



**MINUTES  
OF  
EI DEVELOPMENT COOPERATION MEETING**

**Brussels, 12 – 13 December 2007, ITUH 1<sup>st</sup> Floor, Room B**

**PRESENT:**

EI Member Organisations

Anders <b>AHLIN</b>	Läraryförbundet (LÄRARF), Sweden
Tore <b>ASMUSSEN</b>	Danish Union of Teachers (DLF), Denmark
Margareta <b>AXELL</b>	Läraryförbundet (LÄRARF), Sweden
Arnhild <b>BIE-LARSEN</b>	Union of Education Norway (UEN), Norway
Lajla <b>BLOM</b>	Union of Education Norway (UEN), Norway
Agnes <b>BREDA</b>	UNSA-Education, France
Manfred <b>BRINKMANN</b>	Gewerkschaft Erziehung und Wissenschaft (GEW), Germany
Joelle <b>CASA</b>	Federazione Lavoratori della Conoscenza CGIL (FLC-CGIL), Italy
Jill <b>CHRISTIANSON</b>	National Education Association (NEA), USA
Alex <b>DAVIDSON</b>	Canadian Teachers' Federation (CTF), Canada
David <b>DORN</b>	American Federation of Teachers (AFT), USA
André <b>DUMONT</b>	Algemene Onderwijsbond (AOB), The Netherlands
David <b>EDWARDS</b>	National Education Association (NEA), USA
Roger <b>FERRARI</b>	Syndicat National de l'Enseignement de Second Degré (SNES-FSU), France
Henrik <b>HERBER</b>	Läraryförbundet (LÄRARF), Sweden
Trudy <b>KERPERIEN</b>	Algemene Onderwijsbond (AOB), The Netherlands
Richard <b>LANGLOIS</b>	Centrale des syndicats du Québec, CSQ
Barbara <b>MacDONALD MOORE</b>	Canadian Teachers' Federation (CTF), Canada
Nicole <b>PATENAUDE</b>	Canadian Teachers' Federation (CTF), Canada
Rosario <b>RIZO MARTÍN</b>	Federación de Enseñanza CC.OO. (F.E.CC.OO.), Spain
Darcel <b>RUSSEL</b>	Australian Education Union (AEU)
Ritva <b>SEMI</b>	Opetusalan Ammattijärjestö (OAJ), Finland
Steve <b>SINNOTT</b>	National Union of Teachers (NUT), UK
Larry <b>SPECHT</b>	American Federation of Teachers (AFT), USA
Helena <b>TAXELL</b>	Läraryförbundet (LÄRARF), Sweden
Carmen <b>VIEITES</b>	Federación de Trabajadores de la Enseñanza de la UGT (FETE/UGT), Spain

Education International

Janice <b>EASTMAN</b>	Deputy General Secretary, Brussels
Nicolás <b>RICHARDS</b>	Coordinator Assistance Programs, Brussels
Juliane <b>RETHORST</b>	Professional Assistant Assistance Programs, Brussels
Huda <b>KHOURY</b>	Coordinator, MENA Project
Assibi <b>NAPOE</b>	Chief Regional Coordinator Africa
Aloysius <b>MATHEWS</b>	Chief Regional Coordinator Asia Pacific
Virginia <b>ALBERT</b>	Chief Regional Coordinator Caribbean
Comberty <b>RODRIGUEZ</b>	Chief Regional Coordinator Latin America
Jefferson <b>PESSI</b>	Coordinator Human Rights and Equality
Harold <b>TOR</b>	Coordinator Website, Brussels
Nancy <b>KNICKERBOCKER</b>	Coordinator Publications and Publicity, Brussels
Laura <b>SULLIVAN</b>	Professional Assistant Campaigns, Brussels

**APOLOGIES:**

JTU, Japan; BUPL, Denmark



## CHAIR

Jan Eastman, EI Deputy General Secretary

### 1. Opening

- Jan Eastman (JE) opened the meeting and welcomed all participants. She gave greetings from Fred van Leeuwen who was unable to attend.
- The agenda was adopted.

JE highlighted the UN Commission on the Status of Women to be held from 25 February to 7 March in New York. The priority theme will be Financing for Gender Equality and empowerment of women. EI delegation will be present at this meeting to contribute to the discussions and to lobby the decision makers.

### 2. Session I: Perspectives on Development Cooperation

JE welcomed Andre Dumont and Margareta Axell and invited them to share their life experience in development cooperation.

#### Margareta Axell

Margareta Axell emphasised the need that cooperating partners have to work cooperatively in order to not destroy the efforts of a union already working in a country. Margareta highlighted the importance of coordinating old and new projects and the importance of coherence. She realized a tendency that new projects such as the EFAIDS programme can seem to be of higher priority to host organisations than older long-term projects. Common planning with other project partners is therefore necessary to ensure that new projects do not compete with existing projects.

She especially thanked Tom Bediako, Napoleon Morathan and Aloysius Mathews for the good cooperation and work during her working time with Larärförbundet.

#### Andre Dumont

Andre Dumont explained that in his 20 years working experience he learned to be modest. When it comes to satisfaction from the development cooperation work Andre emphasised that smaller projects can be much more satisfactory than big projects as the direct involvement of unions lead to a direct impact on the teachers on the ground. According to Andre the heart of international work should be social justice. Personal engagement is crucial to the success of every project. Progress can only be reached with trustful relations in the cooperation between the partners. It is important to not only deliver what partners want but to listen to what they want and then to discuss the things they want. Cooperating organisations need to put their own questions on the table.

