level Group Meeting, held in Jomtien, Thailand, on 22-24 March. The meeting urged countries to revive political commitment to EFA and scale up efforts to tackle key education issues between then and 2015.

EI also participated in the UNESCO General Conference, held in Paris, from 25 October to 10 November. The General Conference agreed on four thematic priorities for the 2012-2013 biennium and these are:

- sector-wide policy and planning
- literacy
- teachers
- skills development

In addition, EI continued to participate in and contribute to the activities of the Task Force on Teachers for EFA, the EFA Global Monitoring Report, the GAW for Education, organised by the Global Campaign for Education (GCE), and other EFA-related activities. Following the launch of the 2011 GMR in March, EI produced an analysis of the Report and shared it with member organisations.

The Education For All-Fast Track Initiative (FTI) was re-branded and re-named the Global Partnership for Education (GPE). EI represents the teaching profession on the GPE Board. In addition to active participation in the GPE, EI made concerted efforts to promote and ensure the participation of teacher unions in Local Education Groups (LEG) in GPE partner countries.

In its capacity as chair of the GCE Board and its founding member, EI continued to play an active role in strengthening the movement and in its various activities, in particular the GAW and capacity-building activities for EFA coalitions through the Civil Society Education Fund (CSEF). EI also participated in the GCE Constitutional Review process set to be finalised at the next GCE Assembly.

The Quality Educators for All project continued to grow from strength to strength. The project is a joint initiative of EI and Oxfam Novib (ON), launched in 2008. Its main objective is to support public authorities in addressing the teacher gap and to improve the competences of teachers, in both formal and non-formal education. In May, EI and ON launched a new study on teacher competences, entitled, "Quality Educators: An International Study of Teacher Competences and Standards". Pilot activities in Mali and Uganda were consolidated, culminating in the development of competence profiles of primary school teachers through an inclusive approach involving teacher unions, civil society, ministries of education, teacher training institutions, local authorities and other stakeholders. These profiles, defining the knowledge, skills and other competences required for quality teaching, have been formally adopted by the Ministries of Education in both countries and are being embedded in the teacher education, training and professional development curricula.

*Pertains to: Aim 1, carried out by: Head Office (Brussels), Education and Employment*

## PRIORITY 1

### GENDER EQUALITY

The Women's & Pay Equity Workshop was scheduled for 2011 but will, however, be held in Trinidad & Tobago on 2-4 February 2012. Participating unions are: Trinidad & Tobago, Suriname, Barbados, St. Kitts, St. Vincent & the Grenadines, Guyana and Jamaica. More information will be given when this workshop is completed.

*Pertains to: Aim 4, carried out by: Caribbean (St. Lucia), Human and Trade Union Rights and Equality*

## PRIORITY 1

### HIGHER EDUCATION

A regional meeting with higher education trade union organisations was also held in 2011. The strategy continued to be the same as when the process was launched in 2009, namely that the trade unions are to assume a leading role in the defence of higher education (a highly commercialised and deregulated sector). Proposals for a public university, which this region needs, are being discussed and prepared. Initiative and leadership on this issue rest with CONADU (Argentina) as well as CONTEE (Brazil) and PROIFES (Brazil), together with other organisations from other Latin American countries. This action is expected to constitute a first step of the strategy with the World Conference on Higher Education, which will be held in Buenos Aires, Argentina, in September 2012, and will promote the inclusion of more organisations from this sector in EI.

*Pertains to: Aim 1, carried out by: EIAL (San José)*

## PRIORITY 1

### HIGHER EDUCATION

As a result of the economic-centric liberal policy of the EU in education, higher education and research (HER) became the sector most at risk of being privatised. Especially alarming is the influence of the EU to the non-EU countries via the Bologna process and the European Higher Education Area. During 2011, the EC prepared to issue its new policy to modernise higher education.

In January 2011, the ETUCE attended the EC's brainstorming meeting on Modernisation of Higher Education, aiming to give ideas to the EC on the new policy initiative. Following the same intention, the EC ran a public consultation on *Priorities for Modernisation of Higher Education in Europe: Education, Research and Innovation* between 1 February and 15 March 2011. ETUCE requested action from its affiliates in relation to the public consultation. ETUCE informed the Higher Education Research Standing Committee (HERSC) in its meeting on 7-8 March 2011 in Copenhagen about the EU initiative and said that it endangers public investment into higher education. At the same time, a permanent ETUCE representative lobbied for ETUCE interest among the representatives of the Ministries of Education in a consultancy group of the EC, in the so-called Open Method of Coordination Working Group on "Modernisation of Higher Education".

The EC published its new policy on 20 September 2011 as a Communication on Modernisation of Higher Education. As a reaction, ETUCE sent its statement, Higher Education is not for sale! to the Education Council in November 2011. Answering the adoption of the initiative, ETUCE published an article in its circular: "Extension of tuition fees? - The effect of the crises on the EU higher education policy". The article intended to raise awareness among the affiliates.

The EU intended to renew also its research policy in 2011. The EC opened a public consultation on the *Green Paper on a Common Strategic Framework for Future EU Research*

*and Innovation Funding* between February and May 2011. Between April and June 2011, another public consultation was opened on the *Future Strategy of the European Institute of Innovation and Technology (EIT)*. ETUCE informed the affiliates and requested to participate in the consultations. ETUCE requested the same during the EC's public consultation on the *European Research Area Framework: Areas of Untapped Potential for the Development of the European Research Area* in October 2011 and informed its affiliates about the new EU research policy in an article of the ETUCE circular.

In 2010-2011, the EU intended to create a general university ranking system. Thus, ETUCE attended several conferences and workshops to monitor this issue, namely The 3rd Annual Symposium on University Rankings and Quality Assurance in Europe, as well as the Final Conference of U-Multiranking.

ETUCE will focus on monitoring the adoption of a new research policy, the so-called Horizon 2020 initiative.

ETUCE participated at the Council of Europe conference: *Remaining democratic societies – reforms in higher education* in Oslo.

*Pertains to: Aim 2, carried out by: ETUCE (Brussels)*

## PRIORITY 1

### HIGHER EDUCATION

Representing the voice of higher education and research staff, EI actively participated in a number of workshops and conferences. This included the UNESCO/OECD/World Bank forum on university rankings (May 2011) and participation in the OECD's stakeholder group with respect to the Assessment of Higher Education Learning Outcomes (AHELO). The latter is an attempt by the OECD to develop a standardised test to measure and compare the effectiveness of higher education institutions in developing both generic and specific skills. EI has strongly cautioned that there are serious methodological as well as practical problems with AHELO that could lead to very simplistic rankings of higher education institutions based upon an arbitrary measure of teaching "quality". EI representatives have also participated in discussions and debates with OECD officials on AHELO through the Trade Union Advisory Committee's Working Group on Education and Employment.

EI monitored and responded to violations of academic freedom, as well as violations of human and trade union rights of academics. In cooperation with the University and College Union (UK), EI launched a major campaign to pressure the government of Colombia to free Dr Miguel Angel Beltran, a professor critical of the government, who was unjustly accused of having links to terrorist groups. EI helped draw international attention to the matter. Following condemnation of the government's actions, Dr Beltran was released in June 2011 and absolved of all charges.

At the European level, the HERSC met twice in 2011 and continued its advocacy work through the Bologna Process. The focus of this work has primarily been on pushing the European Ministers into recognising the necessity of improving the working conditions of

higher education staff as a foundation to fostering quality. Committee members participate in a number of Bologna Follow-Up Groups on select issues of concern to staff.

*Pertains to: Aim 2, carried out by: Head Office (Brussels), Education and Employment*

## PRIORITY 1

### HUMAN AND TRADE UNION RIGHTS

The CNEH congress was held in Haiti on 7-8 March 2011 and this congress was attended by EI Coordinator Virginia Albert Poyotte, Julian Monrose, Judith Spencer Jarrett, and Tyrone Molyneaux. They were part of an international delegation comprising representatives from EI Headquarters, CSQ, NEA, AFT, CUT, FTA and SLTU delegation. The Caribbean delegation showed support and solidarity for the CNEH union by sharing and giving ideas.

The Congress elected a new executive and approved an action plan for the union. All except one of the 13 federations attended the Congress. There were about 150 delegates.

*Pertains to: Aim 4, carried out by: Caribbean (St. Lucia), Human and Trade Union Rights and Equality*

## PRIORITY 1

### PROFESSIONAL ETHICS

Programme type:

EI programme and budget activity under professional ethics

The group was a combination of the key union leaders of the six unions as well as the young new members (25-30 years old). Out of 32 participants, 18 were women.

Aims of the workshop:

The main aims and objectives of the workshop were to enhance the understanding of the union leaders and new members of a Code of Ethics (COE) for teachers, make them acquainted with EI Professional COE, examine the current situation of COE in Sri Lanka, discuss the possibility of a common COE and prepare a plan of action.

Programme:

The following topics were discussed during the workshop: Code, ethics and conduct - the teachers' perspective, meaning and definitions. The teaching profession - the value and ethics versus status of teachers UNESCO/ILO Recommendations Concerning Status of Teachers and Quality Education

COE for teachers - elements and salient features, EI Declaration on Professional COE, existing COE for Sri Lankan teachers and its awareness and implementations status, examining the existing COE for teachers, a common code of professional ethics for teachers, the need for teachers' unions to promote the common national professional COE, drafting a common national COE and plan of action and follow up for implementation of Professional COE

#### *Summary of the Discussions*

This workshop was a follow-up to the workshop organised on a similar theme in 2007 involving six EI affiliates in Sri Lanka. For whatever reason, the unions did not keep track



of the follow-up required. The document that was prepared jointly during that workshop seemed to be forgotten, leaving the teachers' unions with multiple COE in addition to the government COE which has been widely practised by teachers in the country. Issues such as purpose of COE, the current situation, challenges in implementation and a need for a common COE for Sri Lankan teachers have been discussed in length. Information from the EI Declaration on Professional COE and a model presented from India helped in creating awareness and enthusiasm among the representatives of the six unions. It resulted in unanimous agreement by the unions to have a common COE for teachers which will be jointly prepared by them. The first draft of COE was prepared and an action plan was chalked out to facilitate the process of finalisation, adoption by the unions, lobbying with the government, awareness-building among the members and community, as well as its enforcement.

### *Recommendations*

1. The workshop was able to create a high level of enthusiasm among the leaders and members of the six unions. This resulted in agreement on a common COE and on an action plan to get it adopted by the six unions as well as by the government.
2. In order to maintain the momentum created and to ensure follow-up action takes place, guidance, support, resources and monitoring are required.
3. The unions should use their own resources to continue and carry out their action plans.
4. EI should provide support, as well as resources including financial support and guidance from time to time during the process and also monitor progress.

*Pertains to: Aim 2, carried out by: EIAP (Kuala Lumpur)*

## PRIORITY 1

### SCHOOL LEADERSHIP

School leadership is an important aspect of EI's Education Policy Statement adopted by the 6th World Congress in Cape Town. Through advocacy with intergovernmental organisations such as UNESCO and OECD and other efforts, EI continued to promote school leadership and the important role school leaders play in ensuring quality teaching and learning. A European global conference on school leadership will be held in 2012.

ETUCE-EI European Region set up a School Leadership Working Group and a School Leadership Advisory Group during the course of the year. With the support of the Working Group, ETUCE carried out a School Leadership Survey in 11 countries. The survey focused on the following themes:

- Preparation and recruitment of school leaders
- Professional development of school leaders
- Working conditions of school leaders
- Attractiveness of the school leadership profession
- Equality issues
- Leadership challenges and issues

The survey results show that a number of European countries face declining numbers of applicants for school leadership positions, that the workload of school leaders is generally

high, and that school leaders spend more time on managerial and administrative tasks than they do on pedagogical leadership. This report will be an important advocacy tool for ETUCE and EI members in Europe and beyond.

Following the finalisation of the survey in 2012, ETUCE plans to develop a School Leadership Policy.

*Pertains to: Aim 1, carried out by: Head Office (Brussels), Education and Employment*

## PRIORITY 1

### STATUS OF TEACHERS

The 8th Regional Conference approved a declaration on the situation of public education in Latin America and proposed and approved a work strategy to be applied at regional, sub-regional and national level. It was decided to launch a Latin American pedagogical movement to come up with alternative proposals for educational policy. This pedagogical movement wants the teaching profession to be a social interlocutor, to have a greater impact on society and on governments, to propose policies to reverse the application of the neo-liberal policy in education, to defend a contextualised and social vision of quality and to put a stop to the promotion of profit in education.

*Pertains to: Aim 1, carried out by: EIAL (San José)*

## PRIORITY 1

### STATUS OF TEACHERS

In December 2011, the First Meeting, Towards a Latin American Pedagogical Movement, held in Bogotá, Colombia, brought together more than 500 teachers, trade union officials and governmental and institutional representatives. It afforded a forum for a full discussion and reflection by trade unions to develop their own proposals for the public dimension of education, democratic management in education, the investment of public funds and the education budget, teacher training and further training, and a contextualised assessment among other topics. The Latin American pedagogical movement will be a forum where organisations can plan their proposals for educational policy that defends and supports the public education system in their countries.

*Pertains to: Aim 1, carried out by: EIAL (San José)*

## PRIORITY 1

### STATUS OF TEACHERS

At the 1st International Summit on the Teaching Profession on 16-17 March in New York, Education Ministers and teacher union leaders from 16 countries met to discuss the future of the teaching profession. The meeting was jointly organised by the US Education Department, the OECD and EI. As co-signatory to the invitation letter and with an equal role in organising the Summit, EI's contribution was highly significant. It was the first time that the global federation for teacher unions had linked up with governments to jointly organise a conference on the future of the teaching profession. The Summit was remarkable only for its unique arrangements. It took place under 'Chatham House Rules', which allowed freedom

of discussion. The co-hosts contributed to the OECD's background paper, "Building a High Quality Teaching Profession-Lessons from around the World" ([asiasociety.org/files/lwtw-teachersummit.pdf](http://asiasociety.org/files/lwtw-teachersummit.pdf)). EI President Susan Hopgood proposed a global forum on teacher policies. US Secretary of Education Arne Duncan agreed to a further summit in 2012 and the Netherlands Government offered to consider hosting a similar event in 2013. The Summit was a first and it worked because there was consensus on the importance of the topic: teacher policy. EI's delegation consisted of 11 top level officials including EI president Susan Hopgood and general secretary Fred van Leeuwen. The EI delegation consisted of leaders of 26 teacher unions from OECD countries, who were invited by the Summit organisers as part of the Minister's delegation.

Both bilaterally and through the Trade Union Advisory Committee (TUAC) to the OECD, EI has maintained and increased its consideration and dialogue on OECD activities and programmes. These programmes include PISA, TALIS and the Skills Strategy, as well as activities such as the General Network of Experts' focus on evaluation and assessment. Through all these activities, EI is having an increasing influence. Both the OECD Advisory Committee and the work of TUAC inform the Executive Board's strategies in relation to policy developments arising from OECD's work.

OECD's Medium Term Objectives:

OECD has developed five medium-term objectives for the future:

- Developing Skills for Lifelong Employability
- Economic Growth and Social Progress(MTS1)
- Raising Teaching and Learning Effectiveness (MTS2)
- Improving Governance and Leveraging Reform (MTS 3)
- Fostering Social Inclusion and Social Mobility

In initial comments to the EDPC, TUAC welcomed the five objectives but proposed additions. On MTS 1, it argued that 'enhancing the capacity to innovate' should be included. TUAC argued that any explanation accompanying MTS 2 should emphasise the importance of teacher policies created in partnership with the profession. In addition, it was stressed, with respect to MTS 3, that the basis of education reform should be the involvement of the teaching profession. On MTS 4, TUAC argued that the impact of social class on outcomes should be recognised.

Other Programmes:

OECD is involved in a range of other activities including research reviews conducted by the Directorate and documents produced as a result of meetings of experts (Groups of National Experts [GNEs]). The upcoming "Comparative Report on Overcoming School Failure" is an example of the former. Rather than focusing on individual schools, it will focus on school systems that fail groups of young people. The second report produced by a GNE, which has yet to be published, is the OECD Review on Evaluation and Assessment Frameworks. A preliminary report, which will be available to the Committee, stratifies evaluation into four sections: Student Assessment, Teacher Appraisal, School Evaluation and the Appraisal of School Leadership, and Education System Evaluation. It contains a range of proposals including 'establishing safeguards against overemphasis on standardised student assessments'.

Finally, EI has developed a good working relationship with OECD/CERI. CERI is the section of the Directorate that focuses on the nature of teaching and learning and that identifies innovations in pedagogy. Its Innovative Learning Environments (ITEs) projects not only focus on innovative physical and technological environments but also on innovative learning communities. It aims to gather a bank of individual ITEs globally. The CERI conference in Banff was hosted by Alberta, a system publicly owned and provided for, which focuses on encouraging 'bottom-up innovation'. The Chair of TUAC and delegates from the NEA and AFT represented TUAC at the Conference.

CERI is teaming up with EI and Cambridge University to examine the relationship of the evidence from ITEs to the EI-commissioned research review, "Future of the Teaching Profession". This will be done at a high-level seminar, which will be jointly organised by OECD/CERI and EI and Cambridge University in Spring 2012. The ILE database contains 120 cases so far, with 34 inventory case studies. An online knowledge base is being developed. There will be a full OECD publication.

The Relationship of EI's Education Policies to the OECD

The EI Policy paper, "Building the Future through Quality Education" and the EI's Resolution on the Future of the Teaching Profession, agreed at EI's 2011 Congress, provide the platform and policy base for EI's future relationship with OECD.

