



MINUTES OF EI DEVELOPMENT COOPERATION MEETING

Brussels, 9-10 November 2006, ITUH 1st Floor, Room B

PRESENT:

(EI Member Organisations)

Tore ASMUSSEN	Danish Union of Teachers (DLF), Denmark
Margareta AXELL	Läraryrket (LÄRARF), Sweden
Kathrine BLYVERKET	Union of Education Norway (UEN), Norway
Agnes BREDA	UNSA-Education, France
Morten BRYNSKOV	The Danish National Federation of Early Childhood Teachers and Youth Educators (BUPL), Denmark
Joelle CASA	Federazione Lavoratori della Conoscenza CGIL (FLC-CGIL), Italy
Pam COLLINS	National Union of Teachers (NUT), UK
Ingrid CONVERY	Union of Education Norway (UEN), Norway
Jill CHRISTIANSON	National Education Association (NEA), USA
Alex DAVIDSON	Canadian Teachers' Federation (CTF), Canada
David DORN	American Federation of Teachers (AFT), USA
André DUMONT	Algemene Onderwijsbond (AOB), The Netherlands
Paula ENGWALL	Läraryrket, Sweden
Aagot van ELSLANDE	Union of Education Norway (UEN), Norway
Roger FERRARI	Syndicat National de l'Enseignement de Second Degré (SNES-FSU), France
Cassandra HALLETT	Canadian Teachers' Federation (CTF), Canada
Trudy KERPERIEN	Algemene Onderwijsbond (AOB), The Netherlands
Mette KLINTE	Danish Union of Teachers (DLF), Denmark
Richard LANGLOIS	Centrale des syndicats du Québec, CSQ
Barbara MacDONALD MOORE	Canadian Teachers' Federation (CTF), Canada
Luz MARTINEZ	Federación de Trabajadores de la Enseñanza de la UGT (FETE/UGT), Spain
Rosario RIZO MARTÍN	Federación de Enseñanza CC.OO. (F.E.CC.OO.), Spain
Ritva SEMI	Opetusalan Ammattijärjestö (OAJ), Finland
Larry SPECHT	American Federation of Teachers (AFT), USA
Cynthia SWANN	National Education Association (NEA), USA
Helena TAXELL	Läraryrket (LÄRARF), Sweden
Carmen VIEITES	Federación de Trabajadores de la Enseñanza de la UGT (FETE/UGT), Spain
Tamaki TERAZAWA	Japan Teachers' Union (JTU), Japan
Keiko UCHIDA	Japan Teachers' Union (JTU), Japan

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(Education International)

Fred VAN LEEUWEN	General Secretary, Brussels
Janice EASTMAN	Deputy General Secretary, Brussels
Gaston DE LA HAYE	Deputy General Secretary, Brussels
Nicolás RICHARDS	Coordinator Assistance Programs, Brussels
Juliane RETHORST	Professional Assistant Assistance Programs, Brussels
Assibi NAPOE	Chief Regional Coordinator Africa
Aloysius MATHEWS	Chief Regional Coordinator Asia Pacific
Virginia ALBERT	Chief Regional Coordinator Caribbean
Combertty RODRIGUEZ	Chief Regional Coordinator Latin America
Emanuel FATOMA	Regional Coordinator Africa
Samuel NGOUA NGOU	Regional Coordinator Africa
Richard ETONU	Regional Coordinator Africa
Sagar Nath PYAKURYAL	Regional Coordinator Asia Pacific
Sashi Bala SINGH	Regional Coordinator Asia Pacific
Rey DOLOT	Regional Coordinator Asia Pacific
Jerome FERNANDEZ	Regional Coordinator Asia Pacific
Chusnul SAVITRI	Regional Coordinator Asia Pacific
Govind SINGH	Regional Coordinator Asia Pacific
Jefferson PESSI	Regional Coordinator Latin America
Loreto MUÑOZ	Regional Coordinator Latin America
Wouter VAN DER SCHAAF	Coordinator Campaigns, Brussels
Marta SCARPATO	Consultant Human and Trade Union Rights and Equality, Brussels
Harold TOR	Coordinator Website, Brussels
Nancy KNICKERBOCKER	Coordinator Publications and Publicity, Brussels
Donatella MONTALDO	Professional Assistant, Brussels

APOLOGIES:

GEW, Germany; EIS, Scotland; AEU, Australia

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1. Opening

EI General Secretary Fred van Leeuwen (FvL) opened the meeting and welcomed all participants. He then reported on the three main decisions taken at the last Executive Board meeting that would have an influence on the development cooperation work, namely

1. To advance work in the Middle East,
2. To work more with China and
3. The inclusion of 44 new members.

2. Overview of the Agenda

The agenda was adopted as distributed.

