



ACTIVITY REPORT 2014

EXECUTIVE SUMMARY

For a summary of this report, please download the 2014 Annual Report: <http://go.ei-ie.org/annualreport2014>

INTRODUCTION

The year 2014 will perhaps be remembered as one of the most active years ever for our members and our organisation. From the global mobilisation of educators through the Unite campaign to the steady drumbeat of advocacy in every significant forum of world leaders and new and invigorated partners, the unmistakable presence of educators was felt in education policymaking centres across the world.

Our accomplishments are all the more remarkable because of the challenges we faced. Those details are well presented in this report, but I want to focus on one.

As 2014 began, there was no guarantee that the new round of global development goals would include a standalone benchmark for education. The very real progress made through the Millennium Development Goals on education for all and girls' education, nevertheless, left some 60 million children outside of school. This made advocacy on the post-2015 UN development policy critical, and we were successful – the post-2015 goals will include a standalone goal for education.

Much of the credit goes to our Unite campaign. Focusing our outreach on a positive vision of quality education for all, with real-world stories of our members and sustained advocacy from the classrooms to the capital cities of the world, and to the skyscrapers of the UN, has raised the status of EI as the leading non-governmental organisation representing the education sector.

Never has Education International come together so focused in unison.

Our advocacy resonated with member organisations that used the campaign message – that a better education for a better world requires quality teachers, quality tools and resources, and quality environments for teaching and learning – to pursue education improvements in their own countries.

EI now has unprecedented access to governments and to intergovernmental organisations worldwide. But advocating education for all remains contentious. Many governments and institutions promote plans to displace the public provision of education services using private corporations operating on the basis of simply maximising profit. EI faces a major challenge in confronting the policies of these governments and institutions and in identifying the abusive activities of these entities and exposing them.

And despite our success in goal setting at the UN, we end the year with no guarantee that quality education and educators will be part of a specific development priority on education as the goals are finalised by September 2015. This remains our work.

But we are not alone. The critical role of teachers, the need for trained teachers and the failure of governments to properly fund education, is widely recognised and understood. EI has made sure these are the foundation of its advocacy in the education community. Thanks to the leadership of our affiliates, the hundreds of thousands of advocates and the millions of members in their ranks, who carried this message to the world in 2014, we have never been better positioned to advocate for all students, for all educators, than we are, going into 2015.

PRIORITY 1

EARLY CHILDHOOD EDUCATION

Promoting Early Childhood Education as part and parcel of the education system as well as decent work for early childhood education (ECE) educators were the main focus activities of the Education International Region Africa (EIRAF) Office during 2014. For that purpose, activities from both the EIRAF Programme and Budget and the West Africa ECE Programme supported by the Danish Union of Early Childhood Education and Youth (BUPL) through the LO/FTF Council were organised by the Regional Office.

ECE Programme Coordinators' meetings

As in 2013, the EIRAF Office organised and coordinated meetings involving national coordinators from the six West African countries. These regional meetings aimed to exchange experience and information on strategies for the unionisation of ECE educators. Three such meetings took place in 2014: the Cotonou Coordinators and PAC meeting on 10-11 January 2014; the Accra Coordinators meeting on 3-4 July 2014; and at Sogakope, Ghana, on 3-5 December 2014. At these meetings, coordinators from the affiliate unions discussed and shared views and experiences on the ECE programme activities in their respective countries.

Reports from the coordinators indicated that ECE has become one of the priorities on their unions' agendas. However, a major challenge is the high level of privatisation of the sector, which impacts on the unionisation of the educators from private ECE centres.

The Coordinators' meetings were often followed by Project Advisory Committee (PAC) meetings facilitating the organisations' leadership to examine and decide on the ECE programme's priorities. In 2014, there were two PAC meetings, in Cotonou, Benin; and at Sogakope, Ghana. During these meetings, there was a particular emphasis on mobilising ECE workers, especially those from the privately owned ECE centres, into union work.

Development Cooperation Work between EIRAF, LO/FTF and BUPL

As part of the regular exchange and consultation between the LO/FTF SRO, the BUPL, and the EIRAF Office on the ECE programme implementation, a consultation meeting took place in the EIRAF Office on 20 May 2014. The meeting aimed to review the progress in the West Africa Decent Employment Project. The meeting was attended by Assibi Napoe and Pedit Anawi from EIRAF, Lotte Kesjer from the LO/FTF SRO, Lomé, and Morten Brynskov and Svend Laursen from BUPL. The meeting explored issues such as challenges in the implementation of the ECE Project activities as well as measures to meet them.

ZNUT ECE Policy Paper and Strategic Plan Workshop

From 27-30 January 2014, the Zambia National Union of Teachers (ZNUT) organised a workshop on ECE in Lusaka, Zambia. The workshop aimed to develop ZNUT's policy and strategy for the provision of quality ECE services in Zambia. Representatives attended from various teacher organisations from Africa and beyond,

including the Union of Education Norway (UEN), BUPL, EIRAF, and the South Africa Democratic Teachers' Union (SADTU).

EIRAF-SNEPPCI Workshop on ECE

On 13-14 November 2014, EIRAF, in collaboration with SNEPPCI of Cote d'Ivoire, organised a training workshop in Abidjan. The workshop sought to train participants on advocacy strategies to make ECE part and parcel of the education system and placed under the sole jurisdiction of the Ministry of Education. The meeting was attended by about 30 participants from SNEPPCI, SYNECI, SYNAMAPCI of Cote d'Ivoire; SNEAB of Burkina Faso; SNEC of Mali. At its conclusion, participants adopted a strategic plan to advocate that ECE be brought under the jurisdiction of the Ministry of Education and that ECE personnel be unionised.

*Carried out by Africa, Africa Regional Office
Pertains to: Priority 1 and Aim 1
Based on: Resolution from the African Region*

PRIORITY 1

EARLY CHILDHOOD EDUCATION

ETUCE adopted a policy paper on ECE in October, 2012.

In order to facilitate the implementation of its ECE policy paper, the European Trade Union Committee for Education (ETUCE) launched an ECE online platform for member organisations. Its aim was to share and exchange strategies, experiences, and projects with other European teacher trade unions in order to contribute to the implementation of the policy paper's recommendations.

ETUCE continued its representation in the Open Method of Coordination Working Group on "Early Childhood Education and Care". The group worked on access to and the quality of ECE with a specific focus on children at risk in general. ETUCE was also a member of a European Commission group of stakeholder organisations working on ECE and care and early school leaving.

On 24-25 November 2014, the Education International (EI) and ETUCE joint conference in Vienna discussed International Labour Organization (ILO) recommendations on ECE and the implementation of the ETUCE policy paper.

ETUCE continues its cooperation with the European Commission and other stakeholders to improve ECE in Europe.

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

PRIORITY 1

EARLY CHILDHOOD EDUCATION

EI continued to advocate for the improvement of the professional status and working conditions of all ECE educators. This resulted in the development and adoption of the ILO Policy Guidelines on the promotion of decent work for ECE personnel. These were developed in consultation with social partners, including EI, and adopted by the ILO Governing Body at its 320th Session in March 2014.

A joint EI-ETUCE conference on “High Quality Early Childhood Education” was held in Vienna, Austria on 24-25 November 2014. The conference was attended by ECE experts and policy makers from member organisations from all of EI’s regions. The conference aim was to create a platform for member organisations to share their experiences on the issues such as the conditions for the provision of quality ECE, the effects of the financial and economic crisis in the ECE sector – privatisation, the current developments in the ECE sector at global level, and decent work for ECE personnel. Furthermore, this conference provided an opportunity for member organisations to assess the extent to which the ECE Strategy has been implemented and compose concrete actions for addressing ongoing challenges and to devise a follow-up on the adoption of the 10 Key Messages of the Unite for Quality Education campaign.

The research study on Privatisation in Early Childhood Education, commissioned to Mathias Urban in 2011, was unveiled at the conference. The study examines privatisation trends and their impact on education in 14 countries.

The Global Early Childhood Education Taskforce had its final meeting on 24 November 2014 in Vienna prior to the conference. The Taskforce has concluded that there is more work to be done in the sector and that EI and member organisations should continue to prioritise ECE in the Programme and Budget in order to maintain current activities and ensure that the newly adopted ILO Guidelines are promoted and implemented through existing networks and channels. In addition, the Taskforce has recommended that EI establish a global ECE Working Group to keep ECE issues high on EI and unions’ agenda and continue to provide guidance to EI. The full text of the Taskforce recommendations is available on demand.

In March 2014, during the International Summit on the Teaching Profession (ISTP) in New Zealand, EI visited several ECE members of NZEI Te Riu Roa who shared what it entails to provide quality education to children as young as a few months old. The interviews and school pictures can be found on the Unite for Quality Education website under Resources.

ECE was one of the issues addressed at the quadrennial North America & Caribbean Regional Conference, which took place in Montego Bay, Jamaica in February 2014.

In Africa, many teacher unions are prioritising ECE by focusing specifically on its development as the foundation of quality education. The bilateral project between BUPL and several countries in Africa on the training of ECE teachers/educators is continuing - the next phase of the project has been submitted to the potential funding organisation to focus more on countries in East Africa instead of West Africa.

At the Development and Cooperation meeting on 17-19 November 2014 in Brussels, ECE was one of the main side meeting topics among different countries. The side meeting was attended by member organisations to share the current state of ECE globally and in their regions. It also sought to establish a South-South partnership with unions working in the sector to increase their knowledge of the sector and ECE and to seek possibilities to engage in future projects. Several Nordic unions have established a South-South partnership consortium on ECE in Zambia.

EI has also advocated for the inclusion of ECE as a target in the new global education strategy of UNESCO and the UN after 2015, resulting in the inclusion of this important priority area in the current recommendations.

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

PRIORITY 1

ECONOMIC CRISIS

In May 2014, EI published a short resource guide for its member organisations on Tax Justice to coincide with World Public Services day. The guide details the mechanisms by which (multinational) corporations avoid paying their fair share of tax. It also sets out several steps that member organisations can undertake to inform themselves on this issue and mount or join a campaign and to help ensure that governments have the resources needed to fund quality public services, including education.

*Carried out by Worldwide, Education and Employment
Pertains to: Priority 1 and Aim 2*

Based on: Resolution on the Sustained Funding of Public BurEducation in the midst of the Economic Crisis

PRIORITY 1

EDUCATION FOR ALL

The Pan African Teachers' Centre of EIRAF, with financial assistance from EI and the Australian Education Union (AEU), conducted a book development workshop in Burkina Faso from 10-21 August 2014. Thirty-nine participants (19 females and 20 males) from four EI Affiliates in Burkina Faso (FESEB, F-SYNTER, SNEAB, and SNESS) were trained in writing suitable supplementary reading materials for the benefit of learners in rural less-endowed primary schools, where children lack textbooks, and are usually taught by unqualified or under-qualified demotivated teachers, who may not have the knowledge, skills, or resources to improvise alternative learning and teaching materials. Gender equality was stressed at the workshop, in the drafts, and back in their schools.

The Ministries responsible for Education fully supported the workshop, and four senior Ministry officials participated in developing the manuscripts during the 10 days. Thirty-nine book drafts were produced. Twenty selected manuscripts will be edited for development into readers which will be printed in Burna for use in remote disadvantaged schools, to attract and retain learners through interesting context-responsive stories in their lessons, thereby promoting quality public Education for All (EFA) in Africa. The participants were also encouraged to use their new knowledge and skills to write books and develop other relevant education materials for multiplier effect and sustainability of EI's efforts to provide quality EFA beyond 2015.

*Carried out by Africa, Africa Regional Office
Pertains to: Priority 1 and Aim 1
Based on: Quality Education for All*

PRIORITY 1

EDUCATION FOR ALL

EI carried out an EFA assessment for the Arab countries in June 2014 - 13 Arab countries delegated a union from each country to report, discuss, and evaluate the EFA work done by their respective governments and their role as teachers' unions in the process.

Carried out by Arab Countries, Arab Countries Office

Pertains to: Priority 1 and Aim 1

Based on: Resolution on the Education Policy Paper: Building the Future through Quality Education

PRIORITY 1

EDUCATION FOR ALL

Education International – Asia Pacific (EIAP) published the Policy Paper on Education in Hindi, Urdu, and English and circulated it to affiliates in India and Pakistan in February 2014. The Cambodian Independent Teachers' Association launched a two-month campaign to promote this policy paper in March and April.

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 1 and Aim 1

Based on: Policy paper on education: Building the Future through Quality Education

PRIORITY 1

EDUCATION FOR ALL

EIAP assisted EI's head office to translate EI's EFA online survey in Hindi, Tamil, Bahasa Indonesia, Nepali, Shingala, and Russian.

On 12-13 May, the All India Primary Teachers' Federation (AIPTF), in cooperation with the AEU and EI, decided to continue a development cooperation programme from 2014 to increase enrolment and decrease dropout in Tamil Nadu and Orissa.

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 1 and Aim 1

Based on: Resolution on the Education Policy Paper: Building the Future through Quality Education

PRIORITY 1

EDUCATION FOR ALL

A three-day workshop on “Unite for Quality Education” was held in July 2014 in Ulaanbaatar, Mongolia for 30 executive and branch leaders. The Federation of Mongolian Education and Science Union (FMESU) successfully launched a national campaign after the workshop to highlight the need for the government to increase its allocation for education in the national budget.

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 1 and Aim 1

Based on: Resolution on the Education Policy Paper: Building the Future through Quality Education

PRIORITY 1

EDUCATION FOR ALL

This item also covers the Resolution on Human and Social Rights Education.

Aiming to promote active European citizenship, ETUCE participates regularly in the biannual structural dialogue meetings of the European Commission within the European Active Citizenship Programme and reports on the European (thematic) Years. In 2014, the European Parliament elections were followed by the composition of the new European Commission under the new President of the European Union, Jean-Claude Juncker, Luxemburg. Many citizenship-based activities calling on European citizens to vote accompanied this big event. Numerous activities carried out by ETUCE and its member organisations contributed directly and indirectly to further mainstream citizenship education in the sector regarding school culture and student participation in society, support for teachers and school heads, assessment and evaluation, student and parent participation in schools, and curriculum aims and organisation. The theme of 2014 was the European Year against Food Waste.

Carried out by Europe, Education and Employment

Pertains to: Priority 1 and Aim 1

Based on: Resolution on Social Protection Education

PRIORITY 1

EDUCATION FOR ALL

During 2014, ETUCE successfully lobbied the new European Commission and established a high-level social dialogue with five European-level social partner organisations to enhance cooperation with the Commission on its policy making.

Activities have included demands for more investment in quality education and involvement in the revision of the EU2020 Strategy and Education and Training (ET) 2020 strategy, the European Commission’s framework to include quality education as a new priority in EU policies.

ETUCE has also been working with the European Commission to influence EU education policies and to improve quality in several working groups during 2014-2016:

- Teacher education

- Early Childhood Education
- Early school Leaving
- Higher Education
- Digital skills and innovation
- ICT competence
- Entrepreneurship Education
- Vocational Education and Training (VET) and apprenticeship

Carried out by Europe, Education and Employment

Pertains to: Priority 1 and Aim 1

Based on: Policy paper on education: Building the Future through Quality Education

PRIORITY 1

EDUCATION FOR ALL

Global Partnership for Education

Replenishment of resources: US\$2.1 billion for education

The Global Partnership for Education (GPE) will continue to fund programmes for at least another three years. This is the outcome of the GPE's second "replenishment pledging conference" in Brussels, Belgium on 25-26 June 2014. During the event, donor countries pledged US\$2.1 billion to fund education programmes from 2015 to 2018. That represents less than 10 per cent of the annual funding gap for Education for All, according to UNESCO. Nevertheless, regardless of its limited resources, the GPE will continue to provide funding for some 40 national governments. That means, in principle, there will be consultation processes to elaborate national education plans and funding proposals. This provides EI members with the opportunity to be involved in the elaboration of national education plans and funding requests.

EI, UNESCO and GPE: joining forces to build capacity

Making sure that the GPE is funding education policies that respond to the real needs of the national education system requires the active participation of teachers and education support personnel. To achieve that, EI and UNESCO, with support from the GPE, have launched an initiative that aims to help unions carry out assessments of the education system, with a view to identifying the obstacles to achieving quality education and elaborating proposals to tackle them. This pilot initiative is called "The global teachers' effort for better education" and will run for two years in 10 countries, eight of them in Africa, one in Asia and one in Latin America and the Caribbean.

The primary and direct beneficiaries of the initiative are teacher organisations, specifically teachers. The initiative will contribute to achieving the objectives of the GPE's Strategic Plan and Implementation Plan 2012-2015, specifically delivering on Strategic Objective four (SO4) and addresses three thematic areas:

Area 1: Improving the technical and organisational capacity of teachers' organisations to participate meaningfully in Local Education Groups (LEGs).

Area 2: Improving teacher organisations' and country governments' capacity to analyse and discuss issues of salary scales, work conditions, and standards of practice.

Area 3: Identifying, piloting, and implementing innovative approaches to teacher in-service training and support mechanisms particularly for contract teachers.

The main activities carried out are (1) designing and producing training modules; (2) carrying out training workshops that include representatives of teacher organisations and governments; (3) analysis of teacher human resource issues in relation to effectiveness as identified by participants in the workshops; (4) the preparation of background reports based on that analysis; and, (5), a regional policy dialogue forum on teacher effectiveness to provide an opportunity for peer learning across countries and explore specific ways to include the issues into Education Sector Policies and Plans with regards to teachers' challenges.

EI developed the methodology for the first workshop, held in Kampala, Uganda, on 26-28 November 2014. The workshop brought together 40 teachers, head teachers, teacher educators, and members of Uganda National Teachers' Union (UNATU) from various regions of the country.

The objectives of the workshop were:

1. To advance the thinking on teacher effectiveness, by engaging participants in a critical reflection of what issues affect the daily practice of teachers in Uganda.
2. To determine what elements are influencing student achievement, both at school level and in terms of the broader education system context, its functioning and policies.
3. To raise teachers' awareness of the GPE, its mechanisms for elaboration and funding of national education plans, and the opportunities for the participation of civil society in the GPE national governance structure, the LEG.
4. To identify preliminary policy reform priorities linked to the GPE's strategic objective on teachers, namely: recruitment, training, support and retention.

The following account summarises the discussions held in Kampala, in particular, in connection with the latter objective. It is a glimpse of aspects of teacher recruitment, training, support, and retention in Uganda that may be improved through reform.

Recruitment

Participants expressed serious concerns with the ban on recruitment, which has prevented districts and school principals from recruiting above a fixed, capped number of teachers. In practice, head teachers and principals witness a demand for hiring more teachers but there is an imposed limit on government funds for staffing. To cope with this situation, principals are forced to resort to parents' support and hire teachers locally. This poses a challenge to the enforcement of requirements around minimum qualifications and certifications. Furthermore, a school's capacity to pay teachers hired above the cap depends largely on parents' contributions. There is no guarantee the teacher will remain in the school; some go unpaid for months and there is a high turnover of staff.

Allegations of corruption and lack of transparency make recruitment procedures inefficient. Teachers complain that they have been asked to offer a bribe when applying for a job. There are also allegations of political interference in recruitment procedures, what is referred to as "the technical know-who". The centralisation of recruitment procedures in the capital city becomes an obstacle for teachers from other parts of the country who want to join the profession. He or she is supposed to present his/her credentials in person, travelling long

distances at their own costs. Oftentimes, the lengthy accreditation process means a new teacher will work for over a year without any salary.

Training

Teacher Training Colleges (TTCs) are not immune to the delays in the payment of capitation grants that affects the functioning of primary and secondary schools. In addition, TTCs are understaffed, and there is a mismatch between the curriculum and the classroom reality. There is inadequate training for teachers who work with students with special needs. There is a perception that teacher trainers have the content but not the pedagogy, a deficit that is linked to their own training, which is considered too theoretical. As one participant put it, “teacher trainers are not taught to teach”.

Support

Teachers report that there is room for improving peer support mechanisms, with inadequate, insufficient mentoring by supervisors. There is concern about the lack of opportunities for professional development in the districts. Teacher accommodation is also a major issue across all regions of the country, and was validated by an EI visit to a condemned school building where 19 people, teachers and families, live. In addition, there are no mechanisms in place to reward performance and the opportunities for career growth are limited, adding to a widespread perception that the support needed to be an effective teacher is not forthcoming.

Retention

Many elements negatively affect the system’s capacity to retain effective teachers. At the administration level, these issues include regularly delayed payments, unnecessary transfers, unexplained salary deductions, deletions from payroll, and postings that do not correspond to training, in particular for teachers trained for special needs education. Other issues are linked to attitude and behaviour: sexual harassment, stigmatisation of teachers living with HIV, humiliation by supervisors, discrimination. These require attention if the Ugandan education system wants to succeed in retaining teachers.

Lessons learned and obstacles

The workshop was run over two-and-a-half days, shorter than its intended three-day duration. This reduced the time allocated for prioritising and planning and may impact on the quality of the planning for the rollover of the broader consultation on teacher effectiveness issues. EI will strengthen communication and collaboration with UNATU to ensure the plan is agreed upon within the timeline established in the workshop, that is, 60 days. The duration of the next workshops shall be three days.

Next steps

EI is currently preparing the workshops in Kinshasa, 16-20 February, and Dakar, 23-27 February 2015.

*Carried out by Worldwide, Education and Employment
Pertains to: Priority 1 and Aim 1
Based on: GPE: Global and Regional Activities project*

PRIORITY 1

EDUCATION FOR ALL

EI’s key policy positions enunciated in the Education Policy Paper formed the core of EI and member organisations’ proposals concerning development and education priorities for the world beyond 2015.

Through the Unite for Quality Education campaign and other advocacy efforts, EI and its affiliates relentlessly lobbied the UN and national governments to ensure that education is included as a key priority in the new development and education frameworks after 2015. UNESCO has published a proposal for education beyond 2015 that largely corresponds to our priorities.

At the same time, the UN Open Working Group on Sustainable Development has agreed on a stand-alone goal on education. The UN Secretary General's Synthesis Report, released in December, also identifies education as one of the key priorities of the future.

These two proposals reflect several of our priorities; they place quality at the centre, they recognise the importance of qualified teachers, and they cover the full cycle of education, starting from early childhood through to tertiary education and lifelong learning. However, the above proposals are still subject to further negotiation by UN member states, leading to the adoption of a new development and education framework in 2015. The new education goal and targets still need improvement in order to ensure free education for all at all levels, pay more attention to teacher issues, and guarantee sufficient funding. The UN intergovernmental negotiation process and the development of UNESCO's Framework for Action early in 2015 provide an opportunity for EI and member organisations to advocate for the strengthening of the teacher position in the final frameworks.

*Carried out by Worldwide, Education and Employment
Pertains to: Priority 1 and Aim 1*

Based on: Policy paper on education: Building the Future through Quality Education

PRIORITY 1

EDUCATION FOR ALL

The first component of this assessment consisted in regional EFA fora bringing together union representatives from different countries. For the record, two fora were organised in 2013 (Africa in May and Asia-Pacific in July), bringing together 55 representatives of 41 organisations in 27 countries. The Latin American regional forum took place in Buenos Aires, Argentina, on 10-12 March 2014, with 20 representatives of 11 unions from eight countries. A Middle East and Northern Africa regional forum took place in Beirut, Lebanon on 6-8 June 2014, attended by 17 representatives of 12 organisations from 10 countries. The last regional forum was held in Africa (Accra, Ghana) on 16-18 July 2014 with 19 participants, each of them from a different country.

These three-day regional EFA Assessment workshops aimed to engage teachers' organisations in the post-2015 discussions, by identifying the successes and shortcomings of the EFA movement, drawing lessons and making recommendations for the future of EFA. The assessments shed light, not only on the six EFA goals, but also on the strategies that were adopted within the Dakar Framework, based on four pillars:

- Commitment and resources: Did governments meet their commitments to increase funding for basic education, promote transparent budgeting, and curb corruption?
- Dialogue and participation: Did teachers and civil society have a chance to participate in decision-making processes affecting education and engage meaningfully in the planning, implementation, and monitoring of EFA programmes?
- Policy and legislation: What policies were adopted to achieve EFA? What worked and what failed?