The World Congress decided to form a committee that will advise on EI's work with the OECD in the future. The new committee, the OECD Advisory Committee, is chaired by Randi Weingarten, President of AFT, and is currently composed of representatives from AEU/Australia, CTF-FCE/Canada, AOb/The Netherlands, NEA/USA, JTU/Japan, UCU/UK and GEW/Germany. The tasks of the Committee, set out in the remit of the Advisory Committee, provide the mechanism for following through with EI Education Policy at OECD. The establishment of the International Summit on the Teaching Profession has enhanced the profile and impact of EI both with OECD and with countries engaged in PISA. The potential for developing networks in which EI can be central is very great. EI has a major resource in its Research Network and Research Board. The development of EI's relationship with OECD should factor in the potential of EI's research network and the potential of affiliates' research centres and networks to inform EI's policy advocacy with OECD and OECD countries. The Committee has a major opportunity to advise on how links can be developed to strengthen EI and its affiliates in their advocacy of strong teacher policies and strong public education systems committed to high quality education for all.

*Pertains to: Aim 1, carried out by: Head Office (Brussels), Education and Employment*

## PRIORITY 1

### TRADE AND EDUCATION

EI representatives held a lobby of World Trade Organisation (WTO) officials in February and a delegation that included affiliates from Russia and Zambia attended the 8th WTO Ministerial Conference in December. EI continued to publish regular TradEducation updates to keep affiliates apprised of the latest developments in WTO negotiations.

With WTO talks stalled, increasing attention has been paid to bilateral and regional trade agreements. EI has been active in monitoring the Canada-EU Comprehensive Economic and

Trade Agreement and the Trans-Pacific Partnership negotiations. In each case, EI is concerned that public services, including education, remain outside the scope of trade and investment agreements. Including education services in trade agreements threatens to lock in and intensify the pressures of privatisation and commercialisation.

EI has also advocated for more balanced intellectual property rights rules in trade agreements. The Anti-Counterfeiting Trade Agreement (ACTA) represented a serious attempt to ratchet up intellectual property protections. In its role as observer at the UN's Intellectual Property Office (WIPO), EI has supported a development agenda that would allow for greater copyright exceptions for educational and research purposes.

*Pertains to: Aim 1, carried out by: Head Office (Brussels), Education and Employment*

## PRIORITY 1

### VOCATIONAL EDUCATION AND TRAINING

ETUCE focused more intensively on Vocational Education and Training (VET) in 2011 following the adoption of the Bruges Communiqué (2010), the 10-year agenda of the EU, signed by 33 ministers of education to improve VET in Europe.

ETUCE participated at the Informal Council of Ministers for Education and Training Meeting on adopting the Bruges Communiqué on 8 December 2010. The ETUCE Advisory Panel discussed the new EU VET policy and decided to inform the affiliates on the issue. In February 2011, ETUCE published a newsletter including an article entitled "Vocational Education and Training: The Bruges Communiqué. A New Vision on Vocational Education and Training" and a circular article, "The New Policy of the European Union on Vocational Education and Training".

ETUCE organised a joint seminar with European Trade Union Institute (ETUI) in Vilnius on 29-31 March 2011, entitled *VET in Lifelong Learning - the Role of Teachers' Unions*. It was attended by affiliates from 21 EU and non-EU countries. The aim of the seminar was to exchange experiences on the role of the trade unions in the VET sector and to analyse the recent position of VET in Europe. The seminar was also looking at the extent to which trade unions can have an influence in improving this sector at times of crisis.

During the seminar, ETUCE set up a VET working group of VET trade union experts from 10 European countries - Austria, Denmark, France, Germany, Italy, Lithuania, Spain, Sweden, Russia and the United Kingdom (UK). During three working group meetings and via online consultation, the experts successfully updated a 2003 ETUCE Policy paper on VET. The draft policy paper, entitled "Inclusive Vocational Education and Training During the Crises", will be presented at the next ETUI-ETUCE Joint Seminar in Sesimbra (Portugal) on 8-10 March 2012.

ETUCE regularly attends events of the European Commission, the Presidencies of the EU and the VET agency of the EU (CEDEFOP). ETUCE participated at the CEDEFOP Conference, *Common EU tools for education and training – Working Together for Shared Vocational Education and Training Policies* on 24-25 November 2011, and at the CEDEFOP – EESC conference, *A Bridge to the Future: European VET Policy for 2002-2010* on 17 March 2011. The above-mentioned interventions highlighted the role of the trade unions in the design,

implementation and development of EU quality assurance tools in VET. In order to raise awareness among the affiliates on the role they take at the implementation of the national qualification framework, the next VET seminar will also focus on the quality assurance tools explained by CEDEFOP.

*Pertains to: Aim 2, carried out by: ETUCE (Brussels)*

## PRIORITY 1

### VOCATIONAL EDUCATION AND TRAINING

Following the resolution on VET passed at the 4th World Congress at Porto Alegre, EI formed a task force of 11 from among its membership. The group was tasked with formulating an EI policy to be presented to the Executive Board. This task proved difficult due to the very diverse ways the sector is organised in different countries and because of the need to present a strong position to fully represent education workers employed in the sector.

The task force finalised its work at its last meeting in September 2010 and the Board received the policy statement in 2011. The document was then presented to the 6th World Congress in Cape Town in July 2011.

At the special VET Forum held during the Cape Town Congress, participants showed particular appreciation for the statement and look forward to a further enlarged group, encompassing more countries and organisations working on the dissemination and implementation of the EI policy. This work will commence in 2012 and is of particular interest to the wider EI membership in view of the current economic situation of many industrialised countries.

*Pertains to: Aim 1, carried out by: Head Office (Brussels), Education and Employment*

## PRIORITY 2

### HEALTH AND SAFETY IN SCHOOLS

In 2011, the ETUCE carried out a survey to collect concrete data on the impact of psychosocial hazards - work-related stress (WRS)- on teachers. The survey results help to support teacher unions to become more pro-active in their national social dialogue structures when dealing with and setting up strategies on health and safety in schools, particularly with regard to preventing and tackling WRS, as well as including psychosocial hazards in risk assessment in schools. The project assists national teacher unions in the implementation of the ETUCE Action Plan and the European Framework Agreement on WRS. Moreover, the project has helped prepare the debate on this topic in the European Sectoral Committee in Education and to feed the results into the cross-sectoral debate with the aim of finding an agreement at European level.

Teachers in 500 secondary schools in all EU/EFTA countries were invited to participate in the study. The full survey report in English, as well as the project brochure summarising the results in English, French, German and Russian, are available for download under 'projects' at [www.edu-osh.eu](http://www.edu-osh.eu).

The ETUCE, together with the social partners of the education, public services, care, private security and commerce sectors, was a member of the project steering group tasked with

implementing and disseminating the multi-sectoral guidelines on third-party violence. The guidelines in all EU languages, the reports of the three regional workshops and of the final conference can be found at [www.edu-osh.eu](http://www.edu-osh.eu).

Based on this multi-sectoral project, the ETUCE and its education social partner, European Federation of Education Employers (EFEE), have been granted a project to further raise awareness of the issue of third-party violence in the education sector at school level. They have been asked to further promote the multi-sectoral guidelines to tackle third-party violence and work-related harassment among the social partners in the education sector at national, regional and local level in Europe. The project aims to further support the inclusion of psychosocial hazards in national and regional collective agreements in the education sector. It also aims to help teacher unions and education employers to become more pro-active in their national social dialogue structures around reducing and preventing third-party violence and harassment in particular – this, in relation to setting up strategies on health and safety in schools.

More information at: [www.edu-osh.eu](http://www.edu-osh.eu).

*Pertains to: Aim 4, carried out by: ETUCE (Brussels)*

## PRIORITY 2

### HUMAN AND TRADE UNION RIGHTS

CTF/CUT John Thompson Young Leaders Workshop was held in St. Lucia on 21-23 March 2011. Thirty participated from the following islands: Barbados, Grenada, St. Vincent, Guyana, St. Lucia, Suriname and Trinidad & Tobago. This workshop was focused on training the young people of Caribbean unions to become better leaders. The participants learned a lot from CIF, CUT and EI presenters who shared and discussed topics on the programme.

#### Human and Trade Union Rights

The Human & Trade Union Rights workshop was held in Anguilla on 7-8 November 2011. A sub-regional workshop, it had representatives from Antigua & Barbuda, Montserrat, St. Kitts, St. Maarten and Anguilla. Twenty three participants were present at the workshop. Topics discussed included Human Rights/Trade Union Rights, Unions' Role in Recruitment, Mobilisation and defending Human and Trade Union Rights, Collective Bargaining and the Unions' Role and Functions.

#### *Human and Trade Union Rights, Children's Rights and The Rights of Indigenous People*

The Human and Trade Union Rights, Children's Rights and Rights of Indigenous People Workshop was held in Suriname on 7-9 December 2011. Countries represented at this sub-regional training workshop were Dominica, Belize, Bermuda and Guyana.

The Indigenous People pointed out that they have the same rights as others and are being marginalised and shared their experiences of how their rights were violated and how they felt marginalised in the society.

*Pertains to: Aim 2, carried out by: Caribbean (St. Lucia), Human and Trade Union Rights and Equality*

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HUMAN AND TRADE UNION RIGHTS

Title of the programme: "EI Strategic Planning Meeting to build Union Capacity"

Venue: Dhaka, Bangladesh

Dates: 22-23 May 2011

Participants: 30 leaders of the Bangladesh Teachers' Federation (BTF), representing four affiliated organisations.

Schedule of sessions:

- An overview of the current situation of the teachers' organisations
- Major challenges faced by teachers and teacher organisations. Cause and effect of these challenges
- Actions to address the challenges
- Introduction to Strategic Planning and importance of the logical – framework
- Listing ways to measure impact and achievements of each activity
- Drafting plans for Bangladesh Teachers' Association (BTA) and Bangladesh Primary Teachers' Association (BPTA)
- Developing the plans into a project proposal

Summary of discussions:

The number of teachers in government and non-government primary schools in Bangladesh is about 309,000. The Government of Bangladesh spends 2.4% of gross national product (GNP) on education. Thirty percent of Bangladeshi children do not have a primary school education. The student/teacher ratio is 60 to one. Average student/teacher contact time is 2.5 hours per day, one of the lowest rates in the world.

Among the EI member organisations, the BTF is the biggest and most active organization. BTF comprises the BTA, BPTA, Bangladesh Government Secondary Teachers' Association (BGSTA), and Bangladesh Government College Teachers' Association (BGCTA). The BTF held its last conference in 2010. The BTF does not receive dues from its affiliates.

BPTA claims 20,000 members. Yearly membership dues are 10 taka (€0.096) per year. BTA claims 15,000 members who pay 12 taka a year. BTF and its affiliates are not collecting dues and have remained disconnected from their members for at least three years despite claims that they held conferences in 2010.

A number of leaders at the district and sub-district (Thana) levels of the organisations have undergone trade union training in the EI/Lararforbundet/BTF programme, which stopped in 2004. These leaders want their organisations to develop. There is a real possibility of reaching these teachers, of encouraging them to be active again and to start organising activities.



Given the present state, the organisations - without intervention - could cease to exist in a few years' time. This would be a great blow to the trade union movement in the country, where the educational agenda is dominated by non-governmental organisations (NGOs) and by so-called "teachers organisations" that are closely linked with the political parties. EI intervention will provide opportunities to help revive genuine teachers' trade union organisations.

## Recommendations

- The meeting looked at developing cooperation with the BPTA and BTA as these two organisations represent 90% of BTF membership
- Compared to the federation, the affiliates are more responsive to the problems of the members and have the potential to become a representative trade union organisation
- BPTA identified child rights and BTA identified education policy as areas of concern. Training programmes for the organisations should be designed in such a way that participants can see how their concerns about child rights and education policy could be better addressed by building a stronger teacher union
- For each organisation, the programme shall focus in six sub-districts (thanas) of the Dhaka district in the first year. If successful in the first year, the efforts would be extended to the two biggest districts and so on until the end of the third year
- The programme should be closely monitored by the EI regional office
- The organisations will require the assistance of resource persons from EI regional office
- The goal of the programme for two years should be "To reorganise BPTA and BTA in Dhaka District"
- Objectives of the programme should be to increase membership, collect dues and establish branch offices in six districts
- Workshops and training should be conducted to prepare union activists to engage in the recruitment process and to advocate for better working conditions for teachers

*Pertains to: Aim 2, carried out by: EIAP (Kuala Lumpur)*

## PRIORITY 2

### SOCIAL DIALOGUE

The European social partners in education, the ETUCE and EFEE, established the European Sectoral Social Dialogue Committee in Education (ESSDE) in summer 2010. The increasingly threatening impact of the economic crisis on the education sector has pushed the social partners to quickly take up intensive systematic cooperation in order to improve the situation of their member organisations both at European and at national level. Remarkable results have been achieved in a short time.

In 2011, the European social partners reached agreement on two joint texts. The "Joint Declaration on Investments in Education" marks the important first step of the European social partners in education following joint work. It talks of the many common interests, views and principles which the social partners share and which they intend to improve together. It also emphasises the importance of the ESSDE's role during the current difficult period of the economic crisis. The declaration was sent to the members of the EU Council for

Education and Culture. The "Agreement on Transnational Cooperation in Lifelong Learning among Education Stakeholders" has resulted in an immediate implementation phase which will be evaluated in 2013.

In order to intensify their work, the European social partners have agreed to set up three working groups on main topics of joint interest such as Quality in Education, The Demographic Challenges, and Higher Education and Research. Each of the three working groups have met several times and presented activity reports to the ESSDE plenary meeting in October 2011. They also decided on a list of follow-up activities for 2012.

The ETUCE has successfully applied for two EC projects. The project, "Exploratory phase to assess the feasibility of developing a European level education sector council on employability and skills", was granted at the end of 2011. The implementation phase will only start in 2012. The project, "Recruitment and retention in the education sector - a matter of social dialogue", was launched in autumn 2011. Its main objective is the development of a joint sectorial approach to the problems regarding recruitment and retention in education in Europe. For this purpose, the social partners developed a questionnaire to gather statistical data and information on existing national policies from the social partners' member organisations. Four additional country studies from different regions will complete the background material fact-finding project work. Member organisations will come together at two regional seminars to discuss analysis findings. Participants will be asked to elaborate sector-specific concepts, build synergies and establish new contacts. The concluding result shall support related work undertaken within the ESSDE. It could also be used as a basis for a more extended project.

The ESSDE also approved an extensive work programme for the next two years. It includes follow-up activities in the working groups and project work implementation. The main thrust remains the further promotion of the recently established European education social dialogue. Detailed activities have still to be decided by the social partners.

*Pertains to: Aim 5, carried out by: ETUCE (Brussels)*

## PRIORITY 2

### STATUS OF TEACHERS

International Conference on Teachers for EFA, Nairobi (Kenya)

EIRAF took part in the International Conference on Teachers for EFA co-organised by UNESCO, IICBA and the International Task Force on Teachers for EFA on 19-20 January. The Conference considered three key missing elements: education policies, capacities, and funding.

A communiqué was issued after the conference outlining the main conclusions and recommendations, which was presented later in the year to the meeting of the High Level Group on EFA. An analysis report on the key conclusions and innovative schemes drawn from the conference works was to be written to help inform other meetings in Africa, as well as the Association for the Development of Education in Africa's (ADEA) Triennale later in the year.

Pan African Conference on Teacher Education and Development (PACTED): Lomé (Togo)  
EIRAF took part in a series of meetings held at the Pan African Conference on Teacher Education and Development (PACTED), co-organised on 11-14 April by the African Union, the UNESCO Regional Office for Education in Africa (BREDA), UNICEF, Togo's Ministry for Primary and Secondary Education and Literacy Skills, the Association for the Development of Education in Africa (ADEA), the Conference of Ministers of Education in Francophone African Countries (CONFEMEN), UN agencies (ILO, IOM, ECA, UNFPA, UNIFEM) and NEPAD. The conference, attended by African Education Ministers and other partners, including EI and its affiliates, had as its theme, "Teacher development in the context of reforms of education systems in Africa".

The conference discussed the planning and implementation of education reforms, pupil-teacher profiles in relation to education reform, teacher education and development policies, with a special focus on science and mathematics, and education for sustainable development. At the end of the proceedings, a monitoring committee was set up with EIRAF as a member for the purpose of keeping implementation of recommendations under review.

*Pertains to: Aim 2, carried out by: EIRAF (Accra)*

## PRIORITY 2

### STATUS OF TEACHERS

A sub-regional workshop, held in Ouagadougou, Burkina Faso, on 10-12 October, was attended by representatives of EI affiliates in Ivory Coast, Guinea, Mali, Mauritania, Niger, Senegal, and Togo.

The main aim was to raise awareness of the EI Declaration on Professional Ethics and to consider the practical scope for implementing it effectively in the different countries. Only Senegal has a code of ethics and professional conduct adopted in 2006 by trade unions and other stakeholders. Problems cited as undermining the upholding of professional standards included employing untrained teachers, the economic crisis, corruption, teachers' descent into poverty, the politicisation of education, oversimplification by school authorities and so on.

The participants also called for all those concerned (educational authorities, teachers, policymakers, civil society) to be made more aware through national and regional workshops and meetings. They called for the development, adoption and popularisation through media campaigns of a code of ethics and professional conduct that would involve all stakeholders in the education system. They looked for advocacy campaigns to be run in order to get a code of ethics and professional conduct adopted and for compliance monitoring and enforcement bodies to be set up. A statement was issued to that effect and Senegal was tasked with coordinating the unitary framework.

*Pertains to: Aim 2, carried out by: EIRAF (Accra)*

## PRIORITY 2

### STATUS OF TEACHERS

#### GCE Global Action Week

Working with the theme, "It's a Right, Make It Right! Women's and girls' education now!", Global Action Week (GAW) saw the Chief Regional Coordinator take part in events staged by Burundi national coalition BAFASHEBIGE in the capital and other towns and cities of the interior on 3-8 May. After the kick-off meeting, which was attended by official authorities in the capital of Ngozi province, a panel discussion involving all partners was held in Bujumbura on girls' and women's education, as well as on education to prevent sexual abuse and violence.