3. SESSION I: Development Cooperation

Jan Eastman introduced this session to the participants and explained its purpose. She emphasized the importance of globalization as the backdrop to the work we do at a global level. It is important to work in partnership to address issues and to place development cooperation in the context of a globalized world.

In small groups, all participants were requested to discuss the first 4 points on the list of SESSION I

1. What is Development Cooperation?
2. What are the goals?
3. What is the concept?
4. How does it connect to the aims and political directions of
 - National organizations
 - EI at Regional and International level

Summary of the group reports:

- Development Cooperation relationships are changing. They have to be based on a horizontal cooperation and not only on funding – two-way
- Cooperation should benefit both the host organization and the cooperating unions and should enable both unions to learn from each other – exchange and interchange
- New ways of cooperation should be explored, e.g. South-South cooperation
- Focus should be on strategic objectives at national and regional level
- Duplication of projects has to be avoided because it leads to competition and not to a strategic approach.
- Development of strong independent trade unions is a main goal

(See Annex 1, A for the full list of answers)

Jan introduces new session points 5, 6 and 7

Again, all participants were requested to discuss these issues in small groups

Summary of group reports:

5. How does Development Cooperation connect to global issues such as MDGs (education, poverty), market economy, GATS and privatization, and others?

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Responses indicated differing views:

- There is no direct/clear link between Development Cooperation and global issues apart from gender. Unions are not responding to globalization.
- All issues are crucial in development cooperation, especially for East Africa. The World Bank and International Monetary Fund go for poverty alleviation and at the same time want to cut social expenditure. As a result there are fewer teachers and bigger classes. Therefore, parents decide to put children in private schools. This shows the strong link between our development cooperation and global issues.
- There is a direct link between Development Cooperation and global issues but it is not very obvious. Unions have to be strengthened in order to build up their political agendas to oppose the commercialisation of education. Development Cooperation activities in the education field are designed to contribute to the development of the country. The more developed a country the better it can reject privatisation and commercialisation policies.

6. How does what you do in DC relate to the policy and action of your government: Complement? Compete? Conflict?

Responses indicated that the relation is mostly complementary.

(See Annex 1, B for a complete list of responses)

7. How do we know if we have made a positive difference? How do we evaluate the impact and effect?

Responses included:

- It takes time to measure the impact. The evidence of union visibility, the advocacy work and collaboration with Government are signs of the impact.
- The objectives have to be clear and reachable. Positive impact can be seen when the union structure functions, when gender is represented, when there is a change in the image of the union.
- The process is important, not only the final result

4. SESSION II: World Picture Through the Regions

ASIA

Aloysius Matthews reported that while there are many organisations which are developing slowly but steadily thanks to development cooperation activities, there are a number of countries in the region which need special attention. **(See Annex 2 for countries to be addressed)**

What are achievements?

- EI and DC partners have made significant improvements in parts, not generally
- Women and gender networks are very successful, tangible results can be seen
- Does not mean that there is no work left to be done
- Number of teachers unions who in the past were docile, began to work much more effectively. Indonesia is a specific success story. Post Suharto has a big organisation of 1, 7 million members. For many years Suharto used it as an arm for the government. They were just tin soldiers. There was no democracy in the organisation. With the consortium comprising Larärförbundet, Utdanningsförbundet, EI plus Japan Teachers Union, they have achieved a lot.

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Indonesian union took country to court saying 20 percent of national budget should be allocated to education. Court has ruled in favour of teachers so this will be part of budget. This will have a very positive impact on the quality of education in Indonesia. Subject to corruption of course

What are the needs of the Asia Pacific Region?

