



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

# ACTIVITY REPORT 2013

## EXECUTIVE SUMMARY

For a summary of this report, please download the 2013 Annual Report: <http://go.ei-ie.org/annualreport2013>

## INTRODUCTION

For Education International (EI), 2013 was a most significant year as the organisation celebrated the twentieth anniversary of its foundation. It was also the year in which EI's most ambitious campaign – the Unite for Quality Education campaign – was conceived, developed, and launched.

The Unite for Quality Education campaign aims to bring together millions of educators, partner organisations and all those that support the public provision of quality education around the world, to ensure that such quality education for all remains at the top of the agenda for a sustainable, peaceful, and prosperous future. The targets of the Unite for Quality Education campaign advocacy are intergovernmental, non-governmental and international organisations, financial institutions, governments, community leaders, and the general public.

In successful events and actions across the globe, EI affiliates highlighted the critical role quality education plays in the development of the individual and society. They emphasised the necessity to provide access to a quality education for every student and reiterated the fact that education must be the bedrock of any post-2015 development agenda.

The campaign will continue until World Teachers' Day 2014. It will provide a crucial foundation for all of the work of EI and its affiliates in promoting quality education and allow them to emphasise the essential nature of the voice of teachers and their representatives in the development of national and international education policy.

For EI, investment in quality education at all levels is the most important policy for governments that wish to overcome the social and economic crisis – it is also the only policy which will lead to a fairer and more sustainable world.

Human and trade union rights are most vulnerable in times of economic and social crisis. In 2013, EI had to address a significant increase in attacks on public services in general and teachers and education workers in particular. These challenges included attempts to curtail collective bargaining rights, while demonising teachers and other education workers and public servants. EI has been tireless in denouncing these attacks and has successfully used the international instruments at its disposal to protect its affiliates and protest against these developments.

EI's core principles and aims are set out in its Constitution and By-Laws. It strives constantly to achieve those aims and implement those principles. Its immediate priorities are determined from time to time by decisions

of the quadrennial Congress and of its Executive Board. Nonetheless, EI attempts to exploit all opportunities to implement its principles or achieve its aims as they arise.

In 2013, EI continued the implementation of the resolutions decided upon by the 6th EI World Congress in Cape Town, South Africa. This report outlines the concrete steps which were undertaken.

## PRIORITY 1

### EARLY CHILDHOOD EDUCATION

EI Region Africa set up a Task Force for Early Childhood Education (ECE) in 2013. The group consists of representatives from each of the six regional zones and resource persons whose mission is to advise the EI Africa Regional Committee (EIARC) on ECE-related issues in the region, as well as placing ECE foremost on unions' agenda for advocacy and lobbying in the various zones. The first meeting took place from 17-18 October 2013.

*Carried out by Africa, Africa 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

### EARLY CHILDHOOD EDUCATION

Consultation meetings were held with Syndicat National des Enseignants des Ecoles Maternelles du Bénin SYNAEM/UNSTB, SYNEPET/Fédération des Syndicats de l'Education Nationale (FESEN), Sierra Leone Teachers Union (SLTU), Ghana National Association of Teachers (GNAT), Syndicat national des enseignants du Niger (SNEN), and the Nigeria Union of Teachers (NUT) from 28 February to early May 2013. The meetings acted as a follow-up on the implementation of the recommendations of the ECE West Africa political action committee (PAC) meeting, which was held in December 2012. Recommendations following these meetings were focused on the unionisation of ECE educators in the six countries.

*Carried out by Africa, Africa 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

### EARLY CHILDHOOD EDUCATION

The six EI member organisations involved in the implementation of the West Africa Early Childhood Education Programme, supported by DANIDA through LO/FTF and BUPL, carried out a variety of activities to develop the unions as well as members' professional skills and capacities in union matters. Representatives of these partner unions met in Accra from 3-4 July 2013 for a regional meeting to exchange views and experiences in connection to the implementation of the programme. They reviewed achievements, challenges and determined an outline of progression. It was decided that partner unions should strive to concentrate more on union matters than on professional training. It was also decided that the next PAC meeting would take place in December 2013 in Benin.

*Carried out by Africa, Africa 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

### EARLY CHILDHOOD EDUCATION

The European Trade Union Committee for Education (ETUCE) adopted a policy paper on ECE in October 2012.

In order to facilitate the implementation of the policy paper, ETUCE launched an ECE online platform for member organisations. This will allow them to share and exchange 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 representation in the Open Method of Coordination Working Group on 'Early Childhood Education and Care'. The group worked to improve the access to and quality of ECE, with a specific view upon children at risk in general. ETUCE was also a member of a European Commission group set up for stakeholder organisations working on ECE and care, as well as early school leaving.

*Carried out by Europe, Education and Employment*

*Pertains to: Priority 1 and Aim 1*

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

## PRIORITY 1

### EARLY CHILDHOOD EDUCATION

In October 2013 in Chile, the Latin American region held a meeting regarding ECE with unions from Brazil, Argentina, Costa Rica, and Chile. This first meeting included EI's taskforce members and defined concepts regarding ECE and the responsibility of the State, teacher training, working conditions, gender perspective, public funding, elaboration of the curricula, etc.

One of the main goals is to have unions think of the education system as a whole, integrating all levels of education, from early childhood level until higher education and research.

A second regional meeting will take place in 2014 to define a long term working plan.

*Carried out by Latin America, Education and Employment*

*Pertains to: Priority 1 and Aim 1*

*Based on: Early Childhood Education*

## PRIORITY 1

### EARLY CHILDHOOD EDUCATION

International:

With the support of the ECE Taskforce, EI consolidated its work in this sector, with most of the efforts centred on the implementation of the ECE Strategy adopted by the World Congress in Cape Town.

Following EI's advocacy efforts, the International Labour Organisation (ILO), in consultation with social partners (including EI), has developed Policy Guidelines on Conditions of Personnel in ECE. The Guidelines were agreed at a meeting of experts convened by the ILO in Geneva from 12-15 November 2013. The Guidelines complement the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers and the 1997 United Nations Educational, Scientific and Cultural Organisation (UNESCO) Recommendation Concerning the Status of Higher Education Teaching Personnel.

The Global ECE Taskforce met prior to the experts' meeting in Geneva on 11 November to review and consolidate the implementation of the ECE Strategy and the taskforce has helped to consolidate EI's contribution to the guidelines.

#### Regional:

Two new ECE working groups were established in 2013 in Africa and Latin America following the recommendations of the Global Taskforce to supplement the existing ones in Europe and Asia-Pacific.

In Africa, the working group met on 17-18 October 2013 in Accra, Ghana. The objectives of the meeting were to discuss and develop strategies for the implementation of the EI policy and strategic actions on ECE in the region.

Consultative meetings took place from March to May 2013 with member organisations working in ECE in Benin, Ghana, Niger, Nigeria, Sierra Leone, and Togo to follow up on the recommendations of the ECE West Africa Programme meeting held in December 2012. The programme is supported by DANIDA through LO/FTF and BUPL/Denmark. The unions concerned then met in Accra from 3-4 July to exchange views and experiences, review achievements and challenges, and to decide on a plan of action going forward.

In Latin America, a first regional meeting on ECE took place in Santiago, Chile on 28-29 October 2013, with the participation of affiliates from Argentina, Costa Rica, Brazil, and Chile. The meeting proposed priorities for ECE work in the region, which covered aspects such as the responsibility of the State in the provision of ECE, gender equality, training, careers, and the eradication of child labour. Participants also discussed the need to articulate ECE with other education levels, so that education can be regarded as running from ECE through to higher education. ECE would thus be tackled within the broader framework of the pedagogic movement.

#### Research:

The research study on Privatisation in Early Childhood Education, commissioned to Mathias Urban in 2011, has been expanded to include six new countries (Chile, Senegal, Gambia, Ghana, Quebec in Canada, and the Philippines). The research is expected to be finalised by the end of June 2014.

*Carried out by Worldwide, Education and Employment*

*Pertains to: Priority 1 and Aim 1*

*Based on: Resolution on Early Childhood Education*

## PRIORITY 1

### EDUCATION FOR ALL

From 16-24 August 2013, an evaluation and programming mission regarding the Programme for Development Cooperation went to Cameroon as part of the agreement linking EI, Lärarförbundet and the EI affiliates. The purpose of this mission was to adapt the Agreement signed in January, owing to difficulties of its implementation by affiliates.

*Carried out by Africa, Africa Regional Office  
Pertains to: Priority 1 and Aim 1  
Based on: Capacity Building*

## PRIORITY 1

### EDUCATION FOR ALL

Zanzibar Teachers' Union (ZATU) – 3-5 April

Teachers' Union of Malawi (TUM) – 5-9 August

Zimbabwe Teachers' Association (ZIMTA) – 16-23 September

The Education International Africa Region (EIRAF) was involved in the review and planning with Lärarförbundet in Zanzibar (ZATU) and Zimbabwe (ZIMTA). An exploratory mission was also made to Malawi with a view to developing the cooperation between the Danish Union of Teachers (DLF) and TUM. During the mission, TUM was assisted to develop a three-year strategic plan

*Carried out by Africa, Africa Regional Office  
Pertains to: Priority 1 and Aim 1  
Based on: Capacity Building*

## PRIORITY 1

### EDUCATION FOR ALL

A workshop on the various engagements of the affiliates on public-private partnerships (PPP) in education further fuelled the desire and initiatives in preventing the widespread implementation of PPP in the pilot areas designated by the government of India. The union leaders clearly understood the main provisions of the *Right to Education Act, 2009*, including the gaps in its full implementation. The ILO's core conventions were discussed thoroughly and there was a collective desire to transform the associations into trade unions. The workshop revisited and improved the individual organisation action plans on PPP, right to education and TUR using the logical framework approach (LFA) in planning.

*Carried out by Asia-Pacific, Education and Employment  
Pertains to: Priority 1 and Aim 1  
Based on: Resolution from the Asia-Pacific region*

## PRIORITY 1

### EDUCATION FOR ALL

The Education International Asia-Pacific (EIAP) and the Council of Pacific Education (COPE) representatives were able to promote the agenda of EI. Almost all of the key priorities for the post-2015 agenda, such as a rights-based approach, equity, quality education, quality teachers, a broad approach to education and improving access and participation were included in the recommendations. Govind Singh, Secretary General of COPE, represented EIAP and COPE in the drafting committee. The outcomes and recommendations from this Asia-Pacific consultation fed into the Global Thematic Consultation on Education which took place in March 2013 in Dakar, Senegal, and will also be reflected in the Economic and Social Commission for Asia and the

Pacific (ESCAP) Regional Post-2015 Report. Ultimately, it will also feed into the global United Nations (UN) report on the post-2015 agenda. EIAP and COPE are also now on the mailing list of UNESCO-United Nations Children's Fund (UNICEF) Asia-Pacific region, which will prove very critical to future engagements.

*Carried out by Asia-Pacific, Education and Employment*

*Pertains to: Priority 1 and Aim 1*

*Based on: Resolution from the Asia-Pacific region*

## PRIORITY 1

### EDUCATION FOR ALL

EI continues to be the Regional Financial Management Agency (RFMA) for Asia-Pacific for 2013 and 2014.

Twelve coalitions in 12 countries are receiving grants and activities approved by the Global Campaign for Education (GCE). The supervisory agency from 2013 is UNESCO.

The activities undertaken in 2013 mainly were to campaign and advocate for quality education, research, and capacity building training.

The RFMA received funds from the GCE for activities approved by the GCE and disbursed grants in instalments on a regular basis to the coalitions on receipt of satisfactory financial reports.

The coalition in Sri Lanka was excluded in 2013 due to mismanagement of funds.

Apart from two of the 12 countries, EI national members are not permitted in the coalitions for various reasons. Action is currently being taken to allow EI members to become members of the coalitions, to not only participate in the Civil Society Education Fund (CSEF) activities, but to also play an active role with regard to EI's education concerns in the national programmes.

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

*Pertains to: Priority 1 and Aim 1*

*Based on: Other*

## PRIORITY 1

### EDUCATION FOR ALL

The EI Policy Paper was translated and printed into Russian, Hindi, Khmer, Bahasa Indonesia, Tamil, and Sinhala languages by the EI member organisations in India, Cambodia, Sri Lanka, Thailand, Mongolia, Indonesia, and Central Asian States for distribution and discussions. Urdu translation for member organisations in Pakistan is underway.

*Carried out by Asia-Pacific, 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

A workshop was held with the Cambodian Independent Teachers' Union (CITA) from 8-10 November 2013 to build capacity of the CITA leaders to advocate educational issues in the country, including the quality education and role of teachers in providing quality education. The workshop also developed a campaign under which a number of meetings and workshops will be held in different provinces of the country to promote the EI education policy.

*Carried out by Asia-Pacific, Solidarity and Development*

*Pertains to: Priority 1 and Aim 1*

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

## PRIORITY 1

### EDUCATION FOR ALL

EI, in cooperation with the Teachers' Association of the Republic of Indonesia (PGRI), held a consultation of the members in Bali on 23 March 2013. The meeting recommended the following: the need to prioritise education, gender equity, participation and dialogue, public funding, and teachers in the Post 2015 Development Agenda. The recommendations were handed over to the UN High Level Panel and the President of Indonesia.

More than 80 teacher leaders attended discussions on "Quality public Education for All; 2015 and Beyond" during the EIAP regional conference where they unanimously voiced the need to increase public funding for education in order to attain quality public education for all.

*Carried out by Asia-Pacific, Education and Employment*

*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

EI held an Education For All (EFA) Assessment Meeting in New Delhi on 24-26 July 2013. Representatives of 18 member organisations from Afghanistan, Bangladesh, Cambodia, Fiji, India, Indonesia, Mongolia, Nepal, the Philippines, and Sri Lanka gathered and assessed the progress towards EFA. The assessment showed that EFA efforts in many countries lacked effective use of resources and serious consultation with the teachers' unions. The meeting also developed a schedule for activities for countries to promote quality education. EI convened this meeting to promote an active and strategic engagement of teachers' unions in the lead up to 2015.

*Carried out by Asia-Pacific, Education and Employment*

*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

The EIAP regional office participated in the EFA technical workshops organised by UNESCO in Thailand and India and advocated for the recruitment of professional qualified teachers and improved teacher training.

*Carried out by Asia-Pacific, Asia-Pacific Regional Office  
Pertains to: Priority 1 and Aim 1  
Based on: Teachers' Education*

## PRIORITY 1

### EDUCATION FOR ALL

Aiming to promote active European citizenship, ETUCE regularly participates in the biannual structural dialogue meetings of the European Commission within the European Active Citizenship Programme and reports on the European (thematic) Years. In light of the European Parliament elections in 2014, 2013 was classified as 'European Year of Citizens'. Numerous activities were carried out by ETUCE, and its member organisations contributed directly and indirectly to further mainstream citizenship education in the sector in relation to: school culture, student participation in society, support for teachers and school heads, assessment and evaluation, student and parent participation in schools, and curriculum aims and organisation.

*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

These activities also cover EI's Resolution on the Future of the Teaching Profession.

In November 2012, the European Commission published a Communication entitled *Rethinking Education: Investing in skills for better socio-economic outcomes* (accompanied by seven staff working documents). ETUCE lobbied to include the effect of the economic crisis on teachers in this policy paper. One of the staff working documents about the future of the teaching profession was published and this document made reference to four ETUCE studies and reports.

ETUCE monitored the European Parliament's Report on Rethinking Education and the ETUCE Bureau discussed ETUCE's input to a European Trade Union Confederation (ETUC) position on rethinking education. ETUCE also participated in the European Economic and Social Committee (EESC) hearing on the same issue.

During 2013, ETUCE successfully lobbied on the new European Commission programme on lifelong learning, called Erasmus+, which secures the participation of one million teachers in mobility programmes for a seven year period.

In April 2013, ETUCE published a statement on the Communication of the European Commission on Entrepreneurship Education, demanding quality, but not business-lead education, of entrepreneurship competences for all.

*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

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## EDUCATION FOR ALL

EI's advocacy efforts mainly centred around the three aims and three pillars of the United for Quality Education campaign launched on 4 October. EI engaged the UN, intergovernmental agencies, and national governments in a final push to ensure that EFA and Millennium Development Goals (MDGs) are achieved by 2015, and participated in various processes related to the post 2015 development and education agenda. EI particularly engaged the High Level Panel on the Post-2015 Development Agenda, culminating in the inclusion of a standalone education goal in the Panel's report. In addition, EI participated in the Education Thematic Consultation led by UNESCO and UNICEF and engaged members of the Open Working Group on Sustainable Development and organised side meetings to facilitate interaction with members of the Working Group.

EI's advocacy efforts also targeted the UN General Assembly and related events in September. EI also participated in various education, EFA and MDG related activities, including the UN Secretary General's Global Education First Initiative (GEFI) and various UNESCO activities related to the EFA coordination mechanism, including the EFA Steering Committee, the Collective Consultation of non-government organisations (NGOs) on Education For All (CCNGO/EFA), the International Conference of NGOs, the General Conference of UNESCO, and the International Task Force on Teachers for EFA. EI member organisations were consulted on various activities related to EFA and MDGs, including the post 2015 agenda and the 2013/2014 EFA Global Monitoring Report that focuses on teaching and learning.

EI continued to work closely with the GCE, Open Society Foundations (OSF), and other civil society organisations to promote education for all and teacher quality towards and beyond 2015. In April, EI and its member organisations participated in Global Action Week (GAW) activities coordinated by GCE, and this helped draw public authorities and other stakeholders' attention to the importance of teachers, which was the theme of the 2013 GAW.

EI's involvement in the Global Partnership for Education (GPE) resulted in some of the countries which had applied for GPE funding being asked to increase their education budgets and improve dialogue with education unions. EI also supported and coordinated the participation of its affiliates in local education groups (LEGs), although this remains a serious challenge in many GPE countries. EI's partnership with Oxfam Novib, through the Quality Educators for All Project, helped consolidate EI's work on teachers. Successful pilots, focusing on the professional development of teachers and school leaders, were conducted in Mali and Uganda and the project will be expanded to cover at least three new countries.

*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

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## HIGHER EDUCATION

In cooperation with the National Tertiary Education Union of Australia, EI held a Higher Education Caucus on 17 September in Kuala Lumpur prior to the EIAP regional conference. The Higher Education Caucus noted the deprofessionalising trends, decreasing public funding, and declining status of academic staff at the tertiary level.

*Carried out by Asia-Pacific, Education and Employment*

*Pertains to: Priority 1 and Aim 2*

*Based on: Resolution: Stress the Importance of Public Education for Universal Welfare*

## PRIORITY 1

### HIGHER EDUCATION

In October 2012, the ETUCE Conference adopted a resolution on *Fighting the Crisis – an Essential Contribution of Higher Education and Research* and ETUCE member organisations are at the stage of adopting this resolution.