*Pertains to: Aim 5, carried out by: EIRAF (Accra)*

## PRIORITY 2

### STATUS OF TEACHERS

ETUCE was informed in 2010 that the EC had started to evaluate the Professional Qualification Directive (2005/36/EC) according to the new policy, entitled "Communication: Towards a Single Market Act - For a highly competitive social market economy - 50 proposals for improving our work, business and exchanges with one another".

The Professional Qualification Directive (2005/36/EC) aims to abolish obstacles impeding free movement of persons wishing to practice their profession in a country, other than the one in which they obtained their professional qualifications. The Directive touches upon teachers because this group comprised one-third of mobility cases for permanent settlement in another country in the last decade.

ETUCE had discussed with the EC Directorate-General Internal Market before applying to be a member of a Steering Group on Professional Card of the EC. The group discussed the added value of setting up a Professional Qualification/Mobility Card.

ETUCE affiliates had numerous concerns about revising the Directive and about issuing a Card. A main concern was that the recognition period of the profession of the foreign teachers should be shortened. However, recognition of teacher qualification should remain within the remit of the national authority, and the EC should not extend its competence to national education systems.

ETUCE had an opportunity to lobby for the interests of teachers on numerous occasions:

- It attended the five Steering Group on Professional Card sessions as a permanent member. It sent its statement to the EC during a public consultation (March 2011)
- It attended four conferences on this issue. It built up a trade union collaboration between ETUC, EPSU and EUROCADRES to find a common strategy to answer the EC's Green Paper (September, 2011)
- It advised the European Federation of Education Employers (EFEE) to answer the Green Paper
- It attended the meetings of the Employment and Internal Market Committees of the European Parliament

- It lobbied some Members of the European Parliament It regularly discussed the issue with the Bureau and the Committee  
The EC published the amendments of the Directive in December 2012 and it will adopt them in 2013.

*Pertains to: Aim 4, carried out by: ETUCE (Brussels)*

## PRIORITY 2

### TRADE AND EDUCATION

An Education Policy workshop was held in St. Lucia on 2-4 November 2011. This was a sub-regional workshop and had representatives from Bahamas, Barbados, St. Vincent & the Grenadines, Grenada, Guyana, Suriname, St. Kitts and St. Lucia. There were nineteen participants. The facilitators covered a range of topics, including Education Policy Research, Analysis and Planning, Policy Implementation, the Education Cycle and the Role of Teachers Unions in the Policy Cycle.

*Pertains to: Aim 2, carried out by: Caribbean (St. Lucia), Education and Employment*

## PRIORITY 3

### GENDER EQUALITY

#### Women's Conference

El's First World Women's Conference was held in Bangkok, Thailand, on 19-22 January 2011. The Caribbean was represented at this conference by some members of the Status of Women's Committee who were sponsored by El: Vernest Mack, Cecilia Nicholas, Judith Spencer Jarett, Examin Philbert, Jennifer Rodney and El coordinator Virginia Albert Poyotte. Various unions in the Caribbean were also represented. The conference focused on the following aims:

- To create a joint understanding of the state of progress towards equality for women and men in unions, education and society
- To advance and empower women and girls through education
- To further the achievement of gender equality in unions and education and to validate the effectiveness of the networks in the struggle for gender equality
- To create a global equality network of existing women's networks

At the CUT 35th Biennial Conference held in Barbados in August 2011, the CUT status of Women's Committee held its conference and conducted elections to form the new committee for the next biennium.

*Pertains to: Aim 3, carried out by: Caribbean (St. Lucia), Human and Trade Union Rights and Equality*

## PRIORITY 3

### GENDER EQUALITY

Programme type:

EI programme and budget activity under Gender Equality

The participants comprised both experienced and young emerging women leaders, as well as representatives from three EI member affiliates in India and six EI member affiliates in Sri Lanka. A fair number of women who participated in the workshop were key position holders in their respective unions in both countries.

Aims of the workshop:

The main aim was to review the current status of the national women's network and to analyse the impact of the project activities implemented by the partner organisations in strengthening women's networks at various levels.

Programme:

The following areas were discussed during the workshop:

- Elements for a strong and effective women's network
- Current status of the national women's networks  
Making a baseline for the national women's networks
- Identification of major challenges and priorities and preparation of action plans by each union  
EI Resolution on Gender Equality  
Participation and retention of young women in unions

Summary of the Discussions

In the past few years, the national women's network has developed enormously, with a policy on women and women's committees in place and affirmative action taken by teachers' unions. Many women hold key, responsible positions in the unions both by virtue of contesting elections and through quota /reservations made in union constitutions.

However, some issues still present as strong obstacles, preventing women from joining unions. This is particularly the case for young women. There is a lack of awareness about the union and about contact programmes, as well as an absence of recruitment campaigns targeting potential new, young members.

Communication was found to be weak and needs improvement for smooth function of networks. Unions do not allocate funds for women's empowerment programmes - without such external support, sustainability of the women's networks is in question.

Almost all unions lack policies that promotes young women and they do not have a special wing or activities for them. Therefore, union participation by young women and the question of who will be the next generation of leaders are serious issues.

Non-implementation of constitutional provisions made for women have been reported by a few organisations - women's lack of union and leadership skills causes them to lack confidence.

## Recommendations

- Record of baseline information by the national women's network on women in membership and in decision-making structures
- National women's network to lobby their respective unions to develop a policy to recruit, retain and promote younger women
- Unions to train a second line of leadership with appropriate ratio of young women leaders
- Unions to allocate funds from their regular budgets for women's empowerment programmes and skills-training, including awareness programmes
- Unions to ensure proper implementation of the constitutional provision made for women

*Pertains to: Aim 2, carried out by: EIAP (Kuala Lumpur)*

## PRIORITY 3

### HIV/AIDS

#### EFAIDS Evaluation

The Sub Regional EFAIDS Evaluation workshop was held in St. Lucia on 16-18 February 2011. It was held to conclude a series of activities held over a five-year period. Eleven countries participated: Antigua & Barbuda, Belize, Dominica, Grenada, Guyana, St. Lucia, St. Vincent & the Grenadines, Jamaica, Nevis, Trinidad & Tobago and Suriname. Haiti was excluded because of the many challenges the Haitian Union faced over the years. The unions developed, at their own cost, proposals for future activities.

An EFAIDS Evaluation Meeting was held in Brussels in May 2011. All regions were represented: Latin America, Asia & the Pacific, Africa, Europe, and North America & the Caribbean. Jamaica and Suriname represented the Caribbean region.

*Pertains to: Aim 3, carried out by: Caribbean (St. Lucia), Education and Employment*

## PRIORITY 3

### HUMAN AND TRADE UNION RIGHTS

Various international solidarity actions were pursued in defence of human and trade union rights. In Colombia, for instance, unionised teachers continue to be killed in the midst of a drive to privatise the education system and where the teacher health system is under threat. The region also mobilised in solidarity with Chile - teachers and students, supported by society in general, mobilised for more than six months to demand the structuring of a national education system, a public budget for education and an end to profiteering from trade in education. Another important solidarity campaign was pursued by the social and teachers' movement of the Dominican Republic, where a minimum budget of four percent of GDP was demanded for education.

Efforts to denounce the basic violation of human and trade union rights were continued in Honduras and Guatemala, where processes to privatise education were demonstrated. More specifically, collection of union dues was dropped in Honduras, while the salary increase budgeted in the collective agreement was breached for four years in Guatemala. In the case of Ecuador, efforts to have the Ministry of Education restore the right to collect trade union dues for the UNE (Ecuador) were continued, although that goal was not achieved.

Delegations from the Regional Committee of EI travelled to Chile and Ecuador to oversee the actions carried out by the trade unions.

*Pertains to: Aim 2, carried out by: EIAL (San José)*

### PRIORITY 3

#### HUMAN AND TRADE UNION RIGHTS INTERNATIONAL LABOUR ORGANISATION

EI continued to use to the fullest the international supervisory mechanisms of the ILO through complaints to the ILO's Committee on Freedom of Association, reports to the Committee of Experts and participation at the ILO Commission on the Application of Standards. EI also submitted a report to the Joint ILO-UNESCO Committee of Experts on the Application of the Recommendation concerning the Status of Teachers (CEART) in September.

Recommendations from the ILO, which followed complaints lodged by EI and its member organisations with the ILO Committee on Freedom of Association, have all reaffirmed union rights of teacher organisations.

#### International Labour Conference (ILC)

EI actively participated in the Workers' delegation at the ILO Commission on the Application of Standards (CAS, Geneva, June), which monitors implementation of key ILO conventions by a selection of countries. Of particular interest for teacher unions in 2011 were the cases of Cambodia (C87), Fiji (C111), Malaysia (C19), Romania (C98), Swaziland (C87), Turkey (C87) and Uzbekistan (C182). EI also joined the Workers' Group request for an ILO Commission of Inquiry in Bahrain. Crucial countries for teacher rights such as Colombia, Ethiopia, Georgia, Burundi, and Botswana were not reviewed this year.

**Cambodia:** The EI intervention in Cambodia resulted in the ILO specifically requesting of the Government that "new legislation would ensure that civil servants, teachers, [...] are fully guaranteed the rights under the Convention". A new EI submission was made in August 2011 deploring the lack of progress.

**Fiji:** The ILO, noting "the difficulty in exercising the right to freedom of association in the country", called on the Government to "establish the conditions necessary for genuine tripartite dialogue". A British member of the teacher union, NUT, spoke on behalf of teachers as worker member of the British TUC.

**Swaziland:** The Swazi authorities' anti-union repression prompted the ILO to send a high-level tripartite mission to the country in October 2010. In 2011, the ILO again labelled Swaziland with a Special Paragraph. Among other recommendations, the ILO instructed the authorities to allow a genuine social dialogue on the Public Service Bill so as to ensure full tripartite debate prior to adoption. The teacher union, SNAT, has not reported any development in that direction.



Turkey: The ILO CAS reviewed Turkey's implementation of ILO Convention 87 on freedom of association. EI contributed to the Workers' Group interventions and ensured that the KESK/Egitim Sen case was highlighted. The ILO noted with concern new allegations of restrictions placed on freedom of association and assembly of trade unionists. It "urged the Government to review, in full consultation with the social partners, any legislation that might be applied in a manner contrary to this fundamental principle and to consider any necessary amendments or abrogation". The ILO Committee also regretted that no specific progress had been made on the long-awaited draft law on trade unions. It further regretted the exclusion from the right to organise of certain categories of public employees, as well as restrictions on organising activities in full freedom. The Committee noted with regret that there had been no further proposals to amend Act No. 4688 on public employees' trade unions. In August, EI and Egitim Sen updated their submission to the ILO Committee of Experts, deploring the lack of improvement by the Government of Turkey.

Uzbekistan: The implementation of Convention 182 on child labour by Uzbekistan was also reviewed during the 2011 ILC. The Committee expressed its "serious concern at the insufficient political will and the lack of transparency of the Government to address the issue of forced child labour in cotton harvesting". And "The Committee once again called on the Government to accept an ILO high-level tripartite observer mission that would have full freedom of movement and timely access to all situations and relevant parties, including in the cotton fields, in order to assess implementation of Convention No. 182". The conclusions were noted in a special paragraph, which means that it will be reviewed again at the ILO conference in 2012 and could be considered for a possible Commission of Inquiry.

#### ILO Committee of Experts

EI encouraged and guided its member organisations to submit comments to the ILO Committee of Experts. This year, comments were submitted by:

- Botswana: regarding delayed implementation of the 2008 Public Services Act and the classification of teachers as 'essential services'
- Cambodia: regarding existing and proposed legislative measures affecting the application of Conventions 87 and 98, as well as practical application and violations of the Conventions
- Ethiopia: regarding the refusal to register the NTA and pressure by the education authorities to enrol teachers and students as party members
- Fiji: regarding the deterioration of the teacher union situation for both affiliates, FTA and FTU
- Gabon: regarding the adoption of anti-union legislation in contradiction of Conventions 87 and 98
- Georgia: regarding the failure of the Government to comply with Conventions 87 and 98 in law and practice
- Swaziland: regarding the violent repression and arbitrary arrests of trade unionists from SNAT
- Turkey: regarding failure of the Government of Turkey to comply with Conventions 87 and 98 in law and practice.

The list of 25 countries reviewed each year at the ILC is decided on the basis of the ILO Committee of Experts' report.

## ILO Committee on Freedom of Association (CFA)

EI submitted updates to complaints lodged to the CFA for FTA, Fiji (case 2723); NTA, Ethiopia (case 2516) and UNE, Ecuador (case 2755). In October, EI and ITUC co-authored a joint complaint on Bahrain (case 2882).

*Pertains to: Aim 2, carried out by: Headoffice (Brussels), Human and Trade Union Rights and Equality*

### PRIORITY 3

#### STATUS OF TEACHERS

##### Workshop on human and trade union rights: Libreville (Gabon)

A sub-regional workshop was held on 6-9 December 2011 on the realities and prospects for human and trade union rights in Central African countries as seen by teaching unions, who are civil society stakeholders. The workshop was attended by representatives of SENA and FESFENA (Gabon), FESER and FECASE (Cameroon), FETRASSEIC (Congo Brazzaville), as well as teachers in the CSC teaching union (DR Congo).

The participants exchanged practical information and discussed general prospects for human and trade union rights in their countries. They also identified the main legislative, regulatory and other provisions and instruments they could use to uphold and promote human and trade union rights. These should enable them to define the roles and responsibilities necessary to avert social crisis and obstacles to development policies.

The unimpressive efforts made by all the countries to develop quality public education were also highlighted. The participants recommended that EI should step up efforts to get not only the UN institutions, but also the EU and international funding agencies, to tackle issues around human and trade union rights in African countries. Education unions were also recommended to notify EI, national organisations and regional and international civil society without delay of any human and trade union rights violations. Full, substantiated details should be supplied where possible.

*Pertains to: Aim 2, carried out by: EIRAF (Accra)*

### PRIORITY 3

#### STATUS OF TEACHERS

##### Reported human and trade union rights violations

EIRAF has received reports of violations of trade union rights in some countries. Specifically, the leaders of SNAT in Swaziland have faced constant harassment and even arrest by the authorities due to their policy on the king's absolute rule. Reports have also come in from Botswana that local laws have been changed specifically to classify teachers as providers of essential services so as to prevent them from taking industrial action. Other reports have been received from UNATU (Uganda) that union leaders have been threatened by civil servants for taking part in a strike. A number of teachers have been arrested and others moved without explanation or simply sacked.

Also, the Lesotho government had suspended the check-off system for LTTU, claiming that the organisation no longer met the criteria for an approved trade union. EI has responded to these developments with calls on the governments and other partners concerned. Some of the cases notified, especially those in Botswana and Zimbabwe, have been reported to the ILO.

In each case, the Regional Office acted as an information channel for affiliates, partners and society at large.

*Pertains to: Aim 2, carried out by: EIRAF (Accra)*

### PRIORITY 3

#### STATUS OF TEACHERS

##### 1966 UNESCO-ILO Recommendation on the Status of Teachers and 1997 UNESCO Recommendation on the Status of Higher Education Teaching Personnel

EI continues to monitor any violation of these two crucial international instruments that define the status and rights of teachers. This activity will continue in 2012 when EI presents its report to CEART.

#### World Teachers' Day 2011

World Teachers' Day marks the signing of the 1966 Recommendation and is celebrated worldwide every year by EI member organisations. This year, 101 member organisations submitted their activity report to EI. The official theme was "Teachers for Gender Equality", which explores the ways in which educators can promote the equal rights of girls and boys in their community.

However, other slogans have been observed in different countries, such as "My first work place" in Bulgaria, "Teachers: Inspiring students, awakening potential" in Canada, "Free quality public education for all" in Ecuador and "Healthy living and work life among teachers" in Hong Kong.

EI also participated in a discussion forum organised by UNESCO. IIEP and EI member organisations have contributed actively to the electronic forum on the theme, which is maintained by UNESCO. On World Teachers' Day itself, EI Deputy General Secretary David Edwards chaired one of the discussions at the official UNESCO event. Discussions were tweeted live on Twitter using the hashtag #wtd2011. EI's use of Twitter on World Teachers' Day was particularly prolific this year, amounting to several thousands tweets on the subject.

EI also hosts the official World Teachers' Day website, which provides electronic greeting cards to anyone who wants to celebrate the profession.

The full report of World Teachers' Day 2011 will be released in 2012.

*Pertains to: Aim 2, carried out by: Head Office (Brussels), Education and Employment*

## PRIORITY 4

### CHILD LABOUR

Technical meeting on strengthening the protection of children in educational settings  
A technical meeting was co-organised by the ECOWAS Commission, UNICEF's Regional Office for West and Central Africa, Action Aid, Plan International, and Save the Children Sweden on 15-17 March in Dakar, Senegal. Attended by some 40 experts and stakeholders, the meeting aimed to reduce the risks and vulnerability of children in the West Africa sub-region, strengthen regional collaboration and further develop child protection systems. For three days participants shared experiences, catalogued initiatives taken and worked out practical strategies for delivering the intended results. EIRAF identified a number of causes of violence in schools. The meeting agreed on the need for concerted action in the region.

GNAT launches handbook on child labour, Accra (Ghana)

EI took part in GNAT's launch in Accra of a handbook on child labour to mark World Day Against Child Labour 2011. EI welcomes the production of the handbook which ensures that the child labour project runs in collaboration with ILO/IPEC (International Programme for the Elimination of Child Labour), whose global action plan aims to eliminate child labour by 2015. Of particular note is the Ghanaian government's pledge to eliminate child labour through its education plan on the matter.

*Pertains to: Aim 1, carried out by: EIRAF (Accra)*

## PRIORITY 4

### CHILD LABOUR

#### PROMOTING CHILDREN RIGHTS

EI cooperates with its members and partner organisations to document the impediments to the right to education and to lobby governments and the UN to adopt policies and programmatic responses towards the elimination of all forms of child labour.

At the 6th World Congress, EI adopted an important resolution on child labour, which mandates EI and its members to "work continuously and pro-actively on the eradication of child labour and the provision of quality education and encourage, support and coordinate the active participation of all affiliates ..."