- Concentrate on core business i.e. building strong, independent, democratic unions
- Gender, girls and women. Positive responses but more work needed
- Need to concentrate on organising teachers, increasing number of members. In most of Asia teachers have no collective bargaining rights. It necessary to put more effort in this area. At Regional Conference ASIA they spoke about strengthening teacher organisations and promoting trade union and human rights,
- Para teachers: In some Indian states 80 percent of teachers are Para Teachers. If things continue like this there might be no trained teachers in some Asian countries soon.
- Other new area of work is China. The regional office will start work there as of Jan 2007.
- As a result of the new expansion, a time has come at which existing staff in AP office may not be able to give the same level of service
- Staff are losing annual leave because of the level of work to be done

Conflicting countries

Thailand

In the South mostly Muslims do not support coup in Thailand, but after this, coup leaders are trying to negotiate. Hundreds of schools were burned and teachers killed.

Sri Lanka

In the North and East of the country schools are closed and teachers are affected due to the ethnic conflict between Tamils and the government.

Philippines

Similar problems as in Sri Lanka

Indonesia and island countries

Problems between Christians and Muslims: Education is very badly affected in these regions

AFRICA

Major Goals

- Strengthening democratic and independent unions
- Training of Leadership
- Installation of dues check-off system
- Recruiting and retaining of qualified teachers
- Fostering Networks of women in Africa

Key problems

Political level:

- No democratic background in many countries: Democratisation of unions in anti democratic situations is very difficult. Since the 11th of September, there are many governments pursuing the war against terrorism and using this as a license against the rights of trade unions, e.g. in

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Djibouti, Senegal, and Ethiopia. We need to draw the attention of the international community to this.

- Privatization of public Education

Social level:

- HIV/AIDS remains priority
- Unqualified teachers: EFA goals will not be achieved by 2015
- Ethnic Conflicts: Cultural prejudices still exist and need to be addressed

Trade union level:

- Fragmentation (split up) of unions becomes more and more frequent which causes weakness and the non visibility of union action in the field. In Niger, e.g. EI has 6 member organisations, in Senegal 8. This makes the work in these countries much more difficult. Audacious strategies are necessary to unify them.
- Governments threatening teachers with the non-payment of salaries: Africa is the region that has to deal with the worst situation for unions in terms of suspension of salaries
- Unions are faced with threats on trade union leaders, e.g. Cote d'Ivoire: headquarters was completely destroyed; one person was beaten to death.

Successes

Assibi thanked all DC partners for their work in Liberia.

She also thanked DLF in particular for their work in Benin. The unions in Benin were divided. Via a reunification conference it was possible to get them back together.

Countries in conflict:

Democratic Republic of Congo

The country is not yet stable therefore no activities took place so far. But elections promise more stability.

Central African Republic

More investment/engagement is necessary in this country

Chad/Dafur

For reasons of insecurity, our affiliate is not very free to act in Chad. Threat for teachers both in Chad and Dafur

Cote d'Ivoire

The situation in Cote d'Ivoire is very difficult. Certain union members are pro government and refuse to discuss the situation with EI. SYNADEEPCI for example refuses to cooperate with the other three affiliates in the country.

Clarification of Decisions of the Executive Board

- To focus on Maghreb countries where the state only recognizes one center
- Mauritania should also be included in this group. The union has only 300 members in a country of the size of Mauretania and with over 50,000 teachers. The union needs support to recruit new members. The country is furthermore in transition from dictatorship to democracy.

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CARIBBEAN

Key problems

- Migration within the region - free movement of professionals also for under-qualified teachers
- Violence at schools as a result of decline of economic activity and drugs from Latin America
- Increasing crime
- Power struggle among union leaders – especially in transition from non democratic leaders to democratic leaders → need for leadership training to new leaders

Achievements

- Approximately 18 teacher organizations are involved in Education For All
- Strong teacher unions have been established in the Caribbean
- Women leaders are emerging: 10 women currently union leaders

Focus on:

- Haiti: find better ways to work with this island and new approach
- Continue training and capacity building
- From regional training to national training

(See Annex 3 for countries in need)

LATIN AMERICA

Loreto reported that the regional office in Latin America sees the need to establish a new kind of development cooperation relation that responds to long term strategic objectives of the unions and that shall enhance the organisations' ability to defend public education.