The working group on higher education of the European Sectoral Social Dialogue for Education continued its ongoing work on the gender equality topic – 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:

- Meet twice a year
- Participate in the official Bologna Follow-Up Group (BFUG) working groups and networks
- Participate in BFUG-related projects
- Represent teachers in the Bologna Ministerial Conference
- Campaign for all higher education (HE) quality assurance agencies to be screened themselves by European Quality Assurance Register (EQAR) and for EI-ETUCE to be part of ‘the four Es of EQAR’.

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

*Carried out by Europe, Education and Employment*

*Pertains to: Priority 1 and Aim 2*

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

## PRIORITY 1

### HIGHER EDUCATION

A regional meeting with unions of higher education was held on 25-26 July in Cartagena, Colombia with unions from Chile, Colombia, Brazil, Argentina and Dominican Republic in attendance. Higher education continues to be a sector with strong commercialisation and unregulated working conditions. Add to this is the fact that higher education unions have weak structures and lack a well-thought-out national dialogue on what role university and research shall play in societies and in development.

Federación Nacional de Docentes Universitarios (CONADU)/Argentina and EI prepared a 10-minute video on higher education that can be found at [www.4shared.com/video/62xGqHTy/HE\\_-\\_REEDICION\\_OCT2013-muxed.html](http://www.4shared.com/video/62xGqHTy/HE_-_REEDICION_OCT2013-muxed.html).

The higher education sector is also creating a specific chapter and other work commissioned within the pedagogic movement.

*Carried out by Latin America, Education and Employment*

*Pertains to: Priority 1 and Aim 2*

*Based on: Higher Education*

## PRIORITY 1

### HIGHER EDUCATION

In the Bologna Process, EI representatives appointed by the HERSC, have been actively participating in BFUGs. EI is actively engaged in redrafting the European Standards and Guidelines for Quality Assurance in Higher Education, which will be approved by the next Bologna Ministerial meeting in 2015. EI has previously attended two BFUG meetings in Dublin and Vilnius.

*Carried out by Worldwide, Research  
Pertains to: Priority 1 and Aim 2  
Based on: Other*

## PRIORITY 1

### HIGHER EDUCATION

Since March 2013, EI Research Institute launched a new research project on Supportive Learning Environments in Higher Education, intended to advocate the importance of working conditions of academic staff in the Bologna Process. Its outcomes will be presented and discussed at the special EI Bologna seminar in the autumn 2014, and will serve as basis for EI's Report to the Bologna Ministerial meeting in 2015.

*Carried out by Worldwide, Research  
Pertains to: Priority 1 and Aim 2  
Based on: Bologna Process*

## PRIORITY 1

### HIGHER EDUCATION

Following discussions at the last Higher Education and Research (HER) Conference (Buenos Aires, 2012) on how to improve exchanges of information in between conferences and provide affiliates with regular updates on developments in the sector, an electronic HER Bulletin has been launched.

Through the coordinated efforts of the newly established HER development cooperation consortium, higher education unions' capacity building projects and other activities have been supported in Ghana, Palestine, and Egypt with the aim of organising more members within the sector and better protecting the professional and trade union rights of staff.

EI continues to follow the development of the Organisation for Economic Cooperation and Development's (OECD's) proposed Assessment of Higher Education Learning Outcomes (AHELO), raising key concerns about the impact of the project on quality higher education. EI participated in a high level panel during the release of the feasibility study at the OECD headquarters in Paris and raised critical questions about the project.

Also at international level, initial planning has begun for the next Higher Education and Research Conference to be held in Accra, Ghana in November 2014. This event will also be used to recruit non-affiliated HER unions in the region.

In Europe, a major EI research project on Supportive Learning Environments in Higher Education is underway. The report will be published in 2014 to make a strong case for improving the terms and conditions of HER

personnel at the next Bologna Ministerial Conference in Yerevan, Armenia in 2015. A BFUG meeting in Vilnius endorsed the new draft European Standards and Guidelines (ESG) for quality assurance prepared by the Steering Group (including EI). The final ESG will be adopted by the Bologna Ministerial Conference in 2015 and will become the standard for evaluating quality assurance in higher education institutions across the European Higher Education Area (EHEA).

In Asia-Pacific, a Higher Education Caucus prior to the regional conference was held to discuss deprofessionalisation trends, decreasing public funding, and the declining status of academic staff in the region.

In Latin America, higher education unions from Chile, Colombia, Brazil, Argentina, and the Dominican Republic gathered in July to discuss challenges in organising workers in universities and other higher education establishments.

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

## PRIORITY 1

### SCHOOL LEADERSHIP

A capacity building workshop was held from 16-19 August 2013 in Swaziland. Thirty two union leaders from the national executive and branch presidents of SNAT were involved. The workshop was facilitated by EI and the labour advisory board. The participants were taken through the basics of trade unionism: formation, functions, key tools, and benefits, among others. Labour laws and leadership skills were also discussed, as was the role of women in the Swaziland National Association of Teachers (SNAT) and the SNAT strategic plan.

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

## PRIORITY 1

### SCHOOL LEADERSHIP

A three member consortium group with the leadership of EI Africa met with National Teachers' Association of Liberia (NTAL) in Liberia from 14-18 October to discuss the NTAL strategic plan and to prioritise the plan in a more cost efficient way. The meeting revisited the strategies, outcomes, and the budget for 2014-2017. An agreement will be signed at a later date by Lärarförbundet, Canadian Teachers' Federation (CTF), DLF, and the Union of Education Norway (UEN) on the one hand and NTAL on the other, with EI as the moral guarantor and coordinator.

*Carried out by Africa, Africa Regional Office  
Pertains to: Priority 1 and Aim 2  
Based on: Resolution on the Education Policy Paper, "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 this policy. ETUCE has actively participated in the European Policy Network on School Leadership (EPNoSL), established to facilitate policy dialogue on school leadership among policymakers, 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, and concluded that the crisis had generally led to reduced school budgets and staff lay-offs.

*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

ETUCE adopted a policy paper on school leadership in October, 2012.

In order to facilitate the implementation of the policy paper, ETUCE launched a school leadership online platform for member organisations 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 representation in the second phase of a Europe-wide project of the EPNoSL. Between July-September 2013, ETUCE and ESHA carried out a joint questionnaire on distributed leadership and the impact of the crisis on school leadership.

*Carried out by Europe, Education and Employment*

*Pertains to: Priority 1 and Aim 2*

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

## PRIORITY 1

### STATUS OF TEACHERS

CITA's rally on World Teachers' Day was attended by more than 500 teachers in Phnom Penh, Cambodia. On the day, the authorities quickly dispersed the crowd of teachers, who were demanding higher status and salaries. The teachers were not allowed to reconvene, after authorities said they did not have a police permit to hold the rally. CITA's request for the permit was refused without explanation. A number of member organisations in the region, including All Ceylon Union of Teachers (ACUT) in Sri Lanka, held awareness raising activities during World Teachers' Day.

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

*Pertains to: Priority 1 and Aim 2*

*Based on: Resolution from the Asia-Pacific region*

## PRIORITY 1

### STATUS OF TEACHERS

In 2013, the European social partners continued to engage in their constructive social dialogue at European level. As announced by the European Commission at the end of 2012, the social dialogue was cut down to four annual activities. The following activities were conducted:

- The European Sectoral Social Dialogue in Education (ESSDE) steering group met in May 2013. Steering group members evaluated the development of the ESSDE since its launch, looking at its achievements, progress, and future activities. They also discussed their current joint EC funded projects in detail, as well as the organisation of the annual plenary group meeting. ETUCE's European Director informed the steering group about EI's Unite for Quality campaign.
- Working Group 1, dealing with 'Quality Education', finalised its work within the project on self-evaluation in the education sector. At the final project conference in Budapest in May 2013, the social partners agreed on the European Federation of Education Employers (EFEE)-ETUCE joint declaration on 'The promotion of self-evaluation of schools and teachers'.
- Working Group 3, dealing with 'Higher Education and Research', met in February 2013 to further deepen their discussions on gender equality and research careers. Members also elaborated and discussed their first draft proposal on their joint project to undertake a European comparative study to support academic/research careers in universities.
- An extraordinary working group meeting on private/public education took place in November 2013. Participants shared their findings from national contributions to a short survey on private/public education in the EU member states. They heard presentations on the impact of private schools on quality and equity in education systems, the experiences of independent schools, and innovation in the education sector. The presentations kicked off a lively debate between the two social partners' organisations and it was agreed to consider a continuation of this discussion in the context of the ESSDE work programme in 2014/15.
- The fourth ESSDE plenary meeting was held in Brussels on 12 November 2013. A Directorate General for Education and Culture (DG EAC) representative made a keynote speech on the EC communication entitled 'Opening up Education'. Delegates were informed about the high level meeting with Commissioner Vassiliou and the European cross industry and education social partners. The European social partner organisations informed delegates about the outcome of all projects conducted in 2013. Finally, delegates discussed the priorities of the upcoming 2014/15 work programme, which will be finalised by the two secretariats.
- ETUCE participated in the European Commission Directorate General Employment's Liaison Forum Meeting for all European sectoral social partners on cross sectoral topics in January, May, October, and December 2013.
- ETUCE kicked off its new project on 'Promoting the potentials of the European social dialogue in education by addressing new challenges and exploring experience and knowledge'. The project provides training to social partners in Romania, Slovakia, Slovenia, Croatia, Montenegro, and Lithuania.

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

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

## PRIORITY 1

### STATUS OF TEACHERS

A one year research project was funded by the European Commission. The project partners undertook a deeper analysis of the reasons for the profession's apparent growing lack of attractiveness. The teaching profession suffers from a lack of status, which has worsened during the years of the economic crisis. Project

activities comprised two detailed research studies in Lithuania and North Rhine-Westphalia in Germany, a large mid-term conference in Ljubljana, Slovenia, a research study addressed to ETUCE and EFEE member organisations, and a final project conference in Berlin, Germany.

The project intended to highlight the fact that such new trends have far reaching impacts on other sectors and on the labour market as a whole. At the same time, the project hopes to establish further public awareness on the impact of a significant shortage of qualified teachers for core subjects.

ETUCE, together with its social partner, EFEE, will use the project results to promote these issues. The project results will also support the work of education employers and teacher unions in Europe. Member organisations participating in the final conference were also asked to commit to an improvement of the image and attractiveness of the teaching profession.

*Carried out by Europe, Education and Employment*

*Pertains to: Priority 1 and Aim 2*

*Based on: Resolution on the Future of the Teaching Profession*

## PRIORITY 1

### STATUS OF TEACHERS

A desk study on The Status of Teachers and the Teaching Profession was commissioned to Linda Hargreaves (Cambridge University) and was received in March 2013. Its purpose was to inform EI's future research work on this topic.

*Carried out by Worldwide, Research*

*Pertains to: Priority 1 and Aim 2*

*Based on: Resolution on the Future of the Teaching Profession*

## PRIORITY 1

### STATUS OF TEACHERS

Three studies have been commissioned and published by the Education International Research Institute Board, which contain research and policy recommendations directly relevant to affiliates' negotiations with governments. They have been launched at the EI Research Network, at the Cambridge University/EI/OECD sponsored seminars on the Future of the Teaching Profession and are available to all affiliates from EI's website.

The three studies are: 'The Future of the Teaching Profession' (MacBeath, 2012); 'Teacher Self-Efficacy, Voice and Leadership (Bangs and Frost, 2012), and 'Teacher Union and Governmental Relationships in the Context of Educational Reform' (Bascia and Osmond, 2013). 'The Future of the Teaching Profession' was also launched at the second International Summit on the Teaching Profession.

*Carried out by Worldwide, Research*

*Pertains to: Priority 1 and Aim 2*

*Based on: Resolution on the Future of the Teaching Profession*

## PRIORITY 1

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## STATUS OF TEACHERS

The outcomes of the October 2012 meeting of the Joint ILO-UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) were discussed by the ILO General Conference in June 2013. EI always actively contributes to these meetings by issuing a report on the status of teachers worldwide. At the ILO General Conference, EI spoke on behalf of the workers' group and highlighted the most urgent challenges faced by teachers, while also expressing its support for the CEART recommendations.

An important achievement in EI's work to safeguard the status of teachers was the adoption of Policy Guidelines on Conditions of Personnel in Early Childhood Education (ECE) in November 2013. The Guidelines complement the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers and the 1997 UNESCO Recommendation Concerning the Status of Higher Education Teaching Personnel, and will be monitored by the Joint ILO-UNESCO Committee of Experts.

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

### PRIORITY 1

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## TRADE AND EDUCATION

A workshop on the ILO Declarations on Fundamental Principles and Rights at Work took place in Lome, Togo (2-4 May 2103). It highlighted an urgent need to broaden the contents of the "Declaration" to promote its ownership by the unions of education and other sectors. It was felt that this "Declaration" should contribute to the achievement of quality education, due to the inclusion of conditions and the working environment it suggests.

It was also observed that 'the Declaration' was not widely known by the EI affiliates. Given its implications, workshop attendees felt the 'Declaration' should be made known to unions and unionists should be encouraged to take an interest in it.

*Carried out by Africa, Africa Regional Office  
Pertains to: Priority 1 and Aim 4  
Based on: Capacity Building*

### PRIORITY 1

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## TRADE AND EDUCATION

Workshops on the ILO Declaration on Fundamental Principles and Rights at Work took place from 17-19 July 2013 in Kinshasa, Democratic Republic of the Congo. It highlighted an urgent need to broaden the contents of the "Declaration" to promote its ownership by the unions of education and other sectors. The advantage is that this "Declaration" should contribute to the achievement of quality education, due to the inclusion of conditions and the working environment it suggests.

It was also observed that 'the Declaration' was not widely known by the EI affiliates. Given its implications, workshop attendees felt the 'Declaration' should be made known to unions and unionists should be encouraged to take an interest in it.

*Carried out by Africa, Africa Regional Office  
Pertains to: Priority 1 and Aim 4  
Based on: Capacity Building*

## PRIORITY 1

### TRADE AND EDUCATION

Workshops on the ILO Declaration on Fundamental Principles and Rights at Work took place in Ouagadougou, Burkina Faso from 24-26 July 2013. It highlighted an urgent need for extension of the contents of the declaration to promote its ownership by the unions of education and other sectors. The advantage is that this declaration should contribute to the achievement of quality education, due to the inclusion of conditions and the working environment it suggests.

Thus there emerges the observation that "the Declaration" is a very little known by the EI affiliates. Regarding the implications of the "Declaration", it must be further popularize and unionists should be encouraged to take an interest.

*Carried out by Africa, Africa Regional Office  
Pertains to: Priority 1 and Aim 4  
Based on: Capacity Building*

## PRIORITY 1

### TRADE AND EDUCATION

At a Regional Trade and Education Workshop, all the objectives, as well as the expectations of the participants, were realised. Very robust discussions on local issues and school based challenges in organising were highlighted. The STU Constitution and by laws were revisited and proposed amendments were developed to be tabled in the next Delegates' Conference. Strategic planning resulted in the creation of the Organising Project Planning Matrix for August 2013-July 2014. Participants were made aware of the importance of union finance, including the policy of transparency and accountability. During the three day workshop, the check-off system was ably negotiated by the union through its Vice-President. In addition, updated union membership data was circulated for reference. The new skills gained boosted the confidence of participants.

*Carried out by Worldwide, Education and Employment  
Pertains to: Priority 1 and Aim 4  
Based on: Resolution from the Asia-Pacific Region*

## PRIORITY 1

### TRADE AND EDUCATION

The EI Secretariat continues to analyse, monitor, and intervene in a number of ongoing trade negotiations that could jeopardise quality public education. At World Trade Organisation (WTO) level, a policy brief on the Trade in International Services Agreement (TISA) was produced that highlights the key dangers of the agreement and urges affiliates to contact their relevant ministries to oppose the coverage of education in the negotiations. An EI delegation participated in the 9th WTO Ministerial Conference in Bali, Indonesia in December. EI representatives held several meetings with ministers and senior officials from a number of countries and participated in additional events and information sessions.

At the regional level, EI and ETUCE have been active in alerting affiliates in the European Union and the United States to concerns about the proposed Transatlantic Trade and Investment Partnership (TTIP). A briefing note has been prepared and distributed that provides background information on the intended scope and coverage of the negotiations. EI has also been active in coalitions opposing the Trans-Pacific Partnership (TPP) talks that involve countries in the Asia-Pacific region, and that also pose significant risks for public services and quality education.

Regular updates on developments around the trade agenda have been provided through EI's *TradEducation News* publication, which is distributed electronically to affiliates.

*Carried out by Worldwide, Education and Employment*

*Pertains to: Priority 1 and Aim 4*

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

## PRIORITY 1

### TRADE AND EDUCATION

EI represents the interests of teachers at the World Intellectual Property Office (WIPO) where it continues to press for the implementation of a pro-development agenda that would allow for copyright exceptions for education and research purposes. EI issued a public statement ahead of key WIPO negotiations in Marrakesh, Morocco that urges governments to adopt the Treaty to Facilitate Access to Published Works by Visually Impaired Persons and Persons with Print Disabilities. The treaty would allow the visually impaired to adapt copyrighted material into alternative formats, such as Braille, large print, or audio. This practice was prohibited by strict copyright rules, but is an important right for all visually impaired people, and particularly for students and teachers. While the success of the talks was in doubt because of pressure from industry groups, a treaty was concluded thanks to strong pressure from civil society.