#### Questions and comments

- Lajla Blom commented that in view of rapid political, economical and social changes worldwide, development cooperation needs to change as well in order to meet the challenges. She offered to draft a new policy paper for the next dc meeting which outlines these challenges towards development cooperation and the unions and which provides directions deriving from EI's policy resolutions. Lajla's idea was appreciated by all participants.
- JE pointed to the recommendation on the agenda (session VI). She had brought forward the recommendation because it seemed best to draft a new paper using the principles in the existing paper rather than to update it. She suggested establishing a working group.
- Barbara McDonald stated that it would be necessary to define what cooperation means for all cooperating partners. It has to be clarified how we can address all the issues that are important to us, how we can work together and what our individual roles are.



- Manfred Brinkman said that we have to involve the preferences of our own governments into development cooperation which have to be made transparent to our partners.
- Tore Asmussen stated that the relationship between “cooperating partners” and “host organisations” is a power relationship. Thus it is extremely important to keep on asking questions to find out what the needs of the host union are instead of presenting ideas as ideas are easily bought by the host organisation in order to get funds.
- Charo Rizo argued that guidelines for all cooperating partners are needed when intervening in other parts of the world. EI should have a higher profile. We need to reinforce south-south cooperation in the framework of EI guidelines. The development cooperation objectives of EI have to be very clear.

### **3. 5<sup>th</sup> World Congress: New Initiatives**

#### **A) Teacher Education**

Monique Fouilhoux (MF) reported on the new pilot initiative of Education International and Oxfam Novib on Teacher Education in a selected number of countries. She explained that this initiative does not intend to take over the role of providing teacher training which is the responsibility of governments. A feasibility study will be conducted in 4 countries: Mali, Uganda, Mozambique and Indonesia. These studies will start beginning of 2008.

#### Questions and comments

- Lajla Blom raised concerns towards the new initiative. The fight especially against the World Bank was to get away from unqualified teachers. EI should concentrate rather on qualified than on unqualified teachers.
- Agnes Breda commented that the project fits with the campaign for Education For All. It underscores teacher education. She requested to involve more than just four unions. Agnes raised the question under which criteria the unions involved were chosen.
- David Dorn suggested that EI cooperates with organisations that are already working in that field such as UNESCO.
- Tore Asmussen stated that this is a key issue for teacher unions nowadays. DLF is involved in such work in cooperation with local NGOs in the northern part of Ghana. In order to be successful the new initiative should have a long term strategy.

#### Answers and comments

- MF replied that EI is aware of the risks which are involved in this new initiative. EI has to pay attention to not being swept over by the informal sector.
- The countries have been chosen as they have been most severely affected by the teacher shortage.
- MF explained that meetings have taken place already with UNESCO in Africa to coordinate the work in order to avoid duplication.

#### **B) EFA Global monitoring report 2008**

MF reported on the content of the new global monitoring report which has just been released. Though quite some progress has been made many challenges remain: girls’ education, quality of education still poor, literacy and funding problems remain. She emphasised that EI needs to respond to these issues.

#### Questions and comments

- Barbara McDonalds asked whether EI is organising specific activities on Global Action Week.



- Lajla Blom underlined the importance of the report. She reported that UEN managed to get NGOs, the government and the unions to work together on EFA in the country. She said it was important that EI takes the lead on EFA.
- Richard Langlois said that Monique mentioned the Paris Declaration in her presentation. Does EI have a stand on that declaration?

#### Answers and comments

- MF agreed that EI should take the lead on EFA.
- A circular will be sent to all members with regard to Global Action Week. Monique encouraged participants to provide examples of good practice.
- MF explained that the Paris Declaration has been developed by the OECD. EI does not have a stand on that declaration.
- JE emphasised the need for coordination with the OECD. Nicolas reported that a discussion on closer cooperation with the OECD took place among GUF education coordinators.

### **C) EI report on Development Cooperation 2007**

- Nicolas Richards (NR) reported on the regional development cooperation meetings that took place in the Caribbean, Latin America, Asia and Africa beginning of 2007. Main subject within all meetings was how to strengthen trade unions through development cooperation.
- NR referred to the breakout sessions on how to strengthen teacher trade unions. The outcome was helpful in establishing a work plan for 2008.
- NR highlighted the participation of EI headquarters and the regional offices in regional projects such as the Latin American gender project, the trade union rights network in south east Asia and a 3 year project on three sub regional levels in Africa.
- NR reported on the upcoming launch of the new DC website which contains a database of all development cooperation projects.
- With regard to the Tsunami project NR said that it is about to be finalized. 30 schools will be completed soon. This project reflects EI's view that quality education and sustainability require empowering the schools and the community.
- NR announced the release of a new brochure that outlines the division of EI's solidarity work into three categories: development cooperation, solidarity assistance, disaster relief
- He stressed that efforts were being made to improve communication and cooperation within different projects.
- Future challenges: how to organize unorganised teachers; better integrate new EI members; build closer links with human and trade union rights.

### **D) China**

JE reported on the new EI initiative to reach out to teachers in China, on professional and union issues.

The initiative includes:

1. Establish an advisory body to make recommendations to the Executive Board;
2. Undertake a study on the situation of teachers and education in selected areas of China;
3. Organize a seminar on the role of education unions in promoting democracy and human rights, with an emphasis on China;
4. Provide financial support to the ITUC/GUF Hong Kong Liaison Office
5. Provide training to teachers on recommendation of EI member organizations in Hong Kong.