Development Cooperation programmes in Latin America can be classified as

- a) Bilateral Cooperation
- b) Bilateral cooperation in coordination with the Regional Office
- c) Regional Cooperation
- d) Institutional cooperation

Loreto highlighted the cooperation programme of the Federación de Enseñanza de Comisiones Obreras (F.E.CC.OO) which is of regional character. Since five years, F.E.CC.OO, in cooperation with the regional office, is implementing programmes on union and professional training with the objective to foster regional coordination. This kind of work has favoured the strategies and coordination of actions between organizations at the regional level.

Loreto called the attention to a regional Gender project that is starting in 2007. This project is set in the framework of a strategy to strengthen union's structures and to promote the active integration of women in the organizations. It is also expected to change current development cooperation relations through the creation of a regional cooperation body which would be responsible to guarantee the coordination between financing the project, follow-up, evaluation and definition of future strategies.

Since the era of the Cold War, the programmes that were carried out in Latin America responded rather to specific objectives than to regional strategic objectives. But Development cooperation nowadays has to respond to the consequences generated by the implementation of neo liberal policies, the economic aperture and the changes in labour relations. An evaluation carried out by Utdanningsforbundet in Latin America reflects the need to change the traditional kind of cooperation and promotes strategic regional relations that will strengthen teacher unions as stakeholders in each country.

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EUROPE

Nicolás reported that EI's main work in Europe is carried out in Central and Eastern European countries that are not members of the European Union.

The Balkan remains a very special region where the focus lies on two main issues:

1. Human Rights, with emphasis on the inter ethnic relations
2. Strengthening of trade union structures

Currently, EI is involved in development cooperation activities with 15 trade unions in six countries of the former Yugoslavian Federation.

With regard to Eastern Europe, EI is implementing on a bilateral basis development cooperation projects in Georgia, Moldova, and Ukraine.

Nicolás stressed that unions need to make their structures more effective and efficient in the representation of their members. The structure of some teacher trade unions in the region needs to be reformed. Furthermore, the central role of trade unions in the development of education policies has to be reconsidered and a new strategic approach needs to be developed. Thus EI is developing an overall pilot project for countries in the Caucasus and Belarus, Ukraine and Moldova.

MIDDLE EAST

The EI Executive Board decided to develop a cooperation plan for the Maghreb, Middle East, Gulf States and Central Asia countries (**See Annex 4 for decision**). Given the extension of the work and the number of countries and unions involved, a proposal will be developed by EI for the executive Board and also presented to cooperating partners. EI Program and Budget will allocate special funds for these activities in the 2007-2011 period.

(See Annex 5 for Questions and Answers to this session!)

5. SESSION III:

It was agreed that this session **Analysing Successful Programmes and Projects** be included in the DC meeting 2007.

6. Fred introduced the Global Union's publication "*Making a World of Difference. Global Unions at Work*" recently published by the International Federation of Journalists on behalf of the Global Union Federations. The book was distributed to all participants.

7. SESSION IV: EI/Cooperating Union Partnership

Nicolás introduced this session and explained that the purpose would be to find out what the expectations EI and the cooperating organizations have from each other. The cooperating organizations and EI regional staff were asked to form individual groups to discuss their expectations from the respective other group.

What EI headquarters and the Regional Offices expect from cooperating organisations

- Regional offices need to be informed of bilateral cooperation with national organisations
- Multilateral: implementation by the regional office
- Consortium: R.O. responsible
- Role of R.O should not be determined by the cooperating partners

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- Consultation by R.O before starting cooperation with unions in the region is essential
- Translation of documents into language of the region
- Organisational capacity of the R.O needs to be assessed
- Staffing has to be provided/available
- Staffing on national level decided by R.O
- Regional coordinator as adviser
- Observations in the region need to be communicated to EI
- Mutual respect, imperative
- Coop. unions should be open and flexible
- Objectives have to be discussed before project starts – coordination with R.O
- Permanent coordination to avoid duplication
- Cooperation should respond to the needs of the regions
- Strategic framework established by R.O in consultation with host organisation
- Exchange of information
- Assess political, social, trade union reality in the countries before cooperation starts

What do the cooperating unions seek from EI

- To coordinate the activities
- To identify needs in the region
- More guidance/directions towards the cooperating unions
- To provide assistance to solve internal/political union issues
- To enhance mutual respect
- To ensure sufficient information

8. SESSION V: Communications

Development Cooperation Website

The website unit – Harold Tor and Ian Martin presented a mock-up of the future Development Co-operation website. The site will be powered by a database and will be the source of both public and non-public access to the information about each project as well as the updates to be channeled into the future Development Co-operation electronic bulletin.