*Carried out by Worldwide, Education and Employment*

*Pertains to: Priority 1 and Aim 4*

*Based on: Resolution on Copyright and Education*

## PRIORITY 1

### UNITE FOR QUALITY EDUCATION

The mission to Zambia took place from 6-8 October 2013, with the objectives of:

- Making an on-the-spot assessment of the prospects of a possible amalgamation of the three teacher unions in the country
- Conducting a face-to-face interrogation of leaders and other stake holders in the unions
- Ascertaining which additional support can be garnered externally to accelerate the process
- Gauging the commitment to the merger process
- Defining a possible process towards a merger from the discussions
- Helping to determine how EI could be of help during the merger process

#### CONCLUSIVE ISSUES

- All three unions remain committed to the merger process
- The roadmap must be revisited with assistance from EI
- Any future organisation structure and constitution must take into account the issues that caused fragmentation and make provisions to avoid same
- Development partners must begin to organise joint programmes with all unions
- Parties must put all cards on the table
- A moratorium on recruitment (or poaching) from other unions
- Proposed structure of the new organisation to be reflective of the character and composition of the unions
- A study tour to Tanzania and Uganda are products of a merger
- Identification of a possible interlocutor – a neutral, trusted and respected unionist or educationist who will drive the process at local level
- EI to be consistently engaged as a broker
- Drive the process in a democratic, inclusive and transparent manner with respect for each organisation, no matter their size
- The credit cooperative union which Zambia National Union of Teachers (ZNUT) intends to establish should be made the first and concrete joint venture by all three organisations. A study tour should be undertaken by the three unions to Ghana and Gambia Teachers' Fund and Credit Cooperative respectively
- The labour federations, particularly the Zimbabwe Congress of Trade Unions (ZCTU) and the Ministry of Labour, have been proactive in the merger process

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

## PRIORITY 1

### UNITE FOR QUALITY EDUCATION

The mission to Botswana took place from 4-8 November 2013, with the objectives of:

- Making an on-the-spot assessment of the prospects of a possible amalgamation of the teacher unions in the country
- Conducting a face-to-face interrogation of leaders and other stake holders in the unions
- Ascertaining which additional support can be garnered externally to accelerate the process
- Gauging the commitment to the merger process
- Defining a possible process towards a merger
- Helping to determine how EI could be of help during the merger process

#### Potential Challenges

- Multiple memberships
- Poaching
- Investments and assets likely to be a bargaining chip
- Political influence
- Size and geographical spread of some unions
- Affiliations between EI, Botswana Federation of Trade Unions (BFTU), and Botswana Federation of Secondary School Teachers (BOPUSETE)
- Potential for a head teachers' union and senior secondary school teachers union
- Membership awareness raising and updates
- Leadership's political will

#### CONCLUSIVE ISSUES

- All the unions demonstrated their commitment to the merger process
- The next phase should provide a opportunity for a roadmap towards unity with assistance from EI
- Any future organisational structure and constitution must take into account the issues that caused fragmentation and make provisions to avoid same
- Development partners must begin to organise joint programmes with all unions
- Parties must put all cards on the table
- A moratorium on recruitment (or poaching) from other unions
- Proposed structure of the new organisation to be reflective of the character and composition of the unions

- Identification of a possible interlocutor – a neutral, trusted and respected unionist or educationist who will drive the process at local level
- EI to be consistently engaged as a broker
- Drive the process in a democratic, inclusive and transparent manner with respect for each organisation, no matter their size
- The labour federations should be engaged in the process so that they can be more proactive in the merger process
- EI also recognised the double and triple affiliation to unions by teachers indicating that no single union can adequately satisfy its members with the services currently provided
- There are camps of collaboration, meaning that prospects exist for some to unite
- All unions understand and appreciate the added value of unity
- All agree that EI can and should play a key role in providing technical, advisory services and a funding mechanism during and after unity – and especially during the formative years.

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

## PRIORITY 1

### UNITE FOR QUALITY EDUCATION

The EI Africa Region Research Network held its first workshop from 11-12 November 2013. The workshop gathered participants from various EI affiliates from Africa and representatives from EI headquarters to discuss the theme, 'Mobilising Research to Unite for Quality Education', and highlighted the importance of research in evidence based advocacy. The workshop was also an opportunity for the identification of major union issues that need rational investigation in order to improve the quality of public education

*Carried out by Africa, Africa 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

### UNITE FOR QUALITY EDUCATION

EIRAF engaged the Labour Research and Policy Institute of Ghana to carry out independent research on Trade Union Fragmentation in The Education Sector in Africa. Using its partner institutes and independent consultants, the research was carried out in Zambia, Botswana, Kenya, Benin, Côte d'Ivoire and Senegal. The research is the first phase of the EIRAF Unity Project supported by UEN. A visit was also made to Kenya from 6-8 November to map the capacity of EI affiliates: University Academic Staff Union (UASU); Kenya Union of Domestic, Hotels, Education Institutions, Hospitals and Allied Workers (KUDHEIHA); Kenya Union of Post-Primary Education Teachers (KUPPET); and Kenya National Union of Teachers (KNUT) in Kenya.

The aims were: isolate the key/grey areas of disunity and antagonism between the unions; identify areas of common interest and possible future joint action; suggest a framework for a unity process; and establish future research opportunities. Union profiles were gathered and discussions held with the union officials. While the possibility of unity exists with the other unions, the polarisation between KNUT and KUPPET is so acute that it requires a protracted approach to facilitate them to work together.

*Carried out by Africa, Africa 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

### UNITE FOR QUALITY EDUCATION

In the framework of the Unity Project, a mission was conducted in Cotonou, Benin on 30-31 November 2013 by the Chief Regional Coordinator of EI Africa Region.

The mission's objectives were to:

- Collect relevant information on the institutional capacity of each teachers' union affiliated to EI.
- Follow up the workshop on union unity

The mission was allowed to meet with various education stakeholders in Benin and to organise a workshop with teachers' unions.

#### 1. Meeting with stakeholders

On 30 October, the Chief Regional Coordinator met with the leaders of unions affiliated to EI. She also met with Benin education authorities, trade union confederations and teachers in classrooms.

#### 2. Workshop

A workshop took place and aimed at:

- Assessing the implementation of the roadmap established
- Planning future activities

After reflecting on the themes, EI's eight affiliates in Benin (SYNTRA, MENRS, SNEP, SYEMP, SNESTP, SYNAPES, SYNAEM, SYNAPROLYC) posed the following questions:

- What are the roles of unions?
- What are the divergences between teachers' unions in Benin?
- What are the similarities between teachers' unions in Benin?
- What is the strength of a union?

The affiliates recognised the need for unity and decided to work hard in order to achieve it. To do this, the participants decided to start with the establishment of a formal inter union dialogue with all the official and legal texts. The inter union dialogue will lead, in the medium term, to a union federation. A less detailed action plan annexed to the declaration will be used as a roadmap.

*Carried out by Africa, Africa 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

### UNITE FOR QUALITY EDUCATION

In the framework of the Unity Project, a mission was conducted in Abidjan, Côte d'Ivoire, on 13-14 November 2013 by the Chief Regional Coordinator.

The mission's objectives were to:

- Collect relevant information on the institutional capacity of each teachers' union affiliated to EI
- Follow up the workshop on union unity

The mission organised a workshop with teachers' unions and met with various education stakeholders in Côte d'Ivoire.

The work that took place during the workshop focused on the strengths, weaknesses, threats, opportunities, strategies, and actions in the implementation of teacher organisations' unity in Côte d'Ivoire.

On the following day, there was a meeting between the Chief Regional Coordinator and the union leaders. She also met with Benin education authorities, union confederations (General Workers' Union of Côte d'Ivoire, Humanisme and Dignité), and teachers in classrooms.

The union confederations expressed their satisfaction with the initiative, and encouraged and urged the teachers' unions of Côte d'Ivoire to keep on building unity.

*Carried out by Africa, Africa 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

### UNITE FOR QUALITY EDUCATION

About 30 delegates to the EIAP regional conference discussed 'Building a Just and Equitable Global Society through Investment in Education' on 20 September 2013 and noted that insufficient funding for education continues to cause problems, such as a shortage of school buildings, teaching materials and equipment, and regional disparity. The break out session recommended that teacher organisations take initiatives through EI's Mobilising for Quality in Education (MQE) initiative and for governments to increase funding for education.

*Carried out by Asia-Pacific, Governance*

*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

The EIAP regional office participated in the ComNet meeting on 5-6 June 2013 and discussed ways to improve communication with the member organisations in the Asia Pacific region.

*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

### UNITE FOR QUALITY EDUCATION

This section also covers the resolutions on how the economic crisis should not affect our school model or the importance of public education for universal welfare and the sustained funding of public education.

The top priority in 2013 has been to campaigning together with member organisations to fight the ideologically driven policies of austerity as a means to get out of the economic and financial crisis. Having contributed to the campaign launch on 23 October 2013, ETUCE organised a special meeting on the improvement of quality in education, gathering representatives of ETUCE member organisations and other stakeholders in education. Following the debate, the ETUCE Committee adopted 10 key messages regarding what is needed to improve the quality of education in Europe. The ETUCE member organisations are translating the key messages into their national languages to facilitate distribution amongst their affiliates and their implementation at national level. The key messages and related documents are uploaded on the ETUCE crisis campaign website.

In spring 2013, ETUCE gathered updated information from its member organisations on the continued impact of the crisis on teachers in Europe – this report has been published on the ETUCE website. Further actions regarding the impact of the crisis on education comprise lobbying activities aimed at the European Commission, the European parliament, and national governments on pressing education issues and letters of solidarity with the ETUCE member organisations. Furthermore, ETUCE has been influencing various crisis related documents produced by ETUC, such as the Social Investment Package, and participated in the European Rally to counter austerity and promote the Social Compact of 14 March 2013. ETUCE issued a statement in support of this action.

On 16 October 2013, ETUCE – together with other European social partners – met the European Commissioner, Androulla Vassiliou, to agree on proposals to guide the way forward for strengthened cooperation between the Commission's education and training services and the European social partners in the field. The agreement includes, amongst other priorities, strategies to recruit, retrain, and develop highquality teachers, spanning both initial teacher education and career-long professional development and delivery methods in schools, vocational education and training (VET) and higher education.

In cooperation with the European Trade Union Institute (ETUI), ETUCE carried out two high level seminars in spring 2013 with presidents from ETUCE member organisations on 'Quality in Education: An ETUCE Campaign Network' and on alternatives to austerity measures in the education sector.

ETUCE has joined several European movements working on the cause of the crisis, such as the Alter Summit – a network to counter austerity and push for alternatives, facilitate lobbying efforts for transaction taxes and

governance reforms – and the Marshall Plan for Europe, which is an awareness raising campaign about the Marshall Plan for Europe.

*Carried out by Europe, Education and Employment*

*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

Pedagogic movement: defence of public education and the teaching profession.

In 2013, unions continued to appropriate the pedagogic movement and its aims. It was clear that unions must move forward by having greater alliances with civil society and should promote national dialogues on education issues as well as the teaching profession.

Approximately 900 people have participated in pedagogic movement activities in 2013.

During this year, there were 10 national meetings, three subregional meetings (1-3 July in Colombia for the Andean area, 29-31 July in Uruguay for South Cone, and 5-7 August in Costa Rica for Central America). Most of these meetings gathered unions from the higher education, early childhood, primary, and secondary sectors. A regional meeting about the pedagogic movement took place from 19-21 September in Recife, Brazil in the context of the IX Regional Conference and was opened by Haldis Holst, El's Deputy General Secretary, who also launched the Unite For Education campaign. The regional meeting was attended by 700 teachers and union leaders who worked in 10 commissions dealing with issues such as the concept of quality education, evaluation, curricula, democratic administration of education, access and permanency in the education system, higher education, support staff, diversity, women's rights, teacher training, the future of the teaching profession, etc.

Also, this second regional meeting of the pedagogic movement defined that, in the run-up to 2015 – when the third regional meeting will take place – the process shall be to research, systematise, and promote a dialogue on those innovative pedagogic proposals that are already being developed in the different countries. Unions have different levels of development in the analysis and proposals of education policies, so there is a different level of needs in terms of follow up in any given country.

A five-minute video on the pedagogic movement is available at [www.youtube.com/watch?v=7Oic28GEowY](http://www.youtube.com/watch?v=7Oic28GEowY).

*Carried out by Latin America, Education and Employment*

*Pertains to: Priority 1 and Aim 1*

*Based on: Pedagogic movement*

## PRIORITY 1

### UNITE FOR QUALITY EDUCATION

The Unite For Quality Education Campaign was launched in the Latin American region with activities in Argentina, El Salvador, Costa Rica, Chile, Colombia, and Brazil. The region needs to boost the campaign as a tool to make unions the main actors in the discussions about education and the defence of public education.

During 2014, the regional office will support the campaign in Honduras, Dominican Republic, Costa Rica, Colombia, Peru, and Chile. Also, the region will develop research on the achievement of the UN's MDGs and EFA as part of the preparation of facts and data towards 5 October 2014.

ROLA's webpage has a specific site for the Unite For Quality Education campaign and unions have made use of spots, videos, and materials.

*Carried out by Latin America, Education and Employment*

*Pertains to: Priority 1 and Aim 1*

*Based on: Unite For Education Campaign*

## PRIORITY 1

### UNITE FOR QUALITY EDUCATION

The Caribbean Union of Teachers (CUT) conference, held every two years, is the ultimate governing body of the CUT. In 2013, the 36th Biennial Conference was held in Georgetown, Guyana under the auspices of the Guyana Teachers' Union from 4-10 August. The conference was held under the theme, 'Improving the Professional Status of Teachers in the Caribbean', and provided an opportunity for representatives of all CUT member unions to meet and strengthen the bonds of solidarity between teachers of the region. Delegates to the conference considered major issues affecting education in the Caribbean, and also had an opportunity to select an Executive to run the affairs of the CUT for the next biennium.

The keynote speaker at the conference was EI President Susan Hopgood.

*Carried out by North America-Caribbean, 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

The Unite for Quality Education campaign was launched on World Teachers' Day at UNICEF and UNESCO with practically all global education organisations pledging their support. The global, regional and national events and pre-launches served to reframe the debate about what quality education is and how it can best be achieved with teachers' unions as the lead. Two major advocacy and assessment activities took place in Africa and Asia to begin the construction of EI's report card of the state of public education for the UN, and more are scheduled over this coming year of action. EI joined with the GCE to host an UNITE reception on International Human Rights Day for UN member states about the importance of the right to education. In fact, almost every facet of EI's work is focused on advancing our vision of quality public education as the cornerstone of democratic and equitable societies and uniting for a better world.

Each region has selected certain focus countries and regional targets and issues. The UNITE hub, [www.unite4education.org](http://www.unite4education.org), will collect all the stories, assessments, advocacy, and activities that member organisations undertake under the UNITE banner. These will be shared via multiple media outlets, but also presented officially to the UN Secretary General at the Global Education First Anniversary event (which EI has offered to co-host under the UNITE banner) at the culmination of the year of action.

EI also established a UNITE solidarity fund. This will provide financial assistance to support the implementation of UNITE activities by member organisations in developing countries at national level. It will also aid the participation of individual members of these organisations in such activities, and facilitate representatives of such organisations to participating in international UNITE activities. EI member organisations are invited to contribute to the fund.

*Carried out by Worldwide, Education and Employment*

*Pertains to: Priority 1 and Aim 1*

*Based on: Resolution: Stress the importance of public education for universal welfare*

## PRIORITY 1

### VOCATIONAL EDUCATION AND TRAINING

These activities also cover EI's Resolution on Vocational Education, Gender and Inclusiveness.

ETUCE adopted a policy paper on VET in October 2012. To facilitate the implementation of the policy paper, ETUCE set up a European VET online platform to share and exchange strategies, experiences, and projects with other European teacher trade unions. This will contribute to the implementation of the recommendations of the policy paper.

ETUCE has continued its participation in the Open Method of Coordination Working Group regarding 'Professional development of VET trainers' of the European Commission. The group focused its work in 2013 on training, validation and certification of trainers' competences, training pathways, competence sets, and certification models for VET trainers and the views of commercial companies.

ETUCE traditionally organises a joint seminar with ETUI on VET. On 27-29 May 2013 in Ljubljana, the training focused on recruitment, retention, and the continuous professional development of teachers.

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 partners organisations on a European Alliance for Apprenticeships to improve training in Europe.

*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

The VET Task Force met in London in January 2013 following the conference of member organisations in OECD countries. The taskforce is focusing on developing policy and recommendations in the following key areas: skills shortages/mismatches and development (including green jobs),; privatisation, equality and opportunity in relation to VET (including gender equality), qualifications and prior learning assessment, and brain drain. Following the resolution on gender and inclusiveness, gender will be a priority for the taskforce in 2014.

VET has also been covered elsewhere, such as EI's work in relation to the OECD Skills Strategy, as well as the UN-led processes around a new global development framework. Moreover, EI is engaging with UNESCO on a project concerning the professional status of VET teachers and trainers. An initial validation workshop was held in October where EI presented an overview of the key issues affecting VET staff: precarious employment,

lack of career paths and access to professional development, poor terms and conditions of employment, brain drain, and gender inequality.

*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

In the context of the unity project carried out by the EI Africa Region in six African countries, the five EI affiliates in Senegal (SYPROS, SUDES, UDEN, SNEEL, and SAES) had a series of meetings from 3-4 January 2014 with Pedi Anawi from EIRAF office as part of a feasibility study. The unions acknowledged the importance of the EI initiative. The discussions examined the causes of union splinterism in the education sector in Senegal and identified external and internal causes.

External causes include the influence of political parties and government in the creation and orientation of unions, while internal causes include a lack of democracy, leadership problems, and the failure of existing unions to take care of problems of new and emergent bodies in the education staff.

EI's affiliates in Senegal agree with the idea of trade union unity, but they indicated that although an amalgamation would be the ideal situation, the process should take place step-by-step. In order to achieve a form of unity they made a number of recommendations addressed both to themselves and to EI. They also agreed to set up a committee where each of the five EI affiliates will be represented to coordinate the inter-union dialogue on this unity project. The findings of the research carried out by the research team will provide more details on the causes, consequences and actions recommended to achieve unity.

*Carried out by Africa, Africa Regional Office*

*Pertains to: Priority 2 and Aim 5*

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

## PRIORITY 2

### EARLY STAGE TEACHERS

Following the 'Resolution on Organising Student Teachers, Early Stage Teachers and Researchers', EI has intensified efforts to examine the particular issues facing and affecting this key group of teachers, as well as the support structures that different affiliates have put in place for early stage teachers.

The youth take-over at the UN headquarters in New York on Malala Day in July 2013 gave EI an opportunity to more directly involve early stage teachers in its work and, in the end, an EI delegation of seven early stage teachers participated in the event.

The newly established OrgNet is also looking into best practice in terms of organising and mobilising strategies specifically for this group.

*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

### PROFESSIONAL ETHICS

A workshop on the Implementation of the Code of Ethics was held in Dili, East Timor from 19-20 July 2013 to encourage the East Timor Teachers' Union (ETTU) to engage with the Ministry of Education and its membership to develop the Code of Ethics for the teaching profession in East Timor. The Ministry of Education extended its full cooperation to the workshop by sending their representatives to attend the workshop. A follow up will be held in 2014 to study the draft Code of Ethics with a view to implementing it with the cooperation of the Ministry of Education in East Timor.

*Carried out by Asia-Pacific, Asia-Pacific Regional Office  
Pertains to: Priority 2 and Aim 4  
Based on: Other*

## PRIORITY 2

### PROFESSIONAL ETHICS

EI and the UN Girls' Education Initiative (UNGEI) co-hosted a design and consultation workshop in November 2013 with the aim of coming to a shared understanding about the content and design of a potential joint initiative on school related gender based violence (SRGBV).

In addition to UNGEI and EI (represented by one staff member and two affiliates – CTF and South African Democratic Teachers' Union (SADTU), the workshop was attended by representatives of existing campaigns to end gender based violence: UNICEF, Plan International, Plan Canada, 16 Days of Activism, White Ribbon Campaign, and Breakthrough.

The outcome of the workshop was an agreement that teachers and teachers' organisations should take the lead in preventing SRGBV with the active participation of girls and boys, parents and communities. This requires teachers to take individual and collective action that will contribute to making SRGBV unacceptable, ensuring that schools will be free from gender based violence. EI and UNGEI will, therefore, focus on a medium to longer term initiative that reinforces the successes of existing campaigns and initiatives to end SRGBV and build a strategic coalition of partners that can support the EI/UNGEI initiative.

Further planning and consultation for this initiative took place during a side event at the second EI World Women's Conference in April 2014.