- Teaching and learning: Did EFA have an impact in the classroom? Did governments meet their commitment to enhance teachers' status and morale and provide children with safe, healthy and adequately resourced schools?

The assessment forms the basis for strong evidence-based advocacy both at global/regional and national levels to make sure that teachers' organisations actively participate in evaluating governments' commitment to achieving EFA and inform the debate on the formulation of a post-2015 education and development framework.

Out of these regional assessments, numerous recommendations were made for governments to improve the EFA process, including:

- Put education plans and strategies into practice and fund them accordingly
- Put in place mechanisms for transparent budgeting and monitoring of investments in education
- Promote the active engagement of teachers' unions and civil society in planning and implementing programmes
- Promote social dialogue with teachers' organisations to make teaching a more attractive profession
- Develop and implement high standards of pre- and in-service teacher training including ongoing professional development and ensure that high quality teacher programmes are developed together with teachers
- Upgrade the qualifications of untrained teachers
- Promote incentives to attract and retain teachers in rural areas
- Ensure teachers are paid a decent wage, negotiated and agreed with teacher unions
- Reduce class sizes to allow for better teaching
- Strengthen curriculum development
- Involve teachers in the monitoring and evaluation of school performance

To complete this assessment and include a grassroots' perspective on EFA's impact on the schools' reality, a global survey inviting teachers and education support staff to share their views on EFA has been carried out since April 2014. So far, 14,000 education workers from 131 countries responded. The aim of the survey is to investigate whether EFA has translated into concrete improvements in education personnel's daily life at school. To that end, it considers various indicators related to commitments made in 2000 and reflected in the Dakar Framework for Action, such as: teacher qualifications, access to professional development and training, workload, teaching environments, school infrastructure, pedagogical support, terms of employment, class size, school governance, attrition, motivation, etc.

A full report compiling the results of the survey and the outcomes of the regional fora will be presented in Seoul in May 2015 at the World Education Forum. A brochure presenting the preliminary outcomes and conclusions of the assessment was published in September 2014.

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

PRIORITY 1

HIGHER EDUCATION

The African Regional office was actively involved in the preparation of the Higher Education conference in conjunction with one of the local affiliates, National Association of Graduate Teachers (Ghana) (NAGRAT), until it was finally transferred to Brussels.

*Carried out by Africa, Africa Regional Office
Pertains to: Priority 1 and Aim 2*

PRIORITY 1

HIGHER EDUCATION

ETUCE member organisations are in the process of adopting the resolution on Fighting the Crisis an Essential Contribution of Higher Education and Research, which was originally adopted at the ETUCE Conference in October 2012.

The ETUCE special conference in November 2014 adopted two policy papers:

- Quality assurance in Higher Education
- Early Stage Researchers

The working group on higher education from the European Sectoral Social Dialogue for Education continued its ongoing work on gender equality, also encompassing early career and recruitment issues.

The Higher Education and Research Standing Committee (HERSC) is in charge of the Bologna Process within ETUCE. Their main tasks include:

- Meeting twice a year
- Participating in the official Bologna Follow-Up Group (BFUG) working groups and networks
- Participating in BFUG-related projects
- Representing the teacher voice in the Bologna Ministerial Conference
- Campaigning for all Higher Education quality assurance agencies to be screened by the European Quality Assurance Register (EQAR) and for EI-ETUCE to be part of the 4Es of EQAR

ETUCE continues its representation in the the European Commission's Open Method of Coordination Thematic Working Group on "Modernisation of Higher Education". Its latest meetings focused on the European Semester and the Country Specific Recommendations and on the future form of Higher Education provision, including the role of MOOCs.

*Carried out by Europe, Education and Employment
Pertains to: Priority 1 and Aim 2*

Based on: Policy paper on education: Building the Future through Quality Education

PRIORITY 1

HIGHER EDUCATION

During 2014, EI representatives participated actively in the work of BFUG meetings as well as in several BFUG Working Groups, such as on Reporting of Implementation; Structural Reforms, Mobility and Social Dimension, thus contributing to the policy development in these areas. An important area of work was the Steering Group of the Revision of European Standards and Guidelines for Quality Assurance in Higher Education in Europe (ESG). As a result, the new version of ESG was adopted by the BFUG meeting on 27-28 November 2014 in Rome. It includes a new standard on Student Centred Education as well as provisions for staff development and fair employment conditions.

The new version of ESG will be finally approved by the forthcoming Bologna ministerial meeting in May 2015 in Yerevan, Armenia.

Carried out by Europe, Research

Pertains to: Priority 1 and Aim 2

Based on: Policy paper on education: Building the Future through Quality Education

PRIORITY 1

HIGHER EDUCATION

EI's 9th Higher Education and Research Conference met in Brussels, Belgium on 10-12 November 2014 and reviewed the major trends and policy developments the sector since the 8th Conference in 2012. The conference called on EI to increase its lobbying efforts and campaigns promoting quality public higher education and research as a public good that can fulfill its role of preserving, transmitting and advancing knowledge only if there is adequate public funding, if institutions are free from outside pressures, and if academics enjoy academic freedom and decent terms and conditions of employment.

At the European level, the ETUCE special conference in November 2014 adopted policy papers on Quality Assurance in Higher Education, and Early Stage Researchers. The working group on higher education of the European Sectoral Social Dialogue for Education continued its on-going work on the gender equality topic, encompassing also early career and recruitment issues.

The Higher Education and Research Standing Committee (HERSC) of EI continues to participate in the Bologna Process within ETUCE. The committee meets twice a year, participates in the Bologna Follow-up Working Groups and networks, and represents the voice of academics and researchers in the Bologna Ministerial Conference.

ETUCE continues its representation in Open Method of Coordination Thematic Working Group on "Modernisation of Higher Education" of the European Commission. Its latest meetings focused on the European Semester and the Country Specific Recommendations and on the future form of HE provision, including the role of MOOCs.

Carried out by Worldwide, Education and Employment

Pertains to: Priority 1 and Aim 2

Based on: Policy paper on education: Building the Future through Quality Education

PRIORITY 1

SCHOOL LEADERSHIP

Following the adoption of a new School Leadership Policy in 2012, the main focus of ETUCE's advocacy efforts has been the implementation of the policy. ETUCE has actively continued the work with the European Policy Network on School Leadership (EPNoSL), established to facilitate policy dialogue on school leadership among policy makers, practitioners, academics, and with the European Union.

Within the framework of EPNoSL, ETUCE undertook a joint study on distributed leadership in Europe with the European School Heads Association (ESHA). The study also investigated the impact of the financial and economic crisis on school leadership, concluding that the crisis had generally led to reduced school budgets and staff lay-offs.

The ETUCE School Leadership Platform shares documents with European interested member organisations on school leadership.

The European Sectoral Social Dialogue in Education (ESSDE) partners, ETUCE and European Federation of Employers (EFEE), have been working on a joint recommendation on School Leadership, to be adopted in 2015.

Carried out by Europe, Education and Employment

Pertains to: Priority 1 and Aim 2

Based on: Policy paper on education: Building the Future through Quality Education

PRIORITY 1

SCHOOL LEADERSHIP

The significance of good leadership in the success or failure of schools and other education institutions is now widely recognised. School leadership is increasingly becoming a priority in the policy agenda of many intergovernmental organisations and national governments. School leadership has been one of the key priorities of the International Summit on the Teaching Profession and UNESCO has started working on school leadership issues, albeit in partnership with global business interests. EI will continue to engage UNESCO with a view to influencing its policy position on school leadership.

At the European level, the European Union has established a Policy Network on School Leadership and promoted Peer Learning activities for school leaders. ETUCE has participated in and contributed to the activities of the policy network, including through a joint study on distributed leadership undertaken with the ESHA. ETUCE also undertook a joint project on professional autonomy, accountability, and efficient leadership in the Netherlands, the United Kingdom and Malta, with the European Federation of Employers (EFEE). The results of the project, which included research, show how stringent accountability demands based on testing, competition, and the publication of league tables, are taking away the professional autonomy of school leaders and teachers.

EI has started to develop a comprehensive policy position on leadership in education institutions. The new policy, which will become an addendum to the Education Policy Paper once adopted, will further clarify EI's policy position on educational leadership and guide EI member organisations in their efforts to promote the professional and trade unions rights of leaders.

PRIORITY 1

SOCIAL DIALOGUE

In 2014, the European sectoral social partners in education continued to engage in the development of a constructive social dialogue at European level. As in the previous year, four major activities took place in Brussels. However, the European Commission announced that it was considering reducing the number of annual activities for all sectors again. The following activities were conducted:

1. The ESSDE steering group met in Brussels on 8 January 2014. Steering group members discussed and adopted the ESSDE work programme 2014-2015. They were informed by EFEE about the course of the two joint projects being implemented. They thoroughly discussed and analysed the added value of recent ESSDE outcomes and considered possible follow-up strategies. In the same context, they also agreed on the objectives of the two working group meetings which were to be organised during the year. Finally, steering group members also used the opportunity to discuss their continuous dialogue with DG Education and Culture (DG EAC).
2. The first working group meeting took place in Brussels on 4 April 2014. Participants had the opportunity to learn from a presentation on the European Area of Skills and Qualifications. They were informed about the outcome of a survey on the implementation of the joint guidelines on trans-regional cooperation in lifelong learning among education stakeholders. The presentation was followed by a discussion on possible ways to improve the implementation of ESSDE outcomes and to strengthen the social dialogue links between national and European levels. Again, social partners discussed the development of the dialogue with DG EAC. Finally, participants chose a new item from the current work programme and discussed the opportunities of social partners to contribute to the improvement of skills and competencies of teachers and school management, as well as of working conditions.
3. The second working group meeting was organised in Brussels on 29 September 2014 and was dedicated to Higher Education and Research (WG3). Participants were introduced to the joint project on "Supporting early career researchers in higher education in Europe and the role of employers and trade unions". Two external researchers who carried out the study presented the preliminary project results which led to a debate about the possible joint ESSDE outcome on the topic. The two existing ETUCE policy papers were presented as well. In the concluding session, participants discussed the ways to link ESSDE activities with the work of the ET2020 working group on modernisation of higher education.
4. The ESSDE plenary meeting was held in Brussels on 6 November 2014. A DG EAC representative opened the meeting with a keynote speech on the strengthened cooperation between the Commission's education and training service and the European social partners in the field, including the ET2020 preparations. This introductory speech was followed by a discussion on future priorities for ET2020. A DG Employment representative briefed participants on the new structure of the European Commission under President Juncker. During the second half of the meeting, ETUCE and EFEE informed delegates in detail about the course of the two projects conducted in 2013. They also provided an outlook on the two upcoming joint projects. Delegates then evaluated the results of the 2014-15 work programme to date and discussed how social partners can contribute to increased quality education in the future.

ETUCE participated in the European Commission DG Employment's Liaison Forum Meeting for all European sectoral social partners on cross-sectoral issues in January, July, September, October and December 2014.

Carried out by Europe, European Regional Office

Pertains to: Priority 1 and Aim 2

Based on: Resolution on the Future of the Teaching Profession

PRIORITY 1

SOCIAL DIALOGUE

A one-year project on social dialogue was funded by the European Commission. It concentrated on the promotion of the ESSDE's existing possibilities and on further improvement of its effective functioning. Social dialogue, particularly in public sectors such as education, has come under increasing pressure as a result of the economic crisis. At the same time, the European Commission emphasised the vital role of social dialogue during the crisis and the need for its improvement to cope with the demanding challenges to labour and employment. Therefore, the project focused on five EU member states with a weaker tradition in social dialogue and EU candidate countries.

ESSDE delegates and their national organisations were invited to the final project conference in November 2014 with the long-term objective to build capacities for a stronger commitment to European social dialogue. Following a keynote speech by Jean-Paul Tricart, the European Commission's responsible head of unit at DG Employment and social affairs, as well as presentations from the European Trade Union Confederation (ETUC), Eurofund, and the Central European University in Budapest, participants discussed in detail the possible ways to improve the linkage between the national and European level social dialogue in education. The project also included a thorough study on the status the ESSDE from the perspective of the ESSDE trade union delegation.

Carried out by Europe, European Regional Office

Pertains to: Priority 1 and Aim 2

Based on: Resolution on the Future of the Teaching Profession

PRIORITY 1

SOCIAL DIALOGUE

A one year project on social dialogue in Higher Education was funded by the European Commission. The ESSDE Working Group Higher Education and Research (ESSDE WG3) has been focusing on three areas: gender equality, the environment for early career researchers, and the mobility of academic staff within Europe. Members of the Working Group shared national, mainly institutional, examples of practice and policy on these topics. Following discussions among the members of the ESSDE WG3 on Higher Education and Research, the European sectoral social partners in education developed this research project to focus more intensively on how they could better support early stage researchers in Higher Education.

Project activities comprised a literature review, stakeholder interviews in different EU countries, a collection of case studies on best practices, and the final conference to share project outcomes. The project produced a detailed research study featuring selected countries drawn from EFEE and ETUCE member countries with representation in the WG3. It includes the specific challenges facing early stage researchers in Europe incorporating the perspectives and roles of trade unions and employers and the available options for responding to these challenges. A joint document is currently being elaborated by the social partners and shall be presented in 2015.

PRIORITY 1

SOCIAL DIALOGUE

A one year project on school leadership was funded by the European Commission. A comparative study of the different approaches to school leadership and the autonomy of schools in different EU countries was produced. Key concepts like functional decentralisation, types of accountability, and internal school evaluation were discussed and clarified and the status of effective school leadership and school evaluation were summarised. Within this study, scientific research was linked to practice. In order to determine best practices, peer learning study visits were organised to countries with different school leadership models such as the Netherlands, Malta and the UK.

Project outcomes were presented in the final project conference in November 2014. Following a keynote speech on the topic and presentations on experiences and challenges in the targeted countries, the debate among participants from both social partner organisations focused in particular on the question of the European Sectoral Social Partners' role in school leadership. A joint declaration is currently being prepared by the European social partners in education. It is expected to be presented during 2015.

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

PRIORITY 1

SOCIAL DIALOGUE

The so-called Movimiento Pedagógico (Pedagogical Movement) process was launched in December 2011 to build new policy networks to respond to neo-liberalism not as an abstract idea but as a discourse that is fundamentally changing our societies through profit-making and commodification of education. Gathering meaningful information from the ground and actively engaging and mobilising teachers and society around the defense of public education were identified as major challenges to not only resist, but also reverse, current trends of education privatisation within the region and pave the way towards a Latin American Pedagogical Movement.

Towards this aim, in 2014, the EI's Latin American (EILA) region organised a series of encounters at the national, regional and sub-regional levels to systematise and disseminate the movement as well as build up momentum for the EILA III Regional Conference to be held in December 2015.

On 16-19 September, the EILA organised the first joint Women's Network/Pedagogical Movement regional meeting, held in Brazil. The meeting brought together over 200 participants from 14 Latin American countries to analyse and discuss how the Women's Network can work towards the strengthening of the Pedagogical Movement. This responds to one of the strategic objectives set in 2014 by the EI's Regional Committee in Latin America, i.e. the need for greater involvement by the Women's Network in the Pedagogical Movement. Working groups reflected on strategies to empower female leaders to have greater and more effective union participation and better tools to influence national educational policies. They also identified the key strategic social policies and research topics education unions need to promote equity both in education and society.

The streaming video of the meeting can be found here: <http://goo.gl/XgFr5U>

Additionally, two sub-regional meetings were held on 15-16 February in Ecuador and 12-14 November in Costa Rica. Trade union leaders reported on the advancement of the pedagogical movement in each of their countries, identifying challenges and sharing good practices. They also committed to developing an action plan to strengthen the movement in 2015. The presence of people from different countries and unions has proven to be very effective at these meetings. This allows teachers on the ground to be aware of international issues and have a clearer idea of current education trends as well as joining forces to face common challenges and share successful practices.

As an example, Asociacion Nacional De Ecuadores (ANDE), Costa Rica is going to develop a national consultation process with grassroots teachers to design a new education policy proposal under the umbrella of the Pedagogical Movement. The consultation will include key topics identified at the different EI Pedagogical Movement fora and is being done in close collaboration with the EILA.

Carried out by Latin America, Latin American Regional Office

Pertains to: Priority 1 and Aim 2

Based on: Resolution on the Strengthening of International Trade Unionism within the Context of Globalisation

PRIORITY 1

TRADE AND EDUCATION

A regional workshop was held in Abuja, Nigeria to develop advocacy strategies to compel Governments to collect and use taxes prudently.

The workshop was followed by national sensitisation seminars in Uganda, Kenya, Ethiopia, Ghana and others. EI affiliates took part in the activities which including meeting Government officials. In Togo, they were able to meet Parliamentarians and Government officials.

Carried out by Africa, Africa Regional Office

Pertains to: Priority 1 and Aim 4

Based on: Resolution on the Sustained Funding of Public Education in the midst of the Economic Crisis

PRIORITY 1

TRADE AND EDUCATION

EI has continued its work in monitoring international trade negotiations to ensure that education and other vital public services are excluded from rules that can lock in and intensify the pressures of privatisation and commercialisation. At the international level, EI has worked with various partners, including Public Services International (PSI), to analyse and intervene in the proposed Trade in Services Agreement (TiSA) being negotiated by some members of the World Trade Organisation (WTO). EI has provided briefing notes on TiSA, and participated in a session at last year's WTO Public Forum entitled "How a proposed trade in services agreement matters to everyone". EI representatives took part in a global summit on trade and public services organised by PSI.

EI also closely follows regional trade negotiations, such as the Trans Pacific Partnership Agreement (TPP) and the Transatlantic Trade and Investment Partnership (TTIP). EI, together with ETUCE, AFT and NEA, demanded

the exclusion of education from the TTIP in a letter to President Obama and European Commission President Barroso in June.

At the European level, ETUCE monitors international trade and investment agreements that the EU is pursuing and which may expose the education sector to privatisation and commercialisation pressures. ETUCE urges decision makers to entirely exclude education from trade agreements. ETUCE's primary focus has been on the TTIP and, to a lesser extent, the Comprehensive Economic and Trade Agreement (CETA), and the TiSA. ETUCE produced a dedicated newsletter edition on TTIP and reports on the different trade negotiations during the year. The ETUCE Committee adopted the ETUCE Statement on TTIP on 15 April 2014. ETUCE responded to the European Ombudsman's public consultation on transparency in TTIP negotiations and also encouraged affiliates to respond to the public consultation. ETUCE continuously updates affiliates on developments and requests them to lobby their governments to exclude education from these trade agreements. ETUCE held several meetings with the chief negotiators on services of the different trade agreements. Moreover, ETUCE participated and presented its concerns to the EU's chief negotiator and the EU's Trade Commissioner in stakeholder meetings related to the trade negotiations. ETUCE also participated in a special public services sub-meeting of the European Commission's Advisory Group on TTIP on 21 November. ETUCE contributed actively in conferences and meetings with different political groups of the European Parliament. ETUCE has also highlighted the particular threat posed to the education sector from the inclusion of investment protection and especially the flawed Investor-State Dispute Settlement (ISDS) mechanism into trade agreements - it produced an ETUCE report on the EU regulation adopted in July 2014 setting out rules to manage ISDS in EU investment agreements. The ETUCE Committee adopted the ETUCE Statement on Investment Protection in EU Investment Agreements on 13 October 2014. ETUCE responded to the European Commission's public consultation on modalities for investment protection and ISDS in TTIP and published a set of guidelines to encourage affiliates to respond to the public consultation. ETUCE is coordinating and cooperating with the other European Trade Union Federations, especially European Public Service Unions (EPSU), and the ETUC on trade-related issues.

Carried out by Worldwide, European Regional Office

Pertains to: Priority 1 and Aim 4

Based on: Policy paper on education: Building the Future through Quality Education

PRIORITY 1

UNITE FOR QUALITY EDUCATION

National organisations were deeply involved in the Unite for Quality Education campaign through round tables, meetings with government officials and other stakeholders in education. EIRAF also produced a leaflet to support the campaign.

The culmination event was held in Pretoria, South Africa. A street march ended in a public address by various speakers. Affiliates in surrounding countries of Zimbabwe, Lesotho, Zambia and others.

An EIRAF representative also attended the UN headquarters for the final culmination event in New York. Classroom teachers from Togo and Nigeria were part of the panel at the event.

Carried out by Africa, Africa Regional Office

Pertains to: Priority 1 and Aim 1

Based on: Policy paper on education: Building the Future through Quality Education

PRIORITY 1

UNITE FOR QUALITY EDUCATION

Five Arab unions participated in the Unite conference in Montreal in May 2014. Although the resources and involvement of Arab unions in the Unite campaign were relatively modest compared to other regions, this was an important step to further involve the Arab unions in the educational aspect of union work, which was undertaken within their union demands and struggles. This resulted in the creation of a Facebook page for the Unite campaign for the Arab unions to share their views and exchange their unions' perspectives.

In September 2014, the Arab region was represented at the Unite culmination activities at the United Nations. A representative from the Lebanese primary public teachers' union conveyed the status of teachers and education in Lebanon's public schools, in addition to the effect of the huge numbers of Syrian refugees in Lebanon and other neighboring countries hosting refugees.

A number of Arab affiliates carried out activities and ceremonies on World Teachers' Day (WTD) 2014 in parallel with the Unite culmination events.

Carried out by Arab Countries, Arab Countries Office

Pertains to: Priority 1 and Aim 1

Based on: Resolution on the Education Policy Paper: Building the Future through Quality Education

PRIORITY 1

UNITE FOR QUALITY EDUCATION

On 9 August, EI held a consultation with the GCE partner organisations that had also participated in the Ministerial Conference in Bangkok and advocated for cooperative lobbying and advocacy at the regional as well as national levels for increased funding for public education.

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 1 and Aim 1

Based on: Resolution on the Sustained Funding of Public Education in the midst of the Economic Crisis

PRIORITY 1

UNITE FOR QUALITY EDUCATION

Under the UNITE campaign, EIAP held a regional seminar attended by 20 member organisations from 23-25 June 2015 to discuss importance of quality teachers for quality education and to examine the appropriateness of the three pillars of quality education promoted by EI. The seminar also discussed the need to increase public funding for education and greater commitments for the EFA goals beyond 2015 and made recommendations on the proposed EFA goals.

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 1 and Aim 1

Based on: Policy paper on education: Building the Future through Quality Education

PRIORITY 1

UNITE FOR QUALITY EDUCATION

Seminars were organised in Cambodia and Nepal to discuss the need for national mobilisation in favour of quality education on 10-12 June and 13-15 November 2014 respectively. The seminars discussed the status of EFA in their respective countries and identified areas of priorities to attain quality EFA.

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 1 and Aim 1

Based on: Resolution from the Asia-Pacific region

PRIORITY 1

UNITE FOR QUALITY EDUCATION

The National Educators' Association for Development in Cambodia undertook a campaign to promote EI's policy paper and the importance of teachers from 3–5 October 2014 under the WTD campaign.

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 1 and Aim 1

Based on: Resolution on the Future of the Teaching Profession

PRIORITY 1

UNITE FOR QUALITY EDUCATION

During 2014, EI/COPE coordinated activities and discussed serious challenges faced by teachers in the Pacific Island countries. Seminars and workshops in Papua New Guinea (15-16 September), Solomon Islands, (23-25 September) and Kiribati from 24-26 November discussed Unite campaign strategies for quality teachers, quality resources, and quality environments.

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 1 and Aim 1

Based on: Policy paper on education: Building the Future through Quality Education

PRIORITY 1

UNITE FOR QUALITY EDUCATION

This section also covers the resolutions on: The crisis should not affect our school model, Stress the importance of public education for universal welfare, and Sustained Funding of Public Education in the midst of the Economic Crisis.