#### 4. **Session II: World picture through the regions** (see full report of each region in Annex 1)

##### Asia

- Aloysius Mathews (AM) reported on the following countries in conflict: Pakistan, Bangladesh, Thailand, Sri Lanka, East Timor, Indonesia, Burma, and Nepal. All conflicts have an enormous impact on the education and impede the achievement on EFA.
- EFA: More children are attending school, especially more girls; however, governments lack funds to build new schools. Thus classrooms are exploding. Salaries are not sufficient which forces teachers to take on other jobs where they earn more money. Brain drain is affecting especially India.
- DC: 19 projects are supported by cooperating organisations in Asia; 16 countries participate in women projects. Through women's networks the participation of women has increased. 37 women now lead teacher organisations in the region compared to seven 30 years ago.
- AM stated that many cooperating partners are not supporting core issues of teacher organisations. Recruiting and organising should be core focus.
- AM highlighted the consortium approaches on John Thompson Fellowship Programme and the PGRI project as big successes.
- Issues to be addressed: better coordination of development cooperation project with different partners; sustainability of projects, mismanagement and corruption within host organisations.
- AM emphasised the need to work with small and weak organisations in the region.

##### Latin America

- Combertty Garcia (CG) reported on the development cooperation meeting that took place in March 2007 in Buenos Aires. Major outcome of the meeting was a declaration that was adopted by all participants in order to foster development cooperation in Latin America.
- CG highlighted the project sponsored by FECCOO that aims to strengthen the unions at national level and to coordinate unions' policies at regional level. Currently the subsequent phase of this project is being prepared.
- With regard to the Gender Equality Project, CG stated that two phases have been completed: 1. visits to the national boards, and 2. sub regional events.
- CG expressed his hope to be able to pressure the World Bank to stop all projects on privatizing education. The multinationals exert an immense pressure for commercialisation which has a very negative effect on EFA.

##### Questions and comments

- Margareta Axell indicated that other partners could join the PGRI consortium if they wished. Risky and big projects require a consortium approach.
- It was suggested by David Dorn that the Latin American regional office outlined in detail the activities of IMF and World Bank.

##### Africa

- Assibi Napoe (AN) reported on the EI Africa regional conference in January 2007 which established a road map in development cooperation. It highlights the imperatives and priority areas in future development cooperation activities. EI Africa would like any development cooperation programme to focus on the following:
  - Organisational renewal –going back to the basics of trade union education
  - Teacher trade union unity as an imperative for consolidation and empowerment
  - Human and Trade union Rights
  - Professional development through in-service education and training
  - Skills development in areas such as leadership, communication, research, management
  - Education For All , HIV and AIDS
  - Gender and youth empowerment



- AN explained that teacher trade unions in Africa are categorized as:

1. **Increasingly developed**
2. **Developing**
3. **Under developing**

Countries that are considered by the regional office to be under developing need urgent action and revision of cooperation strategies.

- AN mentioned that divisions among new and existing members have been problematic at times.

#### Caribbean

- Virginia Albert (VA) reported that the study circles of the JTF programme had a very positive impact in the Caribbean.
- Current activities:
  - EFAIDS programme is carried out with 13 unions in the region;
  - Suriname collaborates with AOb;
  - Very small unions such as Montserrat receive funds from the British Irish group for leadership training;
  - CTF and CUT work together on leadership training;
  - CTF also supports women programmes: out of 25 teacher unions in the region 12 unions are now headed by female leaders compared to 7 in 1999.
- With regard to Haiti VA reported that out of five teacher unions only one union is working with EI. VA would like to get all five unions involved through a new strategy. CUT created a special solidarity fund to support Haiti.
- Recommendations: Regional rather than national activities; leadership training with focus on young leaders

#### Questions and comments

- Tore Asmussen: What could be a strategy to support the unions in the 3<sup>rd</sup> category?
- Agnes Breda would like to add some nuances to the categories established by the regional office. Positive efforts and effects within certain unions need to be highlighted.
- VA stated that the categorization of union development is very useful. It allows unions to move on. Criteria need to be defined to measure the progress. Unions need to get incentives on how to move on.

#### **5. Session III: *Analysing successful programmes and projects using working groups***

Due to time constraints this session was cancelled.

#### **6. Session VI: Communications, Publications and Website**

##### **Development Cooperation Website – Created and developed by the Assistance Programmes and Website Units**

- Harold Tor (HT) announced that the new Development Cooperation (DC) website will be launched shortly.



- The website is divided into the following sections:
  - Home
  - Policy
  - Project Database
  - News
  - Calendar
  - Library
- On the website it is possible to subscribe to the new electronic version of the DC Bulletin
- HT outlined that the aim of the website is to have a clear overview of all development cooperation projects, to have international recognition of the activities done throughout the year, to find archived documents and to avoid duplication

### **Project Database**

- Juliane Rethorst (JR) reported that EI keeps two databases on development cooperation projects carried out by cooperating partners and EI:
    - 1. Internal DC Database**
      - Information stored is confidential to EI: contact person, budget, projects indicated as confidential
      - Purpose for EI: Overview of all DC activities worldwide, utilization of data in various ways (i.e. annual survey), prevention of overlap or duplication; better coordination of all dc projects
    - 2. Online Project Database**
      - Information provided by cooperating partners and indicated as non confidential is channelled from the internal database to the online project database on the public DC website
      - The project database can be searched by theme such as country, region, project category
      - JR emphasised the need to get the official title of each project in order to better distinguish different projects from each other.
- Please find attached in Annex 2 questions raised after the presentation and the answers provided.

### **Linkage between DC Website and EI Portal**

- HT explained that all websites on the EI portal are linked with each other. For example, a news item on the DC website on women in Angola will automatically be channelled to the African website and the gender website. Thus the work cooperating partners are doing will be highlighted on several websites and linked to other activities EI is carrying out.
- Development cooperation projects are also reflected on the Barometer website.