*Carried out by Worldwide, Human and Trade Union Rights and Equality  
Pertains to: Priority 2 and Aim 4  
Based on: Resolution on Education and the Elimination of Violence Against Women*

## PRIORITY 2

### QUALITY TEACHING

A convention on Quality Teaching in Liberia attracted over 250 delegates and observers and was officially opened by Her Excellency Madam Ellen Johnson Sirleaf, President of the Republic of Liberia. In addressing the convention on the theme, 'Transforming Liberia through quality education', she reminded teachers of the dismal state of education in Liberia, which she described as "a mess". However, she followed this up with the challenge and admonition that, with the support of teachers through NTAL, this crisis will be fixed. She declared that teachers will now be included in the award of local and international scholarships. She challenged NTAL to be proactive in the quest to improve the quality of education and called upon its leaders to meet her and the Minister of Education to discuss teacher welfare issues. The four-day convention was concluded by elections, which ushered in 40 per cent new leadership and saw an increase in the number of women on the council from three to seven.

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

## PRIORITY 2

### QUALITY TEACHING

EI and Oxfam Novib organised a joint mission in Mali aimed at appraising the first year activities of the programme, 'Every child needs a qualified teacher'. The programme had been implemented by Syndicat National de l'Education et de la Culture (SNEC), the National Civil Society Organisations Coalition in favour of Education for All, and the Malian Education Ministry. The outcomes of the first year's activities are very satisfactory. However, for the second year, it is important to strengthen the advocacy in order to get more partners interested in the programme.

*Carried out by Africa, Africa 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

### QUALITY TEACHING

On 16 July 2013, Irene Duncan-Adanusa, EI's Vice-President for Africa, delivered a keynote address in Addis Ababa, Ethiopia at the Pan-African Conference on Teacher Development (PACTED III) focusing on the theme, 'Ensuring access and learning: Optimising the effectiveness of the African teacher'. The audience included senior officials from Algeria, Angola, Botswana, Congo, Ethiopia, Eritrea, Ghana, Kenya, Mauritania, Mozambique, Nigeria, Sahrawi, Senegal, Sudan, South Africa, Togo, the African Union, UNESCO, UNICEF, Association of African Universities (AAU), African Development through Economics and the Arts (ADEA), EI, African Council for Distance Education (ACDE), Pan-African Teachers' Centre (PATC), Centre for Mathematics, Science and Technology Education in Africa (CEMASTE), Strengthening Mathematics and Science Education (SMASE), African Development Bank (ADB), Africa Network Campaign on Education For All (ANCEFA), Centre for Girls' and Women's Education in Africa (CIEFFA), and three regional environmental centres (RECs): East

African Community (EAC), Economic Community of West African States (ECOWAS), and Economic Community of Central African States (ECCAS).

Duncan-Adanusa said that EI was the voice of over 30 million organised teachers in the world who play a central role in facilitating quality public education. To ensure access and quality learning, EI advocates for recruitment of well qualified teacher trainees, thorough professional development and regular in-service training, fair deployment, adequate support, supervision and management of teachers (particularly in remote rural areas). She deplored the employment of untrained, contract, and para teachers by some African states to teach many children who were enrolled to achieve the Education For All goals by 2015.

A lack of classrooms and suitable teaching and learning materials make quality education impossible, she said. She took this opportunity to announce the EI launch of the Unite for Quality Education campaign in New York, Paris, and globally premised on three pillars: quality teaching, quality tools, and quality environments. The EI advocacy for quality education was well received by the conference as Africa has 30 million out of the 57 million eligible learners out of school, 16.2 million of whom are marginalised African girls, according to the UNESCO Institute of Statistics (UIS).

*Carried out by Africa, Africa 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

### QUALITY TEACHING

Building on ongoing advocacy on teachers, the 2012 joint campaign with GCE saw teachers being adopted as the theme of the Education For All GAW and the EFA Global Monitoring Report (GMR) agreed to have teaching and learning as its theme for the GMR 2013/14 edition. EI actively participated in the activities of the International Task Force on Teachers for EFA, including a Policy Dialogue Forum on Teacher Development, held in Kinshasa, Democratic Republic of Congo from 25-29 November. Improving teacher effectiveness by training, recruiting, and retaining teachers is one of the five objectives of the GPE, where EI has a seat. EI also promoted quality teachers and teaching through GEFI and the Unite for Quality Education campaign.

EI maintained a high profile in its relationship with the OECD in 2013. The year started with EI's highly successful EI OECD Conference held in London at the Trades Union Congress (TUC) headquarters. Key speakers from the OECD attended, including Andreas Schleicher, Beatriz Pont, and Michael Davidson. The Conference was organised with the advice of EI's OECD Advisory Committee, which also had a key role in advising on: EI's response to the publication of the OECD's Programme for International Student Assessment (PISA) 2012, EI's contribution to the 2013 and 2014 International Summits on the Teaching Profession, and on the agenda for the OECD section of EI's 2014 Unite for Quality Education Conference to be held in Montreal. In December, the OECD's Michael Davidson gave presentations on the newly published PISA report, both to the Executive Board and its Research Network. In 2013, through the Trade Union Advisory Committee (TUAC), EI secured representation on OECD's Education Policy Committee and its Centre for Educational Research and Innovation (CERI) Board. OECD's Deputy General Secretary agreed to meet EI's General Secretary, President and Chair of the EI OECD Advisory Committee in 2014 to discuss issues of mutual interest and potential cooperation.

Through the Quality Educators for All project, jointly undertaken with Oxfam Novib, the training and professional development of community teachers in Mali began in December. By August 2013, 1,200 community teachers had been trained, 448 of whom were women. Two baseline studies in Uganda and Mali

are currently being finalised. They will provide essential information on the current status and working conditions of teachers and Information regarding the impact of the programme on teachers' work.

The Quality-Ed Steering Committee took a decision to expand the project to Niger, Somalia, and Yemen (in addition to Mali and Uganda), subject to the availability of donor funding to support the project in those countries.

In addition to the agreed new countries, the Steering Committee has also decided to seek the expansion of the project to Bangladesh. A three day workshop took place in December 2013 in Dhaka. Its objective was to contribute to a concept note of Quality Educators for All within Bangladesh's Oxfam programme by brainstorming with different actors.

*Carried out by Worldwide, Education and Employment*

*Pertains to: Priority 2 and Aim 1*

*Based on: Resolution on the Future of the Teaching Profession*

## PRIORITY 2

### TEACHER EDUCATION

A meeting between the National Executive Committee of the Teachers Union of Malawi (TUM) and the DLF, in conjunction with EI, from 6-8 August 2013 focused on the current situation of the TUM, resulting in formulating a three-year strategic plan (2014-2016) for the union.

*Carried out by Africa, Africa Regional Office*

*Pertains to: Priority 2 and Aim 2*

*Based on: Capacity Building*

## PRIORITY 2

### TEACHER EDUCATION

Many affiliates celebrated World Teachers' Day in Africa. In Durban, South Africa, EI Vice President Irene Adanusa delivered a keynote address on behalf of EI. She also used the occasion, which was organised by the Education Labour Council of South Africa, to announce the Unite for Quality Education Campaign, launched on the previous day in Paris and New York. Other significant celebrations took part in Côte d'Ivoire and Senegal.

*Carried out by Africa, Africa Regional Office*

*Pertains to: Priority 2 and Aim 2*

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

## PRIORITY 2

### TEACHER EDUCATION

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

In 2013, ETUCE conducted a Mini-Survey 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, European Public Sector

Union (EPSU), Eurocadres, and the European Council of the Liberal Professions (CEPLIS) with joint statements to the European Parliament. As a result, a teacher's qualification will be more easily accepted in another EU country.

ETUCE continued its participation in the Open Method of Coordination Working Group on 'Professional Development of Teachers' of the European Commission, which dealt with competences required for the teachers.

ETUCE had active participation in the conference of the Irish Presidency of the European Union on teacher educators.

*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 2

### TEACHER EDUCATION

The regional office participated in a strategic planning workshop in the NTAL/EI consortium programme in Monrovia, Liberia from 1-5 April, during which a four year development plan was established. The process was inclusive of all council members from the 15 counties of Liberia. The plan is intended to be the roadmap for NTAL through which consortium partners will discuss their priorities with NTAL for the coming years 2014-2017. Six strategic priorities were agreed upon, including good governance, economic empowerment through the setting up of a credit union, membership education, professional development, effective communication and advocacy, and gender equity in NTAL.

*Carried out by Worldwide, Education and Employment*

*Pertains to: Priority 2 and Aim 2*

*Based on: Capacity Building*

## PRIORITY 2

### TEACHER EDUCATION

The PATC, Tanzania Teachers' Union (TTU), and the Zanzibar Teachers' Union (ZATU) organised the Book Writers' Workshop in collaboration with the Ministry of Education and Vocational Training (MoEVT) in the Republic of Tanzania. It was conducted from 2-11 September 2013 in Dar Es Salaam, Tanzania. Thirty-six participants, including 17 females and 19 males, took part in the workshop. The Australian Education Union (AEU) funded most of the workshop, while TTU and ZATU met some of the local costs. CTF provided full costs for a tutor, and PATC/EI directed the project.

*Carried out by Worldwide, Education and Employment*

*Pertains to: Priority 2 and Aim 2*

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

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

In Ethiopia, EI renewed its support to Meqcha Mengistu, a teacher and union leader from Ethiopia who is currently a refugee in Kenya, in his request to the United Nations High Commissioner for Refugees (UNHCR) for political asylum.

In Kenya, EI supported KNUT's call for industrial action after the government decided to withhold the salaries of teachers who had participated in a strike from 25 June-17 July. Eventually, KNUT called off the strike after securing a commitment from President Kenyatta that striking teachers would receive payment.

In Nigeria, EI's national affiliate, the Nigeria Union of Teachers (NUT), called on members to go on strike as of 1 June due to the non payment of a negotiated pay increase. On 13 August, the Joint Action Front (JAF) – of which NUT is a member – led a national mass protest to save public education in Nigeria.

In September, the Uganda National Teachers' Union (UNATU) called for industrial action to protest at the government's failure to pay teachers a 20 per cent salary increment. This was part of an agreement made in 2011 to increase teachers' salaries by 50 per cent, payable in three instalments. Ugandan teachers mobilised en masse, closing over 90 per cent of classrooms, despite cases of intimidation against striking teachers. UNATU halted the strike to enter into a negotiation with the government.

EI's African regional office participated in an International Trade Union Confederation (ITUC)-Africa pre-ILC consultation in Johannesburg, South Africa from 18-23 March 2013. Discussions centred on countries where there have been serious violations of trade union rights. The meeting identified Swaziland, Zimbabwe, and Ethiopia as the countries with the most severe infringements of teachers' rights.

*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

In September, EI strongly condemned the repression of trade union activities during the GAW in Swaziland. The General Secretary of the Trade Union Congress of Swaziland (TUCOSWA) was arrested and put under house arrest. In addition, the Commissioner of Labour did not allow TUCOSWA to hold the Global Inquiry Panel in Swaziland, a workers' hearing in the presence of international experts, on 6 September 2013. Police threatened staff at the venue of the Global Inquiry Panel and followed trade union officials. Some participants were questioned at the police station upon arrival in Manzini. Earlier, in June, EI highlighted the attacks against its affiliate, SNAT, and TUCOSWA at the ILO Committee on the Application of Standards (CAS). EI also took part in the meetings of the Friends of Swaziland and Zimbabwe, convened by the ITUC in April and October.

*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

EI has voiced its concern regarding the delay in submitting the new public sector salary scale for approval to the Parliament in Lebanon and requested its application at the earliest possible time. The Teachers'

Coordination Committee (TCC), which represents all teachers in Lebanon (including EI's affiliates), called for a continuation of nationwide protests on 20 February, where the open ended strike paralysed a number of key public institutions and public schools across Lebanon. Demonstrators threatened to interrupt work at a new government department each day until they receive the salary increase.

On 22 March, EI filed a complaint with the UN Envoy for Global Education against the Minister of Education of Morocco. The complaint referred to an incident that occurred on 5 October 2012 when the Minister humiliated a schoolgirl in her classroom by telling her that her time "would be better spent looking for a husband".

*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

In Egypt, EI protested and asked for the immediate release of Independent Teachers Union of Egypt (ISTT) President Hassan Ahmed, who was arrested along with other union activists. He was arrested after denouncing the disproportionate use of force against demonstrators in a sit in held in Al Fayoum on 24 February 2013.

In partnership with The York University Faculty Association, EI launched an urgent action appeal urging the Egyptian authorities to immediately release two Canadian academics who had been detained without charges by police in Cairo's Tora prison since 17 August. They spent three weeks on hunger strike to protest their arrest before they were finally released on 6 October 2013.

*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

In Tunisia, EI funded capacity building provincial programmes to increase unionists' capacity to promote trade union rights and encourage civic participation. EI also strongly condemned the killing of Chokri Belaid and Mohamed Brahmi, two secular Tunisian political leaders and outspoken critics of the government. EI called on the Tunisian authorities and on all political forces to ensure that the conditions for an open, democratic, and peaceful dialogue are met in Tunisia. Those killings are part of the campaign of violence being waged recently against trade union leaders, namely the attacks suffered by the Union Générale Tunisienne du Travail (UGTT). In October, EI undertook a solidarity mission to Tunisia.

*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

In Bahrain, EI continued to support the Bahrain Teachers' Association (BTA) by exerting international pressure on the Bahraini authorities to improve the BTA president's detention conditions, as well as dropping the charges against Mahdi Abu Dheeb and Jalila al-Salman, the BTA Vice President. On 25 November, the highest judicial level in Bahrain (the Court of Cassation) closed the case of BTA leaders Mahdi Abu Dheeb and Jalila Al-Salman by rejecting their appeals. Consequently, Mahdi is to remain in prison despite his deteriorating health condition, while Jalila is in professional limbo, being unable to return to her profession.

Jalila al-Salman was given the international solidarity award at the National Association of Schoolmasters Union of Women Teachers' (NASUWT) annual conference. Jalila emphasised that her release and the reduction of Mahdi Abu Dheeb's prison sentence from 10 years to five years is the fruit of the international solidarity exerted thus far. EI is also helping the BTA leaders who are considering ways to defend the professional rights of teachers and support the quality of education, while their organisation has been delegatised. EI has continued to update the joint EI/ITUC complaint to the Committee on Freedom of Association (case 2882).

*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

The workshop held in Sri Lanka was attended by the top leaders of the six EI affiliates: ACUT, ACUT-G, All Ceylon Union of English Teachers (ACUET), CTTU, Sri Lanka Independent Teachers Union (SLITU), and the Union of Sri Lanka Teachers Solidarity (USLTS). The objectives of the workshop were for the participants to discuss the challenges faced by the Sri Lankan teachers' unions in organising and recruiting members, as well as the formulation of possible solutions, such as: understanding the concept and principles of organising; designing effective organising campaign materials; and developing individual union action plans on organising and recruitment for 2013-2014.

Most of the sessions were interactive and participatory. The workshop complemented the ongoing organising programmes of Sri Lankan affiliates in cooperation with UEN. The union leaders were equipped with the skills, attitude, and basic knowledge in organising and recruiting members, while strengthening the communication among leaders and members at the grassroots. SMART (specific, measurable, achievable, realistic and timely) action plans were developed by the individual organisations.

*Carried out by Asia-Pacific, EIAP  
Pertains to: Priority 3 and Aim 2*

*Based on: Resolution on Recruitment and Organising*

### PRIORITY 3

#### DEFENCE OF UNION RIGHTS

EIAP, in cooperation with Friedrich-Ebert-Stiftung (FES) in Germany conducted the Association of Southeast Asian Nations (ASEAN) Trade Union and Women's Rights Network annual workshop from 27-29 August 2013. Seventeen member organisations of EI in the five participating countries (Cambodia, Indonesia, Malaysia, Thailand, and the Philippines) in the ASEAN were represented by their top leaders. ILO Conventions 87, 98, 100, and 111 were extensively discussed.

The past year also saw an increased emphasis on women's rights and gender empowerment. The Committee on the Elimination of Discrimination against Women (CEDAW) and CEDAW shadow reporting was at the centre

of the discussions and debates. Best practices and strategies were also shared by the participants. The inclusion of male participants was strategically beneficial, as many of the misconceptions and stereotypes in dealing with gender issues were clarified. It is with much regret that the cooperation during the last six years ended this year.

*Carried out by Asia-Pacific, EIAP*

*Pertains to: Priority 3 and Aim 2*

*Based on: Resolution from the Asia-Pacific Region*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

The Consortium Project in East Timor has been running for more than 10 years without an independent external evaluation. It was an utmost priority for the project partners to fully and clearly understand the programme's achievements in the overall organisational development of Persatuan Guru Republik Indonesia (PGRI) and the Consortium partners in order to develop baselines for possible future cooperation.

In the interim, some of the recommendations of the independent evaluation were piloted in the activities for 2013. A Refresher Course for Trainers held from 19-21 August 2013 was attended by the top Executive Board members, joint taskforce (JTF)/TOT alumni, and provincial leaders who would be assisting in the district workshops in 2013. To facilitate the smooth implementation and agreement in principles, EIAP had initiated exploratory meetings with top leaders. This strategy was proven to be very effective and beneficial. The 17 Basic District workshops in the 15 provinces were completed by the end of December 2013.

*Carried out by Asia-Pacific, EIAP*

*Pertains to: Priority 3 and Aim 2*

*Based on: Resolution from the Asia-Pacific Region*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

The Union Rights project in the Philippines is aimed at strengthening the organisations as strong, sustainable and democratic unions for teachers in the Philippines that could influence trade union and education policies. Some of ACT branches had been registered as unions, and not merely associations. However, the ACT leadership is frustrated by the slow progress in the initial collective negotiations. EIAP and Lärarförbundet advised ACT to be more patient in this new terrain. ACT is also still in the process of negotiation concerning a check-off system. In the Annual Evaluation and Planning Meeting held on 27-29 November, it was reported that the approval of the Ministry of Education and Ministry of Budget for the facility of the check-off system has still not been realised. The agreed activities were successfully implemented by NATOW and TOPPS. However, ACT failed to finish all its activities for the year, as it was involved in the political campaigns as a party list representative in the Congress. It has retained its one seat representation in the Congress. NATOW increased its membership exponentially and signed several collective bargaining agreements (CBAs) with the employers.

*Carried out by Asia-Pacific, EIAP*

*Pertains to: Priority 3 and Aim 2*

*Based on: Resolution from the Asia-Pacific Region*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

The Korean Teachers and Education Workers Union (KTU) and other unions representing public servants have been subject to various forms of harassment over the last number of years, with the current Park administration increasing pressure. In October, after a one month ultimatum, the government of South Korea removed the KTU's certification. The government wanted KTU to amend the bylaws allowing dismissed and retired teachers to be union members. In a joint letter to the Korean President, EI and TUAC urged the authorities not to cancel the KTU's registration and to amend its labour rights legislation in line with the ILO recommendations.

An EI high level delegation travelled to South Korea in mid-November and met with union officials and National Assembly lawmakers.