In 2011, EI advocacy continued to promote the universal right to education of all children in the context of the Education For All and Millennium Development Goals campaign. Activities related to the fight against child labour were organised with teacher organisations from all continents and in cooperation with ILO/IPEC and Tackle programmes, as well as with other Global Unions and civil society organisations such as the Stop Child Labour campaign and the Global March against Child Labour (of which EI is a member of the Board of Directors).

Through its participation in the Global Task Force on Child Labour and Education For All (together with ILO, UNESCO, UNICEF, the World Bank, UNDP and the Global March against Child Labour), EI is mainstreaming the issue of child labour in national and international

policy frameworks contributing to the EFA objectives.

#### World Day Against Child Labour

In 2011, World Day Against Child Labour focused on children engaged in hazardous work. EI released a new publication - "Warning! Children in hazardous work - End child labour" - in collaboration with the ILO-IPEC.

#### ILO/IPEC

EI and ILO/IPEC renewed their collaboration for the coming years and entered a new agreement that will end in July 2013. The project includes resource material for teacher unions as well as for national workshops.

#### ILO-ACTRAV

EI is also currently developing with ILO-ACTRAV a joint manual on child labour and education for all.

*Pertains to: Aim 2, carried out by: Head Office (Brussels), Human and Trade Union Rights and Equality*

### PRIORITY 4

#### EDUCATION FOR ALL

CUT 35th Biennial Conference was held in Barbados, August 2011. This conference had representatives from all the members of the Caribbean Union of Teachers and each unit had their delegation and observers. Elections were held to form CUT's new executive. The EI Regional Coordinator attended the Conference.

The CUT held its annual Executive Meeting for its new executive body and all members who form part of CUT were represented in Nevis on 2- 4 December 2011.

*Pertains to: Aim 4, carried out by: Caribbean (St. Lucia), Solidarity and Development*

### PRIORITY 4

#### GENDER EQUALITY

The Network of Women in Education reached a point of regional consolidation and broached political and organisational issues. Implementing strategies for greater participation and leadership by women in trade unions has a direct impact on trade union democracy and the capacity to propose educational policies in line with social reality. In 2011, inclusive curricula, collective bargaining with gender clauses etc. formed the topic for discussion and preparation of proposals.

The region was represented at the 1st World Conference of Women in Thailand (January 2010), where it raised the defence of public education as part of a public policy to eradicate poverty, as well as socio-political training for women. A large number of women attended the Regional Conference and also the 1st Latin American Meeting, Towards a Pedagogical

Movement. Financial support for the implementation of this work strategy was provided by FET (Spain), UEN (Norway) and Lararförbundet (Sweden), as well as from proprietary resources within EI's ordinary budget.

*Pertains to: Aim 3, carried out by: EIAL (San José)*

## PRIORITY 4

### GENDER EQUALITY

ETUCE successfully applied in 2011 for an EU grant to enhance gender equality in education. This project is closely linked to the work in the Gender Equality Working Group.

The project strives to fully exploit the potential of the education sector to overcome gender discrimination in the labour market. The aim is to promote not only more gender equality within the teaching profession but also to trigger a change in students' future career choices by providing teachers and teacher unions with the know-how and tools necessary to promote a gender-sensitive approach in education and, as a consequence, throughout society. Establishing a discussion forum on inclusion of gender-sensitive education with employers in education will foster social dialogue within the sector.

The specific project objectives are:

1. Identify and examine the concrete link between gender inequality in the labour market and education. The reproduction of gender stereotypes in the learning environment, teaching methods and materials, as well as in interaction within the classroom, all lead to gender stereotyped educational outcomes and career choices.
2. Raise awareness among teachers, teacher unions, students and pupils about the issue of gender equality and about how to improve gender-sensitivity in teaching in order to mitigate gender stereotyping in students' (future employees) choice of career paths.
3. Provide teachers with knowledge and information about gender-sensitive working environments, with particular regard to European and national legislation on equality issues and working conditions in general, in the areas of parental leave and equal payment. Attention should be paid to the progress achieved by trade unions in these fields so far, with the aim of enabling students to choose a career path irrespective of gender stereotypes.
4. Change teaching approaches by improving teachers' attitude on gender stereotypes and their personal competences, in particular as regards gender sensitivity and pedagogy.
5. Promote gender-sensitive education at European and national level for a gender-sensitive work environment based on new education approaches.
6. On a national level, encourage teacher trade unions to cooperate with education employers on including gender-sensitive education in social dialogue systems and collective agreements by feeding project outcomes into the European Sectoral Social Dialogue Committee for Education.

Martin Rømer, the European Director, presented this project to the European Institute for Gender Equality (EIGE) at his meeting with EIGE director Virginia Langbakk in Vilnius in

March 2011. She expressed the institute's interest in ETUCE's work. A speaker from the EIGE will be invited to the project's Training Seminar and closing conference.

*Pertains to: Aim 3, carried out by: ETUCE (Brussels)*

## PRIORITY 4

### GENDER EQUALITY

#### 1. EI *On the Move for Equality*

The year, 2011, was an important one for EI in the field of equality. It kicked off with *On the Move for Equality*, the global education movement's first-ever equality conference, and finished with the Gender Equality Action Plan, spanning a variety of events and discussions on gender equality and women's empowerment in unions, education and society, including the unanimous adoption of the Gender Equality Resolution at the World Congress.

#### *On the Move for Equality* - EI's First World Women's Conference

Over 350 women and men teacher unionists from almost 100 countries convened on 19-23 January in the Thai capital of Bangkok for *On the Move for Equality*, EI's First World Women's Conference..

Based on almost two decades of globally united work of the education union movement in the area of gender equality and women's empowerment and on the establishment of regional and sub-regional EI women's networks on all continents, the aim of the conference was to bring together diverse approaches, create a joint understanding of progress made, and develop strategies to further the achievement of gender equality in unions, education and society.

The *On the Move for Equality* conference provided the opportunity for participants to share and contribute to a forum, the outcomes of which will inform EI's work on gender equality now and in the years to come. It created the basis for the Congress Resolution on Gender Equality which was adopted at the World Congress in Cape Town and provided the starting point for the development of the EI Gender Equality Action Plan.

Intense discussions, spanning several keynote speeches and panels, as well as 40 workshops, concluded in a closing plenary that highlighted the most important conclusions of the conference. Progress towards gender equality can be seen, but is slow, uneven and vulnerable to the global economic, food and climate crises. Gender stereotypes shape interactions in schools and classrooms in all regions and must be effectively addressed to achieve empowerment of women and girls. Women are not a homogeneous group - diversity within, as well as among regions, is important to recognise. Unions should be role models in the struggle for equality, diversity and empowerment - their principles and policies have to be reflected in their own actions. In working to achieve a gender-equal world, men are welcome and necessary allies. More concerted action is warranted to make equality on the ground a reality for women and men, boys and girls.

Strong collaboration between the EI Secretariat and the Asia Pacific Regional Office, as well as support from all Equality Coordinators and EI leadership, particularly the Status of Women Committee, were instrumental in making the conference a reality and a success. Assistance from member organisations made it possible to achieve balanced participation of Women's Network members from all regions.

All Conference documents, presentations, speeches and reports, as well as video footage and photos, can be found on the Conference webpage: [www.ei-ie.org/women2011](http://www.ei-ie.org/women2011). A Facebook page continues to be live post-Conference, updating the EI equality Facebook community about global developments and activities on gender equality.

Quotes:

- Fred van Leeuwen, EI General Secretary: "We, in Education International, are privileged to have so many inspiring women activists among us, making up a tremendous global potential to achieve social and democratic change everywhere."

- Susan Hopgood, EI President: "We are in a position to stimulate change, to achieve transformation. We are in the right area of work: Education. And we are in the right organisational framework: Trade Unions."

Quadrennial Report on the Status of Women  
Launch at the *On the Move for Equality* Conference

Just in time for feeding the discussions at the *On the Move for Equality* conference, the "2011 Report on the Status of Women in Unions, Education and Society" was launched in January. It presents the results of a survey conducted in 2009/2010 among the EI member organisations, combined with the most recent global data on women's rights and gender equality. The findings in this report are highly representative of EI's membership: 138 organisations from 95 countries responded to the survey, representing 78% of all individual members.

The report shows that women constitute the majority of the teaching force and union membership, but they are under-represented in union leadership: the higher the decision-making body, the lower the percentage of women. Although half of the unions have mechanisms to ensure gender equality in high decision-making positions, there is no clear indication whether these mechanisms have improved the situation or not. But the data does show a clear effect: women's committees, networks and caucuses are the place where initiative is born to formulate policies and organise activities on gender equality.

A key problem in achieving gender equality in and through education, in the world of work, public representation and administration, as well as in the private sphere, is the significant, prevailing gap between legal provision and actual enforcement of laws on gender equality. The report shows many examples of this gap. Unions explain it in terms of the considerable impact of gender stereotypes, male networks and the unequal division of family responsibilities. Additionally, they find that many women are not aware of their rights and, even if they are, there are no processes available to enable them to protest.



The report closes with unions' suggestions for priority issues and activities which EI should focus on in its work on gender equality in the coming years: investment in quality public education for all, improving the power of women in union structures, achieving gender equality for teachers, and advancing it through gender-equal curricula, and combating violence against women.

Women's Caucus  
21 July, Cape Town

The Women's Caucus united around 350 participants in a one-day meeting full of intensive discussions prior to the World Congress, enabling women and men to bring together diverse approaches in the field of gender equality and debate over EI's programme and action in this area. Half a year after the *On the Move for Equality* conference, the Caucus provided a good opportunity to continue the dialogue and lay the foundation for a coherent global Gender Equality Action Plan.

The intense programme included four keynote speeches and panels, as well as discussion groups on six themes. Recommendations included the organisation of leadership training for women unionists and development of indicators to measure progress towards gender equality both on a quantitative and qualitative level. Work is needed to actively challenge gender stereotypes and to raise awareness so as to combat violence against women and girls. Unions should connect the local work to global processes and pressure governments to implement their laws and international commitments for the protection and advancement of women's rights.

Congress Resolution on Gender Equality  
Adopted by the EI World Congress on 26 July

The World Congress unanimously adopted the Resolution on Gender Equality, which was a direct outcome of the discussions at the *On the Move for Equality* Conference, and paved the ground for the development of the Gender Equality Action Plan based on five objectives:

- Strengthen and democratise unions
- Ensure inclusive gender-sensitive quality public education
- Mobilise member organisations
- Build and maintain partnerships, alliances and coalitions
- Develop a communication and research strategy

Development of the EI Gender Equality Action Plan

After the Gender Equality Resolution provided the mandate and outline for the global Gender Equality Action Plan, the Secretariat and Regional Offices entered intensive consultations with the Regional Women's Networks and the Regional Committees, as well as with the EI Status of Women Committee. The aim was to build a transparent Action Plan shaped by the experiences and aims of EI's members, and to create broad commitment to this joint strategy.

This shaped the Executive Board decision in December on the three main priorities for gender equality work 2012-2015, which will be reflected in the action plans of all regions:

1. Gender equality in unions
2. Girls' access to and participation in quality education
3. Economic empowerment of women

Quantitative and qualitative indicators will make it possible to measure the impact of the planned actions in achieving these priorities. A core tool of evaluating progress will be the next Quadrennial Report on the Status of Women. The second *On the Move for Equality Conference* is planned for 2014 and will provide the opportunity to direct strategies for the following years.

## 2. Advocacy

Advocacy for gender equality and women's rights spans a broad range of external representation work and participation in consultations and is exercised during regular contact with international institutions, particularly the UNESCO, UN Women and UNICEF, as well as the ILO and its various institutions. The global key event for policy development and negotiations is the annual session of the UN Commission on the Status of Women, which represents a point of focus in EI's advocacy work in the field of equality.

UN Commission on the Status of Women  
22 February - 4 March, New York

The 2011 UN Commission on the Status of Women (UN CSW) was of particular interest to EI, with a priority theme that touches the core of the education movement's equality agenda: "Access to and participation of women and girls in education, training, science and technology, including for the promotion of women's equal access to full employment and decent work". Another important dimension was the fact that this UN CSW coincided with the launch of the new UN Entity for Gender Equality, UN Women, spearheaded by Michelle Bachelet, Executive Director and the first woman Under-Secretary General of the UN.

Together with sister global unions ITUC and PSI, EI submitted a joint trade union statement: "From the Classroom to the Workplace – Positioning Women for Decent Work in the Knowledge Economy", and participated very actively in the sessions, with a joint delegation of about 70 trade union representatives. The Trade Union Orientation Meeting, which ran just prior to the opening of the UN CSW, provided the opportunity for new trade union delegates to learn about the process and to join in preparing an action plan and strategies aimed at effective trade union participation during the UN CSW.

Activities focused on ensuring that the trade union voice and messages were heard at key events during the UN CSW and on influencing the negotiations towards the Agreed Conclusions of the UN CSW. A central tool was the Trade Union Blog ([www.unioncsw.world-psi.org](http://www.unioncsw.world-psi.org)), an interactive communications tool, which exchanged information on relevant developments during the session and which publicised the trade union message among government and NGO delegates. The joint trade union Statement was widely disseminated. EI, PSI and ITUC organised a trade union workshop on "Promoting Gender Equality and Empowering Women and Girls through Education, Training and Decent Work" on Wednesday, 23 February.

### 3. Campaigns

While International Women's Day and the International Day for the Elimination of Violence Against Women are fixed points of every annual EI equality plan, 2011 provided an unusual range of opportunities to campaign for women's rights and gender equality.

International Women's Day  
8 March

In 2011, International Women's Day had its 100th Anniversary. EI celebrated this event together with its member organisations. In the 8 March statement, Deputy General Secretary Jan Eastman highlighted the impetus provided by the *On the Move for Equality Conference*: "Our energies are focused on improving girls' access to education, eliminating gender stereotypes in education, and fighting for decent work and good working conditions, including pay equity, for women. We are united to make our voice heard – the voice of teachers worldwide for equality and human rights."

Global Action Week (GAW)  
2-8 May

The 2011 theme of GAW focused on gender equality, stating: "It's a right – make it right! Education for women and girls", and received an overwhelming response. This year's event focused on successful stories about women and girls but also on the loss of educational opportunities for many, which were collected into the "Big Story". In Pakistan, Burundi and Morocco, teacher trade unions were active in organising marches in order to reach rural communities. In Malaysia and Montenegro, students participated in story-writing contests. Several EI affiliates, for instance in Albania and Sri Lanka, organised meetings with their respective Ministries of Education. In Belgium, a giant flash-mob was organised in the city centre. An overview of these and many more activities can be found at:

<http://www.globalactionweek.org/en/stories/index>

World Teachers' Day  
5 October

The 2011 World Teachers' Day collaborated with the year's gender equality theme, focusing on "Teachers for gender equality". Together with UNESCO, UNDP, UNICEF, and ILO, EI published a joint statement, pointing out that, "if teachers are to be good role models for gender equality for boys and girls in all areas and at all levels of schooling, inequities within the teaching profession must be addressed". EI participated in the official UNESCO event in Paris on 5 October and celebrated this day together with member organisations around the world. Material was provided in the form of posters and leaflets, e-cards and a pay equity toolkit that included a template press release and letter to the government, as well as background information about the gender pay gap and international frameworks for equal pay. Photos and reports of the activities can be found on EI's Flickr photostream on the official World Teachers' Day website: [www.5oct.org](http://www.5oct.org)

## International Day for the Elimination of Violence Against Women 25 November

The International Day for the Elimination of Violence against Women rounded off an intensive year of equality activities. EI called upon its member organisations to raise awareness of the scope of violence against girls and women and to organise prevention measures to eradicate it. General Secretary Fred van Leeuwen stated: "Gender-based violence is not only a women's issue, but an issue that concerns all of mankind. Therefore, non-discriminatory education benefits both girls and boys and ultimately contributes to more equal relationships between women and men."

### 4. EI Global Coordination

Particularly in a busy year like 2011, coordination of policies and activities on a global level is paramount. The *On the Move for Equality Conference* created an unprecedented global forum for exchange on equality issues. This dialogue was continued on the regional level and connected globally through meetings of the Regional Equality Coordinators and the Status of Women Committee.

#### Network of Regional Equality Coordinators

The Equality Coordinators of the Regional Offices and Head Office met several times in 2011 to take stock of progress, to plan the next steps and to get closer to developing the Gender Equality Action Plan. Coordinators used every opportunity of a global event for a meeting, such as the *On the Move for Equality Conference* (January) and the World Congress (July). Additionally, global EI coordination meetings (May and September) provided a welcome opportunity for meetings of the Equality Coordinators. Not only did they make it possible to organise so many events within the short timeframe of one year, they also provided the vital link of coordination between the global and regional discussions towards the Gender Equality Action Plan.

#### Status of Women Committee

Every member of the Status of Women Committee took an active role in the *On the Move for Equality Conference* (January, Bangkok) and in the Women's Caucus (July, Cape Town), be it as a moderator, panellist, keynote speaker or rapporteur.

Additionally, the Status of Women Committee met twice in 2011, in March (Cape Town) and in November (Brussels). Apart from contributing to the development of policies and strategies concerning ongoing activities and global discussions, the Status of Women Committee shaped the main steps of the *On the Move for Equality* agenda. The March meeting finalised the Congress Resolution on Gender Equality, which was unanimously adopted in July, and kick-started the process towards a Global Action Plan. The November meeting discussed priorities evolving from the discussions in the regional networks and committees and focused the Gender Equality Action Plan on three priorities adopted by the Executive Board: Gender equality in unions, girls' access to and participation in quality education, and the economic empowerment of women.

*Pertains to: Aim 3, carried out by: Head Office (Brussels), Human and Trade Union Rights and Equality*

## PRIORITY 4

### HEALTH AND SAFETY IN SCHOOLS

#### Protecting Education from Attack / Schools shall be Safe Sanctuaries

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.