### **DC Bulletin**

- JR explained that an online bulletin has been created replacing the former paper version.
- **Aims:** To concentrate on the developments in projects, to help publicise the project and its interesting developments to other EI member organisations and the public, to share information, knowledge and experience.
- Paper version for special occasions, such as Congress
- JR asked participants for input (news items, photos, interviews).

### **Presentation of EI's Barometer of Human and Trade Union Rights in Education**

by Jan Eastman, Harold Tor, Coordinator Website, and Jefferson Berriel Pessi, Human and Trade Union Rights Coordinator.

- JE introduced the 4<sup>th</sup> edition of the EI Barometer, the first online version.



- It includes more countries and more information on each country than before.
- The website provides a general picture of the situation and the realities of education in each country which could be of great help when establishing development cooperation projects.
- It is not a static publication. It will be updated annually.
- JE especially thanked Sheena Hanley, who wrote most of the content, and Harold Tor, Guntars Catlaks, Jefferson Pessi and Nancy Knickerbocker for their contributions.
- HT explained in detail how the barometer works technically.
- The news from EI website is channelled to the Barometer online country profile. There is access to direct links to UNESCO statistics (UIS).
  
- Jefferson Pessi added that the Barometer reflects the teacher perspective on the human rights and educational situation in the respective country
- It makes EI an authoritative source of information on the education sector

#### Questions and comments

- Jill Christiansen suggested that for each country, EI members should be mentioned as contact information
- Richard Langlois requested to have details on indicators.
- Barbara MacDonald had a general question on how to establish links to CTF's website or partner websites?

#### Answers and comments

- HT explained that EI is currently working on a membership database.
- With regard to the indicators EI has about 30 indicators. It can be expanded and different sources of information can be used.
- HT explained that it is possible to link each project to the EI website

#### **Presentation from Publications and Publicity Unit**

by Nancy Knickerbocker

- Nancy Knickerbocker (NK) outlined the reports and publications produced by EI:
  - Report on the activities done on World Teachers Day
  - Publication on gender safe schools and how to live with HIV/AIDS
  - Report on Global Action Week
  - Report to the CEART
  - Privatisation on teacher education
- Trend is to produce more DVDs and CDs
- NK presented the new EI-NEA initiative *Video for Union Educators (VUE)*. This initiative emerged from the communication network meeting. It is about illustrating the work unions do.

#### **EFAIDS Newsletter**

by Laura Sullivan, Campaigns Unit

- Laura Sullivan (LS) reported on 2 new key publications for use with members in the field—developed in collaboration with EDC:
  - 'Building a Gender-Friendly School Environment'
  - 'Inclusion is the Answer: Unions Involving and Supporting Educators living with HIV'
- EFAIDS newsletter: Is distributed mid-month via email. LS reported that all articles are also on the EFAIDS website. They focus on the main campaigns, global action week, child labour, World AIDS Day, and key events.
- Target audience = the affiliates, other EI staff at the different offices, UNESCO





- Aims: to provide information about development, international news, give an additional voice to the affiliates, stimulate partnership.

### **7. Session V: Group discussions: (see full report from each group in Annex 3)**

First group: Projects and Programs in countries where conflict or other conditions create difficulties and necessitate long term commitments

Second group: Gender Equality programs/ Networks/Financing gender equality

Third group: Consortia as a model

### **8. Session VI: Update 1997 Policy Paper**

#### **Recommendation from EI (on agenda):**

- That a new statement of policy be developed, drawing on the principles articulated in the 1997 Policy Paper and reflecting the current context of development cooperation in a globalized world.
- That a Working Group be formed to develop the statement during 2008 for discussion at and endorsement by the annual DC meeting, 2008.
- That the statement be presented to a subsequent Executive Board for endorsement and recommendation to the 6<sup>th</sup> World Congress 2011.
- That the Working Group use mainly electronic communication with possible face to face meeting(s) when feasible.

- The DC meeting agreed that a new policy paper be drafted and accepted Lajla Blom's offer that UEN formulate the first draft.
- A working group was set up with the following volunteer organisations: UNSA, DLF, AEU, UEN, NEA, EI
- The new draft along with the existing paper remain the main topic of discussion for the DC Meeting 2008. The new paper will be subsequently submitted to the Executive Board.

Proposal to establish a database of Affiliate Training Resources and Trainers  
(See full project proposal in Annex 4)

- David Dorn introduced the idea to establish a database of affiliate training resources and trainers
- An outline of the possible project was handed out to participants
- The idea is to have a multinational training group in order to compile experience and teaching methods and to coordinate efforts on leadership training and capacity building

#### Questions and comments

- JE suggested to have discussion on that at the 2008 DC Meeting
- Tore Asmussen supported the project idea and proposed to have a database of trainers on the DC homepage.
- Barbara MacDonald also expressed her interest and said such a database could be very helpful.

#### Closing

- JE asked for further comments and recommendations. No comments were made.
- JE outlined the procedure for the meeting on the STAN countries and the MENA region the following day, 14 December.



- JE referred to the congress in Berlin and highlighted the importance of working together in development cooperation endeavours. She emphasised that the feedback from the cooperating partners is needed and appreciated.

The meeting was adjourned at 15h.