EI also launched a union campaign on LabourStart, jointly with ITUC and Public Services International (PSI) and EI affiliates were encouraged to send official protest letters to the Korean President. EI and ITUC also requested ILO's urgent intervention with the Korean government. EI submitted additional information to the ILO to complement the CFA complaint 1865. EI also informed OECD of the anti union development in South Korea. In December, an EI-KTU delegation met with the OECD General Secretary, Angel Gurría, with the support of the TUAC.

Numerous statements have been adopted by workers' groups worldwide to defend union rights in Korea.

EI had already provided the same support in February when, shortly after the new Korean President took office, KTU had been threatened with delegalisation. A KTU delegation attended the ILO Conference and EI made a presentation to the Conference CAS. The ILO urged the government "to take steps to ensure effective protection against discrimination based on political opinion, in particular for pre-school, primary and secondary school teachers, and to ensure that concrete and objective criteria were used to determine the very limited cases where political opinion could be considered an inherent requirement of a particular job".

*Carried out by Asia-Pacific, Human and Trade Union Rights and Equality*

*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

In Fiji, EI continued its engagement in the Global Union's strategic group on Fiji. EI sent protest letters and adopted statements when the government imposed, without consultation, that the retirement age be advanced to 55, that careers be turned into renewable three year contracts and that pension benefits be reduced from 15 per cent to eight per cent of the public servants' retirement fund. A delegation visited the two affiliates in August 2013. EI and its affiliates have continued to fuel the complaint to the Committee on Freedom of Association (case 2723) and made a contribution at the ILO CAS. It is hoped that the ILO Governing Body will decide to send a Commission of Inquiry to Fiji.

*Carried out by Asia-Pacific, Human and Trade Union Rights and Equality*

*Pertains to: Priority 3 and Aim 2*

*Based on: Resolution from the Asia-Pacific Region*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

The EI secretariat started implementing the Plan of Action on China adopted by the Executive Board in March. The strategy suggests a twofold approach of identifying and supporting independent teacher groups, while at the same time developing a relationship with the teacher branch of the All-China Federation of Trade Unions (ACFTU).

The Asia-Pacific regional office has surveyed affiliates in the region regarding their contacts with teachers and teacher unions in mainland China. Only the Japan Teachers' Union (JTU) and the Hong Kong Professional Teachers' Union (HKPTU) responded. JTU indicated that it has an exchange programme with the ACFTU. In December, a survey was issued to all EI member organisations to gather intelligence on EI affiliates' contacts with teachers in China.

While HKPTU has no direct contacts with teacher groups in mainland China, some of the NGOs with which it is associated provide assistance to schools in rural areas in the form of textbooks and basic training for untrained teachers. The ITUC-global union federations (GUFs) office in Hong Kong now provides information on education and teacher trade union developments in China.

It has been suggested that, if funds are available, relevant EI materials should be translated into Chinese and basic EI Chinese-language materials should be developed.

*Carried out by Asia-Pacific, Human and Trade Union Rights and Equality*

*Pertains to: Priority 3 and Aim 2*

*Based on: Resolution on Recruitment and Organising*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

Four one day seminars were held in Myanmar to create trade union awareness and assist teachers to establish teachers' organisations at the school level.

No teachers' organisations/unions were established in 2013 due to the inability of teachers generally to attend the seminars as they are fully occupied with a second job to augment their very low salaries. Teachers were also unable to obtain permission from school authorities to attend the seminars. As a result, the attendance during the seminars was poor.

A three day seminar to review the education policy was held for the academic staff mainly from the six university teachers' organisations established in 2012. The ILO, UNESCO, and ITUC offices located in Yangon, Myanmar provided resource persons for the seminar.

A small EI project office was established in the ITUC Yangon Project Office and a local Assistant EI Project Coordinator was appointed.

EIAP was unable to organise and conduct the activities legally as EI is not registered in Myanmar. When the societies and Pact in Myanmar (INGO) Laws are adopted in early 2014, EI can be registered as an INGO and operate in the country without any hindrances.

ITUC and its local affiliate, the Federation of Trade Unions (FTUM), are yet to be registered.

On EI securing registration – and mindful of the obstacles faced in 2013 – a formal and strategic project proposal will need to be developed.

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

*Pertains to: Priority 3 and Aim 2*

*Based on: Other*

### PRIORITY 3

#### DEFENCE OF UNION RIGHTS

In Iran, teacher unionists remain in jail, or on bail, on provisional politically motivated charges. In January, EI condemned the arrest and detention of Mohammad Tavakoli, Secretary of the Kermanshah branch of the Iranian Teachers' Trade Association (ITTA). He remained in detention in a military camp for 14 days and was kept under psychological pressure. Eventually, Tavakoli was released on bail and was charged with threatening national security, taking part in a meeting of the Coordinating Council of the ITTAs (CCITTA), and organising teacher protests. In June, EI was relieved to learn that the death sentence imposed on Iranian teacher Abdolreza Ghanbari was reduced to 15 years' detention and exile by the Tehran Revolutionary Court. EI had been campaigning consistently for the release of Ghanbari, who was arrested in January 2010. While welcoming the commutation of Ghanbari's death sentence, EI regrets that the Iranian teacher remains in detention. The discrimination against teacher unionists has been highlighted by EI at the ILO CAS.

*Carried out by Asia-Pacific, Human and Trade Union Rights and Equality*

*Pertains to: Priority 3 and Aim 2*

*Based on: Resolution from the Asia-Pacific Region*

### PRIORITY 3

#### DEFENCE OF UNION RIGHTS

The EIAP regional office attended the pre-ILC consultation organised by the ITUC on 28 March 2013 in Kathmandu, Nepal and highlighted the violations of the ILO Conventions in Korea, Cambodia, and Fiji and the need to ensure discussions on these countries in the upcoming ILC.

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

*Pertains to: Priority 3 and Aim 2*

*Based on: Resolution on Human and Social Rights Education*

### PRIORITY 3

#### DEFENCE OF UNION RIGHTS

EI, in cooperation with Lärarförbundet (Sweden) and the National Educators' Association for Development (NEAD) in Cambodia under a long term union capacity building programme held financial training from 1-3 March 2013 and set specific procedures for financial transactions in the association, including project activities with EI. The recruitment programme during this cooperation successfully recruited more than 1,500 new members and established branches in three provinces and nine districts. The programme was evaluated by 20 NEAD leaders and EI representatives on 11-12 November 2013. The evaluation found that, despite falling short

in attaining the goals set for 2013, there was significant progresses in the organisation, and recommended continuation of the cooperation in 2014.

*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

The EIAP regional office met with the leaders of CITA on 5 March 2013 and discussed the progress made in promoting collective decision making in the union and the possibilities of cooperating to build union capacity to effectively advocate for quality public education for all in Cambodia.

EI supported CITA to hold a triennial Congress on 31 December 2013. The congress was attended by more than 60 delegates from 20 provinces in the country and was addressed by the opposition leader, Sam Ramsey. A number of resolutions on quality education and human and trade union rights were adopted by the congress. The CITA Congress strongly demanded that CITA should call for a strike in support of striking workers. On 2 January 2014, striking workers were dispersed using excessive force and a number of union leaders were arrested. The CITA president was summoned to appear in court on 14 January. CITA has requested EI intervention in support of teachers and striking workers.

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

*Pertains to: Priority 3 and Aim 2*

*Based on: Trade Union Rights*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

EI, in cooperation with the AEU and the All India Primary Teachers' Federation (AIPTF) held a number of activities aimed at building the capacity of teachers' organisations in promoting quality education for all and mitigating the effects of the HIV infection. A number of campaign activities with the parents' and students' groups and the overall community were held in Orissa and Tamil Nadu that resulted in more than 500 out-of-school children rejoining the education system. It is possible the programme may be continued in the most disadvantaged locations in the country. The AIPTF, in cooperation with Lärarförbundet of Sweden, continued organising activities for union capacity building and membership education.

*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

Twenty five top leaders from EI's affiliates in the Asia-Pacific region met during a break out session of the Asia-Pacific Regional Conference on 20 September 2013 around the theme, 'Teachers' Organising to effect Changes in Education', and resolved to identify and build activists, understand the needs of students, teachers, parents

and the community, while building strong relationships with other groups in order to recruit and organise teachers in their respective countries.

*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

The EIAP regional committee sent a letter to the Korean government asking it to guarantee the fundamental rights of teachers and to stop threatening the EI affiliate, KTU, with deregistration.

*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

Denmark, a country known for its well established social dialogue institutions, saw a breakdown of collective bargaining mechanisms during the past year. In April, 69,000 teachers were locked out of schools by their employers. Resulting from the employers' unilateral declaration of a collapse in the negotiations for the new collective agreement, the lock-out ended after one month when the Danish government intervened in the industrial action between the DLF and the local authorities. EI condemned the Danish government's decision to push an emergency act through Parliament, which unilaterally forces through the employers' demands. The government radically changed the collective agreement for teachers by allowing school heads to impose individual worktime and preparation time on teachers without negotiation and agreement.

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

*Pertains to: Priority 3 and Aim 2*

*Based on: Resolution: Trade Union Action Against Neoliberal Policies and Austerity Plans in Europe*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

In Greece, changes imposed as part of the conditions for Troika financial support have eroded the basic civil and democratic rights of teachers. In August, EI supported the online petition organised by the Greek Federation of Secondary State School Teachers (OLME) to protest against tough austerity measures planned by the government, which could result in additional suspension and the dismissal of Greek teachers. The Minister of Education was to submit to the Parliament a new law on vocational education that will severely affect Greek vocational education. In June, the ILO CAS reviewed the case of Greece and stated that collective bargaining was seriously weakened and the autonomy of the bargaining partners had been violated.

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

*Pertains to: Priority 3 and Aim 2*

*Based on: Resolution: Trade Union Action Against Neoliberal Policies and Austerity Plans in Europe*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

In Turkey, EI continued to provide support to its member, Eğitim-Sen, which continued to be harassed by the authorities because of its policy in favour of education in its mother tongue and also for its outspokenness. To date, 40 members and leaders of Eğitim-Sen remain in detention in Turkey, with more waiting to appear in court.

On 17 February, police raids targeted members and leaders of the Confederation of Public Sector Unions (KESK) in 28 cities across the country. More than 140 people were arrested, including many teachers, students, and university researchers. This new attack was carried out against the Turkish trade union movement for alleged links with terrorist organisations. Most of them were released on bail on 31 July 2013 after spending four months in detention without charges. Twenty nine of the Eğitim-Sen members arrested in February remain in detention.

EI launched online campaigns in partnership with LabourStart and wrote letters to the authorities condemning these anti-union harassment tactics and demanding the immediate and unconditional release of all detained trade unionists. EI and its affiliates attended most of the court hearings involving Eğitim-Sen members. On 10 April, EI welcomed the release on bail of 22 trade unionists after 289 days in jail. All had been arrested on 25 June 2012 for allegedly supporting terrorist organisations. Among the released were Mehmet Bozgeyik and Sakine Eren Yılmaz, respectively General Secretary and Women's Secretary of Eğitim-Sen. The prosecutor is still requesting up to 15 years' imprisonment for the defendants.

In June, EI encouraged its members to join the ITUC and Global Unions campaign in support of freedom of speech and assembly in Turkey following the violent repression of the protests at Gezi Park in Istanbul. EI affiliates were invited to organise demonstrations at Turkish embassies and consulates and to send letters to the Turkish representatives in their respective countries.

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

*Pertains to: Priority 3 and Aim 2*

*Based on: Resolution from the European Region*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

In Guatemala, the teacher union, Sindicato de Trabajadores de la Educación De Guatemala (STEG), was represented in meetings with the ILO mission that visited the country in October. EI is supporting the ITUC Guatemala campaign.

EI also supported its affiliate in Peru and challenged the proposed new Civil Service Law, which contains serious threats to the human and trade union rights of over half a million Peruvians who provide public services.

EI, through its Latin American regional committee, expressed support with teachers in Mexico who are opposed to education reforms which, among other aspects, establish an independent teachers' evaluation council.

Finally, EI continued to be part of the campaign in support of Colombian Professor Miguel Ángel Beltrán, who resides in Argentina but who suffered political and academic persecution in his country.

*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

A Honduran delegation attended the ILO conference in June to denounce the government campaign against teacher unions and their members. In March, EI had already denounced the unilateral decision of the Ministry of Education to force the union leaders who have already served several terms to stop their union activities. EI also condemned the decision of the government to unilaterally change the teachers' salary structure, to revoke the check-off system and to dismiss the teachers' leaders from their teaching positions. Union leaders have also received threats by telephone and have been pursued by cars with no licence plates. Unjustified sanctions have been imposed on teachers by the Ministry of Education, such as dismissals, salary deductions, and temporary suspensions. In August, EI and its Honduran affiliates submitted a complaint to the Committee on Freedom of Association (case 3032) and made a contribution at the ILO CAS. The EI affiliates will also meet the ILO Direct Contact Mission, which is due to visit Honduras in February 2014.

*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

Honduras, Colombia and Mexico are three countries where constant violations of human and trade union rights have taken place.

Honduras, in particular, has suffered significant activity against national and mid-structure leaders.

On 24-25 April, EI's General Secretary, Fred Van Leeuwen, facilitated the International Solidarity Mission in Honduras. Mass media and civil society were informed about the aims of the Mission and the authorities in the Human Rights Ministry received EI's General Secretary. Nevertheless, Honduras' Minister of Education did not accept an invitation to open up a dialogue with EI. Honduran unions sent a delegation to the ILO 101 Conference and the ILO has agreed to hold a Direct Contact Mission in Honduras during April 2014.

During 2013, the Latin America Regional Committee supported Mexican teachers who denounced education reforms that aimed to impose a new evaluation method that could worsen working conditions.

Also, the region supported the solidarity campaign together with Asociacion Sindical de Profesores Universitarios (ASPU) and other higher education unions for the protection of the life of Miguel Angel Beltran, as well as a cessation of the academic pursuit he suffers in Colombia.

*Carried out by Latin America, Human and Trade Union Rights and Equality*

*Pertains to: Priority 3 and Aim 2*

*Based on: Resolution on Human and Social Rights Education*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

In relation to the work of Pedagogic Movement and Women's Network in Latin America, some countries decided to include support staff in the different meetings, debates and the agenda of the Pedagogic Movement.

Nicaragua, Costa Rica, and Brazil were successful at highlighting the need for organised support staff in unions, working together with teachers to defend public education.

Brazil has also developed the good practice of using the term 'professionals in education' to underline and recognise the role that support staff play in education institutions.

A total of nine unions have responded to a survey that will be the base for research on support staff due for completion by 2014.

*Carried out by Latin America, Education and Employment*

*Pertains to: Priority 3 and Aim 2*

*Based on: Resolution on Education Support Employees*

## PRIORITY 3

### DEFENCE OF UNION RIGHTS

New affiliation requests have been made by ASPU in Colombia (higher education), La Federación de Académicos de las Universidades Estatales de Chile (FAUECH) in Chile (higher education), Integra in Chile (early childhood level), Universidad Nacional del Este (UNE) in Paraguay, Confederación de Trabajadores de Educación Urbana de Bolivia (CTEUB) in Bolivia, and Federación Uruguaya de Magisterio-Trabajadores de Educación Primaria (FUM-TEP) in Uruguay.

*Carried out by Latin America, Governance*

*Pertains to: Priority 3 and Aim 2*

*Based on: Resolution on Recruitment and Organising*

## 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 Committee on Freedom of Association and submitted cases to the ILO Committee of Experts, as well as an extensive report to the Joint ILO-UNESCO CEART to report abuses and problems.

At the International Labour Conference in 2012, the Employers' Group had prevented the CAS from sitting. After a series of meetings, this year's CAS saw agreement between employers and workers' representatives.

The CAS examined 25 individual cases of problems in the implementation of labour rights and one case of significant progress. EI ensured that the teacher unions' issues were addressed by the Committee for 13 of the 26 countries reviewed: Cambodia, Canada, Fiji, Honduras, Iran, Uzbekistan, Senegal, Swaziland, Turkey,

Zimbabwe, Korea, Spain and Guatemala. Contributions had been received from EI affiliates for all these countries, except Uzbekistan. Interventions were coordinated for teacher representatives from Botswana, Brazil, France, Guatemala, Honduras, Korea, Nicaragua, and the UK. Nine governments have been asked to host an ILO mission, including Fiji, Honduras, Iran, Swaziland, and Zimbabwe, which are particularly relevant for EI affiliates. For these five countries, EI requested that the ILO – in addition to meeting trade union centres – also arranges audiences with teacher unions.

The CAS also hosted a discussion on public sector collective bargaining. The aim of the general surveys was to provide guidance to member states on how they can give effect to those ILO instruments and examine the obstacles to ratification, as well as make technical assistance available for countries to overcome such obstacles. EI and its affiliates were well prepared and EI's recommendations were endorsed and presented in full by the Workers' Group spokesperson. However, the Employers' Group and some governments challenged the recommendations contained in the ILO General Survey.

In the presentation of the report of the Joint ILO/UNESCO CEART, EI's representative spoke on behalf of the Workers' Group. EI warned the ILO Conference CAS of global trends leading to the deprofessionalisation of the teaching profession.

As every year, member organisations are encouraged 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 examining the compliance by ILO member states with Conventions and Recommendations that have been ratified. EI is entitled to submit observations to the ILO on behalf of teacher unions that do not have this opportunity at a national level.

Member organisations were contacted on the basis of their reporting obligation. This year, EI submitted observations from the following countries: Botswana, Burundi, Cambodia, Côte d'Ivoire, Democratic Republic of Congo, Ethiopia, Fiji, Swaziland, Turkey, and Uganda.

#### Committee on Freedom of Association

EI and the Federation of Teachers' Organisations of Honduras (FOMH) submitted a complaint to the CFA against the government of Honduras regarding violation of articles of the ILO Conventions 87 and 98.

EI and CTF submitted a new CFA complaint against Canada on behalf of the Elementary Teachers' Federation of Ontario (EFTO). The complaint arose from legislation enacted by the Government of Ontario (Canada) in the education sector through the passage of Bill 115, the Putting Students First Act, which will dramatically and fundamentally interfere with the collective bargaining rights of teachers.

EI and the British Columbia Teachers' Federation (BCTF) also submitted a complement to the CFA complaint 2,173, lodged against the Government of British Columbia (Canada) for the adoption of several pieces of legislation in respect of public service employees, which contravene international labour standards.

EI supported the the CFA complaint 2,961 against Lebanon, lodged by the Ligue des professeurs de l'enseignement secondaire public du Liban (LPESPL) in June 2012.

EI submitted additional information to the ILO to complement the CFA complaint 1865 against Korea.

*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

EI released a study reflecting the general degradation of public service labour relations and social dialogue mechanisms. The study, covering 19 countries, shows that many governments have used the economic crisis to attempt to curtail collective bargaining rights, while also demonising teachers and other education workers and public servants. EI has been tireless in denouncing these attacks and has used the international instruments at its disposal to protect its affiliates and protest against these developments. The presentation of the ILO general survey, 'Collective bargaining in the public service: A way forward', in June 2013 at the ILO conference provided a good opportunity to denounce rights infringements and the impact on the quality of education.