EI has actively pursued this mandate and was a founding member of the Global Coalition to Protect Education from Attack (GCPEA), founded in 2010. EI has served on the steering committee since that time. EI contributed to two global studies, Education under Attack (UNESCO publications - 2007, 2010), and will be directly involved in the update planned for 2013, to be undertaken by GCPEA. EI participated in the recent GCPEA Knowledge Roundtable on Programmatic Measures to Protect Education from Attack, the outcomes of which will inform the GCPEA study, now underway. The issues of higher education and physical protection of teachers were of particular interest to EI. In July 2011, EI welcomed the new UN resolution, Security Council Resolution 1998, which is a major step in preventing attacks and making schools safe for children and education personnel, thereby securing children's right to education in situations of armed conflict.

EI's study on UN reporting of attacks on schools is well underway. It is expected to inform how monitoring and reporting for the UN can be strengthened and how under-reporting can be minimised, as well as inform on a range of responses to aid prevention, protection and recovery from attacks.

*Pertains to: Aim 2, carried out by: Head Office (Brussels), Human and Trade Union Rights and Equality*

## PRIORITY 4

### HUMAN AND TRADE UNION RIGHTS

#### Activity Type:

EI Programme and Budget Activity 3.8, designed to promote the rights of minority groups and other equity issues.

#### Participants:

Six participants each from AIPTF, AIFTO and AISTF. Three participants from AIACHE. Two staff members including an EI representative. Seven women and 14 men. Presidents and General Secretaries of AIPTF, AISTF and AIFTO were present.

#### Objectives of the Seminar:

- Better understand minority rights
- Develop insight on minority rights situation in the country and especially in education
- Identify role of teachers' organisations in promoting minority rights

- Prepare action for the promotion of minority rights
- Develop strategies to improve participation of minority groups in union leadership
- Draft union policies on minority rights

Proposed Programme (Agenda):

El and El resolutions on Minority Rights

- Constitutional provisions on minority rights in India and problems in defining minority groups in India
- Trade union and professional rights of minority groups- Rights of religious minorities to operate universities
- UN Declaration 1992 on Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities
- Coolangatta Statement
- Union Policies on Minority Rights in Education

Summary of the discussions from three union groups:

AIFTO

Apart from guaranteeing the right to equality (Articles: 14,15,16,17 and 18), the Constitution guarantees the right to Liberty and Life (Articles: 19 to 22). Liberty is one of the most essential ingredients of happiness and progress. Personal liberty is the most fundamental of human rights. Taken together, these four articles (19, 20, 21, and 22) form a charter of personal liberties. Article 19 is the most important and key-article embodying the “Basic Freedoms” under the Constitution, guaranteed to citizens. There are the rights to:

1. Freedom of speech and expression
2. Assemble peaceably without arms
3. Form association and union
4. Move freely throughout the territory of India
5. Reside and settle in any part of the territory of India
6. Practice any profession or carry out any occupation, trade and business

Enshrining Rights of Religious Minorities

The rights of religious minorities have been guaranteed under the Constitution through Articles 25, 26, 27 and 28. After partition (1947), there were more than 40 million Muslims scattered all over the country, five million Sikhs, and considerable numbers of Jains, Buddhists, Parsees and Jews. The Hindus formed an overwhelming majority - 85% of the then total population. At the time of independence, religious minorities lived in all states of India and linguistic minorities totalled not less than 200 million in all the States.

The right to freedom of speech and expression and the right to freedom to form association and union (Article 19) are rights that guarantee religious speech and expression and the right to form religious association and union. But the Constituent Assembly was not satisfied with such provisions alone and added Articles 25-28 to instil complete confidence in religious minorities.

India is a secular state. The Constitution also seeks to prevent the growth of a communal policy or a theocratic State. It gives a single common citizenship to all, irrespective of religion, caste, colour or sex. It confers upon every citizen the right to practice any religion he or she chooses. The Constitution establishes a State in India which is neither religious nor irreligious but non-religious.

The framers of the Indian Constitution, by injunction of Article 25(1), placed three restrictions on freedom of religion: Public order, Morality and Health. A secular state, which gives protection to all religious institutions is bound to protect every kind of human activity under the guise of religion.

The Constitution of India guarantees certain cultural and educational rights to minorities under Articles 29 and 30. Article 29(1) guarantees the right to any section of the citizenry, residing in any part of the country and having distinct language, script or culture of its own, to conserve them, while Article 29(2) prohibits any discrimination based on religion, race, caste, or language in the matter of admission to the State or State-aided educational institutions. Article 30(1) provides that "... all minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice". Article 30(2) provides that the State shall not, in granting aid to educational institutions, discriminate against any educational institution on the grounds that it is under the management of a minority, whether based on religion or language.

The Constitution does not impose any restriction in enjoyment of these rights. However, this does not mean that the State cannot impose reasonable restrictions of a regulatory character for maintaining standards of education. The Supreme Court of India held this view in a ruling in the case of *Bombay Education Society vs State of Bombay*: "the power of the State to make reasonable regulations for all schools or prescribe a curriculum for institutions which it supports, cannot be questioned". The 'choice' of minorities to establish and administer educational institutions is not unfettered and the State can make reasonable regulations in the interest of efficiency of institutions, discipline, health, sanitation, public order and the like.

The case of *Aligarh Muslim University* is very interesting. The Aligarh Muslim University was established in 1920 by the Central Act of 1920. *Azeez Basha vs. Union of India* came before the Supreme Court, challenging the constitutionality of the Aligarh Muslim University Amendment Act (1951 and 1965). The main contention of the petitioner was that the Aligarh Muslim University was established by Muslim minority in India and, therefore, Muslims alone had the right to administer it and that the above two Acts violated Article 30(1) of the Constitution. The Court did not accept either contention of the petitioner. The University was established by the Central Act-(1920) and hence the Muslim minority could not claim any right to administer it.

AISTF

Minority rights in India have a long history of innumerable cases referred to courts for interpretation of Article 29(2) and 30. Famous among them are *Kerala Education Bill (1975)*; *T.M.A. Pai Foundation vs. State of Karnataka (2002)*; *Islamic Academic (2003)* and *P.A Inamdar vs. Maharashtra State (2005)*. The most controversial components have been

aspects of administration of the minority institutions, especially the admission, fee structure, appointment of staff and their service-conditions. The State exercises the right to be a watchdog on these issues.

#### Admission of Students:

As per Article 29(2), if minority institutions receive aid from State funds, they cannot deny admission to students of the majority community. In State-unaided professional institutions, management will have full autonomy, but the principle of merit cannot be sacrificed. It is permissible for the university/government, at the time of granting recognition, to provide a right of merit-based selection to the institution. This is done by fixing quota for poorer sections of society, such as Scheduled Caste, Scheduled Tribes and Nomadic Tribes.

#### Recognition of Minority Institution

In every type of minority institution, including academic institutions, the authority granting recognition or affiliation can lay down conditions pertaining broadly to academic and educational matters and to the welfare of students and teachers. Recognition or affiliation can only be given to minority institutions that obtain a minority certificate from Government.

#### Fee structure regulations

Recognised but state-unaided institutions may have their own fee structure. This is subject to conditions that there can be no profiteering and that capitation fees cannot be charged. A provision of reasonable surplus can be made to enable future expansion. Relevant factors determining reasonable fee structure are:

1. Infrastructure and facilities available
2. Salaries to be paid to staff
3. Future plan for expansion and betterment of institution

#### Appointment of staff and service condition

The private minority or non-minority institution has full autonomy to appoint staff and have their own service rules based on natural justice. Rules requiring prior permission of government/university to initiate action against erring staff are not provided for in many institutions. Employment is of a contractual nature and the aggrieved party can approach a court of law. Government-aided institutions must follow government rules, regulations and service conditions. Aided private institutions will have to follow private schools' employees act and rules enacted by the State.

#### Constitution of a governing body

Minority management will have its own governing body. The government/university cannot depute or nominate any member of its choice to be included in this body. In this matter, minority management has full autonomy.

#### Conclusions

There are different positions and perceptions on education. The active stakeholders in education are students, teachers, parents, private managements and state governments. The private managements are profit-motivated. Parents and students are not getting quality education. Huge fees are demanded by private management. State governments are shying away from their responsibilities to bear the expense. Teachers are exploited.



Three main educational challenges are access, retention and quality, for 70% of the disadvantaged population. Retention is only 56%. Quality is of serious concern. By 2015, the State must spend six percent of GDP on education, at least three percent of that on elementary education. Teacher organisations exist to uphold principles of equity and equality, inclusion and social justice. Undergraduate education should not be left to market forces. . India spends less than 0.7% on elementary education. Teachers unions will have to chalk out a strategy of coordination and cooperation among them. A coordinating committee of all four India Level Unions is urgently needed. We must evolve our strategy in this direction.

#### AIPTF

Teachers working in minority educational institutions have fewer benefits and sometimes extremely difficult working conditions compared with other schools. There is no professional freedom and job security in these schools. Minority schools do not allow their teachers to be members of the union. Therefore, teachers in these institutions are not aware of the benefits available to them. These schools very proudly admit that they do not follow any guidelines regarding recruitment and working conditions

Teachers' unions have the following role to play:

- Unions must demand job-security for teachers working in minority schools
- Unions must take care that working conditions are strictly followed by minority schools and that rights are not denied
- Protection of teachers' rights in minority institutions is very difficult. The affiliating authorities should define the working conditions of teachers working in minority institutions and teachers' unions should pressurise the government on this
- Unions should play a significant role in appointment of teachers. They should protest the unnecessary conditions imposed by management regarding appointment
- A huge amount of money is being collected by many minority schools for appointments and admission. Unions can intervene in this matter and stop such practices
- Unions can fight for similar pay-scales, working conditions and other benefits in all minority schools
- If teachers in minority schools join forces around their problems and grievances, they will have the support of thousands of their brothers in the union. This will give them strength and support in fighting for their rights. Unions should come forward to help teachers working in these schools around their rights.
- Students of minority communities should also be included in the reservation of 25% of EWS.
- Minority institutions are selling education like a commodity including in the name of various activities like swimming, horse riding and so on.
- AIPTF believes this workshop is quite different because it is aimed at minority rights and at teachers working in minority schools and their service conditions. It may be a good start to strengthen the hands of teachers working in minority institutions. AIPTF also joins forces with EI to work for the betterment of teachers in minority schools.

*Pertains to: Aim 3, carried out by: EIAP (Kuala Lumpur)*

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HUMAN AND TRADE UNION RIGHTS

Programme type:

EI programme and budget activity under Human and Trade Union Rights

Participants from NNTA and NTA were invited to this workshop. Despite the request to invite six women from each, five women from each organisation attended. The Presidents and the General Secretaries of both organisations attended the seminar.

Aims of the Seminar:

Discuss existing impediments to dialogue among different cultures in Nepal and make recommendations to improve understanding among different cultures, especially among teachers' organisations, in schools and education and in achieving Millennium Development Goals (MDGs) and EFA Programme.

The following agenda was proposed for the seminar.

EI Resolution on Cultural diversity; Universal Declaration on Cultural Diversity – UNESCO; Status of the MDGs - Brief presentation of the situation in 2009.

Do values change? Role of dialogue and understanding in changing values

Application of culturally appropriate interventions for the following

A: National politics in the context of cultural landscape

B: EFA

C: MDGs

D: Unity among teachers

Summary of Discussions

National politics are influenced by culture, shaped mainly by the Hindu religion. Religious and culturally-powerful actors gained prominence in national politics. It is difficult to state the pattern and degree of influence of politics on culture and culture on politics.

It is wrong to restructure State politics based on caste and ethnicity. A shared consensus through peaceful dialogue should be reached to address the demands of a federal state based on caste, religion, culture and language. The State should adapt new inclusive policies and sincerely implement the policies that have already been adopted.

Teacher organisations, through lobbying and advocacy in favour of dialogue and understanding, are able to influence national politics. There is a need to promote social dialogue between teachers' institutions and political parties and vice versa.

Education should be in the mother tongue and should respect the cultural diversity of the country. More effort should be put into research, excavation and documentation-development of languages that are on the verge of extinction. There is a need to develop curricula and text books in some dialects and languages.

There is no doubt but that a single and unified union is the best option for the future of teachers in Nepal. Continuous dialogue between the unions of teachers is the way to unite

teachers. Teacher organisations should respect coexistence while making efforts to unite. It is sad that teachers have developed a mindset of following politicians rather than promoting policies for politicians to follow. Unionism goes hand-in-hand with professionalism.

#### Recommendations

- Pressurise the government to adopt policies which provide equal protection, promotion and development for all religions, culture, caste and ethnicity
- Some cultures in Nepal believe in controlling women - the state should effectively implement policies to promote women and end discrimination
- The state should develop a shared consensus through peaceful dialogue to address the demands of federalism based on caste, religion, culture and language
- The state must ensure full access to education for all at all levels to help create a more progressive and tolerant society
- Create mechanisms to develop text books in the mother tongue
- Education is highly and collectively demanded by all cultures. There is a wide understanding and yearning for coexistence among cultures. Understanding of national identity, alongside ethnical identity, should be achieved
- Teacher organisations should advocate and lobby political parties and run campaigns in favour of achieving the UN's Millennium Development Goals for all ethnic groups and castes in the country
- Teacher organisations should work towards
  1. Becoming effective watch dogs and ensuring that political leaders remain committed to working in the public interest
  2. Developing and promoting effective co-ordination mechanisms between all the caste/ethnic, religious and cultural groupings within teachers' organisations
  3. Influencing elections of ethical and honest leaders
  4. Initiating social dialogue processes
  5. Initiating development of a commonly-shared consensus policy
  6. Demanding more resources for the protection and documentation of languages at risk
  7. Pressurising governments to ensure education in the mother tongue through the representative institutions of teachers

The following are required in order to develop unity among teacher organisations:

- Understanding, the need to develop institutions on the basis of professionalism and trade unionism
- Equally participatory dialogue between teachers' organisations at all levels
- Internalising within all the sense of 'Unity is Power' and advocate it within respective organisations
- Dialogue for/between/by teacher organisations and political parties to re-define the TUN's constitution and develop a strong united single union
- Create pressure from students, parents and civil society for quality education
- Improve EI facilitation for the process

*Pertains to: Aim 2, carried out by: EIAP (Kuala Lumpur)*

## PRIORITY 4

### MIGRATION

In July, the 6th EI World Congress adopted a new Resolution on Teacher Migration and Mobility. In this Resolution, EI recommits itself to campaign for the ratification and implementation of international instruments that promote the human and trade union rights of migrant teachers and, in particular, the ratification of the UN Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families and ILO Conventions 97 and 143. EI will also continue to promote the Commonwealth Teacher Recruitment Protocol and its principles, as well as support other international, regional and national efforts to develop and implement policies, programmes and instruments that promote and protect the rights of migrants, migrant teachers and other education employees. It will also campaign for the regulation of the activities of recruitment agencies in order to curb unethical practices and the exploitation of migrant teachers.

Following adoption of the Resolution, EI will appoint a Teacher Migration Task Force to continue with the work done by an interim Task Force set up by the Executive Board at the beginning of the year.

To promote information exchange and dialogue on this issue among its member organisations, EI held a Migration Forum at the World Congress in July. EI also plans to set up a virtual Global Network of Migrant Teachers and to carry out a survey on teacher migration and mobility in 2012.

EI continued to participate in the Council of Global Unions' Migration Group and attended the Global Forum on Migration and Development (GFMD), held in Geneva on 1-2 December. EI, together with other Global Unions, called for the GFMD to pay more attention to migrant workers and their plight.

*Pertains to: Aim 1, carried out by: Head Office (Brussels), Education and Employment*

## PRIORITY 4

### SEXUAL DIVERSITY (LGBT)

Various activities were geared towards strengthening the capacity of trade unions in defending lesbian, gay, bisexual and transgender (LGBT) rights. The work continues to focus on raising awareness among trade union leaders, as well as on including the topic in educational curricula and teacher training. Organisations such as the CNTE (Brazil) have played a leading role in this respect. Similarly, organisations in Argentina and Colombia have included continued training in their work agenda. The effort of EI is geared towards a strategy at regional level.

*Pertains to: Aim 3, carried out by: EIAL (San José)*

## PRIORITY 4

### STATUS OF TEACHERS

CARICOM Regional Consultation on Teacher Standards of Practice was held in Trinidad & Tobago on 27-28 September 2011. This consultation was aimed at defining common teacher standards.

*Pertains to: Aim 4, carried out by: Caribbean (St. Lucia), Education and Employment*

## PRIORITY 4

### STATUS OF TEACHERS

EFAIDS/SALIN: Field mission - Bamako, Mali

A SALIN project joint field visit was carried out on 15-17 March under the agreement of EI, the Global Campaign for Education for All (GCE) and the Netherlands Ministry of Foreign Affairs. The purpose of the visit was to strengthen the strategic alliance between the national partners so as to deliver the two components of the SALIN programme – the GCE's Real World Strategies Programme and EI's EFAIDS Programme - and to initiate closer collaboration in the field. The team was deeply impressed by the innovative work done by SNEC and the national coalition, but also by the relationships between the partners, which are based on mutual confidence.

*Pertains to: Aim 1, carried out by: EIRAF (Accra)*

## PRIORITY 4

### STATUS OF TEACHERS

Advocacy workshop - Democratic Republic of Congo

Advocacy and lobbying strategies are used by the African Women in Education Network (AWEN) to win support from union leaders and from the rank and file. Advocacy activities were carried out on 28-30 March in Kinshasa, DR Congo, including training for 36 union leaders from CCS-Enseignement, FENECO and SYECO (seven women and five men per organisation) and meetings with national policymakers and international NGOs/agencies to press for better support for women teachers. These activities should also help build women's advocacy capacities. The participants will use the skills acquired both in fund-raising to support women's activities nationally and in lobbying for women to occupy positions of responsibility in education and wider society. Recommendations were made for unions' annual budgets to include funding for women's activities, gender mainstreaming across programmes, and a revision of constitutions to reflect this.