In 2014, ETUCE has campaigned for quality education in Europe based on the 10 Key Messages adopted by the ETUCE Committee in October 2013 on 'What is needed to improve Quality Education in Europe?' In parallel, ETUCE has continued its campaign against neoliberal policies in education and austerity driven reforms in Europe, proposing alternatives to exiting the crisis and supporting its member organisations.

Complementing the actions of the Unite for Quality initiative and of the ETUCE Campaign against the crisis for the improvement of quality education in Europe, member organisations set up a list of national priorities based on the ETUCE 10 Key Messages and sought influence on the European Semester of economic governance (budgetary and economic coordination mechanism influencing educational reforms). In addition, ETUCE member organisations arranged actions which have been published on the ETUCE website and newsletters to share information and exchange good practices as regards their mobilisations.

In spring 2014, in conjunction with the European elections, ETUCE initiated a pledge campaign addressed to candidates for the European Parliament. Almost 100 high-profile European Parliament candidates agreed to commit, during their mandate, to a European Union based on quality education and to refuse short-term solutions driven by budgetary concerns causing education to pay for the effects of the crisis.

ETUCE has produced a film-documentary, 'When Europe forgot its homework: Education in crisis', under the umbrella of the project 'Development of teacher unions' expertise on exiting the crisis through quality education'. The film looks in depth into the real impact that budget cuts in the education sector have on schools, teachers, students, and families. It also identifies alternative teacher unions' answers to exiting the crisis.

In July 2014, ETUCE sent a message to the new European Parliament, the new European Commission, and to the Council of the European Union on Investing in Education, demanding that investment in education be prioritised as the sole way to increase economic potential and reduce inequalities. The message received positive feedback and opened the way for dialogue on public investment to protect quality education for all.

In September 2014, ETUCE organised a one-day event (Conference and Public Hearing) as the European culmination event of the Unite for Quality Education campaign. Trade union members, policy makers, Members of the European Parliament, and government and European Commission representatives discussed the future of quality education in Europe, challenged by the effects of the economic crisis on public funding and the negotiations for the TTIP with the US.

*Carried out by Europe, European Regional Office
Pertains to: Priority 1 and Aim 1*

Based on: Resolution: Trade union action against neoliberal policies and austerity plans in Europe

PRIORITY 1

UNITE FOR QUALITY EDUCATION

In 2014, EI's affiliates in Latin America organised activities around the Unite campaign in many countries including Argentina, Bolivia, Brazil, El Salvador, Honduras, Dominican Republic, Costa Rica, Colombia, Perú, and Chile. Within the framework of the campaign, the region developed research on the achievement of the Millenium Development Goals (MDGs) and held a regional EFA assessment meeting in Argentina on 12-13 March.

The regional culmination event of the Unite for Quality Education campaign was held on 23 September in Buenos Aires, Argentina. The event brought together trade union leaders from all across the region who attended a series of meetings with political leaders demanding more investment in education. This is an ongoing debate in Argentina, with unions demanding an increase in education spending to eight per cent of GDP and a new law on higher education to increase inclusiveness and equity.

The EILA website allocated a specific section for the Unite campaign and produced a series of spots, videos and campaign materials used by EI's affiliates across the region.

An EILA video spot can be found here:

<https://www.youtube.com/watch?v=twalSx5XItU>

A video of Salvador Sánchez Cerén, President of El Salvador, showing his support for the Unite campaign (subtitled in English) can be found here:

<https://www.youtube.com/watch?v=WWWhBbsrhvg>

Carried out by Latin America, Latin American Regional Office

Pertains to: Priority 1 and Aim 1

Based on: Resolution: The crisis should not affect our school model

PRIORITY 1

UNITE FOR QUALITY EDUCATION

At EI's 41st Executive Board meeting in March 2013, the Executive Board adopted a strategy paper entitled "Mobilising for Quality Education for a concerted campaign in pursuit of quality education for all".

The overall aims of this initiative were (i) to create awareness among governments, intergovernmental agencies and society generally that quality public education provision for all is one of the fundamental pillars of a just and equitable society, (ii) that undermining public education provision is detrimental to the interests of society, and (iii) that, since the MDG and Dakar EFA goals will not be achieved to a satisfactory extent by 2015, it is essential to ensure that the quality EFA Goal is a central part of any global post-2015 Development Strategy, with EI, and professional educators generally, at the forefront of those leading the implementation of the strategy.

The key objectives of the initiative are:

- To promote the message that the provision of high quality education for all is recognised as fundamental to the development of humanity and of just and fair democratic societies
- To support those who oppose cutbacks in public education provision
- To ensure that education is one of the central planks of post-2015 Development Strategy
- To ensure that EI, as the international representative of professional educators, has a leading role in the development of the post-2015 Development Strategy
- To mobilise EI member organisations and their own individual members to participate in the activities which are organised as part of the initiative
- To mobilise the staffing and other resources of EI itself to contribute effectively to the implementation of the initiative
- To build alliances with kindred organisations which are committed to quality EFA
- To develop partnerships with commercial and other organisations which have the capacity and financial resources to make a substantial contribution to the achievement of quality EFA

The campaign was subsequently re-named the more inclusive Unite for Quality Education Campaign – Better education for a Better World. The implementation strategy for the campaign involved the organisation of a number of strategic events, beginning with the joint launches of the campaign in Paris and New York, through the Montreal Education Conference to the culmination events in Sydney, Delhi, Brussels, Pretoria, Buenos Aires, and New York. Every opportunity was taken at EI events and activities to promote the campaign. Gradually, many member organisations held their own events or used the Unite for Quality Education banner at their conferences and activities.

EI also availed of professional advice from several communications companies. One of these developed the logo with the three smilies. This logo has now appeared in many different forms all over the world to symbolise the campaign. The companies also provided valuable assistance and advice in relation to engaging with national and international media. The campaign was promoted through the EI websites and through extensive use of social media, especially Twitter. It is interesting to note that in the final lobby of the UN General Secretary, three quarters of a million people choose to send their message via Twitter.

EI committees, task forces, and regional and other structures were encouraged to engage with the campaign and deliver its messages to member organisations and to their members. There was evidence of engagement by members of affiliates with the campaign in some countries but this remains one of the weaknesses of the EI structure in delivering an effective campaign at the level of schools and other education institutions. The engagement of classroom teachers in the final culmination event in New York proved to be a highly effective method of delivering the message about the variation in the quality of education across the world and the need for massive investment in qualified teachers and quality teaching, learning tools, and environments.

One of the most fundamental achievements of the campaign has been to place the focus on quality in education. By promoting EI's vision of quality education, support for the campaign has been garnered from many external organisations, including, in particular, the UN and UNESCO. The demand for quality education has also resonated with member organisations which have been able to use the campaign message to pursue improvements in education provision in their own countries. By juxtaposing EI's definition of quality education against attempts being made in some countries to fulfil statistical quotas for participation in education and by putting many students in rooms with unqualified teachers, EI has challenged those who denigrate the value of education and seek inappropriate short cuts to achieving the MDGs.

The campaign has succeeded in deepening EI's partnership with UNESCO and in establishing it as a core partner in the UN General Secretary's Education First Initiative. At the recent WTD event in the UNESCO offices in Paris, the Director General of UNESCO spoke of 'our Unite for Quality Education campaign, spearheaded by Education International'.

Together with the ISTP, the campaign has succeeded in raising the status and recognition of EI as the leading non-governmental organisation (NGO) representing the education sector. EI now has unprecedented access to governments and to intergovernmental organisations, especially those which influence education policies and practices, both nationally and internationally.

This was achieved by winning their support and respect through effective advocacy. By presenting cohesive arguments based on research and experience, EI played a significant role in reversing the decision not to include education among the post-2015 development goals and in helping to establish specific targets for education on the post-2015 agenda. That work is not complete as yet, however.

The Unite for Quality Education campaign was scheduled to end on WTD 2014. However, it has been apparent for some time that the campaign should continue since it has garnered such widespread support among EI member organisations and among many others in the wider education community. It has also made significant progress towards the campaign objectives. However, there remains much to do to achieve quality education for all. It is in this light that the EI Executive Board decided to continue with the campaign.

*Carried out by Worldwide, Education and Employment
Pertains to: Priority 1 and Aim 1*

Based on: Policy paper on education: Building the Future through Quality Education

PRIORITY 1

UNITE FOR QUALITY EDUCATION

EI is one of the co-founders of the Education and Solidarity Network, which advocates for healthy learning and teaching environments and education on social protection.

New priorities for the Network were assigned at a meeting of the founders in October 2013. Among them was a commitment to start working on teachers' occupational health. By the end of 2014, a comprehensive survey on health in the workplace was launched among Network members. The outcomes of the survey, which closes at the end of February 2015, should help define work on specific ailments to be undertaken by the Network in 2015-2019.

An online collaborative platform for young teachers was also launched in 2014 in an effort to address the Network founders' shared concerns about the recruitment and retention of members.

The Network's ongoing projects in 2014 included the creation of a health mutual for all primary school teachers in Burkina Faso. The project came to a grinding halt on the very day that it was to be ratified by Parliament, when civil unrest broke out in the country. The other major ongoing project was a social protection education programme in Haiti in partnership with Solidarité Laïque France (including EI members SNESS and UNSA), which by year's end was expanding to other regions following successful implementation in Port-au-Prince schools.

Carried out by Worldwide, Solidarity and Development

Pertains to: Priority 1 and Aim 1

Based on: Resolution on Social Protection Education

PRIORITY 1

VOCATIONAL EDUCATION AND TRAINING

These activities also cover EI's Resolution on Vocational Education.

ETUCE adopted a policy paper on VET in October 2012. In order to facilitate the implementation of the policy paper, ETUCE set up a European VET online platform with the aim of sharing and exchanging strategies, experiences, and projects with other European teacher trade unions in order to contribute to the implementation of the recommendations of the policy paper.

ETUCE continued its participation in the European Commission's Open Method of Coordination Working Group on "Professional development of VET Trainers". The group focused its work in 2013 on training, validation, and certification of trainers' competencies, training pathways, competence sets, and certification models for VET trainers and companies' views. ETUCE continues its participation in the Thematic Working Group of the European Commission on "VET and Apprenticeship".

ETUCE traditionally organises a joint seminar with the European Trade Union Institute (ETUI) on VET. In April 2014, in Vienna, the training focused on the role of the teachers' trade unions in quality assurance in all forms of VET.

ETUCE is the only trade union organisation which signed a pledge on implementing the Joint Declaration of the European Commission and the cross-sectoral social partner organisations on the European Alliance of

Apprenticeship to improve apprenticeship and training in Europe. Several ETUCE member organisations signed pledges, which increased the visibility of actions of ETUCE and its member organisations at European level.

ETUCE is cooperating with ETUC and other trade union federations on VET and apprenticeship, such as EPSU, the European Federation of Food, Agriculture, and Tourism Trade Unions (EFFAT) and Industriall.

ETUCE sent its contribution to the Greek Presidency, the Directors-Generals for VET, and the European Commission on improving the competencies of VET teachers and trainers.

Carried out by Europe, Education and Employment

Pertains to: Priority 1 and Aim 2

Based on: Resolution: New Impact of Vocational Education and Training in Each EI Region

PRIORITY 1

VOCATIONAL EDUCATION AND TRAINING

This section includes the work of the Task Force on VET as well as all VET resolutions.

The VET Task Force met in conjunction with the Quality Education Conference in Montreal in May 2014 to discuss its work to date and future directions in the lead up to World Congress in 2015. Skills development as well as employability and skills for work have been high on the post-2015 development agenda and the Task Force reviewed the different proposals for an education agenda.

Following the decision to open up the UNESCO Revised Recommendation on Technical and Vocational Education and Training for revisions, the Task Force analysed and provided feedback on the new draft of the recommendation. This process has been the priority of the Task Force in 2014. It has contributed throughout the process and was central in formulating EI's input at the Expert meeting in May 2014 as part of the revision process. After the final version of the revised recommendation was sent to member states for consultation, the Task Force then supported the development of EI's response. Information and suggested advocacy points in relation to this process were subsequently sent to all affiliates in order to support advocacy to be carried out at the national level.

The Task Force also continued its work on policy briefs on topical issues within VET, such as skills shortages, privatisation, and gender and inclusion.

As part of EI's work on gender issues in VET, a workshop was organised at the World Women's Conference, held in Dublin, Ireland in April 2014. This workshop brought together representatives of VET teachers' and support personnel unions to discuss the specific challenges linked to gender within technical and vocational education and training.

Carried out by Worldwide, Education and Employment

Pertains to: Priority 1 and Aim 2

Based on: Resolution on Vocational Education, Gender and Inclusiveness

PRIORITY 2

EARLY STAGE TEACHERS

EI's Orgnet initiative is focused on mobilising and recruiting new members, with a specific focus on young members. On 3-4 February, OrgNet met in Brussels, Belgium with the participation of 13 EI member

organisations (NEA, AFT, AEU, the Irish Federation of University Teachers [IFUT], ITU, Lärarförbundet, UEN, the Danish Union of Teachers (DLF), SADTU, NASUWT, NUT, CTERA, CNTE) and the EI Regional Offices. It was decided to create two working groups: one on organising and recruiting young teachers, the second on the global response to the privatisation and commercialisation of education.

A specific meeting was held on early stage teachers and young members in Brussels in November 2014, bringing together affiliates that are members of OrgNet and interested in this area of work. The group examined existing structures and activities for young and early stage teachers and carried out a small mapping of priorities of affiliates in this field. It also considered future directions in the lead up to World Congress in 2015 and agreed on a number of recommendations.

A break-out session for young female members was organised at the World Women's Conference in Dublin, Ireland in April 2014. The focus was on the challenges that young members of education unions face and specific activities or projects undertaken to facilitate youth participation.

Carried out by Worldwide, Education and Employment

Pertains to: Priority 2 and Aim 5

Based on: Resolution on Organising Student Teachers, Early Stage Teachers and Researchers

PRIORITY 2

POST 2015

EI member organisations in Japan, Bangladesh, Indonesia, Thailand, South Korea, and Sri Lanka were requested to lobby their respective authorities around the inclusion of education goals in the post-2015 development agenda.

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 2 and Aim 1

Based on: Policy paper on education: Building the Future through Quality Education

PRIORITY 2

POST 2015

EI representatives attended the Ministerial level meeting at the Asia-Pacific Regional Education Conference held by UNESCO from 6-8 August 2014 in Bangkok. There, they advocated for more funds for the post-2015 education agenda aimed at the most vulnerable children and at improving the three pillars of education – teaching, tools, and environment.

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 2 and Aim 1

Based on: Resolution on the Education Policy Paper: Building the Future through Quality Education

PRIORITY 2

POST 2015

EI was invited to participate in a feminist strategy meeting hosted by the Centre for Women's Global Leadership and the International Women's Health Coalition, which was convened with the objectives of:

Informing participants about the UN Post-2015/Sustainable Development Goals (SDG) processes

- Agreeing on the core content and messages for common advocacy for the Post-2015 SDG Agenda and creating a common platform for action among the participants for women's mobilisation for 2014/2015
- Developing a strategy for mobilising and actively involving feminist activists from the Economic South and from the different constituencies identified for post-2015 during related key UN negotiations
- Developing common and complementary strategies and specific activities at national, regional, and global levels in relation to Post-2015 SDG Agenda and related events (including the Commission on the Status of Women (CSW) and CPD)

EI's objectives in participating in this meeting were:

- To include EI's universal, free, equitable education tenets among the priorities of the women's and feminist organisations seeking to influence the post-2015 framework and agenda
- To identify and approach potential co-sponsors for the joint Global Union Federations (GUF) parallel session at UNCSW58 and take advantage of the networking opportunity

These objectives were largely met, since EI was able to secure:

- Recognition and inclusion of EI's expertise on education by two key groupings of women's and feminist organisations (women's major group and the post-2015 women's coalition) that are strategically mobilising to influence UN-level post-2015 processes from a gender equality and women's rights perspectives. This is crucial for EI's continuing work on gender equality at the UN level, especially through the UNCSW, beyond 2015.
- Support for EI's advocacy for a stand-alone education SDG that reflects EI's definition of a quality education agenda; EI was the only organisation present that works on education. The overall strategy agreed by the meeting was to not only push for a stand-alone gender and women's rights goal, but also to support the agendas of progressive and women-friendly approaches to different issues, including health, economic justice, governance, education, peace and security, and environmental/ecological justice. Participants committed to carrying the different sectorial 'asks' forward as part of their own post-2015/SDG advocacy and lobbying.
- Inclusion of education as a priority area in the communique from the meeting, which has been widely circulated and used for further advocacy and lobbying during 2014 and continuing in 2015

Subsequent to this meeting, EI became an establishing member of the Steering Committee of the post-2015 Women's Coalition which is an increasingly important stakeholder promoting women's rights and the human rights framework in relation to the post-2015 processes, but also beyond that (e.g. in relation to CSW outcomes). In addition, the leading organisations within the Coalition (CWGL, AWID) are cognisant of the importance of including trade unions in terms of building a critical feminist movement that will work hard to challenge current approaches to development, especially as this relates to economic and social injustices.

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

Pertains to: Priority 2 and Aim 1

Based on: Resolution on Gender Equality

POST 2015

EI was a joint organiser of the 23-25 June Conference, 'Citizens for Global Education, Education for Global Citizenship' in partnership with Oxfam, the North-South Centre, Beyond2015, UNESCO, GCE, Engagement Global and CIVICUS, in support of the Global Education First Initiative. The aim of the conference was to develop a solid proposal for a target on education for global citizenship (EGC) to be included among the targets of the education goal within the new post-2015 sustainable development framework.

The outcome of the conference was 'The Brussels Proposal: Towards a New Direction for Education', which was presented to the GPE's Replenishment Conference on 26 June 2014.

The proposal called for the inclusion of a target on EGC within the post-2015 education goal, arguing that – 'EGC...emerges onto the policy landscape in relation to existing concepts and a long history of practice such as peace and human rights education, global education, and education for sustainable development. Through EGC, we can find new ways to reach, inspire, and engage learners to focus efforts on equitable, peaceful, and sustainable social, economic, and ecological solutions to interconnected local and global challenges. EGC stimulates the development of an understanding of learners to be part of a global community respecting planetary boundaries.'

EGC was viewed as: 'integral to quality education, enabling learners to acquire the skills, knowledge, values and attitudes that can support them being active and responsible, global citizens. EGC is grounded in a rights-based approach to education, utilises learner-centred participatory pedagogy (including peer-to-peer and lifelong learning), and concerns all education stakeholders across sectors. EGC should be embedded within all subjects, across learning environments and integrated into all education pathways (formal, non-formal and informal education). EGC should also be developed to suit local contexts. EGC is based on an understanding of the purpose of education as going beyond the acquisition of knowledge and cognitive skills, to transforming the way people think and act individually and collectively'.

Finally, the Brussels Proposal supported the wording of the Muscat Agreement Target on EGC for inclusion in the new post-2015 framework 'recognising its holistic character, and in complementing the Open Working Group Target 4.7. With regard to implementing the Target once adopted in the 2015 Framework, the Brussels Proposal called for the following elements to be considered: 'Our societies should also be equitable, resilient and inclusive, and secondly, we consider it important that EGC is included both in formal and non-formal-education as well as informal learning'.

*Carried out by Worldwide, Human and Trade Union Rights and Equality
Pertains to: Priority 2 and Aim 1
Based on: Resolution on Human and Social Rights Education*

PRIORITY 2

PRIVATISATION

EIAP assisted EI's head office to survey the levels and types of privatisation in the Early Childhood Education (ECE).

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 2 and Aim 1

Based on: Resolution on the Education Policy Paper: Building the Future through Quality Education

PRIORITY 2

PRIVATISATION

Further to the EI survey, EIAP conducted a survey on the status of privatisation of ECE in India, Pakistan, Bangladesh, Nepal, and Sri Lanka. The findings were discussed in the EI workshop from 22-24 December 2014 in New Delhi and helped to produce recommendations and draft annual action plans for EI member organisations in the countries.

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 2 and Aim 1

Based on: Resolution on the Education Policy Paper: Building the Future through Quality Education

PRIORITY 2

PRIVATISATION

In October 2013, EI commissioned a systematic review on the Political Economy of Privatisation to the Globalisation, Education and Social Policies (GEPS) research group at the Autonomous University of Barcelona. This study follows EI's previous research on privatisation, including the reports, "Hidden Privatisation of Public Education" (2008) and "Public Private Partnerships in Education" (2009). The review analyses which political and economic circumstances facilitate the adoption of privatisation policies, maps out a typology of education privatisation, and identifies the factors and conditions that favour their advancement. It specifically addresses the different reasons why countries adopt privatisation policies, the role of international actors in promoting them, and how teacher unions and other education actors respond to these types of reforms. Privatisation policies and case countries examined in the review include:

- Education privatisation in 'social-democratic' welfare states (Denmark, Finland, Norway, and Sweden)
- De facto privatisation in low-income countries: Low-fee private schooling (Ghana, India, Nigeria, Pakistan, and Peru)
- Reshaping the role of state in education: Privatisation as a state sector reform (Chile and the United Kingdom)
- Historic public-private partnerships (Belgium, the Netherlands, and Spain)
- School choice reforms and charter schools (Colombia, United States, and United Kingdom)
- Privatisation as a result of (natural) disaster(s): Haiti, New Orleans in the US

The expected publishing date of the systematic review is Spring 2015.

In 2013, EI carried out a survey among its member organisations on organising within privatised education. The survey responses were analysed in parallel to the systematic review by the GEPS research team, and helped to inform the findings on teacher organisations' strategies in response to privatisation in and of education. The survey findings were published as a policy brief in 2014 entitled 'Organising within privatised education'.

Carried out by Worldwide, Research

Pertains to: Priority 2 and Aim 1

Based on: Policy paper on education: Building the Future through Quality Education

PRIORITY 2

PRIVATISATION

Global and Regional Workshops on Privatisation and Education

During 2013 and 2014, EI took part in three global and regional workshops (Manila, Philippines; Johannesburg, South Africa; Sao Paulo, Brazil) on privatisation and education, co-organised with the GCE, the Open Society Foundations' Education Support Programme (OSF-ESP), and other partners. The workshops brought together national coalitions within the GCE, EI affiliates from the different regions, academics, CSO and NGO representatives, and education activists to share their expertise and to develop and support research and advocacy on education privatisation.

EI co-authors GCE report on privatisation in education

As an outcome of the workshops, EI is collaborating on an advocacy report on privatisation in education with GCE and other partners. The report considers the evidence on private education, in particular low-fee private schools, in light of rights-based concerns about whether expansion of and investment in such schools is an effective route to universal, free, non-discriminatory education of high quality. This report will be launched in 2015.

Carried out by Worldwide, Research

Pertains to: Priority 2 and Aim 1

Based on: Policy paper on education: Building the Future through Quality Education

PRIORITY 2

PRIVATISATION

Privatisation in Education and the Right to Education Human Rights Council Events

In June 2014, during the session of the Human Rights Council, EI was invited to participate in events organised with civil society organisations, academics, states, and UN agencies to stimulate discussion and engagement, as well as to raise awareness around the issue of education privatisation, which is having a profound impact on the realisation of the right to education globally.

Two events were convened:

- A side-event on privatisation and its impact on the right to education was organised with the UN Special Rapporteur on the Right to Education, Kishore Singh. During this event, EI presented the impacts of privatisation policies on teachers' working conditions

- An expert meeting brought together academics, civil society organisations, states and UN agencies to share their experience and knowledge on privatisation in and of education, and to engage in an exploratory discussion on current trends, existing policies and practices, assessment of their impacts, and the identification of priorities for research, analysis and advocacy. During this meeting, EI facilitated a discussion of differing impacts of education privatisation for different contexts and different groups, including teachers and girls

These events contributed to informing the UN Special Rapporteur on the Right to Education report, "Privatization and the right to education", presented to the 69th session of the UN General Assembly in October 2014.