*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

### SUPPORT STAFF

EI has intensified its work to implement the Resolution on Education Support Employees. A mini-survey on the issue was carried out during the autumn, and the results give a good overview of the categories of support employees represented in the EI membership, the priority areas of work, and the challenges faced by education support employees, as well as the unions that organise them. It also gives further evidence on the needs and expectations in relation to EI's work in this area. The mini-survey will inform the work of the newly established EI Task Force on Education Support Employees that had its constitutive meeting in January 2014 and is expected to provide further guidance on how EI can improve its work in this area.

The role of education support employees in ensuring quality education for all is also highlighted by the Unite Campaign and its three pillars.

*Carried out by Worldwide, Education and Employment*

*Pertains to: Priority 3 and Aim 5*

*Based on: Resolution on Education Support Employees*

## PRIORITY 4

### CHILDREN'S RIGHTS

EIRAF participated in the international conference on the elimination of child labour, which was held in Kampala, Uganda from 15-19 April. Affiliates from Ghana, Mali, Senegal, and Uganda were represented. Coalitions for the respective countries were initiated for the creation of child labour-free zones in the tea, tobacco, and cocoa plantation areas in Africa. Following this, a request was made to the participating countries to the conference to join the international movement to abolish child labour (26-28 June 2013).

This was followed up with workshops in Uganda and Senegal as part of the Omar's Dream project.

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

#### PRIORITY 4

##### CHILDREN'S RIGHTS

A national workshop was held around the theme, 'The fight against child labour and child trafficking' from 8-10 July 2013 in Abidjan, Côte d'Ivoire. Syndicat National des Enseignants du Second Degré de Côte d'Ivoire (SYNESCI), Syndicat National des Enseignants d'Education Permanente (SYNADEEPCI), Coordination Nationale des Enseignants du Supérieur et des Chercheurs (CNEC) and Centrale Professionnelle de l'Enseignement - Côte d'Ivoire (CEPENS-CI) took an active part, as well as the National Office of the ILO- International Programme on the Elimination of Child Labour (IPEC) and the Ministry of Family, Women and Children.

As a prelude to the various communications, a presentation raised the challenges surrounding the schooling of children in the world. It also highlighted individual and collective consequences of child labour perpetuation that ultimately benefits no one. The need to develop local, national, and regional partnerships to tackle all the forms of trafficking and child labour was highlighted, with a special focus on girls in West Africa.

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

#### PRIORITY 4

##### CHILDREN'S RIGHTS

From 24-26 April 2013, a national capacity building workshop of trade union leaders of SNEC Bamako, Mali branches on child labour, was held with the theme: 'Combating child labour through education, it is our ambition'. A working agreement was signed between SNEC and the NGO, Carrefour Actions Development, on the fight against child labour, around which the two signatories should intensify joint and concerted actions.

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

#### PRIORITY 4

##### CHILDREN'S RIGHTS

EI, in cooperation with the ILO-IPEC and the AIPTF, All-India Secondary Teachers' Federation (AISTF), All-India Federation of Teachers' Organisations (AIFTO), held a workshop on teachers' advocacy against child labour in India from 16-18 April 2013. The workshop was attended by the top leaders of the three EI affiliates. During the workshop, representatives of the ILO-IPEC resolved to continue advocacy on amendments required in the Right to Education Act, Amended Criminal Act and Domestic Workers' Welfare and Social Security Act to eliminate child labour in India.

EI, in cooperation with the ILO-IPEC, held a child labour workshop with the AIPTF, AISTF and AIFTO on 9-10 January 2014. In preparation for the workshop, EI's affiliates in the country had approved the leadership of the

AIPTF in the programme. The workshop drafted recommendations for policy interventions and designed a brochure after discussing the Right to Education Act, Amended Criminal Act, and Domestic Workers' Welfare and Social Security Act. The brochure will be printed and distributed to the member organisations of the EI affiliates.

EI, in cooperation with the ILO-IPEC and the PGRI, held an Experts' Meeting on 13-14 January to develop a teachers' manual for Indonesia. The meeting developed a brochure on child labour with questionnaires on the teachers' manual. It is expected that the PGRI members, on receiving the brochure, will respond to the questionnaire. The PGRI will develop recommendations on what should be included in the effective teachers' manual on child labour based on the responses from its members.

*Carried out by Asia-Pacific, Human and Trade Union Rights and Equality*

*Pertains to: Priority 4 and Aim 3*

*Based on: Resolution on Child Labour*

## PRIORITY 4

### CHILDREN'S RIGHTS

EI member organisations in India, Indonesia, and Cambodia were encouraged to join World Day Against Child Labour rallies in their respective countries on 12 June. EI member organisation NEAD in Cambodia and the PGRI Bali province reported their attendance at the rallies.

*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 October, EI organised an international workshop in Brasilia, Brazil to give feedback to the manual that is to be published and distributed among education unions.

In October 2013, unions from Colombia, Brazil, and Argentina participated in ILO's Third World Conference on Child Labour. The final declaration of the conference commits all parties to guarantee training for teachers and other public servants in order to fight against child labour and offers specific tools in this regard.

*Carried out by Latin America, Human and Trade Union Rights and Equality*

*Pertains to: Priority 4 and Aim 3*

*Based on: Resolution on Child Labour*

## PRIORITY 4

### CHILDREN'S RIGHTS

EI and selected member organisations continued implementing the two-year EI/ILO-IPEC programme and national training workshops were held in India, Mali, Fiji, Turkey, Lebanon, and Côte d'Ivoire. EI engaged in a new nine-month programme entitled, 'Education International and teacher unions' advocacy on the elimination of child labour through Education For All commitments'. National child labour-related activities

took place in India, Indonesia, Argentina, Albania, and Togo. EI staff training was organised in November 2013 to better integrate the work of EI and its affiliates on child labour with the EI Unite campaign and with global advocacy on post 2015 MDGs.

EI engaged in a new programme, 'Omar's Dreams', which focused on developing child labour-free zones with the support of the FNV. Member organisations from Uganda, Ghana, Senegal, Mali, and Morocco will organise activities together with national child labour-free zones coalitions until April 2014.

The World Day Against Child Labour was celebrated on 12 June with lots of member organisations coordinating events, press conferences, rallies, and classroom lessons on the topic. EI published a brochure on the occasion – 'Teacher Unions at the Forefront of the Fight against Child Labour: Good Practice'.

The Resource Manual for Teachers and Teacher Unions, 'Teachers and Teacher Unions: Ending Child Labour', was finalised and validated by selected member organisations at a workshop organised in Brasilia on 7 October 2013. Another resource – 'Child Labour and Education For All' – was printed and released at the end of the year. A short brochure entitled 'Fighting child labour, the good practices of teachers unions' was also widely circulated and the child labour section of EI's website was revamped.

An EI delegation of 24 people attended the Third Global Conference on Child Labour, held in Brasilia, Brazil from 8-10 October and managed to influence the conference outcomes with the insertion of an additional paragraph in the conference declaration stating: 'We stress that education, health, and social workers should be entitled to decent working conditions and relevant initial and continuous training, and that related policies should be developed with workers' organisations through social dialogue.' The EI delegation was composed of teacher union representatives from Albania, Argentina, Brazil, Colombia, Germany, Ghana, Jamaica, Mali, Morocco, Netherlands, Nicaragua, Uganda, and the US.

EI continued to be actively engaged with its partners, the Global March Against Child Labour and the StopChild Labour Coalition.

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

## PRIORITY 4

### CLIMATE CHANGE

EI has worked with partners and member organisations to lobby the UN for a rights based approach to the successor to the Sustainable Development Goals. Specifically, EI has provided direct input into the open hearings, as well as co-convened meetings at a Permanent Representative level. EI has also partnered with member organisation UCU and attended, blogged from – and eventually walked out of – the Warsaw Climate Change Conference with fellow trade unions and civil society groups.

*Carried out by Worldwide, Education and Employment  
Pertains to: Priority 4 and Aim 4  
Based on: Resolution: Education Unions Mobilising on Climate Change*

## PRIORITY 4

### GENDER EQUALITY

The African Women in Education Network (AWEN) produced material to enhance communication within the network and with its stakeholders. The activity, which took place on 11-12 February 2013 in Ho, Ghana, enabled participants to produce posters and brochures that will help address issues such as violence against female teachers and the insufficient visibility of the network.

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

## PRIORITY 4

### GENDER EQUALITY

In order to contribute to the building of union members' capacities, the AWEN undertook a review of its training manual, 'Handbook for Female Union Trainers'. The new manual was validated during a workshop organised from 23-25 July 2013 in Accra, Ghana, that was attended by 14 trainers from 11 unions. It will be used by trainers of the network and other unions to train members, particularly young female teachers.

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

## PRIORITY 4

### GENDER EQUALITY

Prior to the NTAL 64th National Convention, which took place from 30 July-2 August 2013, a women's caucus under the theme, 'Empowering Female Teachers for Quality Education', was held on 29 July at the Book Washington Institute, Kakata in the Margibi County, Liberia. The aim of the caucus was to enable NTAL women to discuss matters that are of critical interest to female members of the union. The caucus was timely, as it gave voice to NTAL women who adopted resolutions which were forwarded to the NTAL 64th National Convention.

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

## PRIORITY 4

### GENDER EQUALITY

A workshop regarding Non Discrimination in the Education sector was organised by EIRAF from 14-16 October 2013 in Johannesburg, South Africa. Its main objectives were to enable union leaders to have a clear understanding of lesbian, gay, bisexual, and transgender (LGBT) men and women, share experience on the issues surrounding LGBT issues in the different countries, increase awareness on the rights of LGBT

populations, and create a will amongst union leaders to protect the rights of LGBT men and women in unions and in education as a whole.

Amongst other achievements, the workshop increased participants' awareness on the rights of LGBT men and women and secured a commitment from union leaders to protect the rights of LGBT union members. Participants recommended that teacher organisations make the rights of LGBT people in education clear and understood by all stakeholders in order to ensure a safe teaching and learning environment for all. Action plans were drawn up by various unions represented – the main actions identified include: make LGBT issues part of unions' agenda and work for a positive change, conduct advocacy and campaign programmes, include LGBT as a collective bargaining issue, review gender policies to accommodate LGBT, and advocate for the mainstreaming of gender issues in curricula. The workshop was attended by 25 representatives from nine unions in seven countries.

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

## PRIORITY 4

### GENDER EQUALITY

In Harare, Zimbabwe, EIRAF organised a training workshop for the promotion of Trade Union and Women's Rights Network (TUWRN) in the southern Africa sub region from 22-25 October, with the collaboration of FES. The activity aimed to build the capacity of EI members in the sub-region, enabling them to be in a position to effectively influence their respective national, regional, and international policies. The workshop enabled 39 leaders (21 women and 18 men) representing 11 teachers' unions from four countries in the sub-region to be equipped with the following: increased knowledge in ILO Core Conventions and gender equality, women's participation and membership in teachers' unions; how to incorporate international labour standards into national law; and how to use ILO supervisory mechanisms to challenge rights violations.

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

## PRIORITY 4

### GENDER EQUALITY

AWEN organised a sub regional meeting for the West African Women in Education Network (WAWEN) from 6-8 November 2013 in Lome, Togo. The meeting deliberated on how to strengthen the role of women in the unions, the education sector and society. Experiences of best practices in gender mainstreaming were also shared and strategies to boost gender equality in unions and education were identified. An action plan for 2014-2015 was drawn up with the main objectives of ensuring better communication within the network, mobilising more female members, and building capacity of union leaders in gender and leadership. The meeting was attended by 27 gender desk officers and elected female leaders from 13 countries in West Africa. A new coordinating committee of seven people was elected with Sallamatu Aliu of the NUT as the Chair.

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

## PRIORITY 4

### GENDER EQUALITY

An annual review meeting was organised from 3-5 December 2013 in Accra, Ghana. The meeting was aimed at evaluating the 2013 activities and to discuss AWEN issues and plan activities for 2014. The evaluation showed that, despite the challenges, women are increasingly visible in most of the unions and in the national political sphere. The women's round tables/conferences give voices to women; more women were elected in the unions' decision-making structures at all levels, and many women have been promoted professionally. Participants identified the priorities for 2014 and a new action plan in preparation for this. Recommendations were made and the commitment from stakeholders to the project was renewed.

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

## PRIORITY 4

### GENDER EQUALITY

In the framework of the implementation of the EI Programme and Budget 2013, EIRAF organised a training workshop in Niamey, Niger from 16-18 December 2013, to equip 30 union leaders of SNEB-SNEN-SYNAFEN-SYNATREB and SYNTEN with leadership skills. The training activity enabled participants to discuss ways of promoting gender equality in unions and throughout the education sector. It also increased the solidarity among leaders of different unions, which will strengthen the unity project implemented by EIRAF and the EI affiliated unions in Niger. An action plan was also developed during the workshop.

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

## PRIORITY 4

### GENDER EQUALITY

A workshop was set up to help build the capacity of actors (governmental and non-governmental) working on gender based violence in schools. It also sought to enable better consideration of gender sensitivity in the planning and implementation of sectorial education policies, as well as to highlight best practices experienced by different actors involved in the fight against violence at schools in the sub region. Data from different countries showed that girls are the main victims of violence at school and this constitutes a major obstacle to girls' education. Unfortunately, this violence is often invisible and unknown, and there is very little political mobilisation around the issue.

Participating NGOs, institutions and international organisations agreed to set up a working group and to work in synergy to maximise gains in the fight against the violence in these schools. Participants also recommended preventive measures to be put in place, as well as strengthening advocacy for effective sanctions against perpetrators of various forms of violence.

## PRIORITY 4

### GENDER EQUALITY

A two day campaign at the ILO Convention on maternity was organised by the national women's network of Guinea Bissau. The campaign in Guinea Bissau, with the theme 'For the right to maternity leave with dignity for all', was held from 20-21 December 2013. It aimed to raise awareness about the rights of female educators to maternity leave, and to call the attention of the authorities to the many violations of this right in the education sector. The launch of the campaign – which was presided over by His Excellency Dr Alfredo Gomes, Minister of Higher Education – was attended by the National President of the Women and Children's Institute, Inacia Gomes, the UN Representative for Human Rights, Catarina Veigas, and the National President of SINAPROF, Louis Nancassa, as well as leaders of the regions and many union members. Through the activity, the women gained the support of lawyers and magistrates in the Ministry of Justice and female parliamentarians, who promised they will ensure the law on maternity is applied to all women in the country.

Another campaign on the rights at the workplace was organised by the National Women's Network of Chad. The activity was aimed at increasing awareness about sexual harassment of female teachers in unions and schools. It was expected that SET leaders will prioritise the issue of safe school environments for female teachers and girls.

## PRIORITY 4

### GENDER EQUALITY

#### NEPAL

The EI activity gender workshop was conducted with the cooperation with the three affiliates in Nepal – Nepal National Teachers' Association (NNTA), Nepal Teachers' Association (NTA) and Institutional School Teachers' Union (ISTU). The objectives of the activity, such as understanding gender equality issues in education, unions and society, and strategies to increase the participation of women in union and others were achieved. Participants were sensitised on the principles of trade unions, such as organising, finance, and others. EI's Gender Equality Action Plan (GEAP) 2013-2015 was discussed and shared with the affiliates. International instruments on gender, such as CEDAW and ILO conventions 87, 98, 100, 111 and 183 were also shared and discussed. Recommendations from participants for follow up training and workshops on gender related programmes for the affiliates national and branch leaders were requested.

#### Sri Lanka

A seminar regarding ILO Conventions and national laws on gender in Sri Lanka was held on 13-15 December 2013 in Colombo, Sri Lanka. Two resource staff presented both topics. About 60 participants from the six affiliates in Sri Lanka attended the seminar. Afterwards, the participants had the opportunity to discuss the

problems and challenges faced in Sri Lanka and how the teachers' union can play an important role in ratification and implementation of ILO Core Conventions in Sri Lanka.

India

EIAP, in partnership with Lärarförbundet, conducted a planning meeting with AISTF on 14-16 January 2014 to start the women's network activities. Two state affiliates, Himachal Pradesh and Maharashtra, participated along with national leaders.

Ongoing training and activities have taken place for the AIPTF Women's Network and its state affiliates with the support of AEU.

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

*Pertains to: Priority 4 and Aim 3*

*Based on: Other*

## PRIORITY 4

### GENDER EQUALITY

Prior to the Asia-Pacific Regional conference, a Women's Caucus under the theme of 'Achieving gender equality through ending discrimination (against women and girls) in education' was held on 17 September 2013. About 80 female leaders from EI member organisations in the region participated in the caucus, which was addressed by EI President Susan Hopgood. The women's caucus discussed the following: discrimination in opportunities, education, and employment; safety of school-going females, teachers and internally displaced women teachers; impediments in achieving education of girls; and gender perspective in the education agenda beyond 2015. The resolution submitted by the Women's Caucus was adopted by the regional conference.

*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

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

In 2013, the member organisations in Europe nominated their representatives to the Standing Committee for Equality, who reelected Kounka Damianova, Bulgaria, as the chair of this advisory body and elected Rosella Benedetti, Italy, for its vice chair. The ETUCE Bureau nominated the members of the equality working group, which is the advisory body to this committee. Following the recommendations from the Standing Committee for Equality, in September 2013, the ETUCE Committee adopted a set of guidelines to promote the implementation of the recommendations adopted by the committee back in 2011. The focus lies on the economic empowerment of women, the prevention of gender stereotypes, and the reconciliation of work and family life.

The Status of Women Committee, gathering the women representatives of the ETUCE Committee, reelected Gitta Franke-Zöllmer, Germany, as its chair. Discussing the ETUCE Committee meetings' agendas from the perspective of equal opportunities, the Status of Women Committee supported the recommendations of the

Standing Committee for Equality and advised the Committee, amongst others, to consider holding the possible side meeting on equal opportunities at the mid-term conference in 2014. This was considered better than holding this side meeting in parallel to other side meeting and would offer the opportunity of more (male) representatives attending.

In 2013, ETUCE successfully applied for an EU grant to carry out a new project on promoting gender equality within teacher trade unions and in the teaching profession to implement and reinforce teacher trade union actions on gender equality in times of austerity. The project provides ETUCE and its member organisations the opportunity to identify ways to examine different national approaches regarding the promotion of gender equality within teacher trade unions and in the teaching profession in times of austerity. It also looks at how the different stakeholders have been engaged in this process

This initiative approaches the work of ETUCE concerning the impact of the austerity measures imposed on the education sector in view of their consequences on the working conditions of teachers, and in particular of women teachers. Amongst other goals, this project seeks to assess the implementation of the ETUCE Action Plan on Gender Equality and to support the ETUCE member organisation in carrying out further actions on gender equality, in the particular context of austerity.

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

## PRIORITY 4

### GENDER EQUALITY

During 2013, the Women's Network in Latin America held three national meetings, as well as three sub regional and one regional meeting. About 400 women participated in the Women's Network activities during 2013.