Campaign on women's and girls' rights

An education-focused campaign on the rights of women and girls was run in Niger from March to May. The campaign aims included raising public awareness of girls' and women's rights, making women and girls better informed about their rights, thus enabling advocacy and getting trade unions to mainstream gender across their programmes.

AWEN Niger ran a large number of activities as part of the campaign, which were fully supported by union leaderships.

### Training workshop in Chad

Capacity-building is another strategy deployed by AWEN to develop women's empowerment and organisation-building abilities. A training workshop on gender-mainstreaming in trade unions was run on 28-30 November for 26 union leaders (16 women and 10 men) from SET and SLET. The aims were to increase union leaders' awareness of the importance of gender equality in trade unions, to build their capacities for gender-mainstreaming, to encourage women's greater involvement in union activities and to encourage them to seek leadership positions.

The training helped build union leaders' awareness of gender issues and the leaders of both unions pledged to work together in the future.

### AWEN annual review

AWEN held its annual review meeting on 19-20 December in Accra. The meeting brought together members of the AWEN Steering Committee, the partners (UEN and Lärarförbundet) and regional office staff. EI Vice-President Irene Adanusa welcomed the quality outcomes that had led to improved use of the AWEN structure. She underscored the need to build and sustain the interest of new young entrants into teaching, especially women. She went on to highlight the urgent need for teachers' professional development in early childhood education, particularly for women active in this sector. She also advised network members to build on the momentum initiated at the 1st EI World Women's Conference held in Bangkok.

The partner unions were pleased to see that the network was growing, particularly since the 1st EI World Conference, when all networks were brought together. They also observed that recent events in North Africa - where women had taken centre stage in the revolutions and displayed great courage - should inspire the network. They welcomed this year's Nobel Peace Prize being awarded to three women.

The successes, difficulties/challenges and prospects of the network were reviewed and new work guidelines for 2012 were drawn up. Proposed activities include a review of the gender training manual, training, awareness raising, advocacy and ICT skills. Other activities will be developed around improving communication and the outreach campaign to young teachers.

*Pertains to: Aim 3, carried out by: EIRAF (Accra)*

## PRIORITY 4

### SUSTAINABLE DEVELOPMENT

The 6th EI World Congress passed an important resolution on Climate Change that injected new life into EI's work on sustainable development.

The resolution reinforces the role and responsibilities of teacher unions, both as educators and labour rights activists, on combatting climate change. Apart from educating the next generation on what they can do, educators will also play their part by actively reducing their carbon footprint. As trade unions, teacher organisations will also take part in developing policies that lead to a future just and greener world of work.

On their side, higher education unions will take the lead in making universities reduce their carbon output. Work on climate change will commence in 2012.

*Pertains to: Aim 4, carried out by: Head Office (Brussels), Education and Employment*

## PRIORITY 5

### DEVELOPMENT COOPERATION

John Thompson Fellowship Programme Pacific - 2011

Suva Fiji

16-28 August, 2011

Venue:

Conference Hall of Fiji Teachers Union Building, 1-3 Berry Road, was a suitable venue for the programme.

Participating Organisations and Participants:

22 delegates from four organisations and three countries (12 women, 10 men).

1. FTU Fiji
2. FTA Fiji
3. SINTA Solomon Islands
4. VTU Vanuatu

Programme:

The following is the list of organisations and participants.

Monday 16 August - Sagar and Govind (EI and COPE): 1- Getting started: objectives, norms, expectations: 2- Teams and team building.

Tuesday 17 August - Sagar and Govind: 3- Leadership, 4- Union structures and decision making practices.

Wednesday 18 August – Sagar: 5- History and vision for unions, 7- Conflict resolution

Thursday 19 August – Sagar: 9- Trade union negotiations

Friday 20 August - Sagar, Govind and Sue (AEU): 8- Union finances, 6- Women in unions

Saturday 21 August – Sue: 10- Women in Unions 10- (Continued), Strategic Planning

Sunday 22 August – Singh: Team Building Planned Activities

Monday 23 August – Sue, Singh, Sagar: 11- Union Building

Tuesday 24 August – Sue: 11- Union Building

Wednesday 25 August - Sara (NEA): 12- Interpersonal communications

Thursday 26 August – Sara:13- Organizational communications

Friday 27 August – Sara: 14- Union Issues/ Child rights/Human and Trade Union rights

Saturday 28 August - Sara, Sagar, Sue, Govind: Summary and celebrations, Presentations of plans

Sunday 29 August - Singh: Educational tour out of Suva for Resource Persons and Delegates

The affiliates had the opportunity to visit FTA and FTU unions after hours and weekends. The delegates took advantage of the workshop held in Suva and were hosted by the two organisations and their credit thrift and cooperative societies. A full briefing was provided on

the operations of these two teacher unions, which included:

- History
- Structure
- Administration
- Welfare
- Other union activities

It was organised to take delegates and resource persons out of Suva for informal team-building activities on two Sundays. The delegates had time for themselves and participated in beach volley ball and other sports. Informal excursions were useful in understanding the four different cultures in the workshop. They had the opportunity to visit some school set-ups and see rural Fijian lifestyle.

Tevita Koroi was invited by COPE's General Secretary to give a speech and declare open the first ever John-Thompson-Fellowship Programme for the Pacific.

Krishna Datt and Kamal Singh had the opportunity to share their experience with delegates.

COPE General Secretary and EI Pacific Coordinator Govind Singh was available throughout and participated in the workshop. His knowledge of the Pacific teacher unions was useful in focusing on issues of relevance to the unions.

Resource Persons:

A very robust, participatory approach was used by the experienced resource persons. A culture of critiquing each others' and our own work, including but not limited to presentations, was developed early in the course. That was a highlight of the programme - colleagues were encouraged to practice the art of giving positive critique, rethinking options and valuing each others' right to contributions.

The resource persons have been exemplary. Sagar and Sara excelled because of their experience in JTF programme training. Sue was a good new resource person and found the programme enriching for her as well. The appreciation of the participants was overwhelming.

The team included:

- Meri Lewavudi - Hall Attendant
- Ashika Devi - COPE
- Govind Singh - Resource Person EI/COPE
- Jaswant Singh - Logistics
- Sagar Nath Pyakuryal - Resource Person EI
- Sara Gjerdrum - Resource Person NEA
- Sue Simpson - Resource Person AEU



## Evaluation:

The following are some of the comments from the delegates.

- “.....the programme has challenged me and developed better understanding of my leadership roles.....”
- “.....when I go back, I am now compelled to be in touch with my JTF colleague to monitor our own progress and bring ethics into union leadership.....”
- “.....I would like this programme to be run for the other teacher unions that are not as fortunate as we are.....”
- “.....due to the political situation in our country, we need strength and skill of every kind to survive. JTF gave us that additional willpower to continue our struggle with new dynamics.....”
- “.....JTF has built confidence in myself.....”
- “.....I now have ideas and knowledge on gender issues and how to move forward and lead others....”
- “.....focus should be on development of young leaders and women’s empowerment.....”
- “.....I will go back and work on the financial policy of my union.....”
- “.....this workshop is an eye-opener - my union has to change and work as a team.....”
- “.....my union will run a similar training programme for their branch executives.....’
- “.....this workshop has helped develop some realistic material that we will use for a long time to come.....”
- “.....thumbs up for COPE and EI.....”

## Action Plans:

The following action plan was developed by participants.

### FTA:

1. Office to find branches where there are some potential members.

Strategy: a) Check forms M & D. b) Confirm from branches and schools.

2. Mobilisation of office staff (GS, PAO, IRO) to visit schools to:

a) Inform of joining FTA

b) Encourage current members to maintain their membership

3. Visits to Teacher Training Institutions to be done three times a year

a) First Visit - Familiarisation

b) Second Visit - Recruitment by a team from FTA

- c) Third Visit - A Sports Activity to be organised by the Youth Wing
4. Mobilisation of branches to seek new members from within
  5. Branch visits to identify branches

FTU:

To develop a website for the union to:

- 1) Connect with regional members
- 2) Connect globally
- 3) Enable cost-cutting
- 4) Recruit potential members
- 5) Provide fast and efficient services to members

VTU:

Action Plan:

- Meeting at Executive level
- At a National level
- With Ministry of Labour/Finance
- With ILO

SINTA:

Action Plan to improve union service through:

- Education programme
- Communication
- Efficiency at headquarters
- Leadership and rights education

*Pertains to: Aim 5, carried out by: EIAP (Kuala Lumpur)*

## PRIORITY 5

### DEVELOPMENT COOPERATION

No programmes were held in Uzbekistan as the union was busy with its elections. A new leadership has taken over the reins and there has been no response to communications to them. The issue of child labour in the cotton fields is also an issue when EI holds seminars here.

The Kyrgyzstan teachers are happy with the new salary scales, which they obtained through demonstrations and agitation. They acknowledged the contribution of the EI seminars, which had emboldened them to take up the issues of low salaries with the authorities.

The Tajikistan teachers' union really needs the assistance of EI programmes. The seminar for university students was well received and was very satisfying. It is hoped that if more seminars of this nature are held, there will be substantive improvement in the organisation.

Kyrgyzstan had 11 activities – Two Trainings of Trainers, eight seminars on the Role of the Trade Union in the Market Economy, and one National Evaluation and Planning Meeting. The participants were chosen according to set criteria and gender balance was maintained in all activities.

Kazakhstan had five activities – four seminars on the Role of Trade Union in a Market Economy and one National and Evaluation Planning. In all the activities, female participation was dominant.

Tajikistan had six activities – five seminars on the Role of Teacher Organisation in a Market Economy and one National Evaluation and Planning Meeting.

No activities were held in Uzbekistan in 2011. The planned activities were called off on the initiative of the Uzbekistan Union, citing impending elections as the reason for the postponement. Now a new president is at the helm and he has not responded to our suggestion to continue with the programme in 2012.

*Pertains to: Aim 1, carried out by: EIAP (Kuala Lumpur)*

## PRIORITY 5

### DEVELOPMENT CO-OPERATION

The annual Development Cooperation meeting took place on 15-16 November in Brussels. The participants included 60 representatives of the cooperating partners currently implementing bilateral and multilateral cooperation programmes all over the world. The agenda included a discussion about how to translate the EI Development Cooperation Policy adopted by the EI Executive Board in April into a concrete tool.

Case studies were later debated in group discussions. Among key issues emphasised by participants were: avoiding duplication of activities through enhanced coordination, information flow and communication; the lead role to be played by EI and its regional offices in coordination; transparency, which would involve unions informing others about what they are doing and about the problems they may be facing in development cooperation activities; the need for a better understanding of the meaning of bilateral or multilateral cooperation and consortium; and the efficiency and sustainability of development cooperation projects.

The participants also discussed how to build independent and autonomous unions by establishing a common definition of the concept 'independent and autonomous'.

Finally, the meeting addressed the issue of organising, starting from the EI resolution adopted at the last Congress in July. Participants talked about their successful approaches to organising and about the new EI initiative to build an organisers' network.

Side meetings preceded the meeting on 14 November. They focused on Higher Education and Research, Indigenous education, MENA Cooperation and Gender networks. It was also an occasion for various consortia to meet: the Haiti Consortium, the Liberia consortium, the PGRI consortium, and the Central Asia consortium.

*Pertains to: Aim 5, carried out by: Head Office (Brussels), Solidarity and Development*

DEVELOPMENT CO-OPERATION

Haiti

EI provided humanitarian aid to the Confédération Nationale des Éducatrices et Éducateurs (CNEH). The funds collected through an urgent action appeal following the 2010 earthquake are now used to implement, in collaboration with CNEH, a four-year action plan to restore the union. A national campaign for public education was launched on 18 November and is partially funded by EI.

Liberia

EI head office is coordinating with the Africa Regional Office on the Liberia Consortium Group. This is an initiative to support NTAL/Liberia in its capacity building. In 2011, EI supported NTAL in completing some of its programmes in coordination with the existing EI Liberia consortium. The EI/NTAL consortium in Liberia continued to make steady progress in rebuilding the union infrastructure. There has been incremental development in the management of the organisation.

NTAL has also trained 50 trainers from all 15 countries and these are now being involved in leadership training that is ongoing at regional level.

NTAL has also been instrumental in influencing an increase in teachers' salary with \$150 per month being the starting point of the least qualified teacher, up from \$25 a month about four years ago.

The union now actively represents teachers in many educational bodies and committees in the country and plays an active role in the national coalition. It also collaborates with other civil society organisations.

Madagascar

EI provided financial support to KEKRIMPAMA (Madagascar) for the organisation of a national seminar on the evaluation of EFA national policy.

Iraq

ITU and KTU are finalising a three-year programme on capacity-building, recruitment and organising, which has been implemented with the cooperation of NASUWT. EI contributed with solidarity funds to complete training in the capacity-building area.

World Social Forum

EI supported financially the participation of two African union representatives at the World Social Forum held in Dakar on 6-11 February.

*Pertains to: Aim 4, carried out by: Head Office (Brussels), Solidarity and Development*

## PRIORITY 5

### DEVELOPMENT COOPERATION

#### Haiti

EI provided humanitarian aid after the January 2010 earthquake. The funds collected through an urgent action appeal are now used to implement, in collaboration with EI member in Haiti CNEH, a four-year action plan to restore the union.

#### Saint Lucia

EI provided financial assistance in December 2010 to Saint Lucia Teachers Union (SLTU) following the passage of Hurricane Tomas. St Lucia suffered the worst overall damage from the hurricane. Severe flooding and mudslides resulted in the deaths of 14 people. According to a government minister, several other people were missing and buried in landslides.

#### Japan

An Urgent Action Appeal was launched in March following the earthquake and Tsunami in Japan. The funds raised by the Solidarity Fund were entirely donated to Japanese affiliate JTU.

#### Turkey

After the Van earthquake in October, EI contributed to an Urgent Action Appeal, implemented with Egitim-Sen.

Letters of solidarity were also sent to member organisations in Brazil, Australia and Sri Lanka following massive floods that affected the three countries.

*Pertains to: Aim 4, carried out by: Head Office (Brussels), Solidarity and Development*

## PRIORITY 5

### DEVELOPMENT COOPERATION

The EFAIDS programme ended in June. The 80 EI affiliates involved in the programme completed their activities at local level.

Regional EFAIDS evaluation workshops were held in Chennai, India, on 7-10 February; in St Lucia on 16-18 February, and in Costa Rica on 30 March-1 April.

A SALIN joint visit to Mali was organised on 15 -17 March 2011 with the Dutch government and GCE/RWS to look at the level of cooperation between the union and the education coalition and at progress made through the EFAIDS and RWS programmes over the last five years.

An EFAIDS closing conference was organised on 16-17 May 2011. Around 45 people attended, half coming from EI member organisations that had participated in the EFAIDS programme. The closing messages were all positive and each participant committed him/herself to acting towards sustaining union activity in the area of EFA and in the fight against HIV and AIDS in schools.

The last EFAIDS publication, “Healthy Action”, was published in February in English and French. It is an activity book for teachers and learners. The activities are designed to help teachers and learners adopt healthy behaviours and choices so as to better teach and learn. The topics covered in the book include tobacco, alcohol, and other drugs; nutrition and physical activity; hygiene and sanitation; and injury and violence prevention.

The evaluation of the EFAIDS programme took place. A team of three people from the Dutch Outbox Consultancy worked on the evaluation. The final evaluation report was published in November.

The Unit was invited to showcase the EFAIDS Programme at the Innovation Fair, held during the July 2011 Ministerial Review (AMR) of the High-level Segment of the substantive session of the ECOSOC at Les Palais des Nations in Geneva. Specific material was developed for the Fair (posters, flyers, EFAIDS pins and condoms) to be displayed in an EI stand. There was a high level of interest in EI activities and the EFAIDS approach and publications from Education ministries representatives, UN agencies and NGOs attending the AMR. A couple of organisations expressed their interest in potential co-operation in future activities.

*Pertains to: Aim 1, carried out by: Head Office (Brussels), Solidarity and Development*

## PRIORITY 5

### DEVELOPMENT COOPERATION

#### Ethiopia

EI provided financial assistance to two members of the NTA (Ethiopia), who were victims of persecution, Anteneh Getnet Mulatu, a refugee in Kenya, and Gemoraw Kassa.

#### Côte d’Ivoire.

EI also provided financial assistance to union leaders Salimata Doumbia from SNEPPCI (Côte d'Ivoire) and Mamadou Soro from SYNESCI (Côte d'Ivoire), following the troubles resulting from the national elections. EI helped Salimata to leave the country as a refugee to France while Mamadou became a refugee in Burkina Faso.

*Pertains to: Aim 2, carried out by: Head Office (Brussels), Solidarity and Development*

## PRIORITY 5

### DEVELOPMENT COOPERATION

Administrative contribution/preparation of the following:

- Follow up of membership applications and review of constitutions for unions applying to EI: SNAPAP (Algeria), PUFFPE (Palestine), CETO (Lebanon) and ISTT (Egypt)
- AFT proposal for civic education in Egypt and Lebanon, as well as the Tunisia proposal
- Preparation of a proposal for Lararforbundet/SIDA for establishing the Arab women network of EI
- Preparation of detailed profiles of education unions (EI members and potential members) in Arab countries
- EI World Women's Conference in Bangkok, January 2011; with some MENA women delegates. Co-presented a session. “Union struggles in MENA”.
- 6<sup>th</sup> EI Congress in Cape Town, July 2011; with delegates from all MENA unions except YTS –

Yemen due to political reasons. Participated as a panellist in breakout session, “Inclusive Education Institutions, a possibility or a dream”.