Harold also appealed for more details for each project to be provided to EI so as to make the database, and hence the website and the newsletter updates workable.

Questions asked and comments made by the participants include:

- Contact details should be that of the EI Secretariat as they are the ones coordinating all projects
- EI should send request/reminders for project updates at least twice a year
- A distinction should be made between public and non-public information/projects, i.e. information for EI staff only

Proposals made by the Website Unit to further answer these requests:

- The database should be there for the coordination of DC activities, hence should also contain non-public information. The Secretariat will definitely respect the sensitivity of certain issues/activities
- An online form will be developed to help participants furnish the Secretariat with all the details of each project.

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Development Cooperation Bulletin

Nicolás reported that the unit is in the process of establishing an electronic version of the bulletin and stressed that it should rather focus on analysis, assessments, and not only disseminating information. It should be a tool for discussion and reflections on development cooperation projects and ideas.

Worlds of Education

Nancy Knickerbocker reported on EI's publication *Worlds of Education* saying that this magazine represents the heart and soul of the actions carried out by cooperating organizations. She asked the participants to keep in touch and to submit any kind of information to her that is worth being published. The idea is to publish one story that focuses on development cooperation issues each issue and also a special report that goes further in-depth. Nancy stressed that the human face is important for our work. She will send out editorial guidelines to the participants. She emphasized that no article will be released prior to the approval by the respective writer of the article. The magazine is distributed to all member organizations.

Comments:

Margareta Axell said that articles should be written by the host organizations, thus representing a view from the people in the field and not only the perspective from the North.

EFAIDS Newsletter

Wouter van der Schaaf reported on the difficulty to distribute the electronic EFAIDS Newsletter to people concerned with this issue. Often, emails get stuck in the inboxes of trade union leaders without being read or further distributed to their colleagues in charge of EFA or AIDS projects. In order to broaden the readership of the newsletter beyond the single main e-mail address of the union he requested the participants to forward the EI EFAIDS newsletter to a group amongst the union membership which the union considers may be interested in the information, including:

- Members of the executive board;
- Members who have shown interest and attended meetings on international solidarity;
- Union members who participate in international programmes;
- National GCE partners;

World AIDS Day

Wouter requested the participants involve their membership in action to be taken on World AIDS Day, 1 December. Such action should be spearheaded by teachers in the classrooms and supported by their unions. He reported that in the Netherlands, all members of the Dutch unions will receive by mid-November a four page insert in their union magazine informing them on World AIDS Day and requesting their involvement on December 1 by teaching on HIV and AIDS.

Survey on Development Cooperation Projects

Nicolás reported that due to the late response of cooperating unions to the request for information to be distributed on the EI Development Cooperation website, the survey on development cooperation activities for 2006 still needs to be finalized. Though the website shall represent a database for all development cooperation activities carried out by EI and its member organizations, the survey will still be continued.

Discussion following the presentation:

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- Sagar expressed his concern that development cooperation projects usually stop once the funding ends. It should be investigated how this dependency can be reduced/stopped
- Margareta agrees and would like to have a discussion on this issue next year
- Emmanuel said that if the regional offices do not know what to do all efforts will be in vain. Concerning development cooperation strategies he believes that a consortium approach can be a success. He stressed that trust among cooperating partners is an important resource and necessary to carry out joint programmes..
- Tore Asmussen asked whether the policy guidelines will be revised
- Jan replied that the current policy paper was a good document although it needs some updating.
- Tore stated that he would prefer guidelines to a policy paper.
- EI will distribute a draft for feedback.
- Ingrid Convery said that missions should be better prepared and that a longer vision is needed. EI should give the cooperating unions this advice.
- Tore stated that the use of government funds has to be made clear and needs to be separate from funds coming from cooperating unions.

9. EI World Congress 2007

Nicolás reported on the break- out sessions during the World Congress 2007 and expressed his hope that participation will be high.

With regard to the session on strengthening teacher unions Nicolas will get in contact with the participants for their input and ideas. There will also be an exhibition on development cooperation. Further information will follow early next year.

10. Networks, Projects and Proposals Seeking Support

Jan circulated a sign-up sheet for Networks, Projects and Proposals seeking support. The participants were asked to indicate their interest for any of the projects.

