

**MINUTES
OF
EI DEVELOPMENT COOPERATION MEETING**

Brussels, 20 – 21 November 2008, ITUH 1st Floor, Room B

PRESENT:

EI Member Organisations

David DORN	American Federation of Teachers (AFT), USA
Trudy KERPERIEN	Algemene Onderwijsbond (AOB), The Netherlands
Richard LANGLOIS	Centrale des syndicats du Québec, CSQ
Alex DAVIDSON	Canadian Teachers' Federation (CTF), Canada
Barbara MacDONALD MOORE	Canadian Teachers' Federation (CTF), Canada
Nicole PATENAUDE	Canadian Teachers' Federation (CTF), Canada
Beth SCHUBERT	Canadian Teachers' Federation (CTF), Canada
Tore ASMUSSEN	Danish Union of Teachers (DLF), Denmark
Dorte LANG	Danish Union of Teachers (DLF), Denmark
Flemming SORENSEN	Danish Union of Teachers (DLF), Denmark
Sonsoles REDONDO MARTÍN	Federación de Enseñanza CC.OO. (F.E.CC.OO.), Spain
Rosario RIZO MARTÍN	Federación de Enseñanza CC.OO. (F.E.CC.OO.), Spain
Carmen VIEITES	Federación de Trabajadores de la Enseñanza de la UGT (FETE/UGT), Spain
Manfred BRINKMANN	Gewerkschaft Erziehung und Wissenschaft (GEW), Germany
Anders AHLIN	Läraryförbundet (LÄRARF), Sweden
Margareta AXELL	Läraryförbundet (LÄRARF), Sweden
Paula ENGWALL	Läraryförbundet (LÄRARF), Sweden
Henrik HERBER	Läraryförbundet (LÄRARF), Sweden
Helena TAXELL	Läraryförbundet (LÄRARF), Sweden
Christine BLOWER	National Union of Teachers (NUT), UK
Samidha GARG	National Union of Teachers (NUT), UK
Jill CHRISTIANSON	National Education Association (NEA), USA
David EDWARDS	National Education Association (NEA), USA
Cynthia SWANN	National Education Association (NEA), USA
Ritva SEMI	Opetusalan Ammattijärjestö (OAJ), Finland
Roger FERRARI	Syndicat National de l'Enseignement de Second Degré (SNES-FSU), France
Florian LASCROUX	Syndicat National de l'Enseignement de Second Degré (SNES-FSU), France
Begoña SUAREZ	Confederación de Sindicatos de Trabajadores y Trabajadores de la Enseñanza – Intersindical (STESs – Intersindical)
Rob COPELAND	University and College Union (UCU)
Lajla BLOM	Union of Education Norway (UEN), Norway
Ingrid CONVERY	Union of Education Norway (UEN), Norway
Agnes BREDA	UNSA-Education, France
Sylvie GRASSO	Reseau Education et Solidarite

Education International

Assibi NAPOE	Chief Regional Coordinator Africa
Richard ETONU	Coordinator, Africa
Emanuel FATOMA	Coordinator, Africa

Aloysius MATHEWS	Chief Regional Coordinator Asia Pacific
Sagar NATH PYAKURYAL	Coordinator, Asia Pacific
Rey DICHOSO DOLOT	Coordinator, Asia Pacific
Chusnul SAVITRI	Coordinator, Asia Pacific
Sashi Bala SINGH	Coordinator, Asia Pacific
Virginia ALBERT	Chief Regional Coordinator Caribbean
Comberty RODRIGUEZ	Chief Regional Coordinator Latin America
Gabriela BONILLA	Coordinator, Latin America
Loreto MUÑOZ VILLA	Coordinator, Latin America
Huda KHOURY	Coordinator MENA Region
Janice EASTMAN	Deputy General Secretary, Brussels
Monique FOUILHOUX	Deputy General Secretary, Brussels
Gaston DE LA HAYE	Senior Consultant to the General Secretary, Brussels
Nicolás RICHARDS	Senior Coordinator Solidarity & Development, Brussels
Jefferson PESSI	Coordinator Solidarity & Development, Brussels
Delphine SANGLAN	Senior Professional Assistance Solidarity & Development, Brussels
Juliane RETHORST	Professional Assistant Solidarity & Development, Brussels
Alexandra COGELS	Professional Assistant Solidarity & Development, Brussels
Yann GELISTER	Professional Assistant Solidarity & Development, Brussels
Julie KAVANAGH	Professional Assistant Solidarity & Development, Brussels
Nancy KNICKERBOCKER	Senior Coordinator Information & Communication, Brussels
Timo LINSENMAIER	Professional Assistant Information & Communication, Brussels