Carried out by Worldwide, Research

Pertains to: Priority 2 and Aim 1

Based on: Policy paper on education: Building the Future through Quality Education

PRIORITY 2

PRIVATISATION

In early June 2014, EI was invited to participate in a two-day advocacy and research workshop co-hosted by the OSF, the Privatisation in Education Research Initiative (PERI), and the Global Initiative for Economic, Social, and Cultural Rights (GI-ESCR). The workshop explored how to use international human rights mechanisms to address privatisation in education and to advance the issue within UN human rights mechanisms and to start a participatory discussion on a set of standards applicable to privatisation in education.

The two-day workshop provided a space for representatives of national education coalitions (from Brazil, Ghana and Morocco), civil society organisations (including the GCE, the ARAB Coalition, the Africa Network Campaign on Education For All (ANCEFA), the Asia South Pacific Association for Basic and Adult Education (ASPBAE), CLADE, the Right to Education Project, and RESULTS), strategic litigation specialists, human rights experts, and academics to reflect on their work. It also facilitated them to identify areas of commonality and explore the possibility of developing a collective approach to research and advocacy on privatisation in and of education and its impact on the right to education.

Carried out by Worldwide, Research

Pertains to: Priority 2 and Aim 1

Based on: Policy paper on education: Building the Future through Quality Education

PRIORITY 2

PRIVATISATION

EI is member of an open network of organisations working on issues of privatisation in and of education linked to the Privatisation in Education and Human Rights Project carried out by the Global Initiative for Economic, Social and Cultural Rights (GI-ESCR) in partnership with the Privatisation in Education Research Initiative (PERI) and the Right to Education Project. This is a multi-country research and advocacy project that critically examines the global development of privatisation in the light of human rights standards. As part of this project, EI has contributed with other partners to written parallel reports to relevant UN or regional human rights bodies on 'Privatisation and its Impact on the Right to Education for Women and Girls' submitted to the UN Committee on the Elimination of Discrimination against Women and Girls (CEDAW), and country reports on

Ghana, Uganda and Chile submitted to either the UN Committee on the Rights of the Child or the UN Committee on Economic, Social and Cultural Rights.

EI has also contributed to a joint written statement with other international and national civil society organisations raising concerns about the emphasis on private sector involvement in education in Africa. The statement is contained in a report of the African Development Bank (AfDB), the Economic Commission for Africa (ECA), the African Union Commission (AUC), and the United Nations Development Programme (UNDP) on the MDGs.

Carried out by Worldwide, Research

Pertains to: Priority 2 and Aim 1

Based on: Policy paper on education: Building the Future through Quality Education

PRIORITY 2

PRIVATISATION

EI's 43rd Executive Board meeting in October 2014 approved a strategy for a global EI project entitled 'A Global Response to Education Corporations'. This global strategy aims to expose and advocate against the expansion of profit-making activities by private actors, in particular education corporations, in the education section, where these activities undermine the right to education, teachers' right to fair and decent working conditions, and erode democratic decision-making and public accountability in relation to education governance. It is envisioned that coordinated and collaborative global, regional, and national mobilisation will mount pressure on key stakeholders to address privatisation and commercialisation in and of education, for example, through effective regulation of private education and providers and the development of guidelines/charter on corporate/private sector involvement in education.

The project informs Phase II of the UNITE campaign, in which EI and its member organisations around the world called for the equitable provision and funding of free quality public education for all. The strategy addresses the second of the Unite campaign's overarching objectives: 'demonstrate that privatisation undermines public education and is detrimental to the interests of society'.

EI's programme work on privatisation in/of education has been mandated by several Congress resolutions. Numerous EI member organisations are also running national campaigns and activities focused on privatisation. This global project aims to draw these efforts together with a common focus. Additionally, it provides an opportunity for education unions to develop their own capacity in addressing priority issues of their current and potential members.

As part of the campaign strategy, EI has identified two key dimensions of education privatisation that require immediate and direct attention:

- The expansion of for-profit school models, in particular low-fee private school chains
- The increased outsourcing of education services to, and growing involvement in education policy formulation of, for-profit education providers, including standardised testing and teacher evaluation

To address these dimensions, EI proposes the following three strategic goals:

- 1) To expose and hold to account private actors, in particular education corporations, involved in the provision and promotion of education through (low-fee) for-profit private schooling where these activities undermine the right to education and equity in access and quality.

2) To expose and reverse education corporations' and other private actors' involvement in the Global Education Reform Movement (GERM) where it outsources decision-making in education governance, undermines public accountability, and leads to the standardisation of schooling.

3) To strengthen union capacity to scrutinise and challenge privatisation in/of education where it undermines the right to education and to advocate for the effective regulation of private provision and actors in education.

Carried out by Worldwide, Research

Pertains to: Priority 2 and Aim 1

Based on: Policy paper on education: Building the Future through Quality Education

PRIORITY 2

QUALITY TEACHING

ETUCE's first Special Conference after the restructuring took place in Vienna on 26-27 November 2014 on the topic 'The Future of the Teaching Profession'.

ETUCE President Christine Blower reflected on what education and teachers' work will be like in future taking into account the 24/7 online nature of today's society. EI General Secretary Fred van Leeuwen outlined the potential consequences when children fall through the cracks of society because of insufficient education and touched on the challenges confronting quality education, such as austerity measures, privatisation, and de-professionalisation. Framing the conference theme, European Director Martin Rømer highlighted the challenges of rapid developments in ICT and the decreasing investment in education. With a view to initiating a debate, he provocatively questioned the participants whether teacher unions can match governments and private providers in the discussions on innovation in education and whether teacher unions will in future be an attractive partner for debate on this topic.

Four honoured guest speakers prompted and inspired the discussion: John MacBeath, Emeritus Professor from Cambridge University; the Director General of DG EAC, Xavier Prats-Monné; Dr. Riina Vuorikari, Research Fellow at the Joint Research Centre of the European Commission; and Susan Lee Robertson, Professor of Sociology of Education from Bristol University.

The teacher union delegates unanimously adopted the two policy papers from the HERSC on Quality Assurance in Higher Education and on Early Stage Researchers as well as the main conference resolution, Shaping the Teaching Profession of the 21st Century and the Resolution on the Impact of Neoliberal Policies on Education as proposed by OLME and TUS. The resolution, Shaping the Teaching Profession of the 21st Century, foresees the creation of a task force to develop an ETUCE Policy on the 21st Century Teaching Profession and the Use of Information and Communication Technologies.

This policy paper is to be presented to the ordinary ETUCE Conference in 2016. As the European Director explained in Vienna, the ETUCE Bureau is assigned to decide on the composition and criteria for selection of task force members, as well as the scope, budget and timeline for this task force at its meeting in February 2015. Moreover, the Bureau is in charge of monitoring the progress made with a view to ensuring the quality of the policy paper.

Carried out by Europe, European Regional Office

Pertains to: Priority 2 and Aim 1

Based on: Resolution on the Future of the Teaching Profession

PRIORITY 2

QUALITY TEACHING

In 2014, the EILA conducted research on standardised evaluation of teachers and students in 12 Latin American countries. The research was based on an analysis of the existing evaluation methods in Latin America both at international and national levels. This included a description of how the evaluation processes are developed and how they are used broadly within the region. The research was published in Spanish and it will be translated into English in 2015.

Carried out by Latin America, Latin American Regional Office

Pertains to: Priority 2 and Aim 1

Based on: Resolution for the Latin America region: Assessment processes and quality education for all

PRIORITY 2

STATUS OF TEACHERS

From 29 October-1 November, EIRAF office organised a three-day capacity building workshop on strategic planning with the leaders of the Teachers and Education Workers' Union (TEWU). The programme brought together the top leadership of the union to analyse the work of the union and the impact generated. Doing a SWOT analysis, members identified the strengths, weaknesses, opportunities and threats experienced by the union. From that analysis, they were able to discern the key issues confronting the TEWU and what the priorities were. These priorities were then put into order and activities earmarked, along with objectives, within a logical framework. The plan which was designed in an inclusive and holistic manner will be presented to the executive board of TEWU for deliberations in their delegates' conference this year.

Carried out by Africa, Africa Regional Office

Pertains to: Priority 2 and Aim 2

Based on: Resolution on Education Support Employees

PRIORITY 2

STATUS OF TEACHERS

In Ethiopia, the Ethiopian Teachers Association (ETA) organised a two-day conference to discuss and debate the status of teachers and the conditions of service in the presence of the Ministry of Education, ICCBA, UNESCO and EIRAF.

In South Africa, SADTU took advantage of its Delegates Conference to send out messages on quality education in the presence of many partners including EI Deputy General Secretary Haldis Holst.

Carried out by Africa, Africa Regional Office

Pertains to: Priority 2 and Aim 2

Based on: Resolution on the Future of the Teaching Profession

PRIORITY 2

STATUS OF TEACHERS

EIAP representatives, participating in the UNESCO seminar from 4-5 August 2014 on “Motivating Teachers”, advocated for recruitment of qualified teachers, improved professional freedom and recognition as professionals, better working conditions, and increased remuneration and improved training facilities, and timely availability of appropriate education materials and tools to enhance learning.

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 2 and Aim 2

Based on: Policy paper on education: Building the Future through Quality Education

PRIORITY 2

STATUS OF TEACHERS

EIAP continued to monitor developments in the organisations that participated in the John M. Thompson Training Programme 2013. The monitoring will continue for five years.

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 2 and Aim 2

Based on: Resolution on Recruitment and Organising

PRIORITY 2

STATUS OF TEACHERS

EIAP participated in the Women’s Conference held under the EI/NEA/Läraryörbundet programme in Cambodia from 19-20 April 2014. The programme aims to enhance membership recruitment through actively addressing the problems faced by women teachers in the country. The strategy was found noteworthy during the evaluation and planning meeting held from 23-24 November 2014.

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 2 and Aim 2

Based on: Resolution on Gender Equality

PRIORITY 2

STATUS OF TEACHERS

COPE funded the WTD celebration by the two education unions in Fiji. The occasion marked the unity of the two unions and rejuvenated and strengthened the Fiji Teachers' Confederation. Their coming together on this important day indicated the solidarity of the two unions in voicing their concerns to the government and policy makers. They also reminded the public that quality of life is determined by the level and quality of education acquired by the members. Therefore, to have a quality life, investment in teachers should be a priority.

COPE members in the region held their celebrations while others marched in their cities and towns to mark the occasion. The importance of quality teachers was celebrated in Tonga, Samoa, Kiribati, Solomon Islands and Vanuatu and involved governments, NGOs, and the community.

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 2 and Aim 2

Based on: Resolution on the Future of the Teaching Profession

PRIORITY 2

STATUS OF TEACHERS

Following the preparatory work in 2013, including the special paper on teachers' status, commissioned to Linda Hargreaves, Cambridge University, in September 2014 EI developed and distributed an EI members' survey questionnaire on The Status of Teachers and Education Support Staff. The responses were being collected until end-December 2014. The purpose of the survey is to collect systematically EI affiliates' views on the various aspects of teachers' status, such as employment conditions, pay, freedom of association, and academic freedom. This information will contribute to EI's arguments for advocacy at international level and provide evidence for response to international bodies such as the Committee of Experts on the Application of the Recommendation concerning Teachers (CEART), GMR, and data for EI's own Barometer.

The UNESCO-ILO Recommendation concerning the Status of Teachers adopted in 1966 has essentially served as a charter of rights for teachers worldwide. Significantly, 5 October, the anniversary of its signing, became the date chosen for World Teachers' Day. Similarly, the Recommendation on the Status of Higher Education Teaching Personnel adopted in 1997 made further commitments regarding college and university faculties. In adopting the Recommendations, governments unanimously recognised the fundamental importance to society of having highly qualified education workers who are equipped to do their best for the next generation. Although governments claim to support the values and principles in the Recommendations, many actually demonstrate neither respect for the rights enshrined in them, nor do they implement policies that comply with them.

Carried out by Worldwide, Research

Pertains to: Priority 2 and Aim 2

Based on: Policy paper on education: Building the Future through Quality Education

PRIORITY 2

TEACHER EDUCATION

The Quality Educators for All Project has continued to contribute to the improvement of quality education by strengthening the professional development of teachers and school leaders.

The project won the UNESCO-Hamdan bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers 2013-2015. The award ceremony was held on 7 October 2014 in Paris at the UNESCO HQ. EI General Secretary Fred van Leeuwen and Oxfam Novib received the prestigious award in the presence of project partners from Mali and Uganda. The situation analysis report (previously named "baseline study") has been finalised and is available as an e-resource material in English on the EI website.

In Uganda, the Initiative Team held three training sessions for head teachers and teachers in using the Teacher Competence Profile and Life Skills Teachers' Handbook as professional tools for quality learning. Owing to the success of the project in developing a teacher competence profile for primary school teachers and using it to strengthen teacher professional development, the government of Uganda is now developing a Teacher Competence Profile for secondary school teachers.

In Mali, the Comité de Pilotage has successfully completed the activities and have had a planning meeting for the next phase of the project. A project evaluation meeting is planned for 6 April 2015 in Mali.

An extensive effort to raise funds to continue with the project is ongoing. EI and its partners have responded to a number of funding calls and approached various funding organisations.

Following the decision of the Quality-Ed Steering Committee in 2013 to expand the project, further efforts are being made to ensure funding for Niger and Bangladesh. A feasibility study is under way in Niger. Somalia and Yemen are to be further discussed. The Quality-Ed annual report 2012-2013 is available in English and French.

From the start of 2014, the European Commission has been preparing improvements to its programme for 2015-2020 (EU2020 and ET2020) and initiated meetings with ETUCE. ETUCE is lobbying for the inclusion of a greater focus on teachers in the next EU-level strategies, particularly a benchmark on teachers' continuous professional development.

*Carried out by Africa, Education and Employment
Pertains to: Priority 2 and Aim 2
Based on: Quality Educators For All project*

PRIORITY 2

TEACHER EDUCATION

EI and Lärarförbundet conducted a preliminary mission to Tunisia in May 2014 to meet with EI's five Tunisian affiliates and assess the possibility of a long-term cooperation. Further meetings took place at the ACCRS conference in December 2014. The first activity will be a three-day planning session in March 2015 to devise a short-/medium-term programme of training on the different union topics agreed on between EI, Lärarförbundet, and the five Tunisian affiliates.

DLF and the Egyptian Independent School Teachers Trade Union (ISTT) implemented a training workshop in December 2014 on communications and negotiations, the second such workshop in the cooperation between DLF and ISTT.

In addition, during 2014, GL and ISTT-Egypt continued their exchange cooperation programme for secondary school teachers, through a series of workshops on teaching topics and an exchange visit by ISTT to Denmark.

ISTT and EI/AFT reinitiated the TARC phase 2 project in summer 2014 after another year's funding was secured for the four countries where TARC is implemented. The first activities in TARC 2 were two round tables with relevant civil society and other education organisations to discuss the development of a new education act.

At end-October 2014, EI, in cooperation with the Union of Education Norway (UEN), Lärarförbundet, and NUT held a mission to Palestine to follow up on a previously agreed project of leadership and women's training with the General Union of Palestinian Teachers (GUPT) and possibly other affiliates in Palestine. Further meetings took place at the ACCRS conference in December 2014 to agree on concrete steps for implementation.

In the framework of promoting and building the capacities of Arab unions on trade unions' and women's rights, EI concluded its work under a three-years fund from FES.

In October 2014, along with FES, EI carried out a third training session for the trade union and women's rights network (TUWRN) for unions in five countries (Jordan, Tunisia, Morocco, Kuwait, Egypt). This EI/FES cooperation for the past three years was concluded with this training. New proposals have been presented to FES for the next funding cycle.

*Carried out by Arab Countries, Arab Countries Office
Pertains to: Priority 2 and Aim 2
Based on: Teacher unions' training*

PRIORITY 2

TEACHER EDUCATION

In October 2012, the ETUCE Conference adopted a Resolution on the Teaching Profession.

In November 2014, the ETUCE Special conference adopted a Resolution on the Future of the Teaching profession.

During 2014, ETUCE focused on the impact of the economic crisis on Teacher Education in the European Union. ETUCE also followed the modernisation process of the European Commission's Directive for the recognition of professional qualifications. ETUCE successfully lobbied with ETUC, EPSU, Eurocadres and the European Council of the Liberal Professions (CEPLIS) with joint statements to the European Parliament. As a result, teachers' qualifications will be more easily accepted in other European Union countries.

ETUCE continued its participation in the European Commission's Open Method of Coordination Working Group on the "Professional Development of Teachers", which dealt with competencies required for teachers. In 2014, the group was named "Teacher education" and started to focus on preparing teachers to teach migrant children and to fight against early school leaving. In ETUCE position paper on the revision of ET2020 (June 2014), ETUCE lobbied at the European Commission to include a new benchmark in ET2020 that at least 10 per cent of teachers' working time should be allocated to professional development courses.

In addition, ETUCE sent its contribution to the Greek Presidency, the Director-Generals for VET, and the European Commission on improving the competencies of VET teachers and trainers. ETUCE's pledge on the European Alliance for Apprenticeship also focuses on this.

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

PRIORITY 3

DEFENCE OF UNION RIGHTS

Burkina Faso

EI stood by its affiliates in Burkina Faso during the coup in November and supported their claim that the military step aside and allow a civilian-led transition to a new government where democracy would prevail.

Cameroon

EI supported its Cameroonian affiliates throughout the period under review, in condemning the sanctions which threaten the exercise of their trade union rights and government attempts to foster further division among unions. EI expressed its solidarity with the education unions and urged the government to stop all repression orchestrated against Cameroonian teachers. EI also advocated with the GPE for a real social dialogue to be enhanced.

Djibouti

EI supported its affiliates in Djibouti amid ongoing government measures to remove educators from the classroom and the civil service list, including the union's General Secretary and other high-level members. Sixty three teachers have been sacked and struck off the civil service list and more than 83 teachers have seen their salaries suspended since October 2013, in violation of all the procedures in place. SEP reported intimidation by the Minister of Education to prevent the celebrations of WTD. The passport of the General Secretary of the Syndicat des enseignants du second degré (SYNESED) was confiscated at the airport, preventing him taking part in a conference. EI also expressed concerns about the suspicious death of a teacher while in detention in August 2013. EI updated the complaint to the ILO Committee on Freedom of Association (CFA) (complaint 3058).

Ethiopia

EI renewed its request to the UNHCR-Kenya to grant Meqcha Mengistu, Ethiopian teacher and former member of the ETA, the right to resettle in a third party country. Meqcha Mengistu has been languishing at the refugee camp in Kakuma, Kenya, since 2012.

Kenya

In January, EI joined its affiliates, the Kenya National Union of Teachers (KNUT) and the Kenya Union of Domestic, Hotels, Educational Institutions, Hospitals and Allied Workers (KUDHEIHA), in calling on the government to engage in honest social dialogue to ensure quality education in the country.

In March, public university lecturers and non-teaching staff, led by the Universities Academic Staff Union (UASU), EI affiliate, and the Kenya Universities Staff Union (KUSU), threatened to go on strike if the Government would not order universities to release the 3.9 billion Kenyan shilling (around €39 million) owed to staff.

In October, EI expressed its solidarity with the teacher unions in Kenya that are urging the Government to allow and support the ongoing negotiations on their basic salaries, and demand the approval of a new collective bargaining agreement.

Nigeria

EI strongly condemned the brutal attacks that have increasingly targeted civilians, teachers, students, and girl students in particular, and government workers in Nigeria.

Swaziland

EI condemned the detention of Thulani Maseko, legal counsel to TUCOSWA, the Swazi trade union federation formed in January 2012 and de-legalised after two months. Maseko was detained by armed police officers for having written an opinion piece in the Nation Magazine. At the ILO conference (June), EI also voiced concern about the deterioration of the conditions of service of public servants and the harassment facing TUCOSWA members. The Swaziland National Association of Teachers (SNAT) is a founding member of TUCOSWA.

In October, the Swazi Minister of Labour and Social Security dissolved all workers' and employers' federations with immediate effect, pending legal reforms. This includes TUCOSWA. EI urged the government revoke its decision and start engaging in a genuine dialogue with unions about legislative reforms. EI is monitoring the case and is prepared to invoke Article 26 of the ILO Constitution.

Carried out by Africa, Human and Trade Union Rights and Equality

Pertains to: Priority 3 and Aim 2

Based on: Resolution on the Strengthening of International Trade Unionism within the Context of Globalisation

PRIORITY 3

DEFENCE OF UNION RIGHTS

Algeria

Algerian teachers organised an open-ended general strike action to press the government to meet long-neglected demands by education workers and teachers. The strike, which started on 25 January, involved members of EI affiliates UNPEF and SNAPEST, as well as the CNAPEST. The demands focused on the status of basic education teachers, promoting primary school teachers who have completed their training in 2012, valuing teachers' professional expertise and allocating them pedagogical grants, and stopping external recruitment. EI called on the national public authorities to enter into meaningful negotiations with the organisations representing teachers. Disagreement between the unions inhibited a successful outcome.

Bahrain

EI continued to partner with its affiliates and Amnesty International to call for freedom of association for teachers in Bahrain and requested the immediate and unconditional release of Mahdi Abu Dheeb, President of the Bahrain Teachers Association (BTA). The global campaign launched for 1 May (Labour Day) also denounced the continuing repression of civil liberties and the criminalisation of teachers and unionists for exercising their legitimate human rights. In September, the Amnesty magazine featured Mahdi on its cover with an interview of Mahdi's daughter.

On 7 September, EI released a video solidarity message to education unionists in Bahrain to mark the beginning of the school year. In it, EI's General Secretary pledged EI's continued support to the Bahraini teachers and Mahdi Abu Dheeb. <http://youtu.be/Gs3MgqFEGmo>

In October, representatives of the NUT and NASUWT joined the TUC and Amnesty International in a meeting with the Ambassador of Bahrain to the UK, specifically to discuss the situation of Mahdi, and of the BTA and the dismissed teachers. Amnesty collected 21,000 online petition signatures. NASUWT and NUT have distributed 628,000 cards. In January 2015, UEN announced that Mahdi Abu Dheeb had been awarded the 2015 Arthur Svensson International Prize for Trade Union Rights.

Iraq

In January, EI expressed concern about the recurrent delays in the payment of teachers' salaries in Iraq and called on the government to immediately pay the salary arrears of all teachers concerned.

As from June, teacher union leaders and their families have been victims of targeted attacks by the armed group, Islamic State of Iraq and the Levant, and other armed militia. On 5 June, the Vice-President of the Iraqi Teachers' Union (ITU) in Mosul, Hussein Darwish, was assassinated on his way to work. In a statement, EI expressed concern about the rapidly deteriorating security situation and mounting sectarian violence within

Iraq and beyond its borders and called on the international community and all parties in Iraq to work towards a peaceful, democratic civil society. In August, EI provided humanitarian assistance to ITU and KTU.

Lebanon

Following the Lebanese Parliament's failure to commit to promised wage increases for teachers and public employees, the Union Coordination Committee (UCC) comprising Lebanon's four EI national affiliates, along with other public employees' leagues, called for a general strike on 16 April, along with a sit-in while the Parliament was in session. Until August, no agreement had been reached. Teachers have continued their industrial actions claiming a decent salary. Many teachers in Lebanon work under very stressful conditions arising from the scale of the country's refugee problem.

Palestine

In December 2013, EI urged the Palestinian government to meet the demands of Palestinian teachers and education workers by fully implementing the 10 per cent salary increase agreed between the government and the GUPT in September 2013. EI supported GUPT's strike actions and condemned the attempts by the Palestinian authorities to prevent the teachers' union from exercising its legitimate right to carry out industrial action.

Tunisia

EI hailed the adoption of a new democratic constitution in Tunisia and expressed its support to its affiliates in the country. Allied with the democratic forces in civil society, the UGTT and its teaching unions, all EI affiliates, battled tirelessly, and successfully, to strengthen threatened fundamental rights.