11. SESSION VI: Small Group Discussion on Choice Topic

Reports:

1st group: New areas of work: STAN and Middle East

Nicolas reported that the group shared information in Central Asia, the Middle East and North Africa but that no recommendations were made.

2nd group: Globalisation impacts

Gaston de la Haye reported that the group identified globalisation as a double faced reality. In its positives aspects it opens up schools to the world, curricula gets away from the culture related approach and it favours intercultural dialogue and tolerance. Its negative aspects make education a commodity, increases inequalities and generates fierce competition.

The participants identified the decreasing impact of national governments due to decisions made at global level and to an increasing privatisation of education. This increased the need to develop strong and coherent trade union policies and actions at local, national, regional and global level. The theme of EI's next congress is therefore pertinent. There is therefore a need for strong trade unions, recognised as a social partner to develop an efficient and constructive social dialogue. Dialogue and also social dialogue requires at least two strong partners who both see quality education for all and are convinced that quality education can only be achieved with quality teachers, who have a high level of training and decent working conditions **(See ANNEX 6 for full report)**.

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3rd group: Gender Equality Programs/Networks

Sashi reported that strong women networks are necessary on a regional and sub regional level.

4th group: EFAIDS

Trudy reported that no conclusions were made. It was rather an exchange of information.

5th group: Coordinating regional projects / Consortia as a model

Consortia as a model:

The group discussed advantages and disadvantages of a consortium. Advantages: especially in countries where it is difficult and dangerous to enter; provides the possibility to share and thus diminish the risk and also to share responsibility among cooperating organizations and to learn from each other; when a project is too costly to do it alone and when human resources are limited; it helps to avoid duplication of projects; it increases sense of ownership of the host organization.

The proposal was made to change the name of a consortium into inter-institutional committee, as consortium mainly has a connotation of referring to financial aspects. The idea of a committee is to coordinate the planning of activities and the whole implementation process among cooperating organizations. No decision was made on this.

Negative aspects of consortium model: loss of decision making power of each cooperating organization that exists in a bilateral partnership, and thus decreases the sense of ownership of the project to be implemented. Additionally, the cooperating organization loses ability to fully implement what its organization or government want.

In addition, a consortium or coordinating committee is not recommended for long term engagement but rather in emergencies/conflicts and for big organizations that need support for their union structure and capacity building. In general it is demand driven.

A Regional Approach is very necessary to go against threat towards public education, and defeat policies of the World Bank.

12. Closing Plenary

Jan provided the summary below, thanked participants for their vigorous participation over the two days and wished everyone a safe journey home. She also thanked staff for their hard work in making the meeting a success, in particular Nicolás Richards and Juliane Rethorst. She also thanked the interpreters for their hard and excellent work.

It was agreed to set the date for the meeting 2007 later.

Summary/ Conclusions report to plenary:

1. New cooperation relationships: horizontal, including S-S, two-way, sharing and learning from each other;
2. Context/perspective of globalization, global issues and demands;
3. Strategic framework approach to include international, national, regional; to meet the needs of the organizations involved; to strengthen the structures and capacities of the organizations as a final objective;
4. DC relationships:

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- provides also for an interaction of cultures and values;
 - respect and trust
 - Give and Get – mutual benefit; known to members
 - Based on clear and known expectations of both or all host and cooperating partners
 - Must build on what already exists
5. Sustainability and independence are goals: aim to reduce dependency on cooperating partner.
 6. Gender a cross-cutting issue: Strengthen each organization by including a gender perspective
 7. Coordination and communication:
 - EI Brussels to facilitate and coordinate the work for the Regional offices and therefore avoid duplication
 - Transparency essential
 - Exchange all program information including bilateral partnerships
 - The work begins before the objectives and roles are set
 - A rationale of “why engage” included
 - Fostering a regional approach and assessing new models such as consortium useful
 8. The 1997 paper is good and remains germane, especially the principles; it would benefit from updating the policy and guidelines sections. Feedback is welcome. Suggested amendments will be presented to DC meeting 2007.