REGRETS

Australian Education Union (AEU)/ Australia; the Danish National Federation of Early Childhood Teachers and Youth Educators (BUPL) / Denmark; Federazione Lavoratori della Donoscenza CGIL (FLC – CGIL)/ Italy; Japan Teachers’ Union (JTU)/ Japan.

CHAIR

Jan Eastman, EI Deputy General Secretary

1. Welcome and Introductions

- Jan Eastman (JE) opened the meeting and welcomed all participants.
- JE highlighted some aspects of the global context which may impact development cooperation and teacher trade unions. :
 - **Lack of qualified teachers and increase of para teachers**
 - **Decreasing membership within unions**
 - **Aging membership**
 - **Food shortage**
 - **Financial crisis**
- JE stressed out that union capacity building remains key to address the above mentioned challenges. Unions also need to reach out to new young teachers.
- The agenda was agreed as distributed
- The notes of the DC meeting December 2007 and the agenda were adopted.
- JE introduced Sylvie Grasso (SG) from the Education and Solidarity Network. She invited the participants to meet with SG for further information following Sylvia’s brief introduction to the Network later on the agenda.

2. Key Issues and Priorities in Regions

Asia Pacific

Aloysius Mathews (AM) highlighted the following issues and priorities in Asia Pacific:

- **Countries with political changes**

- Nepal: Transition from absolute monarchy to constitutional democracy
- Bhutan: King handed over power to his son who appears to be more progressive:
The regional office will take initiative to establish a union in the country
- Maldives: Elections two month ago look promising and more democratic

→ Political changes provide opportunities to help teachers and teacher unions.

- **Countries with restrictions to Human Rights**

- Pakistan
- Bangladesh

→ Important countries as millions of children are out of school, and extreme shortage of teachers

- **Countries in internal conflicts**

- East Timor: Civil unrest, people living in tents, teacher organisation no longer functioning
- Thailand: Conflict in 4 districts, more than 300 schools burnt
- Afghanistan: Education for girls in danger due to Taliban actions, i.e threatening and harassing women teachers and girl students, teachers killed
- South Philippines: teachers being killed
- Sri Lanka: education and teachers caught up in the internal conflict with Tamil Tigers
- Burma: Upheaval of monks, many people killed and teachers arrested. There is a need for EI to assert more pressure to bring about change in Burma

- **EFAIDS**: India, Nepal and Indonesia are involved in the EFAIDS programme; looking into the possibility to include Pakistan and Bangladesh

- **Impact of financial crisis**

- Strong impact on provision of education. Unions need to be equipped and strengthened in order to cope with lack of funds
- China was badly affected: 67000 enterprises had to close in the first six month of the crisis; trends of urban migration is being reversed; many strikes due to non-payment of salaries; bigger awareness among workers where human and labour rights are affected; prediction of social unrest due to economic downturn; unions controlled by the government start to lose control of the general workers

- **Tsunami Programme in Aceh**: Work will be finalized in April 2009

- **Evaluation of DC work**: The Asia Regional Board decided to undertake an evaluation of the real impact of the dc programmes carried out in the region in the last 15 years. The evaluation will be presented to the next regional meeting in March and will be shared in June 2009.