Next meeting: 20 - 21 November 2008, Brussels



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## ANNEX 1

### WORLD PICTURE THROUGH THE REGIONS:

#### ASIA PACIFIC REGION

#### SUMMARY

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### 1. KEY ISSUES

- a) Promotion of quality public education (EFA)
- b) Improving the welfare and status of teachers
- c) Trade union rights and strengthening teachers organizations
- d) HIV-AIDS pandemic
- e) Promotion of women in the leadership and gender issues
- f) Weak teachers organizations due to lack of capacity in addressing concerns of teachers and education
- g) Recruitment of the growing number of temporary, contract and para teachers.
- h) Privatization of education
- i) National conflicts, natural disasters affecting teachers and education
- j) Lack of professional development
- k) Developing democratic, independent teachers organizations

### 2. ACHIEVEMENTS

- a) Few teacher organizations that received support from external sources are now pro active in recruitment, organizing, advocating and campaigning on different issues
- b) There is a gradual increase of women in the decision making bodies of organizations as a result of the women's networks established in the region.
- c) Five organizations have started work actively to promote EFA and HIV-AIDS prevention.

### 3) AREAS TO ADDRESS / NEEDS

- 1) Capacity building
- 2) Promotion of trade union rights
- 3) Promoting / strengthening women's networks
- 4) EFAIDS programmes
- 5) Transformation of organizations from authoritarian to democratic organizations
- 6) Improvement of the sustainability of organizations
- 7) National teachers' organizations working together on common issues
- 8) Strengthening organizations by recruitment of thousands of teachers not in any organizations
- 9) Special attention in developing younger leaders to replace the ageing leadership



**The cooperation process in the Latin American region**  
**Education International Regional Office for Latin America**  
**December 2007**

1. Organised in March this year, within the framework of the Regional Conference held in Latin America, the regional cooperation meeting conducted an analysis of the type of relations that have been established in the Latin American region and it was considered that it was necessary to give a new strategic direction to cooperation relations. It is with the objective of making this known that the said declaration is attached, drafted following the conclusions of the deliberations carried out by all the parties involved in the above-mentioned cooperation meeting.
2. As a result of this regional cooperation meeting, a regional coordination process has been initiated between BCTF of Canada and Codevelopment with the IEAL Regional Office. In this way, the first steps have been taken towards the coordination of actions in several countries and also at regional level.
3. The process of evaluating the cooperation that has been established between Education International, UEN/Norway and education organisations in Paraguay, Peru, Guatemala, El Salvador and Nicaragua continues. December this year marks the end of the first two years of implementation of this process and in the first few months of 2008 it is hoped to carry out a regional evaluation of the national and regional process in order to reach agreements with a view to finalising the said evaluation process in December 2008.
4. Also ongoing at regional level is the process of implementing the trade union training project, which has the financial backing of the Ministry of Cooperation of Spain through the Fundación Paz y Solidaridad and is managed through FECCOO/Spain. This project has been in implementation for a period of six years and the time has now come to renegotiate a further period of four years.
5. During the current year began the process of implementation of the gender equality project at regional level. To this effect, two activities planned in the project programme have been completed. Firstly, our colleague Loreto Muñoz, coordinator for Latin America, made a visit to each organization at Latin American level with a view to initiating implementation of the project and, in particular, obtaining the commitment of each of the Executive Boards of the organizations to the national implementation processes. There have also been two sub regional events: one in the Andean sub region and the other in the Southern Cone. As regards the activities programmed for completion during the first year of implementation of the project, the corresponding event in the Central American sub region is still outstanding due to lack of financial resources. Similarly, the first evaluation with the international interinstitutional committee is also still in abeyance.
6. In accordance with the conclusions and recommendations of the IEAL Regional Conference held in March 2007, the strategic priority has been defined as strengthening the trade union organisation and structure. To this effect, the IEAL Office has prepared a proposed project which will be presented to the EI World Cooperation Office for examination before cooperation is established.
7. Similarly, the IEAL Office is developing a process for monitoring projects approved by the International Financial Institutions in Latin America concerned with education. Among the institutions which have been monitoring these projects are the World Bank and the Inter-American Development Bank.
8. Along the same lines, a process has also been initiated to monitor the presence of multinationals in education. The starting point is the fact that to understand the process of the commercialisation of education it is necessary to know which transnational corporations are present in each country and how each of them operates at regional level. Similarly, it is also



necessary to monitor those companies which are commercialising education through electronic commerce.

### **Development Cooperation EI Africa Region**

The new millennium has ushered Africa new challenges as well as opportunities. Challenges of globalisation, neo-liberal capitalism, flexible labour market and through scientific and technological advancement, creating a knowledge society. Africa cannot afford to be left out of this generation of a new global society. Teachers and their organisations therefore need to respond to the demands of our new world. To be able to do this in a more effective way, unions have to reincarnate themselves. In January 2007, the EI Africa regional conference clearly established a road map in development cooperation. It highlighted the imperatives and priority areas in future development cooperation activities. Basically EI Africa would like any development cooperation program to focus on the following,

- Organisational renewal –going back to the basics of trade union education
- Teacher trade union unity as an imperative for consolidation and empowerment
- Human and Trade union Rights
- Professional development through in-service education and training
- Skills development in areas such as leadership, communication, research, management etc
- Education For All , HIV and AIDS
- Gender and youth empowerment

In Africa, the teacher's trade unions can be categorised as follows;

- Increasingly developing
- Developing
- Under developing

**In category one**, these unions are making tremendous strides in recruitment and mobilisation, modernising operations, some have acquired collective bargaining rights, stable financial base, involved in consultative processes in education and are highly representative of the teacher population in the country. Such unions have been able to influence government policies. Examples of these include unions such as SADTU, GNAT, SLTU, SNEPCCI , KNUT, TTU, NUT,ZNUT, ZIMTA etc