The network has worked to give women more tools of analysis and proposals regarding equality issues in the curricula, union democracy and participation, working conditions, the teaching profession, and the elaboration of and participation in public policies.

Participants have also become familiar with the aims of the pedagogic movement; in countries such as Honduras and Ecuador, it is mostly via the Women's Network that the pedagogic movement is being developed.

About 30 per cent of unions have financed the participation of more women in the different activities. Nevertheless, there are still about 50 per cent of unions that are yet to establish proper union training to allow women to be part of a process that will give them more tools to act at the national level.

In September, a first annual magazine of the Women's Network was published. This magazine contains nine different articles based on research, the political situation, and training experiences. An electronic version can be found at [www.ei-ie-al.org/publicaciones/red01\\_web.pdf](http://www.ei-ie-al.org/publicaciones/red01_web.pdf).

During 27-29 November, the Women's Network held a meeting with unions from the Andean area, South Cone, and Central America. UEN and Lärarförbundet in Sweden, which perform development cooperation, were also involved in the meeting. It was decided that the Women's Network should have a working group which is responsible for planning the work of the network over a two or three year term. This

working/planning group held its first meeting in March 2014 and was formed by unions in DC and also by unions in Latin America that play a key role in the Women's Network and in South-South cooperation.

*Carried out by Latin America, Human and Trade Union Rights and Equality*

*Pertains to: Priority 4 and Aim 3*

*Based on: Resolution on Gender Equality*

## PRIORITY 4

### GENDER EQUALITY

EI's highest equality structure, the Status of Women Committee, met twice during 2013 (in tandem with the March and December EI Executive Board meetings). The committee's recommendations in March focused on streamlining the EI GEAP, which continues to be implemented in the run up to the 7th World Congress in 2015. The committee underlined the need for the GEAP to be mainstreamed in all EI activities, events, and campaigns. In December 2013, the committee turned its attention to the preparations for the Second EI World Women's Conference (Dublin, Republic of Ireland from 7-9 April 2014), recommending that all efforts be made to fulfill a 30 per cent quota for young women participants under the age of 35 at the conference, and that a solidarity basket fund be established to maximise the participation of the less wealthy EI affiliates. In addressing preliminary plans for the 7th World Congress, committee members called for the quadrennial survey on the status of women in unions and in society to be refocused and developed into a more streamlined tool for the continued implementation of the GEAP.

*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

As part of an 80-strong labour delegation to the 57th Session of the UN Commission on the Status of Women, EI's 20 delegates participated actively in developing the progressive labour and education related language that was successfully included in the Agreed Conclusions of the session.

Concretely, the labour delegation successfully lobbied for the inclusion of the the following points in the Agreed Conclusions:

#### On Education

- Recognition of the importance – ensuring the right to education – for girls at primary, secondary and higher levels, the highest available standard of physical and mental health, and the importance of investing in public infrastructure projects and accessible quality public services
- The development of programmes and teaching materials, including: comprehensive evidence based education for human sexuality to modify the social and cultural patterns of the conduct of men and women of all ages; to eliminate prejudices; and to promote and build informed decision making, communication and risk reduction skills for the development of respectful relationships and based on gender equality and human rights, as well as teacher education and training programmes for both formal and non-formal education

- To improve the safety of girls at, and on the way to and from, school, by improving infrastructure (such as transportation); providing separate and adequate sanitation facilities; improved lighting, playgrounds and safe environments; adopting national policies to prohibit, prevent, and address violence against children, especially girls, including sexual harassment and bullying and other forms of violence, through measures such as conducting violence prevention activities in schools and communities; and establishing and enforcing penalties for violence against girls

#### On Workers' Rights

- A strong paragraph committing governments to take measures to ensure that all workplaces are free from discrimination and exploitation, violence, and sexual harassment and bullying
- A recognition of the need to promote women's full participation in the formal economy, in particular their access to full employment and decent work
- Measures to ensure social and legal inclusion and protection of women migrants, including fair labour conditions and decent work
- Recognition of trade unions as actors in the respect and promotion of the actions that are proposed in the agreed conclusions

#### On Social and Economic Rights, and Public Services

- The importance of accelerating efforts to review and strengthen policies, of allocating financial resources, of addressing the structural and underlying causes of violence against women and girls, including gender discrimination, inequality, unequal power relations between men and women, and of accelerating efforts to eradicate poverty and persistent legal, social, and economic inequalities is recognised as essential in reducing the risk of violence
- The importance of social and economic rights and public services, such as public housing, childcare, public transportation, is recognised in different paragraphs throughout the document, in particular in the paragraphs on education for girls as noted above
- Governments must also improve access to quality health systems and women's access to affordable, safe, effective and good quality treatments and medicines with a special emphasis on the poor, vulnerable, and marginalised segments of the population
- Governments must address all health consequences, including the physical, mental, sexual, and reproductive health consequences of violence against women (VAW)
- Unfortunately, the only reference to childcare seems to be in the paragraph for girls, ie, pregnant teens
- Governments must allocate adequate financial and human resources through the use of gender budgeting, for the full implementation of laws, policies, and programmes to address discrimination and VAW, and for support to women's organisations
- Governments must ensure women's unimpeded access to justice and effective legal assistance, and also ensure that they have access to just and effective remedies for the harm they have suffered; and they must prohibit compulsory and forced alternative dispute resolution processes in relation to all forms of VAW

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

*Pertains to: Priority 4 and Aim 3*

*Based on: Resolution on Education and the Elimination of Violence against Women*

## PRIORITY 4

## GENDER EQUALITY

Malala Yousafzai is a Pakistani teenager who was shot at point blank range as she returned home from school in the town of Mingora in the Swat Valley of Pakistan in October 2012. Malala was targeted by the Taliban, due to her outspoken demands for girls to be able to attend school after the Taliban took over the Swat Valley in 2009 and issued an edict that all schools should be closed. She first came to prominence through the blog she wrote for the BBC, expressing her fears and those of her girlfriends that they would have no future because they could not go to school.

On 12 July 2013, Malala celebrated her 16th birthday by addressing the highest leadership of the UN, and youth leaders from across the world staged the very first 'youth take-over' of the UN. Malala presented UN leaders with a Youth Outcomes Document, entitled 'The Youth Resolution: the World we Want', which outlined education demands developed by young people, for young people. A delegation of seven young teachers from Egypt, Honduras, Jamaica, the Netherlands, Pakistan, and the US represented EI at the event, which was paralleled by events hosted by EI affiliates in different parts of the world.

In Morocco, EI affiliates hosted an event in Marrakech, Morocco, during which an inaugural UN Special Envoy for Global Education Youth Courage Award for Education was presented to Raouia Ayache. Ayache is a 12-year-old girl who was told by the Moroccan Minister for Education that she should be looking for a husband rather than attend school. EI lodged a complaint with the Special Envoy's office, which resulted in the formal recognition of Raouia's bravery in returning to school after such public humiliation and teasing from her peers.

The Confédération nationale des éducatrices et éducateurs d'Haïti (CNEH) in Haiti hosted an event to discuss the local challenges faced by teachers and the barriers to girls' equal participation in education in the Haitian context. The National Union of the Teaching Profession (NUTP) held a special event at the Boys' Methodist Primary School in Kuala Lumpur, Malaysia and the Secretary General spoke about the need to continue the struggle for women's rights and youth education, especially girls.

During the National Education Association in the US representative assembly and the CTF Annual General Meeting, a letter from was read aloud urging participants to sign the petition in favour of girls' full access to education everywhere in the world. Other EI affiliates, including UEN, Algemene Onderwijsbond (AOB) in the Netherlands, and AEU made the Malala Day events highly visible on their websites, urging their members to sign the petition that Malala presented to the United Nations General Assembly (UNGA).

*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

In addition to the strategic partnership with UNGEI during 2013, EI was also asked to join the GPE's Girls' Education Technical Reference Group, and the Africa Regional Working Group on Girls' Education, currently under the auspices of ActionAid. These are significant steps towards ensuring EI's presence and visibility within a range of international fora in which girls' education issues are being addressed. Planning and activities within these two groupings will get underway during 2014.

*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

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## INDIGENOUS PEOPLES' RIGHTS

During May 2013 in Cusco Peru, unions from Peru, Argentina, Chile, Costa Rica, Brazil, Bolivia, and Norway gathered to debate quality education for indigenous people. The meeting concluded that unions must keep including this issue in the work and planning agenda and those unions must build proposals to bring to the governments in order to defend indigenous people's rights to education.

It was extremely important that unions participated with individuals who are actually indigenous teachers or who work in indigenous communities.

The next regional meeting will take place in Brazil in April 2014.

*Carried out by Latin America, Human and Trade Union Rights and Equality  
Pertains to: Priority 4 and Aim 3  
Based on: Resolution on Respect for Diversity*

## PRIORITY 4

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## MIGRANT TEACHERS

The Migration Forum was held on 3 October 2013 by the four affiliates from the Philippines, namely SMP-NATOW, FFW, ACT and TOPPS. Some of the key findings are as follows:

- More than a 1,000 teachers have left the country to teach abroad since 2004
- Underpayment of overtime wages
- Unfair distribution of workload to teachers
- Violation of labour standards
- No work, no pay policy
- Union busting

The final report will be ready during the planning meeting with EI and Lärarförbundet at the end of January 2014. SMP-NATOW will look forward to printing this research publication if funds are available from the EIAP or its partners.

*Carried out by Asia-Pacific, Asia-Pacific Regional Office  
Pertains to: Priority 4 and Aim 2  
Based on: Other*

## PRIORITY 4

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## MIGRANT TEACHERS

Migration challenges and puts pressure on national education systems that require action at a national and EU level. The European Commission issued a Communication entitled 'A European Agenda for the Integration of Third-Country Nationals' in July 2011. It recommended that Member States equip teachers and school leaders with the necessary skills for managing diversity, strengthening the participation of migrant children, and recruit teachers from migrant backgrounds ([http://ec.europa.eu/home-affairs/news/intro/docs/110720/1\\_EN\\_ACT\\_part1\\_v10.pdf](http://ec.europa.eu/home-affairs/news/intro/docs/110720/1_EN_ACT_part1_v10.pdf)).

This is something ETUCE has worked on and continues to be involved with. ETUCE recognises the importance of highlighting migration issues within education and supports the Action Plan on Migration adopted at the ETUC Executive Committee Meeting of 5-6 March 2013 ([www.etuc.org/IMG/pdf/EN-ETUC-\\_Action\\_Plan\\_and\\_annex.pdf](http://www.etuc.org/IMG/pdf/EN-ETUC-_Action_Plan_and_annex.pdf)).

ETUCE also supports the new ETUC A4I initiative to implement a European Network of Assistance for Integration of Migrant Workers and their Families, which was presented at the First European Conference of Trade Union Services for Migrants on 12 December 2013. The event was meant to give greater visibility to trade union work on migration by sharing trade union practices aimed at improving living and working conditions for migrants. Consensus among the different organisations and institutions was reached on the following topics: the need for fair treatment for migrant workers, the need to cooperate with countries of origin, and the 'added value' of third country nationals.

Migration is also dealt with in ETUCE's different policy initiatives, e.g. ETUCE's work in preventing early school leaving and promoting equality within education. ETUCE was presented at the SIRIUS stakeholder meeting held in September 2013 and has been following the developments in the network and its work. SIRIUS is a European policy network on the education of children and young people with a migrant background.

*Carried out by Europe, Education and Employment  
Pertains to: Priority 4 and Aim 2  
Based on: Other*

## PRIORITY 4

### MIGRANT TEACHERS

The comparative study on teacher migration was commissioned to the American Federation of Teachers (AFT) in June 2013 and the draft report was submitted in November 2013. The final report will be published in 2014.

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

## PRIORITY 4

### MIGRANT TEACHERS

The Second UN High Level Dialogue on International Migration and Development in October, including civil society preparations in July, and the ILO Tripartite Technical Meeting on Labour Migration in November represented real opportunities to shift debates on migration in the current scenario of multiple crises. The Council of Global Unions' Working Group on Migration continued to develop its work around the promotion of a decent work agenda and labour migration governance that adequately incorporates the needs of migrant workers.

The Working Group will support the ILO in its leading role in the 2014 Global Migration Group, formed by 15 UN agencies and the International Organisation for Migration (IOM). Global Unions and the ILO are pushing for the problems of migrant workers to be included in the post 2015 UN development agenda and the Global Forum on Migration and Development (GFMD). In addition to joint advocacy in the UN and ILO processes, the Global Unions called for respect for migrant workers to form and join trade unions in a statement released on the occasion of the UN International Migrants' Day (18 December).

A comparative study on teacher migration and mobility commissioned to the AFT and the web portal for migrant teachers are being finalised. The web portal will provide not only resources and opportunities for exchange for teachers' organisations concerned with this issue, but also a platform to be used directly by migrant teachers around the world so that they can share their experiences and make informed choices when deciding to migrate.

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

## PRIORITY 4

### PEACE THROUGH EDUCATION

ETUCE organised an international meeting in Famagusta, Cyprus in cooperation with KTOS, KTOES and DAÜ-SEN. This was a demonstration of ETUCE's solidarity with the three member organisations in the occupied area of Cyprus. Also, ETUCE provided information to teacher trade unions on the role of education in peace development processes. In particular, the event supported the promotion of peace education as part of the reconciliation process in Cyprus.

ETUCE invited experts with experience in the field of peace education to the meeting. They demonstrated different knowledge and field experiences, which participants found useful. Their presentations contributed well to the topic of the conferences and launched a fruitful discussion among participants.

*Carried out by Europe, Education and Employment  
Pertains to: Priority 4 and Aim 4  
Based on: Resolution on the Turkish Cypriot Community*

## PRIORITY 4

### PEACE THROUGH EDUCATION

The international conference, Education for Global Citizenship, for member organisations in Europe and North America and Caribbean, which was to be held in Tel Aviv, Israel from 13-16 October, was postponed due to the conflict in Syria. The conference will now take place from 9-11 February 2014 in Haifa, Israel and will be hosted by the Israel Teachers' Union (ITU).

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

*Pertains to: Priority 4 and Aim 4*

*Based on: Resolution on Human and Social Rights Education*

## PRIORITY 4

### SAFE SCHOOLS

Between December 2012 and November 2013, ETUCE successfully conducted the project, Teacher Trade Unions in Solidarity for Healthy and Safe Workplaces in the Economic Crisis. This one year project was developed as a response to the impact of the budget cuts in education implemented in the context of the economic crisis. Negative consequences on teachers' working conditions were expected because resources for education had been withdrawn in many European countries due to tough austerity policies. This is why the project focused on the implications of the economic crisis on occupational health and safety in the education sector.

In an online survey and interviews conducted among ETUCE member organisations in spring 2013, evidence was collected to prove that occupational health and safety has suffered in the education sector as a result of budget cuts in education. The survey showed that budget cuts in public education are a common phenomenon in most European countries. From the 55 ETUCE member organisations that responded to the survey's questionnaire, 53 teacher unions reported of cutbacks in education since 2008. Budget cuts had a negative impact on teachers' professional development and workers' rights in terms of social protection (in particular with regards to retirement regulations) and implied more insecurity and stress for teachers. Moving the project from insights to actions, two peer learning activities were conducted in May and June 2013 to exchange examples of union strategies and good practices in view of fostering healthy and safe working conditions during the economic crisis.

The project's activities resulted in draft practical guidelines, which were validated at the final conference in October 2013. The recommendations set out to promote the wellbeing and safety of teachers and other education employees as prerequisites for quality education. They should serve as a workbase for teacher unions and other stakeholders in education on which to develop and promote occupational health and safety for workers in education.

At the final conference in Madrid, ETUCE member organisations expressed their strong conviction that teachers and employees working in the education sector have the right to stay healthy at work and to retire in a healthy state. Health and safety issues are not only the individual's responsibility but are, most importantly, part of the organisation of work.

The project offers the conclusion that, whilst there are threats to the health and safety of teaching and non-teaching staff, there are also some opportunities in the current situation for teacher unions to act in solidarity and improve occupational health and safety practices throughout Europe.

The final project report, including the draft practical recommendations, can be downloaded from the ETUCE Occupational Health and Safety website: [www.edu-osh.eu](http://www.edu-osh.eu).

*Carried out by Europe, ETUCE  
Pertains to: Priority 4 and Aim 4*

*Based on: Resolution: Trade Union Action Against Neoliberal Policies and Austerity Plans in Europe*

## PRIORITY 4

### SAFE SCHOOLS

In Zimbabwe, EI supported the call made by ZIMTA and children's rights activists that schools should not be used as political campaign venues during the presidential elections. As a result of the elections to have been held on 31 July, the government decided to close schools on 26 July.

In Nigeria, EI has condemned the attacks perpetrated by Boko Haram, where dozens of schools have been burned in attacks. Since 2010, many students stay at home for fear of attack, or being transferred to private Islamic schools. Four teachers were killed and four students injured in March, two teachers and four school inspectors killed in April, 29 students and a teacher killed in July, and at least 40 students were killed in September. Nigeria is one of the 10 countries with the largest number of out-of-school children (10 million).

EI also strongly condemned the violent attacks targeting schools, teachers, and students perpetrated by extremists trying to prevent girls' education in Pakistan. In October, EI vehemently condemned in the attempt against Malala's life. In March, EI condemned the killing of a head teacher and three school children badly injured in Baldia, Pakistan. The same week, Shahnaz Nazli, a 41-year-old female teacher, was shot as she walked with her son to the all-girls' school where she taught near Peshawar. Shortly after, classrooms in an all-girls school in Zalaumn Kalan in the Bannu province were blown up.

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

## PRIORITY 4

### SAFE SCHOOLS

EI pursued its cooperation with the Global Coalition to Protect Education from Attack (GCPEA). This coalition was established in 2010 by organisations from the fields of education in emergencies and conflict-affected fragile states, higher education, protection, international human rights, and international humanitarian law which were concerned about ongoing attacks on educational institutions, their students, and staff in countries affected by conflict and insecurity.

In 2013, EI contributed information to a GCPEA research project on responses to attacks on education workers during armed conflict. It is hoped that the research will advance the understanding of how and why teachers are attacked and how they are protected. EI requested contributions from member organisations in collecting information for this paper. The GCPEA report will be released in the spring of 2014.

EI also participated in a GCPEA sponsored Expert Meeting on State Responsibility for Protecting Higher Education on 12-13 December 2013 in Brussels, Belgium. Jens Vraa-Jenson, Chair of the Higher Education and Research Standing Committee of ETUCE, represented EI. He made a presentation on the EI barometer, which

was considered to be an important contribution to widening knowledge about attacks – not only as individual cases, but on a more systemic level. Following the meeting, a draft statement will be circulated for endorsement by all participating organisations.

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

*Pertains to: Priority 4 and Aim 4*

*Based on: Declaration Schools should be Safe Sanctuaries*

## PRIORITY 4

### SAFE SCHOOLS

Consistent with its policy that schools must be safe and secure to ensure the best possible environment for teaching and learning, EI joined major anti-bullying campaigners in the United States, including the AFT and NEA, to create awareness in schools and communities about bullying and harassment prevention. EI invited all teacher organisations and schools around the world to join the Stand4Change Day against bullying on 3 May.