- **Weakening of teacher trade unions**: Teacher trade unions are becoming progressively weaker: membership declining, capacity and leadership weakening, union visibility not existing whereas visibility of NGOs increasing in the field of education.

Caribbean

Virginia Albert (VA) highlighted the following issues and priorities in the region:

- General economic, social and political update
 - Political situation is stable
 - Increasing violence: Crime and drug trafficking in the increase
 - Cost of living is sky rocketing, food prices escalating
 - Rapid decline of tourism due to natural disasters and financial crisis
- Union work
 - Big focus on teacher training, migration and social issues tied to education
 - Capacity building through training of young leaders in teacher trade union work has not been a priority for the unions in the region. Therefore there is the need to focus more on these areas.
 - Need for parity among differently sized unions: very small unions need help especially Surinam, Guyana and Haiti.
 - Haiti is big challenge not only in terms of the socio-economic context but also because the union itself is not structurally strong
 - New strategy developed by VA to work jointly with all small unions
 - VA emphasised the need for capacity building as not enough strong leaders in the unions. John Thompson Programme (JTF) had an impact but now teachers trained are retiring→ young teachers needed
 - Barbara MacDonald Moore (BM)/CTF highlighted that CTF is discussing new round of JTF
- EFAIDS:
 - the programme has been beneficial to unions across the region
 - unions take on own responsibility thus ensuring sustainability
 - need to further integrate programme with other DC activities
- Women Network:
 - limited progress due to tensions between EI and CUT, but further activities planned in the coming year
 - Today 12 out of 22 unions have women president

Latin America

Comberty Rodrigues reported on the following issues and priorities:

- The region has been defined by neo-liberal agenda, but the latest advent of progressive governments has produced a change
- Important progress with the presence of a regional social movement
- No respect for human rights, ILO conventions and labour laws especially in Peru, Guatemala and Colombia. Argentina shows some progress
- Private education is prevalent in all countries while public education system is deteriorating

Exceptions:

- Argentina: four laws have been passed in support of public education which is contrary to trends throughout the region
- Ecuador: education is included in laws as a right, so state policy includes the provision of education
- Uruguay: new space for union activities has opened up.
- NGOs: they compete with the labour movement and have established a business with education

Challenges and needs for unions:

- Unions need to be prepared to face privatization and GATS
- Unions structures need to be strengthened and capacity enhanced to make alternative proposals to face neoliberal policies

Africa

Assibi Napoe (AN) highlighted the following issues and priorities:

- Countries in conflict: Political and social situation becomes ever more worrying (Zimbabwe, Kenya, DRC, Chad, Cameroon)
- How can quality education be realised in countries in conflict and where children are dying of hunger?
- While many countries have declared free primary school, there is the phenomenon of disguised privatisation
- Fragmentation of unions in Burkina Faso, Benin, Niger and Nigeria is having adverse affects on the strength of the union movement in those countries
- Weak unions especially in Mauritania, Djibouti, Namibia and Lusophone countries
- Development and Cooperation programmes proved decisive in many contexts and there is continuing need to undertake projects to strengthen the capacity of unions provide leadership training
- Loss of trade union culture due to mass arrival of NGOs.
- Need to strengthen union advocacy, leadership capacities to better serve teacher unions and its affiliates

Europe

Nicolas Richards (NR) highlighted the following issues and priorities:

- Eastern Europe: decline of membership in the last years. Change in the way the unions work in comparison to the communist era: no more automatic affiliation
- Conference in Georgia was held before the war with unions from 8 countries (Armenia, Albania, Azerbaijan, Belarus, Georgia, Moldova, Russia, and Ukraine). It showed that unions vary extremely in level of development and background. Common way on how to work together needs to be elaborated
- Balkans: tensions between ethnic groups and the declaration of Kosovo's independence made the progress obsolete that was achieved so far. New start necessary
- Work needs to be identified and started with the Oblast and Rayons in Eastern Europe

Key issues prevailing in reports from all regions:

1. Relationship between unions and NGOs
2. Decline in unions' capacities in recruiting and organising
3. Education in conflict situations

4. Financial Crisis

Monique Fouilhoux (MFx) addressed the meeting on the following:

- Financial crisis caused increase of public debts and possible decrease of public expenditure on development cooperation, education, health
- It is expected that 20 million jobs will be reduced in the coming year worldwide

- Trade union movement should be invited to discussions of the G20 in the following months

5. Quality Education/GCE: teacher shortage and union recruitment

MFx reported on the following:

- This year's EFA Global Monitoring report "Overcoming inequality: why governance matters" highlights that inequality remains persistent in many areas. Report is very pessimistic with regard to achieving the MDG on education. Good governance on all levels is necessary for a good development. Dependency of the countries in the South increases.

6. Communications: web site and publications

Nancy Knickerbocker (NK) and Timo Linsenmaier (TL) reported on the following issues:

- DC Website: Very good feedback on the DC website launched last year. Important that the information is regularly updated with latest news on the updates.
- Participants were invited to participate in user survey on use of the web portal which will be sent out during the following year.
- NK presented the Video for Union Educators (VUE) Project. The 10 minute video was shown on You-tube, with 1400 views. The video was then shown to all members
- A second video on the theme of education around the Thai-Burmese border is currently in production. In 2008 EI committed to two videos which were completed. Plans for 2009 have yet to be finalised. NK clarified that the NEA provides the funding for the VUE Project.
- Discussion ensued as to how to give visibility to projects that were less attention – grabbing than topics such as child labour

7. 2007 New Initiatives: MENA, Central Asia

MENA Report

Huda Khoury (HK) provided the following update on the activities carried out since December 2007:

- During 2008, assessments of the unions in the Mena area were carried out to identify unions for future cooperation. JE, NR and HK met with organisations in Jordan and Lebanon to explore possibilities. HK noted that the concept of teacher unions is not popular in the region, preference for societies and organisations.
- Two training workshops were conducted in **Lebanon**; one with the private teacher union and one with the public union. In 2009 continued cooperation with the Lebanese unions, more training. Further support to the public union in Lebanon, so they can fund research on a teachers' fund.
- EI had some initial contact with **Iraqi** unions KTU and ITU, but given the political and security situation, it is difficult for unions to respond to requests. EI has still to make sure that ITU has country wide representation as reported by the contacted president Jassim Allami. EI will follow up on the agreement with KTU and ITU depending on the situation, and with the support of ITUC, FES, SC in Amman because of their extended programs in Iraq.
- In **Jordan**, the union recently became an EI member, further training and workshops.
- The **Yemenis** union is currently presenting proposals for cooperation in 2009.
- **Egypt**, where in addition to the EI member GTUESR and the other pro government union, a new movement called "Teachers without a union" that hasn't got any obvious political or religious affiliation, is known more now. This movement has a website that is being updated more periodically lately, and it seems to have a link on the website dedicated to

highlight the issues of women teachers in the profession. These steps will be integrated in the work plan of MENA for 2009.

- **Bahrain and Oman** were suggested as potential countries and union for EI to initiate contacts with in 2009.
- The MENA project is not a consortium but rather a working group, so EI is trying to facilitate sharing of information between partners and the region. The report focuses more on the Middle East, rather than in North Africa, and this reflects the approach that needs to be taken in the region.
- **Palestine:** EI will continue its support of EI member GUPT in the next years to consolidate the union structures, strengthen the union capacity building by supporting training workshops with cooperating partners and supporting as well the office infrastructure. Summer camps for students in different cities in Palestine will continue to be organized. Meanwhile Lararforbundet, and UEN funded the GUTP website, and UEN is following up on this activity. AFT is currently implementing a series of union capacity building trainings. EI requested to be informed of all activities with GUPT to prevent overlap/duplication and proper coordination of all the cooperating partners' activities.
- In **Kuwait** there was a meeting of the Islamic Federation of Teachers, an organisation that tries to bring unions from Muslim countries from Indonesia to Senegal. FvL was invited to the meeting, Moroccan member of the African Executive Board attended as proxy. The Islamic Federation of Teachers wants to be a regional organisation and does not wish to compete with others among EI. Some cooperation should be envisaged between these emerging organisations, with the proviso that it is not in contravention of EI principles.