*Carried out by Arab Countries, Human and Trade Union Rights and Equality
Pertains to: Priority 3 and Aim 2*

Based on: Resolution on the Strengthening of International Trade Unionism within the Context of Globalisation

PRIORITY 3

DEFENCE OF UNION RIGHTS

Cambodia

In January, EI joined the international trade union movement to condemn the disproportionate violence perpetrated by Cambodian authorities against striking *garment* workers. Rong Chhun, President of the Cambodia Independent Teachers Association (CITA) and the confederation of public servants (CCU), and 10 other activists were arrested on 21 January as they were going to deliver a petition asking for US intervention to release human right activists and workers who had been detained following a police crackdown earlier the same month. Rong Chhun was released a few hours after his arrest. EI wrote to the Cambodian authorities to condemn the arrests and the repression of the garment workers' strike.

Fiji

In April, the Asia Pacific Regional Committee adopted a resolution noting the violation of fundamental human and trade union rights in Fiji denying trade union officials as well as employees the basic right to participate in political activities including the right to freedom of speech and freedom of association. The resolution calls on all EI member organisations to ask their respective governments and relevant UN organisations to critically scrutinise the provisions in Fiji's constitution and demand the Fiji government to remove provisions in the constitution that deny human and trade union rights.

Hong Kong

Since the handover to China, people in Hong Kong have been demanding democratic elections from the Hong Kong and Chinese governments. On 31 August 2014, the Chinese government passed a plan to ensure control in future elections of the Hong Kong Chief Executive by means of a nomination committee. Students and citizens assembled outside the government house demanding democracy and social justice. The Hong Kong government deployed anti-riot police and fired tear gas at tens of thousands of peaceful demonstrators. Dozens of people were injured, some 80 were arrested. The protests continued until December. Striking students received support from the Hong Kong's teachers' union, some 500 academics signed a statement of support, and workers from other sectors have joined strike actions and delivered support to protesters. In January 2015, EI took solidarity action with the leaders of the Hong Kong trade union movement facing imminent arrest for their support for the "Umbrella" movement. Several other members of the Hong Kong Confederation of Trade Unions were arrested during the clearance of the peaceful protests in Hong Kong.

Myanmar

EI maintains its engagement with the Global Unions Myanmar Working Group. Of particular concern are legislative instruments which currently curtail trade union rights by requesting minimum membership requirements and rigid structures. The Labour Organizations Law does not adequately protect workers, does not include comprehensive provisions for collective bargaining, and restricts the right to strike.

Uzbekistan

EI continued its advocacy, with other trade union and civil society partners, to try to ensure that the annual cotton harvest in Uzbekistan occurred without forcing children to pick cotton under threat of punishment and to the detriment of their education. Last year, the Uzbek Government accepted an ILO monitoring mission. The reduced number of children under age 16 forced to pick cotton demonstrated the ability of the Government to change its practices on forced child labour.

Monitoring teams during the 2014 cotton harvest noticed that almost no child under age 18 had been mobilised to pick cotton.

*Carried out by Asia-Pacific, Human and Trade Union Rights and Equality
Pertains to: Priority 3 and Aim 2*

Based on: Resolution on the Strengthening of International Trade Unionism within the Context of Globalisation

PRIORITY 3

DEFENCE OF UNION RIGHTS

Balkans

EI and ETUCE launched an urgent action appeal in May, calling for solidarity and support for Serbia, Croatia, and Bosnia and Herzegovina, after the catastrophic weather conditions in the region that killed 50 people and caused heavy damage to many houses and buildings, including 151 elementary and secondary schools in Serbia alone.

Belgium

Teacher unionists from EI member organisations were among over 100,000 demonstrators who took to the streets of Brussels, Belgium on 6 November 2014 to fight budgetary reform measures planned by the Belgian

federal Government that will affect workers severely. EI staff members from the headquarters also took part in the demonstration.

Denmark

In November 2014, the DLF secured significant endorsement for its actions in a recent ILO decision following a complaint made by the union last August about the government's intervention in the collective bargaining process. In April 2013, about 44,000 members of the DLF were locked out of public primary and secondary schools for almost four weeks. The lockout ended with a political intervention with unanimous support for the employers, which severely threatened the "Danish model" of collective bargaining.

Georgia

EI continued to update the complaint to the ILO CFA.

Greece

Through the ETUCE, EI expressed its full solidarity with OLME, its member organisation in Greece for its continuous and important protest against the devastating cuts in education funding within the framework of the memorandum between the Greek government and the Troika. ETUCE appealed to the Greek Government to reconsider its current savings and reform plans. On 28 February, during a demonstration organised by OLME against the proposed dismissal of 12,500 education workers, demonstrators underwent a violent attack from the police forces, with 18 demonstrators arrested and four injured and transferred to hospital.

Hungary

EI's General Secretary met with the leaders of the Hungarian teachers union, SEH, in October 2014 to discuss the lack of social dialogue with the Ministry of Education. Education reforms were realised in 2013 without much consultation with the teachers, giving the national government a dominant role in determining the curriculum and teaching methods and material. Many of the measures adopted need to be corrected, including those concerning teachers' career paths, teachers' assessment procedures, the wage structure and the increase of working hours.

In November 2014, SEH protested against the devastating cuts in education advocated by this Government. EI urged the Government to reconsider its current savings and reform plans.

Iceland

Following the failure of negotiations on a new collective agreement for secondary school teachers, EI's national affiliate, the Icelandic Teachers' Union (KI), called on its members, upper secondary teachers employed by the state, to go on strike on 17 March. A new high school law will be implemented in 2015, but Iceland's Government appeared reluctant to pay for the costs implied by the necessary changes to the curriculum and the definition of teachers' working hours. EI expressed its support for the teachers' strike and called on Icelandic public authorities to engage in negotiations in good faith with the teacher union. Teachers went back to school after three weeks of strike, when a new collective wage agreement was signed with the government.

Latvia

Educators and science employees took to the streets of Riga on 12 May to demand additional state financing for effective education reforms. The EI European Director was in Riga and had a separate meeting with the Education Minister to back up the claims of the Latvian Trade Union of Education and Science Employees (LIZDA).

Macedonia

EI expressed its concern regarding the extremely worrying deterioration of the social dialogue in Macedonia (FYROM)'s education sector. The teachers' union, SONK, opted for a strike as the Ministry of Education did not engage seriously in negotiations. SONK reported serious oppression and threats not only against the protesting teachers but also against their children. A mediation offered by ETUCE helped restore dialogue.

Moldova

After waiting one year for meaningful engagement with the Government in salary negotiations, Moldovan teacher union ESTU organised a mass teacher-led protest outside of parliament. EI expressed its support to its affiliate and condemned the absence of social dialogue as well as governmental interference in the union's right to strike through threats of sackings by school managers in charge of school payrolls and teacher recruitment.

After one week of mass protests, the Prime Minister made a personal pledge to find the sources needed to increase teachers' pay.

Norway

Norwegian teachers went on strike as they rejected demands from employers' organisations for a different model for organising teachers' working hours that would abolish the current regulations guaranteeing teachers' time for planning, preparations, and assessment. An agreement was eventually reached and approved by EI affiliates UEN and SL.

Serbia

A strike of employees in the education sector in Serbia began in November 2014 to protest against weakening labour relations and unsatisfactory working conditions in the sector. Following the intervention of EI, the situation improved at the end of January when the negotiations resumed. All parties agreed on the Collective Agreement for employees in elementary and secondary schools. The launch of a complaint to the ILO CFA was suspended following those positive developments.

Turkey

An EI-ETUCE delegation attended the mass trials against members of the KESK trade union centre (the confederation of public servants' unions of which Eğitim Sen is a member) which were convened in Ankara on 13 January and in Istanbul on 23-24 January. The first hearings were held in the latest judicial case targeting Eğitim Sen and KESK: 502 trade union leaders, members, and other demonstrators were prosecuted for participating in March 2012 peaceful protests against the draft Public Services Trade Union Law and proposed changes in the education system.

On 26 February, Eğitim Sen organised a national strike action to protest against the new draft of the 'Amendments to the National Education System Law', which is denounced as being part of the privatisation process in education in Turkey. EI expressed support to Eğitim Sen and called on Turkey's public authorities to engage in social dialogue with organisations representing teachers.

United Kingdom

In July 2014, teachers across the UK protested against the government's education policies, which they argue ignore both the in-classroom and financial burdens facing today's educators.

Ukraine

EI expressed its solidarity with its Ukrainian colleagues during the most serious crisis in the country since its independence in 1991. A delegation from EI visited Kiev twice in March and April in a show of support for the national teacher unions of Ukraine and the country's democratic movement.

EI also asked for the solidarity and financial support of its member organisations to help the teacher union, STESU, whose headquarters in Kiev burned down during the country's political turmoil, leaving several hundred trade union workers without workplaces. All office equipment and supplies and all union documents were lost in the fire.

On 23 December, over 10,000 trade union members, most of them public sector workers, along with youth groups and students, packed the streets of Kiev to rally against government cuts to social programmes.

Carried out by Europe, Human and Trade Union Rights and Equality

Pertains to: Priority 3 and Aim 2

Based on: Resolution on the Strengthening of International Trade Unionism within the Context of Globalisation

PRIORITY 3

DEFENCE OF UNION RIGHTS

Argentina

EI expressed solidarity with its affiliates in Argentina when hearing that the grandson of Estela de Carlotto had been identified. Estela is a founder and head of the Abuelas de Plaza de Mayo (Grandmothers of May Square) and received the 2004 EI Human and Trade Union Rights Award.

Colombia

EI has renewed its support for the Colombian academic, Miguel Angel Beltran. The sociologist is now threatened with removal from his teaching post at the Universidad Nacional de Colombia (UNAL) on the grounds of false and politically motivated accusations. Beltran was cleared of all charges and released in 2011 when a Colombian court ruled that the evidence used against him was flawed.

Honduras

Following strong pressure exerted by Honduran teachers' organisations in Geneva at the 102nd ILO International Labour Conference, and the support of EI, the ILO resolved to send a mission to Honduras in April to assess the violation of trade union rights denounced by the Federation of Honduran Teachers' Organisations (FOMH). EI cooperated in the presentation of the FOMH report on attacks against teachers' rights and threats to public education in Honduras and provided full support to the teacher organisation, including an official visit by EI General Secretary Fred van Leeuwen to Tegucigalpa (April).

Mexico

EI protested against the disappearance, and likely assassination, of 43 Mexican rural student teachers from the teacher training college, Raúl Isidro Burgos. Thousands of people took to the streets in protest against the students' disappearance. EI called on the Mexican authorities to undertake a full investigation into the disappearance. EI also called on the authorities to end the criminalisation of social protests and the culture of impunity.

Paraguay

In September, EI supported its affiliate, UNE-SN, whose legitimate demonstration was met with repression by the police force. Despite having notified the relevant authorities that the 27-28 August demonstration would be held, the protesters, including two colleagues from the UNE-SN, a journalist and a female student, were beaten by the police. The teachers took to the streets to demand a decent budget for public education and an improved quality of education. EI has condemned the excessive repression and, along with UNE-SN, has sent a complaint to the ILO.

*Carried out by Latin America, Human and Trade Union Rights and Equality
Pertains to: Priority 3 and Aim 2*

Based on: Resolution on the Strengthening of International Trade Unionism within the Context of Globalisation

PRIORITY 3

DEFENCE OF UNION RIGHTS

Canada

The Alberta Teachers' Association (ATA) strongly rejected the Task Force for Teaching Excellence's report released by Alberta's Education Minister, considering it as an assault on teachers. EI called on the Alberta authorities to engage in meaningful social dialogue with the organisations representing teachers.

Haiti

EI supported its affiliates during their strike action in January. A draft agreement was eventually signed by teachers' unions and the government's ad hoc committee. The agreement included a salary increase that was to take effect as and from April. Teachers went back on strike after the Easter break as the government failed to honour the signed agreement. A new agreement was eventually signed, putting an end to the new strike action.

United States

EI joined its US affiliates, the AFT and the NEA, in calling for the safe release of American academic Warren Weinstein, who was abducted in Pakistan by Al Qaeda.

Abdul-Rahman (Peter) Kassig, the son of an NEA member, was executed by ISIS in Syria in November. EI sent its condolences and support to his family and to NEA, and committed to continue to clearly speak out against ISIS and any group that targets schools, teachers, and students.

*Carried out by North America-Caribbean, Human and Trade Union Rights and Equality
Pertains to: Priority 3 and Aim 2*

Based on: Resolution on the Strengthening of International Trade Unionism within the Context of Globalisation

PRIORITY 3

DEFENCE OF UNION RIGHTS

At global level, EI made extensive use of the ILO mechanisms to help members in countries whose governments violate international labour standards. EI filed complaints with the ILO CFA and submitted cases to the ILO Committee of Experts to report abuses and problems.

At the International Labour Conference (28 May-12 June 2014), the Committee on the Application of Standards (CAS) discussions eventually ended in a new deadlock after the Employers' Group targeted the right to strike, arguing that it is not guaranteed by any ILO convention. In 2012, the Employers' Group had prevented the CAS from sitting. In 2014, the Employers' Group refused to issue consensual recommendations on most of the cases discussed.

Haldis Holst, EI Deputy General Secretary, addressed the ILC plenary on the Report of the Director-General on 4 June. She underlined the importance of the joint work between EI and the different sections of the ILO and asked the delegates to support the Unite for Quality Education campaign. EI delegation members took part in two ILC sub-commissions on informal work and on forced labour and in the Workers Group's briefings. EI also strengthened cooperation with GUFs and engaged with funding agencies like FES, FGFB, the International Programme for Eliminating Child Labour (IPEC) and ACTRAV. Follow up meetings were organised with NORM on the ILO Mission in Honduras, and with ACTRAV on a child labour proposal.

The CAS examined 25 individual cases of poor implementation of labour rights. EI ensured that the education unions' issues and the right to education were addressed by the Committee for eight of the 25 countries reviewed (Algeria, Cambodia, Democratic Republic of Congo, Ecuador, Greece, Korea, Niger, and Swaziland). The CAS discussions eventually ended in a deadlock after the Employers' Group demanded that a disclaimer banning the right to strike be added to the CAS conclusions relating to at least three countries: Algeria, Cambodia, and Swaziland. The Workers' Group unanimously rejected the demand, as compromising on fundamental workers' right would create a dangerous precedent and severely compromise the work of the Committee. With CAS discussions at a standstill, no agreed conclusions were adopted for most of the countries under examination (the Committee had already adopted conclusions for the six 'automatic' country cases before the deadlock occurred). The right to strike issue was referred to the ILO's Governing Body, which met in November 2014. An advisory opinion from the International Court of Justice could be requested to put an end to the dispute.

Meetings were held with teacher representatives in the trade union delegations from Brazil, Chile, Colombia, Ethiopia, Guatemala, Lesotho, Nicaragua, Niger, Norway, and Senegal.

EI encouraged member organisations to prepare submissions to the ILO Committee of Experts on the Application of Conventions and Recommendations (CEACR or CoE) which is the ILO legal body responsible for the examination of the compliance by ILO member states with Conventions and Recommendations that they have ratified. EI is entitled to submit observations to the ILO on behalf of teacher unions that do not have this opportunity at the national level. Member organisations were contacted on the basis of their reporting obligation. This year, EI submitted observations from the following countries: Algeria, Cambodia, Cameroon, Djibouti, Ecuador, Georgia, Honduras, Nepal, and Turkey.

The CFA examines complaints lodged by worker and employer organisations against states which violate ILO Conventions C87 and C98.

Djibouti: EI and its affiliates, SEP and SYNESED, submitted a new CFA complaint (case n°3058) against the Government of Djibouti in February, following the deterioration of the teachers' situation and serious violations of freedom of association in the country. A supplement to the complaint was submitted in April.

Georgia: A supplement to the CFA complaint n°2678 against the Government of Georgia was submitted by EI and the Educators and Scientists Free Trade Union of Georgia (ESFTUG). The communication related to interferences in ESFTUG's trade union activities due to discrimination between trade union organisations.

Korea: EI, KTU and the Korean Confederation of Trade Unions (KCTU) submitted a supplement to the CFA complaint n°1865 against the Government of Korea in November 2013.

Paraguay: EI associated itself with the complaint lodged in August by its affiliate, the Unión Nacional de Educadores. Sindicato Nacional (UNE-SN) in Paraguay.

In view of the systematic violation of educators' human and trade union rights in Honduras, Paraguay, and Ecuador, the EILA has sent complaints to the ILO CFA for violations on Conventions 87 and 98 in these countries.

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

Pertains to: Priority 3 and Aim 2

Based on: Resolution on the Strengthening of International Trade Unionism within the Context of Globalisation

PRIORITY 3

DEFENCE OF UNION RIGHTS

The Africa Regional Office organised a capacity building workshop for the national leadership of Mali's SNEC-UNTM on the use of national legal texts and international conventions on rights of workers and rights at work. The workshop involved the national leadership of SNEC, representatives of the Ministry of Education of Mali, Officials from the Ministry of Labour, and EIRAF.

The workshop equipped participants with skills for social dialogue as well as raising awareness on the various legal measures in favour of labour rights in Mali as well as the ILO conventions to which Mali subscribed.

Carried out by Africa, Africa Regional Office

Pertains to: Priority 3 and Aim 2

Based on: Resolution from the African Region

PRIORITY 3

DEFENCE OF UNION RIGHTS

The aims of a mission to Ethiopia were to maintain relations with the two EI affiliates in the country, to find out about developments related to the joint statement signed between the Ethiopian Government and ILO in May 2013, and discuss developments related to the Unite campaign and the capacity building needs of affiliates.

Carried out by Africa, Human and Trade Union Rights and Equality

Pertains to: Priority 3 and Aim 2

Based on: Resolution from the African Region

PRIORITY 3

DEFENCE OF UNION RIGHTS

A capacity building workshop was organised for 32 leaders from affiliates (Botswana Teachers Union [BTU], Botswana Sectors of Education Trade Union [BOSETU] and Teachers and Educational Workers Union [TAWU]), under the 2013 programme and budget. The main object was to give the unions in Botswana the capacity to cope with the changed trade union status following a change in their recognition by the government. However the focus shifted following the momentum built up by the trade union unity feasibility visit.

The workshop dealt with unity related topics and capacity issues. They included: trade union leadership, negotiation skills, union situational analysis, labour law framework, emotional intelligence, and conflict management.

Carried out by Africa, Latin American Regional Office

Pertains to: Priority 3 and Aim 2

Based on: Resolution from the African Region

PRIORITY 3

DEFENCE OF UNION RIGHTS

EI supported its Arab affiliates in a number of countries:

Iraq: EI expressed its concern about the recurrent delays in the payment of teachers' salaries and called on the government to pay the salary arrears of all teachers concerned especially those caught in the armed conflict areas in northern Iraq since June 2014. EI also provided humanitarian assistance to ITU and KTU in view of this armed conflict that left thousands of teachers and students displaced with their families at the beginning of the school year.

Lebanon: EI supported the UCC composed of Lebanon's four EI national affiliates, along with other public employees' leagues in their three-year struggle of strikes and sit-ins, demanding salaries arrears from the past 17 years. The last stage of this struggle was over the Parliament's failure in the summer of 2014 to commit to promised wage scales for teachers and public employees.

Palestine: EI continued its support for GUPT and condemned the attempts by the Palestinian authorities to prevent the teachers' union from exercising its legitimate right to carry out industrial action. In addition, EI provided humanitarian support for GUPT in view of the armed conflict during the 2014 summer.

Bahrain: EI was the first international organisation to visit Bahrain in 2011. Since then, it has partnered with its affiliates and Amnesty International to reiterate the call made then for Bahraini authorities to immediately and unconditionally free Mahdi Abu Dheeb, President of the BTA. In September 2014, EI released a video solidarity message to a BTA ceremony to mark the beginning of school year. In it, EI's General Secretary pledged EI's continued support to the Bahraini teachers and the imprisoned BTA President, Mahdi Abu Dheeb.

Carried out by Arab Countries, Arab Countries

Pertains to: Priority 3 and Aim 2

Based on: Solidarity with teachers unions

PRIORITY 3

DEFENCE OF UNION RIGHTS

EIAP, in cooperation with the Institutional School Teachers' Union in Nepal, assisted in surveying the trade union rights and labour standards applicable to teachers.

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 3 and Aim 2

Based on: Resolution from the Asia-Pacific region

PRIORITY 3

DEFENCE OF UNION RIGHTS

EIAP and possible Consortium partners undertook an exploratory mission in Myanmar from 1-2 July and identified partners to work with on a pilot basis starting in 2015. There are still thousands of political prisoners, media censorship remains very high, and the activities of NGOs and civil society are restricted. Human rights violations (such as child labour, forced labour, freedom of association, abuse by armed forces) reportedly remain rampant. In one recent case, the president of the University Teachers Association (UTA) was transferred by force from Yangon University to a far-flung university, most likely due to his objective pronouncements during the ILC in June 2014 as the Workers' Representative of Myanmar. The FOA provisions, especially the requirements in organising, both substantive and procedural, are very restrictive. For instance, the basic labour organisation (BLO) must have at least 30 members to form a union. In the public education context, this is virtually impossible to comply with because many schools, especially in rural areas, have only one teacher for the primary 1-5 levels. In effect, 30 neighbouring primary schools are needed to form a BLO.

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 3 and Aim 2

Based on: Resolution from the Asia-Pacific region

PRIORITY 3

DEFENCE OF UNION RIGHTS

EIAP attended the Council of Global Unions (CGU) meeting in Myanmar from 20-21 October to consolidate and synchronise Myanmar initiatives and programmes to avoid duplication and maximise resource sharing. Meetings with Trade Union Solidarity Support Organisations (TUSSOs) and ITUC-AP in Singapore from 24-26 November identified possible areas of cooperation and partnerships in the different countries in the Asia-Pacific Region.

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 3 and Aim 2

Based on: Resolution from the Asia-Pacific region

PRIORITY 3

DEFENCE OF UNION RIGHTS

After a tedious struggle, the Seoul high court restored the KTU's legal status as a legal trade union on 19 September 2014. The injunction filed by KTU with the high court was also accepted and a request made that the Constitutional Court review whether Article 2 of the Teacher Union Act is in accordance with the Korean Constitution. (Article 2 prevents dismissed teachers from being members of their trade union). The judge said, "The deprivation of the union's legal status possibly goes against the principle of excessive prohibition ensured under the Constitution and the Article 2 of the Teacher Union Act possibly infringes upon teachers' rights to organisation and equality". The high court's ruling stopped the Education Ministry's moves to fire 30 protesting union officials who refused to return to work. The EIAP Regional Office and Human and Trade Union Rights and Equality Unit are in constant communication with KTU for assistance and support.

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 3 and Aim 2

Based on: Resolution on the restrictions of the civil rights of teachers in South Korea

PRIORITY 3

DEFENCE OF UNION RIGHTS

The Korea Federation of Teachers' Associations (KFTA) has recently carried out a joint protest against the civil servant pension reform and the 45th National Exhibition on Teaching Material. Since teachers receive much less salary and severance pay compared to the people working in conglomerates, civil servant pension is the biggest benefit they receive. The Korean government is pushing the reform without consensus among teachers. The KFTA is strongly protesting against the government's unilateral reform.

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 3 and Aim 2

Based on: Resolution on the restrictions of the civil rights of teachers in South Korea

PRIORITY 3

DEFENCE OF UNION RIGHTS

The EI-Central Asia Consortium Project is ongoing with Kazakhstan and Tajikistan. Uzbekistan's membership in EI has been terminated owing to its failure of not paying up the dues. The issue with the leadership of the Kyrgyz Union has not been resolved yet by EI's head office; until this is resolved, activities in Kyrgyzstan have been stopped.

There were 12 activities in Tajikistan: two Intermediate Level Workshops, two TOTs, six Basic Level Workshops, one Planning Meeting, one printing of the EI Policy on Education booklet in the Tajik language. Kazakhstan had six activities – one Planning Meeting and five Intermediate Level workshops.

A two-day workshop was held in October to review the Constitution of ETTU and make recommendations for amendments that will be tabled at the union's congress on 3–4 February 2015.