ANNEX 1:

**SESSION I: Development Cooperation
Comprehensive list of group reports**

- A)** How does Development Cooperation connect to global issues such as MDGs (education, poverty), market economy, GATS and privatization, and others?
- Importance of grassroots organizations and non-discrimination of projects
 - Development should not only focus on providing funds. The training aspect is also very important as it allows changes in the attitude of members.
 - Perspective of global issues is important for development cooperation projects.
- B)** How does what you do in DC relate to the policy and action of your government: Complement? Compete? Conflict?
- Unions are not competing with government. It is more a complementary action, not a conflicting situation. Governments recognize the unions.
 - There is a direct link with the objectives of the organization. The main idea is to help developing public school teacher unions. They have to be strong to become a social partner of the government in order to bargain. It is necessary to help them in having proposals and then negotiate with the government. For example, in elaborating proposals on teacher's recruitment and teachers training. The political will is important. Trade unions need to request the government to invest in public schools. But nevertheless, it is difficult to follow up where public funds go to.
 - With regard to the Millennium Development Goals the work of the trade unions and the government complement. Some organisations that are dependent on government funds have to commit themselves to the Millennium Goals.
 - Our organisation and the government complement each other. We have projects that are financed by the government but proposed by us. Thus the cooperation is more effective. The cooperation focuses very much on education
 - Trade unions monitor and request the governments to accomplish their goals. The cooperation should encourage the elaboration of propositions to address the new challenges.
 - Cooperation in partnership on both sides. Involvement in consultation with governments in EFA and MDG. Trade unions as strategic allies, critical friends with the national governments.

ANNEX 2

Special country remarks by the Asia-Pacific Regional Office:

Afghanistan

The organisation which EI helped to develop in Afghanistan has almost gone defunct first of all because of the security and conflict situation in the country but also due to the President of the organisation who has been promoted to the ministry of adult education. A backward trend can be seen which requires more attention.

East Timor

The other area which we need to look at is East Timor. The country is still in conflict. The union is not operating at the moment. Ways and means have to be explored to help the union onto its feet. At the moment the situation is very dangerous. This makes it impossible to start cooperation.

STAN - countries

Another area needing attention is Central Asia. There are three countries, namely Kazakhstan, Azerbaijan and Uzbekistan which are very difficult to work with. The democratisation of the organizations in these countries is one of the major aims.

Cambodia

The government does not accept unions unless it established these unions itself. A lot of work needs to be done and assistance to be given in order to address all the problems of the unions.

Pakistan and Bangladesh

Major issues: Child Labour, gender problems, drop-out

These countries have member organisations but they are very weak and a number of them already disappeared. In one of the provinces of Pakistan, the government has banned all teacher organisations. One or two organisations participated in politics; therefore the government banned all organizations. This might spread to other provinces. Aloysius Mathews wants EI to do something to help them. He is afraid that governments would persecute the leaders of the trade unions. One of the member organisations has taken the government to court. The ruling is still awaited. If it is negative, it is very likely that all teacher unions throughout Pakistan will be banned.

ANNEX 3

Countries that need special support in the North American/Caribbean Region

Suriname

8 teacher unions of which only three are affiliated to EI

Haiti

This country is a real challenge: the situation is similar to the one in Africa in terms of culture, poverty, education and infra structure. It is 40 years behind developed countries. 50% of the children do not go to school. Of the 50% attending school 90% go to private schools and only 10% attend public schools.

Haiti has been cut off the rest of the world and is therefore so far behind.

To increase activities in Haiti more staff is necessary in the regional office.

ANNEX 4

Decision of the EI Executive Board on the MIDDLE EAST

The Board adopted a proposal to assist education unions in the “-stan” and North Africa Middle East (NAME) countries to become independent and democratic organizations by providing comprehensive professional training and trade union education programs.

ANNEX 5

Questions and answers on SESSION II

Q: Fred van Leeuwen reported EI plans to build closer links to Chinese teachers. What about Vietnam? Vietnam will probably become key player in the region as it just became member of the WTO. What is the approach of the regional office?

A: EI has no direct programme with Vietnam but Larärförbundet and AEU have been working there for the last 16 years. The country is developing very fast and the union has undergone some changes. Present situation is such that the teacher union desires to become member of EI but that EI's constitution does not allow a union which is linked to a trade union center or the government to become member. The union was invited though to the regional conference and it will be invited to the world congress.