**Category two** reflects unions in transition, transforming from a less proactive to a more proactive organisation. They have acquired a level of membership that will require authorities to pay attention to them. Such unions are now rebuilding their structures, improving leadership and communication and are agitating for institutional bargaining rights. To a large degree, there is a measure of unity among the teachers or at least some form of cooperation among unions in countries where they are polarised. One can think of unions such as GTU –Gambia, SENA, SENEGALESE UNIONS and those of Niger, NANTU, LAT, SNAT, UNATU, FECAP etc

**Category three** can be reflected in unions that are still struggling to raise sufficient membership, acquire check off, bargaining rights, recognition by being engaged in policy dialogue, stable financial base. They are also unions with weak structures, poor governance and communication within the union, polarised. Some of the unions in this category are in transition, emerging from conflicts or being highly infiltrated by political authorities. One can clearly think of unions such as NTAL, SINPROF, SINAPROF, ONP, Unions in BENIN, Mauritania, Mauritius, Chad , Central Africa, DRC,Cameroon,FESEN,SINPRESET,ETA,TAE etc

Whilst one cannot dismiss opportunities for the first two categories, the situation with unions in the third category demands urgent action. The Lusophone unions for example have great potentials for rapid development especially in Angola and Mozambique but will require a long term sustained and well focussed cooperation targeting recruitment, check off, leadership, organisation and mobilisation. These unions will have to acquire trade union culture and practices.



### **Approaches**

One would like to suggest that in countries such as DRC, Mozambique and Liberia, a consortium approach would be necessary, focussing on building organisational institutions, recruitment, retention and education of members and enabling them to pay their dues.

There will be the need to focus also on skills development in areas such as mobilisation, communication, leadership and financial management.

Many of the unions would also need institutional support as a starting point- e.g. computers, internet facilities, office space etc.

The study circle and the introduction of School representatives as additional structures in some of the unions particularly in Francophone and Lusophone countries would help improve on the performance of the unions.

The two pronged approach of professionalism and unionism should be made visible in the work of all our unions. As Africa introduces para-teachers as a solution to cost containment in education, unions should strive for professionalism in order to maintain a status for the profession and retain the gains made over the years.

In summarising, one would like to indicate that our unions' priorities lie in uniting within and between the organisations, organising, and educating the members and development cooperation holds the key to this.

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### **Development Cooperation in the Caribbean**

There has not been any significant improvement in the activities in Development Cooperation in the Caribbean between 2000-2007. At the national level the unions have not made the effort to request financial assistance from the cooperating partners to implement national activities in their respective unions.

The level of activities in the region at present are those funded by the Canadian Teachers' Federation and the British Irish Teachers' union. CTF has overseas professional development programme in Dominica, Guyana, and Grenada, British Irish Teachers' Virgin Islands, Nevis, St. Kitts, Montserrat, St. Lucia, Guyana and Suriname. The support given is for institutional strengthening and in the areas of leadership training and office equipment.

The other national activity undertaken in the Caribbean is the support given to Haiti (CNEH). In addition to institutional support provided by EI, SNES, Lararforbundet, CTF and CSQ the Caribbean Union of Teachers (CUT) is now willing to provide financial support to the teachers union in Haiti. The activities undertaken in Haiti has been the implementation of EFAIDS programme and women's training which are implemented from EI programme and budget. Some of the other activities to be implemented in Haiti and Suriname will focus on EFA issues relating to student drop out in schools and teachers' rights.

At the regional level CTF has been working with the CUT to provide training in ICT and Collective Bargaining for union leaders in the Caribbean. CTF has been providing support to the women's network programme in the Caribbean. the focus has been on leadership skills, health related matters and bursaries for needy women teachers to pursue studies.

As the Regional Coordinator I realize that most of the unions have not shown a keen interest in seeking funding for training of their members. The union leaders show a greater interest in regional and sub-regional activities especially if they are organized by the EI Regional office or the CUT. The main reason for such a preference could be because the unions are not willing to accept the responsibility to organize training for their members at the national level.

At the regional level as Regional Coordinator for EI I have serious concern relating to the limited training undertaken in the region because this can result in a reduction in the leadership capacities of the



teachers' unions. For example in many of the unions election of officers are done unchallenged by other members. This means teachers are not offering themselves for leadership positions in the unions.

The union leaders have been trained on how to prepare project proposals and how they can send them to EI to secure funding. The responsibility to undertake this initiative lies entirely with the union leaders. As EI Regional Coordinator proposals will be prepared for funding to train the union leaders in a number of critical areas. The initial training will be for the presidents, secretaries, treasurers chairpersons of women's committees and Public Relation Officers. There will be training focused mainly on young members in order to build secondary leadership in the respective unions.



## ANNEX 2

### Questions and Answers with regard to the DC Database

1. From Utdanningsforbundet
  - a. How regular would the updates be? The database can only be useful when it is updated regularly and is as accurate as possible.
  - b. Some of our projects cover more than one theme.
  - c. Different organization has different definition of a theme.
  - d. For Utdanningsforbundet, we do not have duration for a project, but we have a one-year or two-year cycle for a project which could cover another theme in the following cycle. Is it possible to reflect that in your database?
  - e. Could you include in your project summary the description of the project, the expected results and the key words?
  - f. Why is the budget not reflected in the database?
  