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 3 and Aim 2

Based on: Resolution on Recruitment and Organising

PRIORITY 3

DEFENCE OF UNION RIGHTS

Pacific Islands teacher unions have been battling governments for years for full recognition of trade union rights. Workshop discussed strategies to improve advocacy, support and campaign. The Fiji Teachers Union and Fijian Teachers Association worked on information dissemination during emergency regulation, military rule and engagement practice. In the Solomon Islands and Kiribati, union leaders have been terminated from service for organising strikes for their members. The workshop discussed an education programme to inform members of trade union and human rights issues and campaign strategies to muster public support. Each of the three countries had a three-day workshop and developed important resolutions to be tabled at their annual general meetings.

PRIORITY 3

DEFENCE OF UNION RIGHTS

The EILA uses international mechanisms to represent, as requested, the needs and aspirations of member organisations in Latin America, some of which continue to exist in oppressive political environments where disregard for human and trade union rights remains prevalent.

In 2014, the EILA assisted EI's member organisations in Honduras, Paraguay, and Ecuador with ILO complaint procedures.

On 21 April, following strong pressure exerted by Honduran education unions at the 102nd ILO Conference in Geneva, the ILO resolved to send a direct contacts mission to Honduras to assess the violation of trade union rights including unfair dismissals of educators, unpaid salaries since 2008, and anti-union persecution of trade union leaders. The EILA attended this meeting and provided full support to EI's affiliates in Honduras in the presentation of their report. An explanatory video (in Spanish) on the meetings and the process can be access here: https://www.youtube.com/watch?v=IGif9MappBM&feature=player_embedded

In September, the EILA supported an official complaint to the ILO addressed by EI affiliate UNE-SN Paraguay detailing the attacks on the freedom of association that are taking place in the country. The EILA also called on the authorities and the Government of Paraguay to put an end to the constant repression against teacher demonstrations. In September, two UNE-SN colleagues were among protesters who beaten by the police, with one of them struck by buckshot.

In June, the EILA also supported UNE Ecuador at the 102nd ILO Conference in Geneva to denounce trade union rights violations by the Government of Ecuador including anti-union discrimination, limitations or bans on collective bargaining, and strike actions. In 2015, a delegation of the Regional Committee will be sent to assess the situation and implement solidarity actions.

PRIORITY 4

CHILDREN'S RIGHTS

Increased poverty, job and income insecurity, tradition and social exclusion, failure to respect children's rights, lack of public services, denial of rights at work, and lack of political will are root causes of child labour. EI argues for integrated policies to be implemented to tackle these causes and promote quality public and inclusive education, social protection, and decent work for adults with rights and a voice at work.

EI is engaged in several initiatives to provide particular skills to education unions – these skills would enable unions to participate in lobbying Governments to implement policies to respect the right to education and eradicate child labour.

In August, EI concluded a programme funded by the ILO IPEC involving capacity building activities in 13 countries. Activities with IPEC will now focus on engaging education unions in the 100 days campaign leading to the World Day on Child Labour on 12 June 2015 which will focus on education.

In May, EI signed a new contract with 'Stop Child Labour – School is the best place to work' (SCL), an international coalition coordinated by Hivos. The three-year programme aims to eliminate all forms of child labour in selected zones in Mali, Nicaragua, Turkey, Uganda and Zimbabwe and to ensure formal full-time and quality education for all children, at least until the age of 15. The child labour free zones chosen in those countries have been selected because they are involved in the supply chain of products consumed in the Netherlands. The campaign calls on consumers, companies, governments, and international organisations to be part of the solution. Affiliates' representatives took part in the kick-off conference of the project which took place in Mali in October.

EI continued to implement the 'Omar's dream' programme funded by the Dutch trade union centre, Federatie Nederlandse Vakbeweging (FNV), focusing on developing child labour free zones in Uganda, Mali, and Morocco. In February, EI affiliates' representatives took part in field visits in Morocco and were invited by the Indian MV Foundation to better understand the concept of child labour free zones.

EI maintained its engagement with the Global March against Child Labour and fulfilled its obligation as a member of the Steering Committee. In July, EI committed to a new initiative entitled 'End Child Slavery Week' (ECSW). This is a campaign by the Global March Against Child Labour to highlight the issue of child slavery and call for action. Its Steering Committee is composed of the Global March and EI, joined by Anti-Slavery International, trade union federations (ITUC), NGOs (Kids' Rights, Eliminating Child Labour in the Tobacco Farming, World Vision International (WVI), Defence for Children International (DCI), Terre Des Hommes International Federation (TDHIF), End Child Prostitution, Child Pornography And Trafficking of Children for Sexual Purposes (ECPAT International), and communications foundations (Thomson Reuters).

The idea is to have a specific focus week each year (starting in November 2014) when stakeholders in a coordinated way can highlight specific messages on child slavery. The idea is clearly inspired by Global Action Week: through public pressure, immediate action from the UN, governments, and business leaders will be demanded to make child slavery a focus in national legislation, policies, and programmes by realising all children's rights, particularly freedom from exploitation and inclusion in education. ECSW will particularly focus on manifestations of modern day child slavery including, but not restricted to, the trafficking of children for forced labour and high risk groups comprising children with special needs, orphaned children, children of migrant workers, those living with HIV/AIDS, and children in armed conflict. This year's campaign week is planned for 20-26 November with a focus on the Post-2015 Development Agenda.

In addition to the conference calls organised to get the views of the ECLS Steering Committee, a conference was hosted by Anti-Slavery International (London, 24 July 2014).

The World Day against Child Labour was celebrated on 12 June with many member organisations organising events, press conference, rallies, and classroom lessons on the topic. EI published a new training manual, 'Resource Manual for Teachers and Education Unions', and posters on the occasion.

The legalisation on child labour in Bolivia prompted EI to address a joint letter with its Global March partners to President Morales (January). Contacts have also been made with EI affiliates in Bolivia.

Work continued to advocate with the authorities of Uzbekistan about the use of forced and child labour in the cotton harvest. EI has focused its advocacy on the violation of the right to education. The cotton harvesting starts in September and lasts about two months, during which most students and education workers are asked to take part in the harvest and schools are assigned quotas. Monitoring teams during the 2014 cotton harvest noticed that almost no child under age 18 had been mobilised to pick cotton.

*Carried out by WorldWide, Human and Trade Union Rights and Equality
Pertains to: Priority 4 and Aim 2
Based on: Resolution on Child Labour*

PRIORITY 4

CHILDREN'S RIGHTS

The EI member organisations in Indonesia (PGRI) and India (AIPTF, All India Secondary Teachers Federation [AISTF], and All India Federation of Teachers' Organisations [AFTO]) continue to actively involve with the ILO IPEC and EI on child labour issues. In 2014, the PGRI conducted a survey on improving the child labour manual and made recommendations to the ILO IPEC Jakarta office.

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

PRIORITY 4

CHILDREN'S RIGHTS

In India, member organisations published a brochure to raise awareness about the plight of domestic workers and their right to education. Recommendations on improving and harmonising the Right to Education Act, Criminal Act, and Domestic Workers' Act will be lobbied among the parliamentarians in February 2015. EI member organisations in India are planning to hold a series of activities to promote education and combat child labour with the National Coalition of the GCE in India.

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

PRIORITY 4

CHILDREN'S RIGHTS

To mobilise action against child slavery, EI has joined other unions and civil society organisations, including the Nobel Peace Prize 2014 Kailash Satyarthi's Global March against Child Labour, International Trade Union Confederation, Anti Slavery International and the Thomson Reuters Foundation among others. The joint advocacy focused on launching a petition which collected 500,000 signatures and was submitted to the UN General Secretary in a bid to have child slavery included on the UN Sustainable Development Goals agenda. Visibility activities were also organised around the End Child Slavery Week from 20-26 November 2014.

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

CLIMATE CHANGE

Over the past year, EI has continued its work with partners and member organisations to lobby the UN for a rights-based approach to the successor to the Sustainable Development Goals.

With its participation and involvement in the UNESCO World Conference on Education for Sustainable Development (ESD) (Aichi Nagoya, 10-12 November 2014), EI has reaffirmed its commitment to Education for Sustainable Development after 2014 (end of UN Decade of Education for Sustainable Development) and committed to implementing the Global Action Programme (GAP).

Speaking at the opening plenary of the conference, EI President Susan Hopgood welcomed UNESCO's efforts to promote ESD, arguing that education was the key to achieving sustainable development and the full development of children, young people and adults. She outlined some of the positive steps that had been taken by the UN to promote ESD such as the Rio+20 conference in Rio de Janeiro, Brazil, in 2012, where UN Member States agreed to promote ESD and to integrate sustainable development more actively into education beyond the UN Decade of Education for Sustainable Development.

Hopgood said it was encouraging to note that ESD had been included in both the UN's Open Working Group Recommendations on post-2015 Sustainable Development Goals and UNESCO's Muscat Agreement and that it was vitally important to ensure that ESD was maintained in the final post-2015 development and education frameworks.

She went on to highlight a number of efforts undertaken by EI and its members, education institutions and educators to promote ESD, citing the Unite for Quality Education campaign as a galvanising force towards advocating for a broader vision of quality education which includes ESD.

Moreover, EI jointly organised a workshop on teacher education and ESD, together with the UNESCO Chair on Reorienting Teacher Education to Address Sustainability and the Asia-Pacific Centre of Education for International Understanding. The workshop, which was moderated by an EI Senior Coordinator, discussed the contribution of teacher education to ESD and examined recommendations on how governments should support teachers to improve the teaching of ESD. The recommendations covered a wide range of issues, including research, pedagogy, initial teacher education, continuous professional development, and support.

The UN Decade of Education for Sustainable Development, for which UNESCO is the lead agency, commenced in 2005. In 2013, the 37th session of the General Conference of UNESCO endorsed a GAP on ESD as a follow up to the UN Decade. The GAP has five Priority Action Areas for ESD: policy support, whole-institution approaches, educators, youth, and local communities. The Nagoya conference reaffirmed the importance of ESD and called on governments and partners to implement the GAP. Partners were also asked to make concrete commitments on what they would do to take ESD forward. EI committed to continue advocating a more holistic approach to quality education and to build the capacity of its members to fulfil the above and to integrate ESD into the curriculum.

Next steps

An Electronic Network with EI affiliates is to be set up soon. EI shall formally endorse the Global Action Programme on ESD. It shall work with UNESCO and other partners on a Post-2015 strategy on ESD. Finally, the UN Climate Change Conference (Paris, December 2015) will be a major event.

PRIORITY 4

CLIMATE CHANGE

A quality and safe learning environment has been one of the three pillars of the Unite campaign. In promoting this pillar, EI has been calling upon the UN and UNESCO to include environmental and climate change issues in the new global development and education agenda after 2015. EI has also supported the UN Secretary General's Global Education First Initiative, which has global citizenship education as one of its pillars. The current UN Open Working Group proposal includes a target on climate change, while the UNESCO recommendation has a target on ESD and Global Citizenship Education.

EI participated in UNESCO's conference on ESD in Nagoya, Japan, in November and called upon UNESCO to ensure that ESD was included in both the UN Open Working Group Recommendations on post-2015 Sustainable Development Goals and UNESCO's Muscat Agreement and that it was vitally important to ensure that ESD was maintained in the final post-2015 development and education frameworks. EI also pointed out the threats caused by the narrow competition-based accountability measures which promote testing and the publication of league tables, arguing that they quite often force teachers 'to teach to the test' and schools to pay more attention to those subjects that are tested, thus leaving essential subjects such as ESD on the margins of curriculum implementation.

At the same conference, EI jointly organised a workshop on teacher education and ESD, together with the UNESCO Chair on Reorienting Teacher Education to Address Sustainability and the Asia-Pacific Centre of Education for International Understanding. The workshop discussed the contribution of teacher education to ESD and went on to proffer recommendations on how governments should support teachers to improve the teaching of ESD. The recommendations covered a wide range of issues, including research, pedagogy, initial teacher education, continuous professional development and support.

A number of EI member organisations working on environmental and climate change issues have begun to share experiences and strategies on how to better respond to this crucial global challenge.

PRIORITY 4

GENDER EQUALITY

Leadership training workshops were organised for union leaders with a focus on women to enable them to compete for leadership positions. The workshop intended to increase knowledge, skills and interest of participants in leadership, and raise awareness on the need for unity of purpose. Activities included presentations on major topics, group discussions, and case studies. Workshops were held in:

-Luanda, Angola, from 23-25 January 2014 for 20 leaders of Sindicato Nacional dos Professores (SINPROF) and Federação dos Sindicatos dos Trabalhadores da Educação, Cultura, Desporto e Comunicação social de Angola (FSTECDCSA), including 12 women and eight men. Based on the EI Gender Equality Action Plan, participants

drew up an action plan to be implemented by the unions. They resolved to mentor young teachers for the delivery of quality education and to train women at the grassroots to make them more assertive and self confident.

- Quatre Bornes, -Mauritius, from 22-25 July 2014 for members of the Government Teachers Union (GTU). Thirty women and 12 men, most of whom were school representatives, were trained. Participants recommended that there be more such training at decentralised levels in order to democratise union leadership and institutions, and to train female members on how to combine family responsibilities and union work with their professional activities.

- Bujumbura, Burundi, from 12-14 August 2014 for leaders of Syndicat des Travailleurs de l'Enseignement du Burundi (STEB, Burundi), SNEP and Syndicat du Personnel de l'Education Au Rwanda (SYPERWA, Rwanda). Gender action plans were drafted and participants resolved to implement them. They recommended that the unions amend their constitutions to make them gender sensitive and also to adopt and implement gender policies. A total of seven males and 23 females attended the workshop.

Advocacy workshops were organised by three sub-regional networks. The objectives were to enable unions to share experiences of best practices and challenges in gender mainstreaming and to build the capacity of network leaders for increased efficiency.

- SAWEN: Harare- Zimbabwe from 29-30 September. Activities included analysis of gender situation in various unions and countries. Discussions revealed that gender imbalances still prevail in the union leadership of almost all unions, although more than 70 per cent of teachers are women. Gender-based violence is also very common in a number of countries. Participants recommended that unions review their constitutions to reflect a 50/50 representation on the leadership and sensitise members and the general public on the rights of women and girls. The workshop was attended by 32 union leaders and gender desk coordinators from 15 unions in nine countries of the Southern Africa Sub region.

- RESAC: Douala, Cameroon from 14-15 October 2014. Based on the priority of unions around gender equality issues, an action plan for 2015 was drafted and sent to unions for implementation. Network leaders resolved to improve communications. The workshop was attended by one male and 14 female leaders from eight unions in five countries.

- WNEA: Kampala, Uganda from 12-13 December 2014, attended by 14 female leaders and gender desk officers from six unions in five countries. Network leaders resolved to reach the non-active members in Ethiopia, Djibouti, and Eritrea. Participants recommended that unions allocate 20 per cent of their annual budgets to gender activities.

*Carried out by Africa, Africa Regional Office
Pertains to: Priority 4 and Aim 3*

PRIORITY 4

GENDER EQUALITY

The statutory annual review and planning meeting was held from 15-17 December in Kampala, Uganda to assess targets for 2014 and plan activities for 2015. Activities included discussions about regional and sub-regional activity reports, analysing the networks' strengths and weaknesses in line with the Dublin recommendations, reviewing project objectives, and adopting a new activity plan for 2015.

The evaluation showed that all sub-regional networks are vibrant (except the West African Network due to the Ebola outbreak), and that evident progress was made by many unions in mainstreaming gender. The main actions will be focused on conducting a gender audit of unions, sensitising union members and leaders on gender equality issues, and building the capacity of women in leadership.

*Carried out by Africa, Africa Regional Office
Pertains to: Priority 4 and Aim 3*

PRIORITY 4

GENDER EQUALITY

Four thousand copies of the African newsletter were printed and distributed to unions to share the experiences about unions' work in promoting gender equality and to increase the network's visibility.

Five thousand posters on the objectives of the women's network, quality education, the rights of women and girls, and gender equality were also produced to increase awareness of union members and the general public on these issues.

*Carried out by Africa, Africa Regional Office
Pertains to: Priority 4 and Aim 3*

PRIORITY 4

GENDER EQUALITY

EI was invited to participate in a global Consultation on Education Sector Responses to Early and Unplanned Pregnancy (EUP) in November 2014, which was tasked with:

- Reviewing the evidence on preventing EUP and ensuring the right to education for girls and young women
- Exploring promising responses to EUP in terms of policy, linkages to health services, pregnancy prevention through comprehensive sexuality education (CSE) and achieving gender equality in schools
- Defining the core elements of global guidance for the education sector and context-specific priority actions on EUP

UNESCO convened this international technical consultation on early pregnancy and education, including Ministries of Education representatives from all regions and key UN and civil society partners. The consultation presented the evidence on adolescent pregnancy and education sector responses; participants then worked in groups focusing on:

- Policy
- Linkages between school and SRHS (sexual and reproductive health services)
- Pregnancy prevention through CSE
- Gender equality in school

EI was responsible for facilitating the group on gender equality in school during the parallel sessions.

The meeting concluded with a set of recommendations aimed at schools, teachers, and policy level decision makers, with specific attention to girls' rights to education, pregnancy prevention, and improving the response in the school setting. These recommendations are to be integrated into a Global Guidance on responding to EUP document aimed at the education sector. The Global Guidance will be developed during 2015 and EI was invited to be an active member in developing the Guidance.

Carried out by Africa, Human and Trade Union Rights and Equality

Pertains to: Priority 4 and Aim 3

Based on: Resolution on Gender Equality

PRIORITY 4

GENDER EQUALITY

Two joint women's network workshops were held in 2014 for East Malaysia and the Phillipines. Activity on promoting gender equality in unions, education and society was conducted for two EI affiliates: STU-Sabah and STU Sarawak. A special topic on school related gender based violence was also presented and discussed in length. The affiliates agreed to replicate the training in their branches for their members and campaign on school related gender based violence (SRGBV) and this was held in some branches at end-2014.

The evaluation and planning meeting for the Phillipines was held at end-October. Top leaders from all four affiliates attended. There was a matrix audit of the 2014 activities. Ten per cent of unions funds was institutionalised in the constitution of three affiliates and one of the affiliates will do the same in their congress in 2015. Affiliates also increased their contribution to activities for the year 2015. The importance of mainstreaming gender-inclusive language in school textbooks led to the lobbying of the Ministry of Education and the women's network has been actively pursuing this matter.

Carried out by Asia-Pacific, Asia-Pacific Regional Office

Pertains to: Priority 4 and Aim 3

Based on: Resolution on Gender Equality

PRIORITY 4

GENDER EQUALITY

A South Asian Association for Regional Cooperation (SAARC) Women's Network project committee meeting was held in New Delhi, India in August 2014. Leaders from India, Nepal, and Sri Lanka participated where they discussed at length the objectives and expectations of the meeting. Success stories of the women's network were shared as well as challenges. A second meeting will be held in March 2015 where the women leaders will plan a matrix for the empowerment of younger women in the union structure and in leadership roles.

Evaluation and planning meetings were held in partnership with EI and DC partners UEN and Lärarförbundet for two affiliates in India and six affiliates in Sri Lanka. The focus of the discussion and the matrix was to recruit young women in to the union and decision making level and to strengthen the union in combining women and union work together in their activities.

PRIORITY 4

GENDER EQUALITY

The promotion of equal opportunities for all, regardless of gender, sexual orientation, religion and belief, ethnicity, age or disability continues to be high priority for ETUCE.

This section also covers the Resolutions on Education and the Elimination of Violence against Women and on Respect for Diversity.

- Equality Standing Committee

In 2014, the Standing Committee for Equality proposed recommendations for adoption by the ETUCE Committee. The recommendations assist ETUCE member organisations in mainstreaming diversity and tackling inequalities in education in the areas of: competencies for addressing diversity issues in teaching, the inclusion of migrants, and dealing with disability and special needs education.

ETUCE invited speakers to discuss and create new and innovative tendencies, and highlights in particular the input from Francisca L. Castro, General Secretary and Member of the Regional Committee of EI's Asia Pacific Region. Other notable speakers were Karin Åmossa from the Swedish Association of University Teachers (SULF) and Algemene Onderwijsbond (AOB) Equality Expert Rubina Boasman from the Netherlands.

- The Status of Women Committee

The Status of Women Committee supported the practical guidelines on the promotion of gender equality in teacher unions as a useful tool for teacher unions. The guidelines provide concrete measures that unions could easily adopt at regional level.

- Equal opportunities workshop at ETUCE Special Conference, Vienna, 25 November 2014

In the framework of the ETUCE Special Conference, ETUCE member organisations discussed the importance of how and why equal opportunities matter for the future of the teaching profession and how teacher unions can contribute to ensure this aspect of quality education.

- ETUCE Gender Equality Project 2014

ETUCE successfully carried out its project on the implementation and reinforcement of teacher trade union actions on gender equality in particular in times of austerity. The main project activities comprised of:

- An online survey among ETUCE member organisations to analyse the actual impact of the crisis on gender equality in the education sector. It helped to identify good practices of teacher union strategies and actions at national and regional level on the issue. The survey was carried out in connection with the annual 8 March survey of the ETUC
- A project seminar on 7 May 2014 in Utrecht, the Netherlands where participants examined best practice examples regarding the promotion of gender equality within teacher unions and in the teaching profession
- The Closing Conference, 25-26 September 2014, Sofia, Bulgaria where union representatives discussed and validated the practical guidelines on gender equality in teacher unions and the teaching

profession in the context of austerity. Experts on gender equality from the European Institute for Gender Equality, the European Federation of Education Employers, and other stakeholder groups contributed to this event and qualified the analysis. The ETUCE Committee subsequently adopted the practical guidelines on 13–14 October 2014.

Carried out by Europe, European Regional Office

Pertains to: Priority 4 and Aim 3

Based on: Resolution on Gender Equality

PRIORITY 4

GENDER EQUALITY

In 2014, the EILA women's network held one regional meeting in Brazil on 16-19 November and three national meetings in the Dominican Republic from 5-6 March, in Bolivia from 18-19 March, and in Peru from 3-5 November, as well as one strategic meeting in Argentina on 12-13 March.

The new topics introduced at these meetings included incorporating a cross-cutting gender equality perspective in public policies to address sexual and reproductive rights and women's health and safety at work and in society. Similarly, participants reflected on how to bring the unionist and working class view to any demand and proposal regarding women's rights.

Participants identified the common challenge of building a new type of power, structure, and organisation within education trade unions that will really respond to women's needs, views, and interests.

Some of the key strategic demands identified include offering new training to help empowering education women unionists, boosting South-South cooperation, developing a 10-year evaluation of the women's network together with Lärarförbundet and UEN, continuing to promote union support to increase women's participation in EI's activities, and implementing a regional strategy to increase young women's participation in both EI's and women's network activities.

A video on the Women's network can be seen here (subtitled in English):

<https://www.youtube.com/watch?v=Cmvx2o7qMXk>

Carried out by Latin America, Latin American Regional Office

Pertains to: Priority 4 and Aim 3

Based on: Resolution on Gender Equality

PRIORITY 4

GENDER EQUALITY

The second EI World Women's Conference, On the Move for Equality II, took place in Dublin, Republic of Ireland from 7-9 April 2014. A total of 315 people attended the conference, including 34 external guests, as well as 35 male participants and 32 women participants under the age of 35 (this fell short of the ambitious target of 30 per cent participation by women under the age of 35). The participants came from all of the regions in which EI has affiliates.

The purpose of the conference was to provide a space and create an opportunity for EI affiliates to share, analyse, and provide feedback on good union practices that contribute towards improving equality for women

and men, in unions, and in education. The conference format included keynote speeches, panels, parallel workshops, and side events.

Three keynote speakers inspired participants during the two-and-a-half days of the conference: President Tarja Halonen (11th President of the Republic of Finland and co-Chairperson of the UN Secretary General’s High Level Panel on Global Sustainability and of the UN High Level Task Force for the International Conference on Population and Development [ICPD]) on Day 1 of the conference, Professor Mary Metcalfe (Chairperson of the Open Society Foundations’ Education Advisory Board; former Head of the School of Education, University of Witwatersrand, South Africa) on Day 2, and Professor Mary Hatwood Futrell (founding President, EI; former NEA President, USA) on Day 3.