*Pertains to: Aim 5, carried out by: MENA (Beirut), Solidarity and Development*

## PRIORITY 5

### DEVELOPMENT COOPERATION

Training activities:

- DLF training in Lebanon (9-15 May 2011) with Teachers Syndicate of Lebanon (TSL) and LPESPL

After an earlier visit by DLF to discuss areas of cooperation with TSL and LPESPL, it was agreed that an initial stage of a longer-term cooperation will involve two workshops on Strategic Management. These will be carried out by DLF with 20 participants and council members from TSL and another workshop with 18 participants from LPESPL.

The workshops were based on the SWOT-analysis. A SWOT-analysis uncovers Strong and Weak points in the organisation (in union structure, resources and processes, constitution, finance, communication and representative mechanisms) in relation to Opportunities and Threats in the environment (such as collective bargaining process, social dialogue process, grievance arbitration and labour court, as well as national politics).

Afterwards, goals and strategies are set up with the SWOT analysis in mind to make use of the strong points of the organisation, protect its weak points, make use of the opportunities of the organisation and protect it against the threats.

- EI/AFT training in Lebanon – 21-30 October 2011

EI and AFT held a series of organising and professional development workshops with the Teachers Syndicate of Lebanon (TSL), as a continuation of the programme started in 2006.

The training was as follows:

Two simultaneous three-day train-the-trainer workshops held in Beirut. Sixteen school representatives and branch leaders took part in the organising workshop, 21 in the professional development workshop.

Organising training – (based on the AFT’s new training model introduced last year, which emphasises organising one teacher at a time by first listening to their concerns and building up a sense of rapport and trust before pitching the union; placing the primary responsibility of contacting and recruiting the individual teacher on the school representative; and careful development of realistic organising plans that include benchmarks and timetables for measuring progress).

Professional Development training – (on ‘What Effective Schools Do When Students Don’t succeed’: The Power of Collaboration, Re-thinking Discipline, and Using Questions to Teach and Learn)

This was followed by four practice training workshops (each for around 20 participants) for TSL member in Mount Lebanon and South Lebanon, run by the TSL graduates of the Beirut workshops. The AFT trainers attended these practice workshops solely as observers and mentors.

The practice workshop in South Lebanon on organising was especially successful. Leadership in the South has endorsed the idea of an organising drive, focusing on areas outside of the city where the level of organisation is extremely low.

In future, it is suggested that EI and AFT could provide support to TSL in the area of an organising campaign, and in carrying out more practice trainings in other districts of Lebanon.

*Pertains to: Aim 5, carried out by: MENA (Beirut), Solidarity and Development*

## PRIORITY 5

### EDUCATION FOR ALL

The Intellectual Property Protection Consultation was held at the Mona Visitors' Lodge and Conference Centre, Jamaica, on 8-9 June 2011 under the theme, "Towards a Framework for Intellectual Property Protection in Jamaica Tertiary Education Institutions". EI was represented at the consultation and the Coordinator brought greetings on behalf of EI and participated in the whole discussion, particularly in the Leadership and Management group discussion. This was a follow-up to the EI Higher Education Conference, held in Vancouver, Canada, in 2011.

#### CIDA Project Monitoring in the Caribbean

CIDA International Development Project Advisor evaluation of activities held in the Caribbean was conducted in Jamaica on 17-25 June 2011. This session assessed the contribution made by five partnerships with Canadian-Branch Supported Programs in the area of building to capacity the education sector in Jamaica. The specific focus points were basic education, literacy, numeracy, life skills and employment skills development.

The following were discussed:

Outcomes of teacher-training sessions

Outcomes of young leaders' development initiative as a result of John Thompson Fellowship Programme

Outcomes of gender equality programme through the status of Women's Committee

Outcomes of the institutional capacity development in ICT, collective bargaining, planning and evaluation as a result of JTEP

#### CTF Mission

CTF Mission to Guyana was attended by Julian Monrose, SLTU President, and EI Coordinator Virginia Albert Poyotte, as well as Guyana Teachers' Union executive officers. This was held on 22-24 September 2011 to evaluate how the union was operating, where they were, what they have accomplished and what was expected for the future of the union. Further cooperation between CTF and GTU is foreseen.

*Pertains to: Aim 5, carried out by: Caribbean (St. Lucia), Solidarity and Development*

## PRIORITY 5

### GOVERNANCE

EI's 6th World Congress was held in Cape Town, South Africa, in July 2011. It had representatives from all nations. The Caribbean was well represented by all countries with the exception of Montserrat, BVI and St. Kitts



The president of the Trinidad & Tobago Unified Teachers Association was elected to the Executive Board of EI. The North America & Caribbean Region met at the regional meeting in Cape Town to plan their participation in the Congress.

*Pertains to: Aim 5, carried out by: Caribbean (St. Lucia), Governance*

## PRIORITY 5

### HUMAN AND TRADE UNION RIGHTS

Continuous follow-up of political and labour situation

- Periodic follow-up and communication with Tunisian, Egyptian, Yemeni and Algerian EI members in view of the revolutions. Providing relevant EI units with updates for web items, solidarity statements and Urgent Action Appeals (UAAs).
- Followed up on the situation of BTA (Bahrain) as of March 2011 in view of the political developments and coordinated with relevant EI units to issue UAAs.

Meetings and missions

- EI MENA meeting in Cairo, 25-27 June 2011;

The spread of people revolutions in the Arab countries led to a discussion of union democracy and independence at regional level that did not exist before. The developments and the historical opportunity for the transformation of labour unions in Arab countries in the Middle East and North Africa, especially teachers unions, led EI to plan the EI MENA Cairo meeting with one main objective: to help Arab unions develop a relationship and sense of common objective for a new type of teachers union in the region.

The agenda tackled the following issues: recent developments in the region; the role education unions play in the movement for democratic change and political reform; the characteristics of independent and democratic education unions; challenges facing education unions in the MENA region (relations with governments, human and trade union rights, status of teachers, education policy).

EI General Secretary Fred van Leeuwen informed participants that EI will provide specific (tailored) programmes to match the needs of the unions, establish a women's network for Arab countries and provide more EI material and website links in Arabic.

This meeting was significant for the space it gave to freedom of expression, different from previous meetings, and the inclination, almost by most unions, towards a new direction of unionism in the region.

- ITUC- GUFs meeting in Jordan, March 2011, and later communicated with our MENA members regarding the Global Unions May Day Declaration issued by GUFs in view of developments in the regions.

- Jordan mission, March 2011
- Bahrain mission, November 2011

*Pertains to: Aim 5, carried out by: MENA (Beirut), Solidarity and Development*

## PRIORITY 5

### RESEARCH

On the research front, a study was conducted and published on the state of education among indigenous populations of eight countries and on the public policies that protect their rights. It was funded by UEN (Norway) and EI. The information obtained will serve as a basis for continuing the process initiated in 2009 to convene trade union organisations - particularly their leaders and indigenous grass roots members – so as to discuss an alternative proposal for education that includes indigenous knowledge and teaching methods. The efforts are geared in particular to making the curricula inclusive, to granting indigenous persons access to teacher training, having indigenous teachers participate in trade unions, ensuring that indigenous children and young people have access to – and remain in – the public education system and that the countries ratify and comply with Convention 169.

In like manner, a research study was conducted, with financial support from UEN (Norway), on the situation of initial and in-service teacher training in Latin America.

A survey was also conducted, which is to lead to a study on the level of organisation of the support of non-teaching staff, to find out whether they are affiliated with trade unions, whether there is a professional career for non-teaching staff, if their claims are included as part of the demands and collective bargaining in the education sector and so on. The EI Regional Committee for Latin America has promoted this effort to gauge in depth the reality of a sector that is to be incorporated in EI: a conceptual discussion is underway exploring the premise that the education sector consists not only of teachers but also of support staff.

*Pertains to: Aim 5, carried out by: EIAL (San José)*

## PRIORITY 5

### RESEARCH

Study: Global Corporate Taxation & Resources for Quality Public Services

The Council of Global Unions' research project on Corporate Taxation and Resources for Quality Public Services was launched in London on 30 October 2011. The study was undertaken by the EI Research Institute (EIRI), funded by a grant from the Hans Böckler Stiftung and supported by several EI affiliates, including the NEA, United States and UEN, Norway.

The teacher quality gap: education reforms and training for under-qualified primary teachers in India and Indonesia

Under the EI Research programme, three regional studies have been undertaken on teacher-training initiatives for under-qualified teachers in sub-Saharan Africa, Latin America and Asia-Pacific during 2010-2012. The study on teacher education and training for under-qualified contract teachers in the context of recent education reforms in India and Indonesia will be published in 2012. During September-October 2010, field-research was conducted by Mireille de Koning, research officer, in four states and provinces in India and Indonesia with

the support of the national and local teacher unions. The study findings are based on literature and policy document reviews, interviews undertaken with policy makers, union leaders and other educational stakeholders, as well as on classroom observation in schools. In both case countries, under-qualified contract teachers, who face inadequate service conditions and receive little professional development support, constitute a considerable part of the teaching workforce.

Report: Impacts of IMF policies on national education budgets and teachers

The study, “Impacts of IMF Policies on National Education Budgets and Teachers: Exploring Possible Alternatives and Strategies for Advocacy”, commissioned to Rick Rowden of newspaper The Guardian, was completed in June 2011 and will be published in 2012. Funded jointly by the EIRI and the NEA in the United States, the study provides a critical review of how current IMF macroeconomic policy conditions impact on the ability of borrowing countries to finance national education budgets and wages for public sector teachers. It examines three country case studies of IMF loan programmes: Jamaica, Latvia and Uganda.

*Pertains to: Aim 1, carried out by: Head Office (Brussels), Research*

## PRIORITY 5

### RESEARCH

Study: Teaching under China’s Market Economy

The research project entitled, “Teaching under China’s Market Economy: Five Case Studies”, commissioned by EI to Dr Shibao Guo, Calgary University, was completed in June 2011. The final report contains a literature review, statistical analysis and five regional case studies. The report was presented and discussed during a side-meeting of the EI 6th World Congress and endorsed by EI’s 39th Executive Board meeting. It will be published in 2012.

Report: “Impact of Global Education Reforms on Teachers”

The EIRI-commissioned report to the IS Academie Education and Development at the University of Amsterdam entitled, “Teachers, Teaching and Learning in Global Education Reforms”, was undertaken during 2011 and will be published in 2012. It explores how global education reforms influence the professionalism and the well-being of teachers in diverse contexts in the global south. Five case-study chapters are included in the report. They look at school-based management in Namibia, teachers and accountability policies in Jamaica, public-private partnerships in Uganda, teacher evaluation in Peru and incentive schemes for teachers in Indonesia. The report is edited by Dr Antoni Verger, Autonomous University of Barcelona, and Dr Hulya Kosar Altinyelken, University of Amsterdam.

Study: Teaching Profession in the 21st Century

The study, “Teaching Profession in the 21st Century” was commissioned by the EIRI to Professor John MacBeath, Cambridge University. It collects and analyses literature on teachers’ effectiveness issues, focusing on pedagogical autonomy, space for creativity and collaboration between teachers. It provides a strong research support for EI policies in particular in relations with OECD. The project is undertaken in collaboration with OECD CERI and will serve as a basis for a joint seminar in 2012 at Cambridge University.

#### Study: "Support for Teachers' Efficacy, Voice and Leadership"

The study, entitled "Support for Teachers' Efficacy, Voice and Leadership", commissioned by the EIRI to Cambridge University, continued throughout 2011. The study draws on a range of recent research on teachers' efficacy and self-confidence as well as on the conceptual work already undertaken within the International Teacher Leadership project.

*Pertains to: Aim 2, carried out by: Head Office (Brussels), Research*

### PRIORITY 5

#### RESEARCH

##### Study: "Equity Matters"

The EIRI study, entitled "Equity Matters", was completed and published in May 2011. The aim of this project was to capture the nature and significance of unions' equity policies in achieving quality education for all in public education systems. The study is based on an extensive literature review, an EI membership survey and on a set of country case studies. The research was undertaken by Dr Elizabeth Wood, Professor of Education, Dr Keith Postlethwaite, Associate Professor of Education, Dr Martin Levinson, Senior Lecturer, and Alison Black, Research Assistant at the University of Exeter.

##### Study: "Structures of Injustice: Mapping capabilities and freedom of Doctoral Candidates in Humanities"

As part of the EU Marie Curie EDUWEL (Education as Welfare: Enhancing Opportunities for Socially Vulnerable Youth) project, Post-compulsory Education as Welfare, the EIRI has been conducting the research project, "Structures of Injustice: Mapping Capabilities and Freedom of Doctoral Candidates in Humanities". In 2011, in consultancy with EI Higher Education affiliates, a survey was conducted among EI Higher Education sector affiliates in Europe, investigating existing policies in this area, general views on the situation of doctoral candidates in the respective countries and proposals for enhancing their capabilities. The project was undertaken by PhD candidate and EIRI Research Fellow Krystian Szadkowski.

*Pertains to: Aim 3, carried out by: Head Office (Brussels), Research*

### PRIORITY 5

#### RESEARCH

##### 7th Annual Research Network Meeting

The 7th Annual EI Research Network meeting took place in Brussels on 8-9 March 2011. Research Network participants from EI affiliates (27 representatives from 21 affiliates in 15 countries), professional educators and researchers deliberated over a number of ongoing and new research projects being undertaken by EI and teacher unions.

Invited speakers included Dr Elizabeth Wood, Faculty of Education, University of Essex, who presented the findings of the study, "Equity Matters", commissioned by the EIRI to the University of Essex in 2010. Further sessions were devoted to the Council of Global Unions' study on "Global Corporate Taxation & the future of Quality Public Services"; Professor John MacBeath's (Faculty of Education/University of Cambridge), study on the teaching profession in the 21st century, and EI's work in relation to PISA and TALIS.

Krystian Szadkowski, Research Fellow at the EIRI, presented his PhD research proposal, "Race to the bottom: Doctoral candidates in Poland and Europe", funded by EU Marie Curie Programme, EDUWEL.

#### EIRI Board meeting

The EIRI Board held its fourth annual meeting on 10 March 2011. The Board approved the financial report for 2010 and the proposed budget for 2011. It welcomed two new members: Jon Lewis, SADTU, and Ulf Fredriksson, Stockholm University. The proposal to fund the study, "Teaching Profession in the 21st Century" by Professor John MacBeath, Cambridge University, was endorsed and progress of projects underway approved. Such projects included Teachers' Voice and Leadership in collaboration with Cambridge University and Impact of Global Education Reforms on Teachers with IS Academie, University of Amsterdam.

#### OECD: PISA and TALIS

EI reported on OECD's "Education at a Glance 2011" report published in September 2011. EI attended the OECD PISA Governing Board held in Tel Aviv, Israel, in October 2011. In addition, EI closely followed the development of new questionnaires for TALIS 2013, providing critical input in consultation.

*Pertains to: Aim 5, carried out by: Head Office (Brussels), Research*

### PRIORITY 5

#### STATUS OF TEACHERS

MENA/EI: Cairo, Egypt, 25-27 June 2011

The new Egyptian union, ISST, played host to about 50 trade union representatives from the MENA countries and to development cooperation partners at a meeting on 25-27 June 2011 in Cairo to discuss the role of education unions in the movement for democratic change and political reforms. The meeting gave attendees an opportunity to discuss topical issues in relation to the Arab Spring, including recent developments in the region, the role education unions should play in the movement for democratic change and political reforms, the characteristics of an independent and democratic education union, the challenges facing teaching unions in the MENA region, relations with political leaderships, human and trade union rights, the status of teachers and education policies. EI's MENA initiative was also looked at from all angles - cooperation, recruitment and organised action and gender equality.

*Pertains to: Aim 5, carried out by: EIRAF (Accra)*

### PRIORITY 5

#### STATUS OF TEACHERS

A workshop on Pre-school education, tackling child-trafficking and labour in West Africa was held on 8-9 February 2011 during the World Social Forum in Dakar, Senegal. Co-organised by EIRAF with GEW (Germany) and BUPL (Denmark), the workshop was attended by representatives of GEW (Germany), EI members in Senegal, GNAT and NAGRAT (Ghana), SNEB (Niger), SYNESP (Benin), FESEN (Togo) and SYNTER (Burkina Faso). The work focused on the role of teaching unions in tackling all forms of child-trafficking and labour in West Africa,

as well as on the benefits of pre-school education policies as recommended by the EFA Goals and MDGs. Recommendations were made for areas including child labour and trafficking in trade unions' remits.

*Pertains to: Other, carried out by: EIRAF (Accra)*

## OTHER PRIORITIES

### GOVERNANCE

Together with the French Mutuelle Générale de l'Education Nationale (MGEN) and the Association Internationale de la Mutualité (AIM), EI established the Education and Solidarity Network in 2009. This seeks to promote and develop solidarity-based social protection programmes for teachers and their communities in countries where such programmes either do not exist or struggle to survive. In most developing countries, education workers have next to no access to healthcare and are not entitled to retirement benefits of any kind.

The Network, which collects its own membership dues, held its first General Assembly in Cape Town on 20 July. Holding the meeting in the same location as the EI World Congress was meant to showcase EI's involvement in the Network and attract new members. A two-year programme of activities was adopted, with special emphasis on projects to be implemented with the help of EI member organisations in Burkina Faso, Russia and Costa Rica. The Assembly also stressed the importance of health and social protection education, as a key delivery mechanism for the implementation of the UN's Social Protection Floor Initiative (2009).

EI is represented on the Network's Executive Board, which meets annually, and on its Bureau, which meets monthly.

*Pertains to: Aim 4, carried out by: Head Office (Brussels), Governance*

## OTHER PRIORITIES

### GOVERNANCE

Around 1,700 participants from a record 153 countries participated in EI's 6th World Congress, held in Cape Town, South Africa, on 22-26 July. The theme for Congress was 'Building the Future through Quality Education'.

In his keynote address during the opening ceremony, Kgalema Motlanthe, Deputy President of the Republic of South Africa, welcomed all delegates and spoke to the theme of Congress, when he stressed that "Access to education for the majority of the world's people trapped in miserable socio-economic conditions remains a key challenge [...] today." Other high-profile guests included Guy Ryder, Deputy Director General of ILO; Qian Tang, Assistant Director General of UNESCO; Carol Bellamy, Chair of the World Bank's Fast-Track Initiative on Education for All; and Kumi Naidoo, Executive Director of Greenpeace International.