Q: Trudy Kerperien reported that in Surinam 9 trade unions exist of which 8 are in the confederation. The country counts only 500.000 habitants and has nevertheless 9 unions which are divided by ethnicity. AOb would like to end this fragmentation as it gives the government the possibility to split them all up. All unions responded positively to AOb's question whether they want to cooperate. In order to avoid duplication of work and to work together Trudy requested the regional office to be informed of any activity undertaken in this country.

A: Virginia was not aware of AOb's involvement in Surinam. She reported that discussions took place with 8 unions on how they can work together. Virginia will visit Surinam shortly and will keep AOb informed.

Q: Gender is part of a bigger project of AOb in Albania, Serbia, Macedonia and Montenegro. How is the relation between newly trained women and the new Pan European Women's Network in the region? Is there any link?

A: Jan stated that as much as possible will be done to make this link. Each national organization will determine who will be on the network.

Q: With regard to the splitting up of unions: Would it not be possible for EI to go against this fragmentation?

A: Promotion of unity action and support is needed to make progress in French speaking Africa to form confederations. In Togo EI has fostered the establishment of a federation of 10 out of 11 trade unions. But the federation is not in a good state. Some development cooperation activities drive the unions to leave the federation.

ANNEX 6

Session VI:

Report of group discussion on: Impacts of Globalisation, Education Policy, Teacher Education

Participants: Ms. Tamaki TERAZAWA (JTU-Japan), Ms. Keiko UCHIDA (JTU-Japan), Ms. Ritva SEMI (OAJ-Finland), Ms. Cassandra HALLETT (CTF-Canada), Ms. Mette KLINTE (DLF-Denmark), Ms. Pam COLLINS (NUT-UK), Mr. Richard LANGLOIS (CSQ-Canada), Rey DOLOT (EIAP Reg off.)

Rapporteur. Mr Gaston DE LA HAYE (EI DGS)

1. Globalisation

The participants first identify globalisation as a double faced reality. In its positives aspects it opens up schools to the world, curricula get away from the culture related approach and it favours intercultural dialogue and tolerance. In its negative aspects it makes from education a commodity, increases inequalities and generates fierce competition.

2. Globalisation generates a lot of suspicion because of lack of transparency, because the decisions are made beyond the knowledge of the education decision makers and stakeholders via all kind of bilateral agreements. We therefore need to stress the value of education on its own and not "at the service" of anybody, equality of access for all, quality education for all that matches the objectives of individual development, education to citizenship and education for sustainable development.

3. To counterpart the global challenge of economy driven globalisation and to favour the development of an harmonious and human globalisation it could be necessary to envisage a kind of global governance for education, that would set up at world level a overall framework that could guarantee quality lifelong education for all.

4. Education Policy

The participants identified the decreasing impact of national governments due to decisions made at global level and to an increasing privatisation of education. This increased the need to develop strong and coherent trade union policies and actions at local, national, regional and global level. The theme of EI's next congress therefore pertinent.

5. There is therefore a need for strong trade unions, recognised as social partner to develop an efficient and constructive social dialogue. Dialogue and also social dialogue requires at least two strong partners who both seed quality education for all and are convinced that quality education can only be achieved via quality teachers, with a high level of training and decent working conditions.

6. Unfortunately in to many countries teachers' trade unions are not recognised. Teachers may only organise as associations, not as trade unions and in those countries where teachers' unions are recognised social dialogue is often inexistent or inefficient. Much work needs to be done .

7. Teachers' education

There is a consensus among the participants to stress the importance of high level and high quality initial education for all teachers. This does in no way set back the importance of in service training, on the contents and on the pedagogy. Unfortunately in service training too often remains the privilege of the better off countries. In those countries where the initial training is below level, in service training offered by the government is out of question.

8. The participants also addressed the matter of the recruitment of unqualified teachers, certainly in the context of the latest UNESCO report indicating a shortage of 18 million teachers by 2015 of which 3.8 million for sub-Saharan Africa alone.

9. To attract the better ones to the teaching profession, it is necessary to improve the working conditions of the teachers and the career development. To try to remedy to this, some donors organise on bilateral basis via the teachers' unions capacity development programmes aiming at the development of professional skills. The questions that remains is that of the recognition of

EDUCATION INTERNATIONAL

qualifications.

10. Conclusion

As an overall conclusion of the debates in the workshop is “We need strong and united unions for quality teachers and quality education in a global world with human face”.