The conference theme was “Women in Trade Unions and in Education: from Words to Action”. The key note addresses, panel discussions, and parallel workshops on each day of the conference addressed the three sub-topics that made up the conference theme. These were Women and Leadership in Trade Unions on Day 1, Equitable Education for an Equitable World on Day 2, and From Words to Action on Day 3.

The outcome of the conference was a number of key conference recommendations based on the recurring priorities identified by conference participants:

1. Participants called for the EI Gender Equality Action Plan (GEAP 2012-2015) to be monitored and evaluated, and amended (to include references to women in higher education, VET, research, and the recruitment of ‘hard-to-reach’ women teachers). The GEAP should also be used to map and monitor women’s participation in teacher unions and organisations across all EI regions.
2. Participants called for an increase in EI’s and member organisations’ focus on the recruitment and retention of young teachers, especially young women teachers, in union activities and events at all levels of the union. Participants were particularly keen to see an increase in the number of young women participating in EI activities.
3. Participants called for a renewed commitment to and rejuvenation of the 2004 EI Declaration on Professional Ethics. Participants specifically called for the Declaration to be reviewed through a ‘gender lens’ and for annexes to be developed that include explicit references to inclusion (especially of lesbian, gay, bisexual and transgender [LGBT] students and teachers), and to the promotion of safe schools (with reference to the eradication of SRGBV targeting girls). Participants also emphasised the need for a tool or guide on how EI affiliates can use the Declaration on Professional Ethics, especially with regard to equality issues.
4. Participants emphasised the need for all EI campaigns to have gender issues at the front and centre, and for campaign aims and objectives to contribute, as far as possible, to implementing the GEAP.
5. Participants called for an increase in the number of women with voting rights at the EI Congress to 50 per cent.

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

PRIORITY 4

GENDER EQUALITY

The 58th Session of the CSW took place at the UN Headquarters from 10-21 March 2014. The priority theme was “Challenges and achievements in the implementation of the Millennium Development Goals for women

and girls”, and the review theme was “Access and participation of women and girls to education, training, science and technology, including for the promotion of women’s equal access to full employment and decent work”.

EI’s delegation to the CSW58 2014 included EI President Susan Hopgood and Deputy General Secretary Haldis Holst. Hopgood was a panellist at a high level side event jointly hosted by the UN Girls’ Education Initiative (UNGEI), EI, UNESCO Education for All Global Monitoring Report (EFA GMR), UNICEF, Global Education First Initiative (GEFI) and Plan International. The title of the panel was “To 2015 and Beyond: Putting Girls’ Education at the Heart of the Agenda”, and the other panellists were: Michaelia Cash, Minister Assisting the Prime Minister for Women, Australia; Phumzile Mlambo-Ngcuka, Executive Director, UN Women; Irina Bokova, Director-General, UNESCO; Pauline Rose, former Director, EFA-GMR; and Olaf Thommessen, National Director, Plan International, Norway.

Together with two other global unions (ITUC and PSI) and two high profile women’s rights organisations (the Association for Women’s Rights in Development [AWID] and the CWGL), EI co-hosted a parallel event to CSW58 entitled ‘Building Strategic Alliances for Women Workers’ Rights Post-2015’. The event provided a space for trade union women activists and their NGO sisters to dialogue and find ways to support each other’s complementary agendas during the post-2015 consultation and negotiation processes.

The GUF delegation lobbied actively to ensure labour and education priorities were reflected in the outcome document of the Session, and were successful insofar as the Agreed Conclusions included some strong language on women’s full and productive employment, decent work, over-representation in low paid jobs and gender-stereotyped jobs like domestic and care work, and the lack of equal pay for equal work or work of equal value, as well as the unequal burden of unpaid care work and insufficient measures to reconcile paid work and care responsibilities, and insufficient social protection and insurance coverage for women. However, the Agreed Conclusions fell short of highlighting the need to transform macro-economic structures and to recognise care work as not only a shared but also a collective social responsibility.

On education, the Agreed Conclusions noted that with regards to MDG2 (on achieving universal primary education) ‘significant progress has been made in net primary school enrolments and towards eliminating gender disparity in primary education enrolment’. However, the Commission expressed concern that ‘the heavy focus on numbers has resulted in less focus on completion, educational quality and learning outcomes...[and further noted] the lack of progress in closing gender gaps in access to, retention, and completion of secondary education, which has been shown to contribute more strongly than primary school attendance to the achievement of gender equality, the empowerment of women, and the human rights of women and girls and several positive social and economic outcomes’.

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

PRIORITY 4

GENDER EQUALITY

During the 58th session of the CEDAW, a half-day discussion on girls’ and women’s right to education (CEDAW Article 10) was held on 7 July 2014. The aim was to begin the Committee’s process of elaborating a ‘General Recommendation on girls’ and women’s right to education’. General recommendations provide appropriate and authoritative guidance to State parties to CEDAW on the measures to be adopted to ensure full compliance with their obligations under CEDAW Article 10. EI contributed to a written statement on

'Privatisation and its Impact on the Right to Education for Women and Girls' (other partners to the statement included the GCE, ActionAid, the Arab Campaign for Education for All, Open Society Foundations Education Support Programme, Right to Education Project, and the Global Initiative for Economic, Social and Cultural Rights).

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

Pertains to: Priority 4 and Aim 3

Based on: Resolution on Gender Equality

PRIORITY 4

GENDER EQUALITY

An EI survey covering the 2010-2014 period was rolled out to all EI member organisations during autumn 2014, to evaluate the implementation of EI's GEAP 2013-2015, as mandated by the 2011 EI Resolution on Gender Equality.

The survey was open from 15 September-24 November 2014, following an extension of the deadline from 31 October. The survey was available online but unions were also given the opportunity to complete a Word document if that was more convenient. In terms of EI's paid membership, the overall response rate (excluding partial responses) for the gender equality survey was equivalent to 53.78 per cent of total membership (120 member organisations). This is one of the highest rates of response for an EI survey to date.

The survey findings and analyses will be published in reports and case studies in time for the 7th EI World Congress in Ottawa, Canada in July 2015.

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

Pertains to: Priority 4 and Aim 3

Based on: Resolution on Gender Equality

PRIORITY 4

INDIGENOUS PEOPLES' RIGHTS

In 2014, and thanks to UEN support, the EILA organised the IV Regional Meeting on Indigenous Peoples and Public Education from 28-30 April in Manaus, Brazil. The meeting brought together 36 participants from Brazil, Bolivia, Perú, Argentina, Paraguay, Chile, Ecuador, Costa Rica, and Guatemala.

The objectives of the meeting included raising public awareness of the current situation of indigenous people's education, encouraging proposals for education policies incorporating multicultural and multilingual curricula, and promoting union policies to achieve greater participation and leadership of indigenous educators within the union.

These regional meetings have proved to be crucial to the exchange of best practices, developing joint strategies, and promoting solidarity amongst EI's affiliates in Latin America. It should be noted that some countries, such as Bolivia, have a particularly favorable political environment for indigenous peoples' empowerment and the recognition of a quality intercultural bilingual education (IBE) guaranteed by the State. In others, such as Ecuador, indigenous peoples are suffering gross violations of their human rights both in terms of social dialogue and the development of IBE. It is, therefore, important that different countries be facilitated to come together to generate joint strategies and build solidarity networks across the region.

PRIORITY 4

MIGRANT TEACHERS

Diversity Schools

-SIRIUS network

ETUCE participated and contributed to the meetings of the SIRIUS network, a European Policy Network on the education of children and young people with a migrant background.

The essential mission of the SIRIUS policy network is to promote and enhance knowledge transfer among stakeholders in order to improve the education of children and young people from migrant backgrounds. The work was based on three actions: knowledge transfer, influencing policy development and implementation, and bringing together partners from EU countries and key stakeholders, including policy makers, researchers, practitioners, representatives of migrant communities, NGOs, and international organisations.

*Carried out by Europe, European Regional Office
Pertains to: Priority 4 and Aim 2
Based on: Resolution on Respect for Diversity*

PRIORITY 4

MIGRANT TEACHERS

EI undertook the following major activities:

Web portal for migrant teachers

The web portal, Migrant Teachers' Rights, was launched on 1 May 2014, on the occasion of International Workers' Day, following several months of hard work by members of the Task Force and the EI Secretariat. The web portal contains valuable information for teachers and other education personnel intending to work abroad, for those already working abroad, and for education unions. The site includes a checklist of things to consider before leaving your home country, country information related to legislation, visas, registration mechanisms etc. and a forum for migrant teachers and unionists to share their experiences and knowledge on specific countries, programmes, and issues. The portal has been disseminated among migrant teachers, EI member organisations, global unions, the ILO and other UN agencies, the Commonwealth Teachers' Group and other partners and networks.

Research

The launch of the web portal was accompanied by the release of a study on teacher migration commissioned by EI to AFT and written by Marie-Louise Caravatti, Shannon McLeod Lederer, Allison Lupico, and Nancy Van Meter, entitled, "Getting Teacher Migration and Mobility Right". The report is based on a review of existing literature on teacher migration, available data sources, country site visits as well as an extensive survey of 1,358 teachers from 53 home countries who worked abroad in 127 host countries. It is the largest and most extensive known survey of migrant teachers.

The study sought to understand the motivations of teachers to migrate, the benefits they gain from their experience while working abroad, and the challenges they face. It also collects examples of good practice and successful unions' engagement strategies and proffers concrete recommendations for defending migrant teachers' rights.

Key findings:

- Authentic professional and cultural exchange programmes promote education quality by purposefully enhancing teachers' skills and status
- When international recruitment is undertaken to address teacher shortages, it can mask their underlying causes and leave teachers and students in both source and destination countries vulnerable
- International hiring efforts must be carefully structured to ensure proper professional support and protection and lead toward permanent staffing solutions
- Unions can play an important role in steering teacher migration programmes and practices to protect teacher rights and reduce the risks associated with migration

Major areas of concern include:

- The exploitation of migrant teachers, particularly by recruitment agencies and employment bodies in many receiving countries
- The non-recognition of qualifications and loss of professional status when skilled education personnel migrate, particularly from less developed to developed countries
- Discriminatory treatment experienced by migrant teachers whilst in employment
- Lack of union representation for the majority of migrant teachers working abroad

Advocacy and collaboration with other Global Unions

EI joined forces with other Global Unions to advocate for the rights of migrant workers, particularly at the UN and the ILO. EI delegations joined other Global Unions in the ILO Workshop on the Fair Recruitment Initiative in April 2014 (held under the auspices of the Taskforce on Migration and Decent Work of the Global Migration Group, which is chaired by the ILO) and the Global Forum on Migration and Development in Stockholm in May 2014. The EI delegations, which mainly comprised members of the Task Force, advocated for the rights of migrant teachers, education support personnel, and migrant children to be protected and promoted by governments around the world. The Commonwealth Teachers' Group continued to promote the application of the Commonwealth Teacher Recruitment Protocol (CTRP), while EI member organisations and Task Force members in the United States contributed to the development of a Code of Ethical International Recruitment and Employment of Teachers in the US.

Looking into 2015 and beyond, the Global Unions Migration Group has prioritised an intensive joint campaign for the ratification of UN and ILO migrant conventions. Getting migration issues included in the post-2015 global development agenda would be an important step in getting governments to address these issues.

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

PRIORITY 4

MIGRANT TEACHERS

The study, "Getting Teacher Migration and Mobility Right, commissioned to AFT in 2013, was published in April 2014. Its findings were based on EI questionnaires distributed to several thousand migrant teachers in all regions and it provided a broad overview of trends and models, and made specific recommendations.

Carried out by Worldwide, Research

Pertains to: Priority 4 and Aim 2

Based on: Resolution on Teacher Migration and Mobility

PRIORITY 4

SAFE SCHOOLS

EI continued its cooperation with the UN Secretary General's Global Education First Initiative to support education for refugee children who fled from conflicts in their native countries. EI also increased its cooperation with the UNESCO Education in Emergency unit. Efforts focused on providing relief to education unions in countries that were the victim of conflicts (Iraq, Kurdistan, Nigeria, Palestine, Syria), and in countries hosting refugees (Lebanon, Jordan, Turkey).

In Nigeria, teachers and students continue to be killed in education premises. EI deplores the brutal attacks targeting civilians, teachers, and government workers and has asked the Nigerian Government to step up actions to restore the right to education throughout the country by ensuring secure and safe schools for teaching and learning.

EI mobilised its affiliates in the global social media campaign, #BringBackOurGirls, about the 223 schoolgirls abducted by the terrorist sect, Boko Haram, in Nigeria's Chibok in Borno state on 14 April and in advocating with the Nigerian authorities for safe learning environments. EI pledged support for the Safe Schools Initiative - a UN fund set up to pilot 500 safe schools in northern Nigeria. This initiative will help governments develop special programmes to protect students and teachers.

EI addressed letters to the ILO and UNESCO urging them to take immediate and effective action with respect to the attacks on schools.

In addition to the abducted girls, EI also took action on behalf of teachers being killed in Nigeria. The Nigeria Union of Teachers (NUT) provided EI with a list of 171 teachers who had been assassinated by Boko Haram in the state of Borno since the beginning of the insurgency in 2009. On 25 February, between 29 and 59 school boys were killed at their boarding school in Northern Nigeria. On 13 May, EI issued an Urgent Action Appeal encouraging its affiliates to: urge the Nigerian authorities to ensure the protection of teachers, students, schools, and the entire education system in Nigeria; increase efforts to bring the abducted girls and all other abducted civilians back to their families and ensure that the perpetrators of these crimes are brought to justice; increase the percentage of GDP spent on education to meet the recommended UN target of six per cent. At least 25 affiliates responded to the call by writing to the Nigerian authorities. The AFT's Executive Council adopted a resolution urging the Obama administration "to be relentless in engaging the government of Nigeria ... to uphold its obligations as a developing democracy that respects the human rights of all its citizens, guarantees the rule of law, and ensures the security and protection of its people".

EI and the NUT also met in Lagos with the UN Special Envoy for Global Education, Gordon Brown, about ways to secure the right to a safe education. They also discussed the fact that Nigeria is one of the 10 countries in the world with the lowest EFA achievement: 10 million of its children have no education. Mr. Brown said he would raise the issue of the killing of teachers with the Nigerian president.

EI's General Secretary, Fred van Leeuwen, and NUT Chair Obong Ikpe co-signed an Op-Ed in the newspaper, *Le Monde*, entitled "Le Nigeria doit enfin protéger ses écoles contre Boko Haram" on 16 May 2014.

EI has also expressed its support for teacher strike actions in various states in Nigeria. Teachers in Benue State went back to work after an eight-month strike – started in October 2013 – in a struggle for the implementation of a minimum wage that was agreed with the Government in 2013. Teachers in the Kogi State went on strike in July, as some had not been paid at all for months.

EI issued a statement during the Gaza-Israel conflict expressing deep concern about the ever-increasing number of civilian victims in Gaza caused by Israeli military action against Hamas, and deploring that the Israeli-Palestinian conflict is becoming a "war on children". The statement called upon its affiliates in the region to make every possible effort to persuade their government to show respect for human life on either side of the border, ensure in particular the safety and protection of children, and heed the call of the UN Security Council for an immediate ceasefire. EI extended solidarity funds to its affiliates in Palestine to provide immediate humanitarian assistance to the Gazan teachers and their families and students who have been victim of the conflict.

EI also engaged with Governments in countries where education was targeted by violent actions.

In Kenya, increasing violence has prompted the KNUT to urge its members to stop working after 22 teachers were killed in a bus attack in December 2014. EI urged Kenyan authorities to ensure safety everywhere on the national territory and in schools in particular.

In December, 145 people, 132 of them children, were killed during a Taliban assault on a military run school in Peshawar, Pakistan. EI condemned this attack that targeted students and teachers.

In Turkey, EI shared the deep concern of Eğitim Sen about the ever-increasing number of civilian victims, and especially children, displaced by the war in Syria and assaults by the Islamic State. EI expressed its support with the union and committed to continue to advocate for peace and conflict resolution mechanisms, and for the respect of human rights of all citizens, including the most vulnerable.

EI also addressed solidarity messages to its affiliates in Iraq and Kurdistan who have been the victim of the Islamic State offensive.

EI helped the Global Coalition to Protect Education from Attack (GCPEA) to release a study, "Exclude Education Personnel from targeted attack in conflict affected countries". The study was distributed at the EI Unite conference in Montreal and during the GPE Board (Brussels, June 2014). It is hoped that the research will advance the understanding of how and why teachers are attacked and how they are protected.

*Carried out by Worldwide, Human and Trade Union Rights and Equality
Pertains to: Priority 4 and Aim 2
Based on: Declaration Schools Should be Safe Sanctuaries*

PRIORITY 4

SAFE SCHOOLS

EIRAF, NUT Nigeria and EI's General Secretary met UN Special Envoy for Global Education Gordon Brown, held a press conference, sent letters to the teachers' organisations in neighbouring countries to help track the Chibok girls abducted by the Boko Haram, and sent an urgent appeal to all EI affiliates to support NUT Nigeria where 178 teachers were killed in one year by Boko Haram in the northern part of the country.

Carried out by Africa, Africa Regional Office

Pertains to: Priority 4 and Aim 4

Based on: School as safe sanctuaries

PRIORITY 4

SAFE SCHOOLS

Continuing the planning work that was started in December 2013, EI and the UNGEI have made good progress on their collaborative efforts to support teachers' unions seeking to work on eradicating SRGBV. A consultation meeting was hosted by EIHQ and EIRAF for an SRGBV pilot group of member organisations from eastern and southern Africa (Basic Education Teachers Union of Zambia [BETUZ]; ETA, Ethiopia; KNUT, Kenya; National Professional Teachers' Organisation of South Africa [NAPTOSA]; SADTU, South Africa; UNATU, Uganda; and ZNUT, Zambia) in Johannesburg, South Africa, in November 2014.

Each organisation committed to making SRGBV a programmatic priority during 2015, and outlined work plans for how this could happen in line with existing priorities. EI and UNGEI will continue to collaborate on supporting the SRGBV pilot group members, with a view to securing further resources as necessary to implement the member organisations' SRGBV plans.

Carried out by Africa, Human and Trade Union Rights and Equality

Pertains to: Priority 4 and Aim 4

Based on: Resolution on Gender Equality

PRIORITY 4

SAFE SCHOOLS

ETUCE's member organisations gave their critical input to the public consultation on the new EU Occupational Safety and Health Strategic Framework 2014-2020. The document was adopted by the European Commission in June 2014. In line with the Europe 2020 Strategy, the framework identifies key challenges and strategic objectives for health and safety at work, presents key actions and identifies instruments to address these. The framework includes education as one of the priority areas.

Furthermore, in 2014, ETUCE was an official campaign partner in the Healthy Workplaces Manage Stress initiative hosted by the European Agency for Safety and Health at Work:

<https://www.healthy-workplaces.eu/en/campaign-partners/official-campaign-partners>.

Since 2014, ETUCE has developed its membership in the European Network Education and Training in Occupational Safety and Health (ENETOSH) to become a member of the Steering Committee of this network,

contributing actively to the network meetings and steering the focus of the network. In connection with this, on 24–27 August 2014, ETUCE participated in the 20th World Congress for Safety and Health at Work in Frankfurt, Germany. The event offered a platform for the exchange of information and views with experts in occupational safety and health (OSH), representatives of enterprises and workers (the social partners), decision-makers in governments and public authorities.

A constant update of ETUCE’s activities in this field is available on the website on teachers’ occupational health and safety (www.edu-osh.eu).

*Carried out by Europe, European Regional Office
Pertains to: Priority 4 and Aim 4
Based on: Teachers’ Health and Safety*

PRIORITY 4

SAFE SCHOOLS

In April 2014, EI was invited to participate in a meeting on SRGBV jointly hosted by the French Ministry of Foreign Affairs, the UNGEI, and UNESCO. The meeting brought together key organisations, experts, and development stakeholders involved in addressing SRGBV through research, advocacy, policy dialogue, and the development implementation, monitoring and evaluation (M&E), or funding of programmes. The objectives of the meeting were to:

1. Map SRGBV responses among participating development partners (including current research, implementation, tools and funding) and to identify gaps.
2. Identify opportunities for collaboration and strategic action and develop a “Roadmap” with identified actions for partners to take relating to research, global guidance for governments and stakeholders, advocacy, and implementation (funding, tools, activities).

EI is a member of the Global Partners Working Group on SRGBV that was established following this meeting with three main objectives for the 2014-2015 period:

- Help galvanise the international community to take a strong stand against SRGBV
- Help establish standards for a response
- Promote the collection of evidence to monitor trends and improve practices

The Group includes 30 of the leading agencies and institutions promoting girls’ education and gender equality. It is co-hosted by the UNGEI and UNESCO, with funding from the U.S. Agency for International Development (USAID).

During 2014, the Group collaborated on developing key policy and media messaging for advocacy to end SRGBV in commemoration of International Day of the Girl Child (11 October 11) and International Day for the Elimination of Violence against Women (25 November).

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

PRIORITY 5

EDUCATION SUPPORT PERSONNEL

In 2014, the EILA conducted a survey among all organisations to analyse the situation regarding education support personnel in schools across the region. The results showed that, mainly, this personnel is not organised within the region. In a few cases, they join primary and secondary education unions. In some cases, they are affiliated to support staff education unions.

Leaving education support personnel out of EI's member organisations is limiting their capacity building and political action. In Latin America, Confederação Nacional dos Trabalhadores em Educação (CNTE) in Brazil has developed a clear strategy around this issue. Building on CNTE's experiences, the EILA will lead a regional strategy to promote the unionisation of education support employees as well as EI's affiliation. A first working meeting around this issue was organised on 4-5 September in Recife, Brazil, and a publication around this topic will be published in 2015.

Carried out by Latin America, Latin American Regional Office

Pertains to: Priority 5 and Aim 2

Based on: Resolution on Education Support Employees

PRIORITY 5

EDUCATION SUPPORT PERSONNEL

Following the 6th World Congress, a Task Force on Education Support Personnel (ESP) was created. During 2014, the Task Force continued its work on the status, rights and conditions of Education Support Employees. According to its terms of reference, the Task Force was expected:

- i) To devise, develop, and recommend strategies for reaching out to Education Support Employees and further develop EI's work on this issue
- ii) To guide EI on how to better organise and represent different categories of Education Support Employees
- iii) To identify, analyse, and document intra-regional and international Education Support Employee issues and trends and recommend appropriate policy responses
- iv) To identify examples of good practice in protecting the rights and interests of Education Support Employees and devise strategies for sharing them with EI member organisations

EI carried out a mini-survey on ESP in Autumn 2013, giving an indication of the needs and challenges faced by EI's ESP membership. At its Constitutive meeting, held in Brussels in January 2014, the Task Force decided to organise its work according to the following three priorities:

- Raising the awareness among EI's membership
- Raising the status and recognition of ESP work
- Mobilising ESP: campaigning and strategies

The Task Force has produced Guidelines on ESP-inclusive language and a brochure on ESP. Recommendations have been made to the Executive Board, particularly for the next Congress. A second face-to-face meeting of the Task Force was scheduled for 18-19 February 2015.

PRIORITY 5

RESEARCH

The Pan-African Teachers' Centre (PATC) of EIRAF, with financial and technical support from EI and Lärarförbundet of Sweden, conducted a Research Methodology and Skills Development Workshop, hosted by SET, from 21-25 April 2014, in N'Djamena, Chad. Two local research facilitators and a statistician assisted with the facilitation of the workshop which was attended by 36 participants: 15 females and 21 males.

The project's goal was to develop and share research information, skills, and operational capacity in SET and in the Tchad education system, in order to promote action research for solving teachers' and learners' practical problems. Facilitators presented and solicited information on the research theory aspects and engaged participants in identifying research problems and discussing strategies for sourcing and processing data, and writing reports with clear recommendations for solving their union and professional challenges. Despite their interest in the workshop, some participants lacked a background knowledge in the research subject, and will need more encouragement and assistance in conducting their own research. EIRAF, therefore, encouraged the SET leadership to finalise the workshop draft proposals to guide groups of participants in embarking on research projects relevant to SET and Tchad education, since practice makes perfect.