Questions and comments

- Agnes Breda commented that the Federation of Arab Teachers (FAT) already exists in the region, and asked whether EI is aware that there is a double affiliation of some unions in the region, and if there has been any effort to build partnership with the FAT as an umbrella organisation.
- NR responded that on an informal basis there is contact with FAT. FAT is aware of the MENA Programme, and one of the Lebanese unions is a member. Operational difficulty with FAT is the stipulation that only one member from each country can be a member, which is contrary to EI principles.
- Samidha Garg, NUT commented on their strong relationship with GUPT. They are currently engaged in a project on professional development with the Israeli union. Project to combat Anti-Semitism and Islam phobia in the region.
- Assibi Napoe highlighted the issue of gender in the region and made reference to preliminary workshops that took place during 2006 and 2007 and the need to sensitise on gender issues in the region.
- Nicolas Richards commented that the work to date in the Consortium has been about building contacts and creating space for discussion. In 2009, the emphasis will be more directed towards activities to be undertaken in the field.

CENTRAL ASIA

NR reported on the following:

- The CA Programmes started in fact before the EI Congress decided to allocate funds to ensure that the unions in the region received EI assistance in developing new structures. UEN, OAJ and Lararforbundet had supported the EIRAP Office in doing some field work.
- After the first CA EI Programmes consortium meeting in December 2007 the real work started.
- In May 2008, NTUTSW Kazakhstan, TUESWK Kyrgyzstan, RC-STES Tajikistan and TUESWU Uzbekistan met with the consortium (LF Sweden, UEN Norway, OAJ Finland, NEA USA, AFT USA and EI) to share basic information on the current situation of teacher unions, education and the socio economics in each country in the region. Following that meeting, union work on national plans began, first with TUESWK Kyrgyzstan and then with the other three unions. There are now four national plans and a

regional approach to cooperation work in this area. Activities for 2009 have been agreed upon.

8. DC and Gender Networks

Jan Eastman (JE), Juliane Rethorst (JR) and Delphine Sanglan (DS) reported the following:

- JE contextualized the work in terms of resolutions, Women's World Conference, networks, the survey and report to congress and education of the girl child.
- JR explained how the 2001 resolution "Gender Perspective in Development Cooperation" has been integrated in the DC projects. The DC Database illustrates that the projects are divided into clearly defined women's projects and projects where a gender dimension is included.
- Delphine Sanglan highlighted HIV/AIDS as a union issue and signalled that EI can bring a different role and perspective to the work undertaken by NGOs. The gender dimension of HIV/AIDS and Unions expressed lack of capacity to deal with issues of violence and sexual abuse in schools. EI has responded with the publication "Gender Safe Schools". DS described briefly the manual, content and its objectives.

Questions and Comments:

- David Dorn commented that HIV/AIDS is a delicate issue amongst teachers, especially when linked to sexual misconduct. He asked about studies done, including longitudinal studies to assess the effectiveness of the EFAIDS Programme in reducing HIV/AIDS prevalence amongst teachers.
- Tore Asmussen asked whether it would be possible to choose more than one theme in the database to categorize projects. JE assured that this would be done.

9. Solidarity

Juliane Rethorst reported that EI supported the following organisations in 2008:

- Solidarity Assistance: ZIMTA/Zimbabwe, Stella Dominquez, FECODE/Colombia
- Disaster Relief: UASU, KUDHEIHA, KNUIT/Kenya; ESFTUG/Georgia; CNEH/Haiti

10. Education in Emergency Situations – INEE

Jefferson Pessi (JP) reported on the following:

- The Inter-Agency Network on Education in Emergency Situations is a global open network linking up development agencies, NGOs and personnel. Formed in Dakar, it promotes advocacy on the theme and puts together publications such as the Key Minimal Standards on Education in Emergency Situations. This year an important document was the Guidance Notes on Pay for Teachers in Emergency Situations. UN agencies meet with governments and authorities in conflict situations and refer to the above tools to achieve progress on education in emergency situations.