2. From CTF
  - a. Who owns the project? The co-operating or host organization?
  - b. Print version

Reflections from web point of view:

1. Response to Utdanningsforbundet
  - a. The regularity of the updates depends on updates from affiliates. It is a possibility to develop the database in the future where each organization amends its own project. Translation ?
  - b. EI will continue to develop the database to expand the number of themes for each project.
  - c. It is a problem indeed and EI's role is to harmonise these differences and provide a global definition for each theme. But it is a policy-level decision. At a more technical level, we already have about 30 themes and the reality is such that our projects only cover 11 of those themes. By even expanding the number of themes, it will make the database ungroupable, i.e. only 1-2 projects per theme, and then we might as well do away with the themes.
  - d. The database is developed based on the model of most organisations and Utdannings is indeed a case apart. The way to go about it is to treat each life cycle of the project as a new project, so that each life cycle of each project is duly recorded.
  - e. It has been difficult acquiring these information, while some organisations may have the time to provide updates, others don't. Once again, it is a policy decision: whether there should be a human filter to harmonise the amount, type and length of updates to provide an equal overview for all projects OR to allow each organization to provide its own update based on the data collected, which will of course make the database extremely accurate.
  - f. It is a policy decision to not reflect the budget for the projects.
2. Response to CTF
  - a. Both coop and host organisations are listed as equal partners in each project, EI strives to ensure the ownership of each project belongs to the host organisations.
  - b. This will definitely be included in the future development of the site.





## ANNEX 3

### Reports of small group discussions.

**Please note that conclusions and recommendations included in these reports are those of the participants of the small groups and not of the DC meeting.**

#### **First group: Projects and Programs in countries where conflict or other conditions create difficulties and necessitate long term commitments**

Participants: Ritva Semi (OAJ), Trudy Kerperien (AOB), David Dorn (AFT), Huda Khoury (AFT), Agnes Breda (UNSA-education), Helena Taxell (Läraryörbundet), Alex Davidson (CTF), Arnhild Bi-Larsen (UEN), Carmen Vieites (FETE-UGT), Jill Christianson (NEA), Steve Sinnott (NUT), Combertty Garcia (EI Latin America)

Definition of conflict:

Current conflict of various types and post conflict (i.e. Iraq, Colombia, Uganda, Palestine)

Why work in such areas?:

- Children's right to normal life and schooling
- Support for teacher unions to recover during and after conflict (i.e. dealing with traumatised students)
- Support a union to strengthen the role of teachers and give a push to democracy (teachers as educators)
- To enhance capacities and image of unions
- Teacher unions can be one of the means of reporting violations

Points discussed:

- During conflict it is rather survival of the union and after conflict it is general support
- It is important to listen to priorities and local conditions of the unions in these countries
- It is important to develop guiding principles for EI members on how to work in such conditions:
  - o Work through EI
  - o Be able to identify the unions to work with (in other words know the good/bad unions)
  - o Keep in mind that the union in these countries can be under pressure
- A question was raised on whether EI should identify areas and based on what criteria?
  - o Based on general guideline of human and trade union rights
  - o Will there be a difference if EI intervened?
  - o Will EI's intervention help raise awareness and shed more light?

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#### **Second group: Gender equality programs/networks/financing gender equality**

Participants: Rosario Rizo (Feccoo), Virginia Albert (regional office Caribbean), Joelle Casa (Italy), Henrik Herber (Läraryörbundet), Nicole Patenaude (CTF)

This discussion could be used for the update of the "For a transparent and Constructive Partnership" paper.

### **1) Current situation**

#### **General Recommendations:**

- ◆ Gender equity should be mainstreamed in the programmes we support
- ◆ Always take into account in all programmes, make women's participation part of the agreement



#### Examples:

- ◆ Training: good percentage of women (more women r-persons than men)
- ◆ CTF support women's network: Caribbean, African, Asian
- ◆ Create a safe environment for girls (Uganda)
- ◆ Women teachers to pursue their studies, young girls from poor education background (four countries and two networks)
- ◆ Latin-American – the most recent network to empower the women in their respective organisation,
- ◆ Women network in the Caribbean, since 1993 – strengthen women's involvement; training, different issues, health and safety, public speaking, information and communication technology, HIV and AIDS, violence. Women's committee recognised by the union; now unions are represented by one man one woman.

#### Discussion:

How are the networks managed, who is taking the initiatives? It might influence the work and result. All networks are different. In Asia there is EI staff co-ordinating together with a committee. Need a perspective from the outside to start, since the unions themselves (leadership) might not recognise a need.

### **2) Gender financing**

Big span. Some are about to start: In the Italian case, the question is how to convince the own organisation to participate in development co-operation. CTF big supporter for the Caribbean network as well as EI.

#### Ideas, recommendations:

- ◆ Women's committees to be included in the budget of the union
- ◆ Encourage the union to reserve in their budget funds for network or other activities
- ◆ Make the work visible, publications
- ◆ National unions to support the network.

### **3) What is not done and what can be done**

Look for ways to ensure the survival of the networks. Networks are dependent on a person who can promote the network and take initiatives (compare the examples of Latin America and Europe).

What is the impact of empowerment? Positive Caribbean example of more women in executive committees, women presidents. Unions are represented by one man one woman. Similarly the Latin American network empowers women in their own unions.

Be precise with how we conceptualise: Don't use equity if we mean equality. We use "gender project" for the activity "empowerment of women" with no or vague reference to how the empowerment contribute to gender mainstreaming

Women's committees are still relevant. If we change into an "equality committee" it will change the mandate and draw attention from empowerment of women.

However, for the future the activities we plan and support should lead to gender mainstreaming, and then we need to be innovative on how to include and influence the men in order to change the structure of unions.