*Carried out by Africa, Africa Regional Office
Pertains to: Priority 5 and Aim 5
Based on: Research*

PRIORITY 5

RESEARCH

EIRAF was involved with UEN and Lärarförbundet in a planning meeting from the 19-22 August to discuss and focus the unity project. It was agreed to carry out a research and country visibility visits for Kenya, Botswana, Zambia, Benin, Senegal, and Côté d'Ivoire. The Labour Research Institute carried out the research with their sister institutes in the respective countries and an independent researcher in Senegal. The report was validated in Zambia (23-25 January) and Côté d'Ivoire from 27-28 March. The validation workshop in Zambia culminated in the "Lusaka Declaration" in which the unions from Botswana (BTU, BOSETU, TAWU), Zambia (ZNUT, BETUZ, SESTUZ), and Kenya (KNUT, KUPPET, and KUDHEIHA) committed to initiating the process to merger in their respective countries.

Kenya Unity Talks

A meeting was organised by EI in partnership with UEN for Kenya's teachers' unions - UASU, KUPPET, KNUT, and KUDHEIHA - on 14-15 May at in Kampala, Uganda. KUDHEIHA, whose membership includes hotels and domestic workers' union members, attended the talks as a sign of solidarity with the other three unions.

The purpose of the meeting was to bring the unions together to discuss issues concerning unity among the various teacher unions in Kenya, in the interest of the members and quality education. This was a follow up of the Unity talk meeting in Lusaka, Zambia in January 2014. The meeting put in place a steering committee comprising the Secretary Generals, National Chairpersons, Treasurers, and Gender Secretaries (KNUT, KUPPET,

UASU) to implement the road map which included: confirm the Executive of the Steering Committees, develop operations guidelines for the Committee, share updates at the National Executive Board meeting of each union at identified dates.

*Carried out by Africa, Africa Regional Office
Pertains to: Priority 5 and Aim 5
Based on: Resolution from the African Region*

PRIORITY 5

RESEARCH

In 2012, the Higher Education and Research Standing Committee (HERSC) of ETUCE decided to set up a short term working group of experts representing higher education researchers in Europe after a new European level non-trade union organisation started to organise researchers. The working group's goal was to identify the obstacles for ETUCE member organisations around organising researchers and to devise recommendations for the member organisations. The ensuing policy paper was approved by HERSC members in April 2013, adopted by the ETUCE Committee, and is now being implemented.

HERSC's policy paper on "Early Stage Researchers" identifying them as employees and not as students was adopted by HERSC and the ETUCE Committee in early 2014 and by the ETUCE Special Conference in November 2014. This policy paper provided a solid basis for a European-level social dialogue project - "Supporting early career researchers in higher education in Europe" - with ETUCE as a partner with the EFEE. The project ran during 2014.

ETUCE is negotiating with the European Commission and stakeholder organisations on the Retirement Savings Vehicle for European Research Institutions (RESAVER) initiative, an EU project to establish an EU-level pension fund for researchers. HERSC has been consulted on this.

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

PRIORITY 5

RESEARCH

During 2014, EI implemented a study, "Creating Supportive Working Environments in Higher Education in Europe", commissioned by the EI Research Institute in 2013. The study is based on the EI position paper, "The Bologna Process: the case for a Supportive Environment for Academic staff, and the key features of a Supportive Environment", adopted by HERSC in 2011. The large-scale study collected individual questionnaires and conducted interviews with academics in nine European countries: Denmark, Germany, Ireland, Italy, Latvia, Romania, Portugal, Serbia, and the UK. In total, more than 9,000 individual responses were collected on a range of issues affecting their working life, making it one of the largest EI membership surveys. The preliminary findings were presented and discussed at the special Bologna seminar, connected to the regular HERSC meeting on 9-10 October 2014. The final report is under development and will be published before the Bologna ministerial meeting in May 2015.

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

PRIORITY 5

RESEARCH

In 2014, EI provided affiliates with a pre-embargoed analysis of several major OECD research publications. In June, the launch of the Teaching and Learning International Survey (TALIS) 2013 report was preceded by regular updates through the Trade Union Advisory Committee (TUAC) WG meetings and an EI pre-launch analysis report. Similarly, in September, EI prepared a summary analysis of the OECD's "Education at a Glance 2014" report. This was distributed to all EI Research Network (RESNET) members on the eve of the report's launch, helping member organisations to prepare their response.

Following the launch of TALIS 2013 report in June 2014, the EI Research Institute commissioned a special study on its findings to Linda Darling-Hammond (Stanford University). The study was completed in December 2014 and its findings were used in the 2014 Autumn edition of EI's Worlds of Education. In 2015, EI will receive 500 printed copies of the study from Stanford to be distributed among EI affiliates in OECD countries.

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

PRIORITY 5

RESEARCH

During 2014, the EI Research Institute continued its work. Having commissioned the study on "Supportive Environments in Higher Education" in 2013, the EI Research Institute's Board at its annual meeting in 2014 decided to support EI research on TALIS analysis and eventual cross-country projects from the Africa region. In its seventh year of operation, the Board itself underwent major changes. While most of its original members retired, it welcomed new members from other EI member organisations, thus increasing its geographical and sectorial scope and creating new synergies for future initiatives, in close cooperation with the EI RESNET.

The 10th annual EI RESNET meeting took place in Brussels on 28-29 April 2014, bringing together research officers from about 25 EI member organisations. It was followed by the 7th EI Research Institute Board meeting on 30 April 2014.

*Carried out by Worldwide, Research
Pertains to: Priority 5 and Aim 5
Based on: Research capacity development*

PRIORITY 5

SOLIDARITY FUND

Upon the recommendation of the Independent External Evaluation conducted in 2013, a new Framework of Engagement in Indonesia (EI-PGRI Consortium Project) was designed and implemented, starting in 2014. The programme is anchored on the principles of a needs-based and demand-driven paradigm in the grassroots

(districts) to make PGRI a strong, independent, democratic, and sustainable organisation. New modules and training materials were piloted in some districts by the trained organisers/resource persons. Computerisation of the membership and finance systems were successfully rolled out with an exponential increase in registered membership. A systematised dues collection process in every province is now in the pipeline in addition to the districts already having a check-off system. As decided in the December 2014 Evaluation and Planning Meeting, pilot activities shall continue in 2015.

*Carried out by Asia-Pacific, Asia-Pacific Regional Office
Pertains to: Priority 5 and Aim 5
Based on: Resolution on Recruitment and Organising*

PRIORITY 5

SOLIDARITY FUND

In the Philippines, the Alliance of Concerned Teachers (ACT), Samahang Manggagawang Pilipino-National Alliance of Teachers and Office Workers (SMP-NATOW) and the Teachers' Organisation of the Philippine Public Service (TOPPS) had completed successfully the agreed activities for 2014. The membership of the three unions increased significantly and more CBAs were signed or under the process of negotiation. However, it should be noted that the economic package in the public sector that is covered by negotiation is still a challenge, especially in the basic education field. The upskilling of second-tier union officials was also prioritised to energise the organisations. Multiple joint mass actions, advocacy, and campaigns were conducted by the EI affiliates, particularly on the new curriculum and salary increases among others.

*Carried out by Asia-Pacific, Asia-Pacific Regional Office
Pertains to: Priority 5 and Aim 5
Based on: Resolution on Recruitment and Organising*

PRIORITY 5

SOLIDARITY FUND

The enormous challenges of reaching out to the families and friends of the over 7,300 casualties of the strongest typhoon recorded in the Philippines was daunting. EIAP's strategy and initiative focused on the human rehabilitation support through meeting the urgent needs of trauma counselling, psycho-social seminars and workshops for the affected teachers, children, and community leaders. The services provided assisted the victims in coping with the tragedy and slowly led them towards normalcy in their everyday lives. The practical income augmentation programme through skills training on carpentry, welding, cosmetology, etc. created self-respect and a therapy tool aside from an income. Follow-up workshops on Risk Reduction and Management helped the beneficiaries and provided skills to address future calamities. The first group of trained teachers on the different workshops/trainings were mandated to replicate the training in their respective schools and communities. The Joint National Coordinating Committee composed of the participating EI affiliates manages the programme with the assistance of the EIAP Regional Office.

*Carried out by Asia-Pacific, Asia-Pacific Regional Office
Pertains to: Priority 5 and Aim 5
Based on: Humanitarian Response and Capacity building*

PRIORITY 5

SOLIDARITY FUND

CNTE Brazil has continued working with Portuguese-speaking unions in Africa. CNTE is also developing its cooperation with La Confédération Nationale des Éducateurs Haïtiens (CNEH Haiti) to help the latter to build new headquarters after it was destroyed by the 2010 earthquake. To achieve this, an EILA-CNTE delegation visited the country in March and June 2014. The works are planned to start in 2015.

*Carried out by Latin America, Latin American Regional Office
Pertains to: Priority 5 and Aim 5*

PRIORITY 5

SOLIDARITY FUND

EI DC partners met on 17-19 November and revised the DC Policy Paper, the various EI Resolutions on DC Work and the proposed Draft Resolutions for the 7th EI World Congress.

*Carried out by Worldwide, Solidarity and Development
Pertains to: Priority 5 and Aim 5*

OTHER ACTIVITIES

GOVERNANCE

The second conference of ACCRS was held in December 2014 in Amman, Jordan, with 52 delegates and 15 observers from Arab affiliates and DC partners. The conference included three capacity building workshop sessions on: Recruiting and retaining young teachers, Development of gender equality concepts in our different teachers unions, and Teachers' unions in periods of political changes. A new ACCRS standing committee was elected. In addition, a resolution on the right to quality education and access to education in areas of conflict was discussed and approved at the conference.

*Carried out by Arab Countries, Arab Countries Office
Pertains to: Other Activities and Aim 5
Based on: Resolution on EI Structures*

OTHER ACTIVITIES

GOVERNANCE

The following organisations were admitted into membership of EI in 2014:

- Confederación de Trabajadores de Educación Urbana de Bolivia (CTEUB/Bolivia)
- Syndicat National des Formateurs de l'Enseignement Technique et de la Formation Professionnelle (SYNAFETP-CI/Côte d'Ivoire)
- Union Nationale des Normaliens/Normaliennes et Educateurs/Educatrices d'Haïti (UNNOEH/Haiti)

- General Union of Workers in Kindergarten and Private Schools (GUWKPS/Palestine)
- Federación Uruguaya de Magisterio - Trabajadores de Educación Primaria (FUM-TEP/Uruguay).

Membership of the following organisations came to an end on 30 June 2014 after they failed to pay membership dues in three consecutive years: SNEP/Benin, FSEC-USTC/Central African Republic, FEPDES/Nicaragua, NTTU/Thailand, and FETRA-Enseñanza/Venezuela.

NTEU/South Africa and SNEP-FSU/France withdrew from membership in 2014.

*Carried out by Worldwide, Governance
Pertains to: Other Activities and Aim 5*

OTHER ACTIVITIES

GOVERNANCE

The Executive Board met on 21-23 October in its only meeting of 2014. The Board decided to refer to member organisations for consultation an ambitious package of policy documents which it wished to propose to the World Congress in 2015. It also adopted a proposal to launch a global response to privatisation and commercialisation of education, which would run from 2015 to 2019. This new project is to be seen as a logical extension of the Unite for Quality Education campaign, which the Board agreed to extend until the Congress. Other preparations for Congress were the subject of debates during the meeting, including the main principles of a new quadrennial programme and budget (2016-2019).

In his report on activities undertaken since the beginning of the year, the General Secretary expressed concern about a number of geo-political shifts, including the conflict in Ukraine and the rise of extremism in several parts of the world, which might force EI to change some of its priorities in the years ahead. Of particular concern was the increase in violent attacks against education, in which dozens of students and education workers had lost their lives. After reflecting on the 'open wounds of the Israel-Palestine conflict', the Board also decided to reappoint the Advisory Committee on the Middle East, so that it could advise the Board on ways to promote dialogue between affiliates in the area.

Shortly before the Board meeting, EI learned of the passing of two members of the Board – Stella Maldonado from CTERA/Argentina and Vice-President S. Eswaran, from AIPTF/India. Both were dedicated union activists and champions of quality education in their country and region. Three members of the Board also resigned – Senen Niño (FECODE/Colombia), Alain Péliissier (CSQ/Canada), and Roustan Job (T&TUTA/Trinidad and Tobago). They were replaced on the Board by, respectively, Luis Alberto Grubert Ibarra, Daniel B. Lafrenière, and Davanand Sinanan.

*Carried out by Worldwide, Governance
Pertains to: Other Activities and Aim 5*

OTHER ACTIVITIES

GOVERNANCE

A regional conference for member organisations in North America and the Caribbean took place in Montego Bay, Jamaica on 24-26 February 2014. This region does not have a regional committee. The African Regional

Conference, which was set to take place in Nairobi, Kenya in the autumn of 2014, was postponed due to the spread of the Ebola epidemic.

The ETUCE Committee convened twice in 2014, whereas the regional committees in Africa, Asia-Pacific, and Latin America each held one meeting.

A conference of EI's Arab Countries' Cross-Regional Structure was held in Amman, Jordan on 8-10 December 2014, at which a new Standing Committee was elected.

*Carried out by Worldwide, Governance
Pertains to: Other Activities and Aim 5*

OTHER ACTIVITIES

COMMUNICATIONS

The new Arabic website, developed in 2014, has all the basic EI website links in Arabic and will be updated periodically with regional news and relevant EI web items and announcements. In addition, EI translated to Arabic EI policies and documents including the EI Education Policy Paper, the Manual on trade union rights, the GEAP and the EI Declaration on Safe Schools.

*Carried out by Arab Countries, Arab Countries
Pertains to: Other Activities and Aim 5*

OTHER ACTIVITIES

COMMUNICATIONS

On 3 November 2014, ETUCE launched its new website: <http://www.csee-etuice.org>.

*Carried out by Europe, European Regional Office
Pertains to: Other Activities and Aim 5*

OTHER ACTIVITIES

COMMUNICATIONS

Over the years, the EILA has carried out strong communications work designing and implementing communications strategies in pursuit of equity and social justice through quality free public education for every student in every country.

This includes the production of videos, magazines, web items, and a strong social media presence. Also there are materials available online as well as Picasa albums of all activities. Conferences and meetings have been video streamed, which proved to be a successful initiative that will be further developed in 2015.

A total of six videos and three publications have been produced in 2014.

OTHER ACTIVITIES

COMMUNICATIONS

Unite for Quality Education Campaign

The main task for the Communications Unit in 2014 was the ongoing implementation of the Unite for Quality Education campaign. To this end, the unit developed, elaborated, and executed the communications strategy for the campaign and led the design, development, and deployment of the campaign hub, www.unite4education.org. In addition, the unit designed and produced collateral materials such as banners, posters, stickers and buttons etc., which were widely distributed at numerous events. The unit was also instrumental in facilitating the culmination events in six different locations of the world, developing materials and outreach activities.

The campaign hit full stride in 2014 and gathered momentum around the world. Eighty organisations in 61 countries held 391 Unite events throughout the year, which spread the message of the campaign and helped solidify it as a brand for quality education. Many of these events were turned into entries on the dedicated blog, thus multiplying their outreach to other members. The simple logo of three smiley faces, representing a positive way forward, along with the three pillars, was universally embraced by affiliates, partner organisations, and even governments, which integrated EI's line of argument into their own when discussing post-2015 topics.

- *One million voices*
One of the main outreach initiatives for Unite involved the gathering of video messages supporting quality education from around the world. Education leaders, EI partners, and teachers submitted short video messages that were used to promote the campaign and its reach. A specific app was created for this purpose, which allowed the use of smartphones and other mobile devices, going beyond the computer-based communication, and thus reaching millions of users in the developing world who use tablets or smartphones instead of computers.
- *Montreal conference*
The Unite mid-term conference held in Montreal in May was a great success that brought together more than 360 participants dedicated to improving the quality of education. The event saw education leaders delve into deep discussion and debate, resulting in four days of ideas, strategising and networking. The event generated a large presence on Twitter, with over three million mentions and retweets.
- *Culmination events*
To mark the first full year of Unite, the campaign embarked on a culmination tour that saw EI's President and General Secretary visit six countries on six continents over the course of two weeks. Beginning in Sydney, Australia, and touching down in Delhi, India, Pretoria, South Africa, Brussels, Belgium, Buenos Aires, Argentina, and finally New York, USA, the campaign events went truly global. Rallies turned out huge crowds, including 13,000 alone in India. In New York for the UN General Assembly, both EI and the Unite Campaign were front and centre at the GEFI high level meeting, where numerous world leaders freely integrated the campaign's message into their remarks. The campaign's presence set the stage for this year's UN vote to finalise the next global development agenda.

The official Unite culmination event, where EI hosted affiliates, partners, and political leaders in New York, was an opportunity to celebrate the success of the campaign to date, and provided the perfect opportunity to focus on the challenges ahead. Speakers, such as UN Global Education Envoy Gordon Brown and the UN Secretary General Special Advisor on Education Amina Mohammad, were joined by

classroom teachers from around the world. Each came to New York with their personal experiences of life at the head of the class, which participants were eager to hear.

- The campaign's first phase ended on WTD. To this end, on www.5oct.org, an interactive online tool based on Ushahidi open-source software was developed, which captured messages of support for Quality Education. Over 750,000 tweets, email messages, and SMS messages were recorded and displayed on a map to showcase the universal support for quality education throughout the world.

El Main Web Portal

The El Web Portal aims to be the core channel of communications between El, its member organisations, individual education workers, and the public. To this end, 376 news items were published on the main portal during 2014. Moreover, the Communications Unit assisted in the development and implementation of six surveys, making use of the open-source online survey tool, LimeSurvey, and the commercial tool, SurveyGizmo. Throughout the year, technical maintenance of the portal was undertaken to eliminate software bugs and further enhance usability both of the backend and the frontend.

Worlds of Education and Regional Bulletins Online

El's now fully online magazine, *Worlds of Education*, has reached its 44th edition. The magazine increases the impact of El's work and gives it a strong argumentative and scientific support. Two issues were launched in 2014, with contributions from academics and experts on educational subjects.

Social Media and Online Services

The impact of social media 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 2014, El not only maintained its presence in established services such as Facebook, Twitter, YouTube and Flickr, but also engaged with its target audiences by maintaining accounts with up-and-coming social media sites such as Google+, Pinterest, and Tumblr. Timely updates to these accounts were ensured by refining and maintaining a dlvr.it instance and a Hootsuite account. The Twitter account for the General Secretary has also been updated on a continuous basis. Moreover, to make the presentation of El publications more attractive and offer reading possibilities for users wishing to utilise tablet computers or e-readers, a number of El publications were made available online through Issuu.

Electronic Outreach

In 2014, El continued to send out various electronic news briefs, such as In Focus, Staying United, CONNECT, the ETUCE Newsletter, and the ETUCE press releases. A new one was added, called 'e-Activist', in order to highlight specific campaigns and engage with our member organisations and affiliates on a direct basis, asking them to become active in the face of a certain issue, and not only passively receiving information. The total grand number of subscribers to our newsletters at the end of 2014 reached nearly 46,000 to which 398 newsletters overall were sent in the course of the year. Moreover, 12 press releases were issued electronically, making use of a global database of press contacts.

El Subsites and Online Campaigns

World Congress 2015 – Website and Registration System

The huge success of the World Congress in Cape Town in 2011 established the web as a primary communications channel for Congress preparation, publicity, and organisation. To streamline this facility even further, the Communications Unit has started refining the usability design and information architecture of the different modules and features.

World Congress 2015 – Mobile app

Development has started on a mobile application (Android, iOS, Windows Phone, Windows 8) for Congress.

ETUCE Special Conference 2014 – Website and Registration System

Mirroring the experience of Congress and the previous Regional Conference, a website and registration system was developed to facilitate registration and participant information.

On the move for Equality – Website and Registration System

Mirroring the experience of Congress and Regional Conferences in the European Region, a website and

registration system was developed to facilitate registration and participant information.

Online Campaigns

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

- *World Teachers' Day* Over the last few years, EI has received increasing feedback from grassroots teachers and students during WTD. This year, the unit cooperated closely with UNESCO to facilitate the launch of a new WTD page, www.worldteachersday.org
- *Teacher Migration* The 6th World Congress mandated the EI Secretariat to develop a campaign around the issues of migrant teachers. The Communications Unit facilitates and accommodates the design and development of the campaign website.
- *Teachers Advancing a Rights Culture* EI partnered with the AFT to initiate an international project to advance human and trade union rights. As one of the three main pillars of the project, communication and community building (especially through social media) are essential and important elements of the TARC project and will receive special attention in the evaluation of the project. The Communications Unit developed a web space to provide a place where information about activities and resources may be aggregated, not only to make information accessible and to facilitate reporting, but also to provide a platform to give global visibility to national activities (without national partners losing ownership or project partners being excluded) and to archive all materials and reports on outcomes. Based on the EI web portal's infrastructure, the proposed web space has a modular, networked structure. As the cultural, organisational and technical situation in the project countries will vary considerably, the country modules can be adapted to the needs of the cooperating partners in the countries concerned. They can be revised and integrated subsequently into the existing global structures. Complementary to these information hubs, social media streams can be developed and implemented to take advantage of opportunities for participation in both national and global social media.

Events coverage

- *On the move for Equality* The unit developed a communications plan including social media (Twitter and Facebook) and collateral for the conference. Three news items were issued, a photographer hired, and several videos shot on Unite and gender equity policies.
- *Global Education Conference*
The Communications Unit facilitated and accompanied the design and development of the conference website. In addition, the unit developed a communications plan and collateral for the conference.
- *Unite for Education culmination events*
 - In Brussels, Belgium: the EI COM unit helped ETUCE create a video presenting the various Unite activities throughout European affiliates in 2014, and shot footage at the event for a global video documenting Unite campaign culmination events worldwide. The unit developed a communications plan including social media (Twitter and Facebook) and collateral for the event.
 - In Buenos Aires, Argentina: the EI COM unit participated in the event on site, working together with the Latin American regional office.
- *WTD*
An EI delegation was present at the UNESCO headquarters on 6-7 October to celebrate WTD. The video, "One Day in the Life", linked to the EI Unite for Quality Education campaign was screened. At this occasion, EI, together with Oxfam-Novib, also received the UNESCO-Hamdani Prize for their joint programme, "Quality Educators for All", in Mali and Uganda.
- *Second EI ACCRS Conference*
The unit developed a communications plan including social media (Twitter and Facebook) and collateral for the conference. Three news items were issued, and several interviews with key trade union leaders from the region were undertaken.

- *Montreal Conference* (see above)

Publications

The unit contributed to the editing and layout of several print publications released by diverse EI Units. It also published the 2013 EI Annual Report. The Unit was also instrumental in publishing featured articles in advocacy publications such as G7, G20, OECD Yearbook, and the MDG Summit.

Documentary film - A Day in the Life

This year also saw the completion and release of EI's anticipated documentary film, "A Day in the Life", which profiled and followed six teachers from around the world for one day. The film was quickly celebrated for its in-depth look at the realities, positive and otherwise, that teachers are facing in their work. Affiliates and partners of EI were eager to share the film that "positively revealed the tireless work that teachers carry out, no matter the conditions, or in some cases, lack of resources".

The film was also a resource in itself as two of the teachers featured were invited to join EI in New York for the Unite for Quality Education culmination event.

The communication team is continuing to explore and source future opportunities to showcase the film and continue its positive message.

Outreach activities

The EI COM unit was present at two national congresses of our affiliates in the USA: AFT and NEA, with a booth in the exhibition area. It allowed EI to reach out to over 4,000 members and to include them in the campaign through video statements.

ComNet

A successful ComNet meeting brought together a large number of Communications Officers from EI affiliates to join forces for the Unite campaign and share experience and best practices.

*Carried out by Worldwide, Communications and Information
Pertains to: Other Activities and Aim 5*