Susan Hopgood (AEU/Australia) and Fred van Leeuwen (AOB/Netherlands) were elected for a further four-year term as President and General Secretary respectively of the organisation. Irene Duncan Adanusa (GNAT/Ghana), Juçara Dutra Vieira (CNTE/Brazil), S Eswaran (AIPTF/India), Haldis Holst (UEN/Norway) and Dennis Van Roekel (NEA/United States) were

elected as Vice-Presidents. Also elected as members of the Executive Board were Mugwena Maluleke (SADTU/South Africa), Marième Sakho Dansokho (SYPROS/Senegal), Yuzuru Nakamura (JTU/Japan), Lok Yim Pheng (NUTP/Malaysia), Slawomir Broniarz (ZNP/Poland), Eva-Lis Sirén (Läraryförbundet/Sweden), Maria Teresa Cabrera (ADP/Dominican Republic), Stella Maldonado (CTERA/Argentina), Randi Weingarten (AFT/United States), Emily Noble (CTF-FCE/Canada), Teopista Birungi Mayanja (UNATU/Uganda), Patrick Gonthier (UNSA-Education/France), Roustan Job (T&TUTA/Trinidad and Tobago), Senen Niño Avendaño (FECODE/Colombia), Alain Pelissier (CSQ/Canada), Abdelaziz Mountassir (SNE-FDT/Morocco), Grahame McCulloch (NTEU/Australia), José Campos Trujillo (FE.CC.OO/Spain) and Patrick Roach (NASUWT/United Kingdom).

Congress adopted EI's first ever consolidated education policy package, which outlines the organisation's views on virtually all aspects of education. The document, which was prepared after year-long consultations with affiliates, should assist EI and all its members in their advocacy work with governments and intergovernmental bodies for many years to come. In addition to the policy paper, Congress also adopted an ambitious quadrennial programme of activities and no less than 33 resolutions. As he introduced the new four-year programme, Fred van Leeuwen, General Secretary, said: "In the light of the attacks on the members and the serious challenges facing education and professional development, we need to strengthen our capacity to fight back."

As part of statutory business, Congress adopted several constitutional amendments, including creating an internal audit committee and a category of 'associate membership' of EI. Also adopted were the General Secretary's report of activities and the audited financial statements for the years 2007-2010. An appeal against the membership of DAÜ-SEN/Cyprus was rejected.

The Congress was preceded by a four-day programme of caucuses and workshops, which reviewed progress in implementing EI's goals in particular sectors or areas of work. The third day of Congress was devoted to breakout sessions on specific education and trade union issues, such as 'The Future Financing of Education' and 'Inclusive Schools at the Heart of the Community', allowing for greater interaction and exchanges between delegates.

*Pertains to: Other, carried out by: Head Office (Brussels), Governance*

## OTHER PRIORITIES

### GOVERNANCE

The Executive Board directs the affairs of the organisation between two World Congresses in conformity with the decisions and resolutions of the latter. In 2011, the Executive Board held four meetings, two before and two after the 6th World Congress.

The 36th Executive Board meeting was organised in Cape Town on 22-24 March to give members a first taste of the Congress venue. With the constitutional deadlines in mind, the Board discussed and finalised the resolutions and other key documents which it wished to propose to Congress in July. Among those documents were the list of proposed amendments to the Constitution and By-Laws and the draft programme and budget for 2012-2015. Despite the strong statutory focus, the Board also debated political developments in a

number of Arab countries and resolved to work with the ITUC and other Global Unions to support the popular democratic and independent labour movements throughout the region. In other decisions, the Board also:

- Agreed on establishing an OECD Advisory Committee for the purpose of providing more focused guidance for work in the OECD area
- Adopted a strategy paper on early childhood education (ECE) and revised policy papers on vocational education and training (VET) and on development cooperation
- Approved the new European By-laws and revised By-laws for the African region
- Adopted a motion of solidarity with colleagues in Japan following the earthquake and nuclear disaster in Fukushima
- Admitted the Independent Teachers' Trade Union of Egypt (ISTT/Egypt) into membership

The next Executive Board meeting, which was the 37th since the establishment of EI in 1993, took place in Cape Town on the afternoon of 20 July, less than two days before the opening of the Congress. In its final tune-up for Congress, the Board decided on the composition of the various Congress committees. Responsibility for moving the Board's proposals to Congress was also assigned at the meeting. The Board agreed on a list of retiring education union officials to be recognised as Distinguished Associates of EI during Congress. The only non-Congress matter was the finalisation of the composition of the OECD Advisory Committee.

The newly-elected Executive Board convened briefly on the afternoon of 26 July, after the close of Congress. In addition to a first assessment of the outcomes of Congress, the Board decided on the composition of the Finance, Status of Women, and Constitution and By-laws Committees. All three advisory bodies are composed of Board members only and convene before each meeting of the Board.

A more systematic review of the political and logistical dimensions of the 6th World Congress was undertaken at the 39th Executive Board meeting, held in Brussels on 30 November-1 December. The Board then examined 16 resolutions and adopted 11, which, due to lack of time, could not be considered by the Congress in July. The Board also selected Ottawa as the host city for the 7th World Congress in July 2015. But its main task at the meeting was to adopt a detailed programme and budget for 2012, organised around five priorities and based on the decisions of Congress. The debate was informed by a special presentation from John Evans, TUAC General Secretary, on 'Education and the Economic Crisis'. The Board also

- Agreed on the terms of reference and composition of taskforces on VET, ECE, teacher migration and mobility, as well as indigenous issues
- Decided on the establishment of an Arab Countries Cross-Regional Structure and on strategies for work in the area in the next four years
- Adopted a statement expressing solidarity with Turkish colleagues sentenced to prison for their trade union activities
- Resolved to admit into membership six applicant organisations on the proviso that affiliates in the applicants' countries file no substantial objections against their affiliation by the regulatory deadline



In 2011, there were also four meetings of the EI Officers, the group comprising the President, Vice-Presidents and General Secretary. The Officers usually meet immediately before each Executive Board meeting and at least one more time between Board meetings in order to prepare meetings of the Board and review progress in implementation of policies and decisions. They are often mandated by the Board to deal with urgent matters between Board meetings or to finalise matters on its behalf. The Officers met in Cape Town on 21 March and 20 July and in Brussels on 23 June and 29 November.

*Pertains to: Other aims, carried out by: Head Office (Brussels), Governance*

## OTHER PRIORITIES

### GOVERNANCE

EI was represented at the Council of Global Unions' 5th Annual Meeting (Paris, 24-25 January) and at the General Secretaries' meeting (Geneva, 10 June). EI also participated in meetings of the various working groups, which seek to coordinate action and mobilise support from membership on issues such as work relationships (precarious work), migration, occupational health and safety, HIV-AIDS, communications, and quality public services. Following the adoption by the Council of the Geneva Charter on Quality Public Services (QPS), EI picked Cape Town - the host city for its 6th World Congress – as a pilot city for a QPS Campaign to be launched with local member organisations. Under the aegis of the Council, EI and its Global Union partners also exchanged information on countries where greater coordination was desirable in order to expose human and trade union rights violations.

*Pertains to: Aim 4, carried out by: Head Office (Brussels), Governance*

## OTHER PRIORITIES

### GOVERNANCE

The Committee of Experts on Membership did not convene and did not undertake any investigations in 2011. This is not so unusual in a Congress year, when the term of office of the Committee comes to an end. Still, as the year came to a close, the Executive Board had not referred any new cases to be investigated by the new Committee.

Following the 6th World Congress, the Executive Board appointed the following Committee to serve until the next World Congress: Chair - Don Cameron; Members - Marguerite Cummins Williams, Rob Durbridge, Kjeld Aagard Jakobsen, Anita Normaekand Pai Obanya.

*Pertains to: Other aims, carried out by: Head Office (Brussels), Governance*

## OTHER PRIORITIES

### GOVERNANCE

In June 2011, a meeting of the EI Regional Committee for Latin America and the 8th Regional Conference were held. The afore-mentioned Regional Committee proceeded to organise the Regional Conference, which in turn proceeded to elect a new Regional Committee for a four-year period, currently composed of the following organisations and persons.

Chair: Hugo Yasky, CTERA (Argentina).

Vice-Chair: Fatima Silva, CNTE (Brazil) for South America and Brigida Rivera, ANDEN (Nicaragua) for Central America, Mexico and the Dominican Republic.  
Regional officers for the sub-region of Central America: Denis Mora, ANDE (Costa Rica), Joviel Acevedo, STEG (Guatemala), and Israel Montano ANDES (El Salvador).  
Regional officers for the sub-region of South America: Jaime Gajardo, CPC (Chile), Hamer Villena, SUTEP (Peru) and Rosalba Gómez, FECODE (Colombia).

*Pertains to: Other aims, carried out by: EIAL (San José)*

## OTHER PRIORITIES

### COMMUNICATIONS

#### El Web Portal

The El Web Portal aims to be the core channel of communication between EI, its member organisations, individual education workers and the public. To this end, 351 news items, 26 in-depth policy articles and 15 event pages were published on the main portal in the course of 2011. Also, 51 newsletters were sent to about 227,000 recipients. Moreover, the web team assisted in the development and implementation of four surveys, making use of the open-source on-line survey tool, Limesurvey.

#### El Web Portal Redesign

Apart from these regular updates concerning activities of both EI and its member organisations, the web portal contains a wealth of information regarding EI's diverse areas of work, from education policy and professional issues to human rights violations. The exponential growth of information available via the web portal demanded a new, stringent and consistent information architecture in order to enable users to find the information they need as easily and quickly as possible. The previous web portal, which was developed in 2004, sometimes neglected basic principles of user-centred information models.

With the help of a grant from Friedrich-Ebert-Stiftung, Germany, during 2010, a user-centred new information architecture was developed and new graphical design elements drawn up. Programming was undertaken in early 2011. The new web portal went live as scheduled in March 2011.

#### Webcentral

The old content management interface, Webcentral - like the old web portal developed in 2004 - offered very basic editing and updating capabilities and was also completely overhauled and integrated more closely with the new web portal.

To facilitate easier work-flows and more efficient content management, the following functionalities were implemented:

- WYSIWYG editor for news item and web section insertion- Image insertion interface, either by searching for an image already on the server (with thumbnail display) or by uploading, cropping and saving new images to the server
- Insertion of links from Sharepoint through a search interface
- Urgent Action Appeal management with automatic creation of e-mail forms if required, plus logging of e-mail addresses for respondents (with opt-in for newsletter subscription)

- Semi-automatic newsletter creation by use of a search interface that allows choosing of news items to be included into newsletter page and then sent via Interspire Email Marketer

### El Web Server Overhaul

As the El web server park had been enlarged on an ad-hoc basis over previous years, it became necessary to streamline and enhance the environment to ensure manageability and future scalability. Moreover, a hacking incident in early 2010 caused a three-day downtime and highlighted severe neglects by the previous service provider.

El researched and identified a suitable new service provider, designed the layout for the new server park (including high-availability clustering, triple redundancy, continuous backup and continuous monitoring) and planned and supervised the migration of folder structures and databases. The actual migration was undertaken very early in 2011 in order to diminish the impact on El's day-to-day work. The procedure was undertaken without major disruptions to the uptime of the El web portal.

### Social Media and Online Services

The impact that social media can have on 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 2011, El not only maintained its presence in established services such as YouTube and Flickr, but also engaged with its target audiences by opening and maintaining accounts with up-and-coming social media sites Facebook, Twitter and Google+. Moreover, 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 established, making a number of El publications available online.

The El Social Media Accounts are available as follows:

Facebook: <http://www.facebook.com/educationinternational>

Twitter: <http://www.twitter.com/eduint>

Google+: <https://plus.google.com/b/101159682842105828280/>

Flickr: <http://www.flickr.com/photos/30593921@N03/>

YouTube: <http://www.youtube.com/user/EduInternational>

Issuu: <http://www.issuu.com/educationinternational>

### URL shortening

Yourls, an open source URL shortening software, has been deployed 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 El Flickr photostream, located at <http://www.flickr.com/photos/30593921@N03/> is thus accessible at <http://go.ei-ie.org/flickr>).

### Electronic Outreach

In 2011, El sent out various electronic newsbriefs, such as In Focus, CONNECT, TradEducation News, EFAIDS Newsletter and The DC Bulletin. The total number of subscribers at the end of 2011 reached 18,761, to which 51 newsletters overall were sent in the course of the year.

In the course of the development of the new web portal administrative backend, the newsletter management system has also been completely re-written and the underlying

database has been significantly altered to accommodate more ease-of-use and greater flexibility. It is now possible to choose the order of news items displayed and to preview those changes instantly. A search and pagination mechanism makes choice of news items more straightforward. Last but not least, a new mass-mailing software (Interspire) has been deployed and customised, to ensure a more scalable and powerful solution for newsletter sending.

#### Policy Library

The EI Policy Library, the central repository for EI policy documents such as Congress Resolutions and the Constitution and Bylaws, needed to be re-programmed in order to overcome technical problems caused by incompatibilities of the old code with the new server installation. The re-programmed application went online in late 2011 and is scheduled to be updated with the Congress resolutions passed during the 6th World Congress and by the Executive board, once these have been proofread.

#### Online Campaigns

The web is an important platform for campaigning and EI ensures that all its campaign efforts contain a strong web element. EI campaigns such as Global Action Week, World Day against Child Labour or World AIDS Day all made use of the web as an interactive tool to communicate with member organisations. Other campaigns that made use of the web in a variety of ways to increase EI's visibility and expand its support base further into grassroots communities, included:

#### World Teachers' Day (WTD)

Over the last few years, EI has received increasing feedback from grassroots teachers and students during WTD. This was achieved through careful planning and implementation of web tools to allow for the active participation of users of the site. Attractive graphical elements, 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 customised for the following languages:

English

French

Spanish

German

Chinese

Russian

Arabic

Slovenian

Customisation for Australia and New Zealand (29 October)

#### Pay Equity Now!

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

### EI First World Women's Conference

IEI convened its first World Women's Conference, *On the Move for Equality*, in 2011. The web team designed and developed the conference website, <http://www.ei-ie.org/women2011/en/>, and consulted on the use of social media.

### Teacher Migration

The 6th World Congress mandated the IEI Secretariat to develop a campaign around the issues of migrant teachers. The web team gives advice and support for the design and development of the campaign website.

### IEI 6th World Congress

#### Website and Registration System

The huge success of the 5th World Congress, held in July 2007 in Germany, established the web as the primary communications channel for Congress preparation, publicity and organisation. In accordance with this, the web team developed a public Congress Website, containing general information about the 6th World Congress. Moreover, to support the logistical processes concerning Congress, an intricate back-end was developed, allowing affiliates to nominate delegates, the delegates to plan their participation – from breakout sessions to hotel booking – and finally the IEI secretariat to monitor participation and prepare the Congress. The system was used to great advantage during the 6th IEI World Congress in Cape Town and will be refined and further developed for the next Congress in 2015.

#### Congress print publications

- Designing, editing and publishing IEI Congress Publications occurred in three languages. These included: Core Booklets, IEI Congress Guide, Quadrennial reports and Annual Reports.
- Issuing, publishing and distributing five IEI Newsletters during Congress occurred in three languages. These are available online at: [http://www.ei-ie.org/en/websections/content\\_detail/5741#intro3](http://www.ei-ie.org/en/websections/content_detail/5741#intro3)
- Issuing IEI Magazine Worlds of Education Special Edition for Congress in three languages.
- Designing, editing and publishing IEI congress visuals such as banners (three), exhibition structure panels (six structures, 33 panels), two videos and some fixed images for projection on screen.
- Designing, editing and publishing (in cooperation with the General Services Unit) of IEI congress material such as bags, lanyards and so on

### IEI 1st World Women's Conference

Help in editing, laying-out, and publishing reports and conference documents.

### IEI 2010 Annual Report

IEI 2010 Annual report edited, laid-out and published, together with 2007-2009 Annual Reports, on CD-ROM

### IEI Magazine

Worlds of Education 37, April 2011. Focus: Teachers combat attacks on trade union rights  
Worlds of Education 38, July 2011. Congress edition: Building the future through quality education

Worlds of Education 39, October 2011. Congress report: EI members set out a clear strategy to build the future of education

#### EI Studies

“Quality Educators: An International Study of Teacher Competences and Standards” (EN; FR; ES) + CD

“Global Corporate Taxation and Quality Public Services” (EN)

“Equity Matters” (EN)

“EI’s GMR Analysis” (EN)

“Reducing Barriers for Community School Teachers to Become Qualified Teachers” (EN; FR)

“Global Taxation Study” (launched in London, UK, on 28 November, at an event co-organised by the Communications Unit)

#### Videos

Under the VUE project, a CSQ video project on child soldiers in Burundi has been funded. An EI Awardee Gülçin Isbert (Egitim-Sen/Turkey) video was shot. A series of videos was produced on diverse occasions, such as EI’s 6th World Congress, EI’s 1st World Women’s Conference and WTD

#### ComNet

The 2011 EI Communicators’ Network (ComNet) meeting was held as a pre-Congress event on 21 July at the CTICC in Cape Town, South Africa.

Around 30 participants from all EI regions joined in the event. A very positive fact was the increased participation from African colleagues. South African journalists also participated. EI Communications team introduced itself and presented its work.

Four presentations were made by ComNet members on the different ways teacher unions can communicate with external media, as well as with their internal audience.

Three sub-workgroups were set up to engage in debates on how best to develop ComNet in the future.

#### Event coverage

EI 6th World Congress: Press releases, news items, newsletters, videos

World Women Conference: Press releases, news items, newsletters, videos

EI Research network: news item

EI development cooperation meeting: news item.

*Pertains to: Aim 5, carried out by: Head Office (Brussels), Communications*