“As teachers, it’s our professional duty to speak out against all kinds of bullying behaviour, whether physical, verbal or indirect; whether in the community, the classroom, on computer screens or mobile phones, particularly when different studies show that bullying is on the rise, undermining efforts to enhance quality education,” said EI General Secretary Fred van Leeuwen, when endorsing the Stand4Change appeal.

Deploing that, according to different studies, bullying and cyber bullying behaviours are on the rise, he added: “At a time when class compositions are so diverse and complex, and education budgets suffer dramatic cuts, education unions keep on working to implement violence prevention programmes in many countries.”

EI member organisations are educating staff and students about how a positive space is a place where human rights are respected: safe schools, anti-bullying, safe spaces, hate-free, tolerance, respecting differences are some relevant phrases. No Name Calling Day, Pink Day and LGBT History Month are some of the concrete actions taken by education unions.

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

*Pertains to: Priority 4 and Aim 4*

*Based on: Resolution on Respect for Diversity*

## PRIORITY 4

### SEXUAL DIVERSITY

In May 2013, unions from primary, basic and higher education from Brazil, Argentina, Uruguay, and Costa Rica gathered to continue defining the best union strategies to defend LGBT rights and to include these issues in school curricula, as well as on unions’ agendas.

Education institutions must be safe places for workers and for students, and unions must have gender diversity in their agendas, especially in Latin America where many governments are starting to approve laws that protect human LGBT rights.

*Carried out by Latin America, Human and Trade Union Rights and Equality*

*Pertains to: Priority 4 and Aim 3*

*Based on: Resolution on Respect for Diversity*

## PRIORITY 5

### RESEARCH

The HERSC of ETUCE decided in 2012 to set up a shortterm working group of experts representing higher education researchers in Europe, as a new European level non-trade union organisation started to organise researchers. The goal of the working group was to identify challenges of ETUCE member organisations that are obstacles when organising researchers and to set up a list of recommendations for the member organisations. The policy paper was approved by HERSC members in April 2013 and was adopted by the ETUCE Committee.

HERSC has also been developing a policy paper regarding early stage researchers/PhD candidates to consider them as employees and not as students. The policy paper was adopted by HERSC and ETUCE Committee during spring of 2014 and by the ETUCE Special Conference in November 2014.

The policy paper will provide a solid basis to a European-level social dialogue project where ETUCE is a partner with the EFEE. The project will run throughout 2014.

*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 2013, a research study on standardised tests and PISA started to be developed. By January 2014, already eight out of the 12 countries to participate in the research have been visited and unions, as well as authorities, have been interviewed. The countries in question are Costa Rica, Mexico, Dominican Republic, Colombia, Ecuador, Argentina, Brazil, and Chile. So far, the facts and information show that standardised tests and PISA are tools to impose a new discipline and control on teachers and a way to measure education results in an homogenic way. This leaves aside the specific realities and backgrounds that impact education and ignores the possibility of evaluating education as a system and a group of policies, evaluating instead mere results in the classroom.

The only countries that do not apply standardised tests nor participate in PISA are Guatemala, Nicaragua, and Bolivia.

*Carried out by Latin America, Education and Employment*

*Pertains to: Priority 5 and Aim 5*

*Based on: Resolution for the Latin America region: Assessment Processes and Quality Education for All*

## PRIORITY 5

### RESEARCH

The EI Research Institute Board met at the annual meeting following a research network meeting, and approved a study on Supportive Environment in Higher Education. As with every year, a broad range of issues on the international agenda were discussed. The EI Research Institute Board is advised on research priorities by EI member organisations represented at Research Network meetings. In November 2013, the first regional Research Network for affiliates in Africa took place in Accra, Ghana.

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

## PRIORITY 5

### RESEARCH

During the period March-December 2013, seven research studies addressing various issues of policy paper were under way. Two research studies have been published: 'Teacher Unions – Governmental relations in the context of educational reform' by Nina Bascia and Pamela Osmond commissioned by the EI Research Institute in 2012; and a 'Study on Trends in Collective Bargaining and Freedom of Association in the education sector since the financial crisis in selected countries' by Nora Vintour.

Furthermore, two research studies have been commissioned: a study on Teacher Migration commissioned to AFT is due by November 2013; and a study on 'Privatisation Trends and Organising within the privatised sector of education' was commissioned to Antoni Verger and is due by March 2014. In addition, one study on Supportive Environments in Higher Education is being undertaken by the EI Research Institute and will be finalised before the upcoming Bologna seminar in autumn 2014. One study on Privatisation in Early Childhood Education was finalised and one desk-study on Teachers' Status undertaken.

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

## PRIORITY 5

### RESEARCH

A study regarding Organising within Privatised Education is under way in 2013. The EI membership survey was undertaken in spring 2013 and data will be processed and integrated into a report on Trends in Privatisation, commissioned to Antoni Verger of Barcelona University. The draft report will be ready by March 2014.

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

## PRIORITY 5

### SOLIDARITY FUND

As part of the South-South cooperation, the Gambia Teachers' Union (GTU) provided to NTAL their credit union's General Manager to facilitate a workshop in Liberia. The workshop attracted 42 participants from all member counties and took place from 21-25 October through the support of EI and the DC consortium. During this meeting, the philosophy and principles of cooperative credit unions were discussed, as well as the prospects, management and structure of the credit union and its relationship with NTAL and the government agency, the Cooperative Development Agency. Draft bylaws and loan policy documents were produced, and an interim management body was set up to promote the concept and recruit members. An annual general

meeting will be held in January 2014 to certify the bylaws and other policies, as well as elect the governing bodies of the cooperative.

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

## PRIORITY 5

### SOLIDARITY FUND

#### CENTRAL ASIA

The EI-Central Asia Consortium Project is ongoing, with Kazakhstan, Kyrgyzstan, and Tajikistan all involved. The programme with Uzbekistan has been discontinued since 2011 as there has been no response from the new leadership of the organisation after it merged with the Culture Workers' Union.

An Evaluation and Planning Meeting of the EI-Central Asia Consortium was held in Kuala Lumpur, Malaysia from 13-15 March 2013 attended by the DC partners, namely Lärarförbundet of Sweden and the UEN. New strategies were discussed to enhance the quality of the programmes for the future. The capacity building programmes for Kyrgyzstan and Tajikistan have been completed. Four activities in Tajikistan, however, have to be postponed to 2014 because of the impending national elections and the difficulty of obtaining visas for foreigners during this period. A Planning Meeting with Kazakhstan and Tajikistan attended by Lärarförbundet and the UEN was held in August in the respective countries to plan the activities for 2014-2016. The Planning Meeting for Kyrgyzstan has been postponed for the time being.

#### EAST TIMOR

The ETTU building in East Timor, which was destroyed during the civil unrest, has been rebuilt with financial assistance from the AEU and EI Brussels. The rebuilding was completed in April 2013, and now houses the union office, with all workshops conducted here. However, funds are still required to pay for a fence around the building and to buy furniture.

#### MONGOLIA

A three-day capacity building workshop for 30 participants of the Federation of Mongolian Education and Science Union (FMESU) was held in Ulaanbaatar, Mongolia from 15-17 November 2013. There is much scope for developing and strengthening FMESU. A three-year capacity building project would help in achieving this.

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

## PRIORITY 5

### SOLIDARITY FUND

South-South cooperation has become more permanent in the agenda of Confederação Nacional dos Trabalhadores em Educação (CNTE) in Brazil, which has continued working with Portuguese-language unions in Africa. St Tomei e Principe and Guinea Bissau have visited the CNTE union training centre and have become

familiar with the Brazilian union training school. Also, CNTE is developing cooperation with CNEH (Haiti) to help it to buy land and build its own headquarters building.

Also, CONADU Argentina has become a key actor into developing a work plan that includes visits to higher education unions in Chile, Dominican Republic, Colombia, Peru, and Mexico, helping to bring their policies closer to that of EI.

The Confederación de Trabajadores de la Educación de la República Argentina (CTERA) Argentina has financed the participation of different union leaders – both women and men – from the region in different activities of the pedagogic movement in Argentina.

*Carried out by Latin America, Solidarity and Development*

*Pertains to: Priority 5 and Aim 5*

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

## OTHER

### COMMUNICATIONS

#### Unite for Quality Education Campaign

The main task for the Communications Unit in 2013 was the development and implementation of the Unite for Quality Education campaign. To this end, the unit developed and elaborated the communications strategy for the campaign and led the design, development, and deployment of the campaign hub, [www.unite4education.org](http://www.unite4education.org). In addition, the unit designed and produced other material, such as banners, posters, stickers and buttons, etc. The unit was also instrumental in facilitating the launch events in Paris and New York, developing materials and outreach activities, which attracted much media attention.

EI communications (COM) staff were present at both simultaneous launch events in Paris, France and New York, US. Tweets and Facebook posts, as well as news items, about these events were published, and a total of 10 press releases were sent. A video of the launch was later edited, liaising with NEA (US), and presented at the December 2013's EI Executive Board meeting. In addition, several short video clips about the campaign were produced, and, facilitated by a grant from OSF, a video documentary project on the life of teachers around the world was initiated.

EI COM staff also covered and reported about the Unite pre-launch in Asia-Pacific and Latin America.

In cooperation with Lärarförbundet's contribution to the campaign, 'It all starts with a good teacher', an op-ed by Australian Nobel Prize winner Peter Doherty about the importance of quality education was published in news media around the world.

#### EI Main Web Portal

The EI Web Portal aims to be the core channel of communications between EI, its member organisations, individual education workers, and the public. To this end, 337 news items, 25 in-depth policy articles, and 11 event pages were published on the main portal during 2013. Moreover, the Communications Unit assisted in the development and implementation of nine surveys, making use of the open-source online survey tool, Limesurvey. Throughout the year, technical maintenance of the portal was undertaken to eliminate software bugs and further enhance usability, both of the backend and the frontend.

## Worlds of Education and Regional Bulletins Online

Around the globe, communications habits change and evolve rapidly. Over the last few years, not only has the pace of interaction and media consumption accelerated, but manifold communities and interest groups have sprung up on the internet, becoming ever more powerful opinion leaders and influencers, transforming the way people consume media. In the light of these developments, EI assessed its flagship magazine, and worked on a fundamentally new concept to make Worlds of Education and the different Regional Bulletins even better and more efficient, transforming them into an online magazine. Disseminating the magazine and its content in such a way immediately increases the impact EI's work has, and enables the Communications Unit to distribute EI's views and opinions more widely and easily. New magazines were launched throughout the year, and the code structure of the new tool is being refined continuously.

## Social Media and Online Services

The impact social media can have for awareness raising and community building makes engagement through the different channels and services available today essential for the success of advocacy workflows. In the course of 2013, EI 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. In addition, a Twitter account for the General Secretary was created and updated on a continuous basis via Buffer and Tweriod. Moreover, to make the presentation of EI publications more attractive and offer reading possibilities for users wishing to utilise tablet computers or e-readers, an account with Issuu was updated on a continuous basis, making a large number of EI publications available online.

## Electronic Outreach

In 2011, we sent out various electronic newsbriefs, such as *In Focus*, *Staying United*, *CONNECT*, the *ETUCE Newsletter* and *TradEducation*. The total number of subscribers at the end of 2013 reached 19,756, to which 76 newsletters were sent overall in the course of the year. Many templates were redesigned in the course of 2013 in order to add social media sharing possibilities and refresh the look and feel. Moreover, 10 press releases were issued electronically, making use of a global database of press contacts.

## EI 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 internet 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. The frontend was developed throughout 2013; the development of the backend will start in early 2014.

### Online Campaigns

The internet is an important platform for campaigning and EI ensures that all of its campaign efforts contain a strong web element. Examples of EI campaigns, such as Global Action Week, World Day Against Child Labour or World AIDS Day, all made use the internet as an interactive tool to communicate with member organisations. Other campaigns made use of dedicated internet 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 (WTD)

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](http://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 accompanies 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 *Teachers Advancing a Rights Culture* (TARC) project and will receive special attention in the evaluation of the project. The Communications Unit developed a web space to provide a place where information about activities and resources may be aggregated, not only in order to make information accessible and to facilitate reporting, but also to provide a platform to give global visibility to national activities (without national partners losing ownership or project partners being excluded) and to archive all materials and reports on outcomes.

Based on the EI web portal's infrastructure, the proposed web space has a modular, networked structure. As the cultural, organisational, and technical situation in the project countries will vary considerably, the country modules can be adapted to the needs of the cooperating partners in the countries concerned. They can be revised and integrated subsequently into the existing global structures. Complementary to these information hubs, social media streams can be developed and implemented to take advantage of opportunities for participating in both national and global social media.

- On the Move for Equality

Preparations took place throughout 2013 for the next EI World Women's Conference. The Communications Unit facilitates and accompanies the design and development of the conference website. In addition, the unit developed a communications plan and promotional material for the conference.

- Global Education Conference

Preparations took place throughout 2013 for the Global Education Conference. The Communications Unit facilitates and accompanies the design and development of the conference website. In addition, the unit developed a communications plan and collateral for the conference.

*Carried out by Worldwide, Communications and Information*

*Pertains to: Other and Aim 5*

*Based on: Other*

## OTHER

### COMMUNICATIONS

The Regional Office in Latin America has continued to develop videos, magazines, post news on the website and manage its own Twitter and Facebook accounts. Also, it has made materials available online, as well as full photo albums from various activities organised by EI. Additionally, Congress and Conferences have been streamed online.

A total of two videos and four new publications were released in 2013. Also, promotional materials such as coffee cups, T-shirts, bags, and mirrors have been produced specially for the Pedagogic Movement and Women's Network.

*Carried out by Latin America, Communications and Information*

*Pertains to: Other and Aim 5*

*Based on: Communication and Publications*

## OTHER

### GOVERNANCE

The Education and Solidarity Network was initiated in 2009 by EI, MGEN and AIM to explore ways in which teachers and education workers could contribute to the expansion of the solidarity based social protection schemes around the world. In 2013, the founding partners reviewed the operations of the Network and agreed on three new priorities for work in 2014-2015 with a view to connecting with the Unite for Quality Education campaign.

A survey in late 2012 revealed that EI member organisations had only very limited interest in education programmes to promote social protection. The survey also showed that occupational health and health education programmes would have greater appeal for member organisations.

Ongoing projects aiming to develop mutual schemes for teachers in Burkina Faso and the Democratic Republic of Congo are progressing slowly. To succeed, the projects will require that EI affiliates in both countries remain united and that the national governments provide the legal and material conditions for the schemes to be sustainable in the long term.

The Network, which was established as an independent international NGO under Belgian law, is expected to identify priorities for possible future work on education workers' occupational health in 2014. The Network also plans to develop a virtual community programme for young teachers.

*Carried out by Worldwide, Administrative Services*

*Pertains to: Other and Aim 5*

*Based on: Resolution on Social Protection Education*

## OTHER

### GOVERNANCE

The Council of Global Unions is a coordinating mechanism which facilitates exchanges and cooperation among the 11 existing Global Unions on issues of mutual interest and concern. Global Union leaders convene in January and June every year at the initiative of the Council to share views and decide on common action.

Through the Council's Quality Public Services working group, EI cooperates with PSI, ITUC, and others to promote tax justice and ensure that national public service systems are funded adequately. EI also contributes very actively to the work of the Council's other working groups on migration, communications, precarious work, and Myanmar.

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

## OTHER

### GOVERNANCE

The following organisations were admitted into membership of EI in 2013:

- Fédération du personnel professionnel des universités et de la recherche (FPPU/Canada)
- Sindicato Nacional de Trabajadores N°2 Integra (SINDI2/Chile)
- Federación Nacional de Asociaciones de Académicos de Universidades Estatales (FAUECH/Chile)
- Asociación Sindical de Profesores Universitarios (ASPU/Colombia)
- Ethiopian Teachers Association (ETA/Ethiopia)
- Jordanian Teachers Association (JTA/Jordan)
- Public Primary School Teachers League in Lebanon (PPSTLL/Lebanon)
- Unión Nacional de Educadores. Sindicato Nacional (UNE-SN/Paraguay)
- National Tertiary Education Union (NTEU/South Africa)
- Syndicat Général de l'Enseignement Secondaire (SGES/Tunisia)
- Syndicat Général des Inspecteurs de l'Enseignement Primaire (SGIEP/Tunisia)
- Syndicat National des Médecins, Dentistes et Pharmaciens Hospitalo Universitaires (SNMDPHU/Tunisia).

Membership of the following eight organisations came to an end on 30 June 2013 after they failed to pay membership dues in three consecutive years: STEESA/Armenia, BCS-GEA/Bangladesh, SYNEMP/Benin, SYNARES/ Côte d'Ivoire, FESEENA/Gabon, ERTOBA/Georgia, FENDUP/Peru and NTUESCWU/Uzbekistan.

Also in 2013, FSI-'Spiru Haret' and FEN in Romania merged to form FSE-'Spiru Haret'/Romania.

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

## OTHER

### GOVERNANCE

The Executive Board met in March and again in December to review progress in the implementation of the decisions taken by the World Congress in 2011. In what was perhaps its most significant decision of 2013, the Board decided in March to launch the Unite for Quality Education campaign to mobilise member organisations

and their rank-and-file members worldwide in favour of quality education. The decision was welcomed by Gordon Brown, the UN Special Envoy for Global Education, who addressed the meeting and stressed the important role that teachers and their organisations play in achieving quality education for all.

In March, the Board also resolved to mainstream the revised EI GEAP into all events and activities of the organisation. Following a presentation on the situation of education in China, the Board also agreed on a plan to map existing contacts between EI affiliates and teachers in China and to build on them to establish relations with groups of teachers in the country.

In December, the Executive Board decided to establish a special fund to help affiliates organise mobilising activities as part of the Unite for Quality Education campaign. The Board adopted a statement on the use of information and communication technologies in education, with the hope that IT multinational companies will subscribe to its principles. As part of its annual duties, the Board also adopted a programme and budget for 2014, including a proposal to increase the maximum per capita dues rate by 1.7 per cent. Finally, the Head of Early Childhood Education and Schools at OECD briefed the Board on the outcomes of the PISA 2012 study on the very day that it was being launched worldwide.

*Carried out by Worldwide, Administrative Services*

*Pertains to: Other and Aim 5*

*Based on: Other*

## OTHER

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### GOVERNANCE

Regional conferences for member organisations in Asia-Pacific and Latin America took place in Kuala Lumpur, Malaysia and Recife, Brazil, respectively, in the third week of September.

The ETUCE Committee, which is EI's regional committee in Europe, convened twice in 2013, whereas the regional committees in Asia-Pacific and Latin America each held one meeting. The African regional committee did not meet in 2013, but a meeting is foreseen in 2014. The North America and Caribbean region does not have a regional committee.

The committee of the Arab Countries Cross-Regional Structure also met twice in 2013.

*Carried out by Worldwide, Administrative Services*

*Pertains to: Other and Aim 5*

*Based on: Other*