### **Third group: Consortia as a model**

#### Participants:

Larry Specht (AFT), Roger Ferrari (SNES-FSU), Margareta Axell (Läraryförbundet), Richard Langlois (CSQ), Lajla Blom (UEN), Aloysius Mathews (EI Asia), Anders Ahlin (Läraryförbundet), Tore Asmussen (DLF), Darcel Russel (AEU), David Edwards (NEA), Barbara MacDonald (CTF), Nicholas Richards (EI Brussels), Assibi Napoe (EI Africa)

Notes from DC-meeting 2006 were used as a basis for the discussions.



### ***Different types of consortiums***

- One country (i.e. Indonesia)
- Thematic program in several countries in a region (i.e. Women network, John Thompson)
- Programs in several countries in a region, but with individual programs for each country (i.e. Central Asia, MENA)

Every consortium needs its individual model.

### ***Advantages (why a consortium?)***

- Large projects – share the costs and get the volume
- Risky countries – different co-operating organisations are sharing the risk (responsibility, creativity, administration, financial support, and human resources support)
- Makes the process easier for the host organisation. Administrative burden is lesser. Have to spend less time on different administrative rules, reporting formats. Don't have to host delegations every other month.
- Avoids duplications. Co-operating partners get the full picture of the development in the host organisation. Overview of the development in the organisation. Decreased the possibility for co-operating partners to "sell" their specific speciality/idea/issue
- The collective approach is strength. Learning from each other. The input into the project is very different and that is good
- Good for co-operating organisations that wants to be involved, but can't contribute very much
- Cost reduction in the longer run. All co-operating partners don't have to come to every planning and evaluation meeting.
- More independence for the host organisations, because the steering of the project is not so close (example for Indonesia)

### ***Disadvantages***

- Co-operating partners need to compromise. A loss or reduction of decision-making power of each co-operating organisation. Might be difficult to be visible. (Solution: we are not there to promote logos. The projects are for the host organisations)
- Use of resources. Example: a consortium meeting in Liberia would cost more than all activities for one year. (Solution: it might be better in the future, see advantage above)
- EI takes up co-ordinating role. More work on EI-office. Not resources enough at all EI offices. (Solution: consortium can pay for co-ordinator in the project, which will lessen the burden for EI regional office)
- Distance between co-operating partners and host organisation could be too far

### ***Conditions for consideration:***

- The union should not accept other projects outside the consortium
- The co-operating partners require budgets and audit.

### ***Example: Indonesia***

36 provinces in PGRI  
5 co-operating partners

Provinces submit plans to national level.

All plans are discussed in small groups at planning meeting.

Co-operating partners tell how much they can contribute with

Money is sent to EI office. EI is the co-ordination body. The finances are kept at EI. Audit takes place at EI

One report

One audit

Consortium pays for one co-ordinator (consortium resource person)



## ANNEX 4

David Dorn, AFT

### **Building EI's Development Cooperation and Training Resources**

#### **Proposal to Establish a Database of Affiliate Training Resources and Trainers**

Education International's new initiatives for the Middle East and North Africa and the former Soviet Central Asian Republics offer both a challenge and an opportunity. The challenge is clear: to effectively utilize the organizational and financial resources we have committed to strengthen independent and democratic teacher movements. However, the needs of our brother and sister teacher unionists in these regions will not be met simply by the application of money and invitations to yet another international seminar. We know from our own hard experience that building effective teacher organizations that serve the needs of our members as both workers and professionals requires skilled and committed union officials from the top leadership to the shop steward in the individual school. We also know that training, training led by teacher unionists for teacher unionists, is invaluable in helping more experienced leaders keep abreast of new challenges and, even more important, in helping to make new leaders into effective member advocates.

These initiatives will call on EI to marshal experienced leaders and trainers to engage with their counterparts in the two regions to jointly develop and implement effective programs. To prepare for this undertaking, EI needs to assess the training and organizational resources that can be brought to bear, not just from the Secretariat, but also from member unions.

The assessment of EI member resources can, in itself, be a useful exercise, stimulating a dialogue among members about the most effective training and organization-building measures. We all face new challenges, and the experiences of our brothers and sisters could well prove useful in responding to issues such as privatization and globalism. In terms of international cooperation, a thorough assessment will lay the groundwork for an effective multinational approach. This approach was utilized by EI very successfully in Kosovo in 2002- 2004 with the Union of Education, Science and Culture of Kosovo when several affiliates collaborated on a training and assistance project. Our new initiatives will demand considerably more of our training resources and a correspondingly broader degree of cooperation among members. As a first step in meeting this challenge, we propose that EI build a database of member training resources and a list of experienced trainers who are interested in participating in our new initiatives and other established EI development cooperation activities.

In order to create a useful database, we propose that EI survey all members regarding their internal/domestic training activities and capacities. Questions might include:

- On what topics does the affiliate conduct training?
- Does the affiliate have a training department and/or full-time trainers?
- Does the affiliate produce training material?
- What methodologies are used - interactive training, online training etc.?
- Has the affiliate provided trainers to work in international projects?
- Is the affiliate interested in lending trainers, materials to EI training missions, assuming that resources are not an issue?
- Approximately how many members and leaders does the affiliate train each year?
- Has the affiliate received training or other forms of assistance from other unions?
- If so, what types of assistance were most effective?

After compiling this information, EI could convene a meeting of interested affiliates to begin developing common training materials for use in the initiatives and assemble a list of potential trainers. EI coordination will help to ensure that the training methods and material are broadly consistent across national lines and optimal for meeting the needs of recipient countries. We believe that this will maximize the effectiveness of the multi-national training teams that will be a primary vehicle of EI assistance under the new initiatives. Furthermore, we believe that it will have the long-term benefit of promoting valuable discussions among affiliates on the key issues of organization building and how training can strengthen our unions.