11. EFAIDS

JP reported on the following:

- Through the policies adopted at Congresses EI has been given a mandate to work on HIV/AIDS issues, and the EFAIDS Programme is the expression of this. The Programme is very much a union programme, with the aim that ownership lies with the unions in the longer term. He stressed that the Programme was not solely an HIV/AIDS programme but rather that it included both EFA and HIV/AIDS issues.
- Research is an important backbone of the Programme, and undertaking their own research enables unions to challenge government policies on a definite platform. The fragmentation of unions has been counteracted by the policy of the Programme to run a sole, united Programme in each country. This programme has improved the image and visibility of unions by both the public and governments, reaching out to the public in Dominican Republic, closer connections with the government in Uganda.
- Reports that teachers are more affected by HIV/AIDS is overstated and there are no concrete data that this is the case, teachers appear to be equally but not more affected by HIV/AIDS than the rest of the population. Within the GUAP Steering Committee there is move to do a base-line study on efficacy of interventions on teachers which should commence January 2009.

Questions and comments:

- Emmanuel Fatoma stressed that the Regional Office adopts an integrated approach to their work on the EFAIDS Programme and Development Cooperation. The visibility of the EFAIDS Programme is enhanced by its functioning across five areas, whereby activities undertaken in one area, feeds into further activities.
- Gabriela Bonilla added that in Latin American there had been a trend towards integrating EFAIDS issues and activities within the union work and structures.
- Lajla Blom commented that UEN has ongoing cooperation with the Norwegian Refugee Council that is informed by the work of the INEE.
- David Edwards of NEA commented that periods of unrest are often used as a justification to push through policies or put in place measures that are unfavourable to teachers and public education.

12. Education and Solidarity Network

Sylvie Grasso presented the network to the participants and highlighted the following:

- Education International (EI) has launched a new project in partnership with the Mutuelle Générale de l'Éducation Nationale (MGEN), the Association Internationale de la Mutualité (AIM) and the ILO (International Labour Office): the Education and Solidarity Network, intended to help strengthen and develop solidarity-based social protection systems by mobilising professionals from the education sector in all countries throughout the world.
- Professionals in the education sector have a role to play in the development of solidarity-based welfare systems. The support of EI members is essential for the implementation of this network, the aim of which is to promote exchanges of best practices in the area of mutuality throughout the world, the sharing of expertise, help in creating mutual structures and the dissemination of training modules devoted to solidarity-based mutual support systems.
- A questionnaire will be forwarded to all members of EI with the aim to enable the Network to identify existing initiatives among education professionals in the area of social protection.
- An international conference to launch the Network will be organised in Paris on 14-15 May 2009.

13. Plenary discussion of DC Paper:

An introduction was provided by the Chair. Lajla Blom/UEN presented the first draft of a new DC paper which UEN drafted following a discussion with EI.

Group 1

Facilitator: Nicolas Richards

Note taker: Yann Gelister

Rapporteur: Henrik Herber

Henrik Herber presented the discussion as following:

- Discussion on the context in which DC operates, i.e. countries, the cooperating partners and the EI policies.
- Analysis of the relations between cooperating partners (both cooperating partners and national unions), and the context of what is meant to constitute DC policies, programmes and activities. The concept of DC needs to be revisited within the EI programmes. In relation to this, it was proposed to explore other ways to phrase what we want to achieve, to scrutinize the words we use.
- Support of the process of revising the 1997 EI document and elaborate on it. For this a committed working group is needed.
- The main concept should be union solidarity rather than development cooperation.

Group 2:

Facilitator: Delphine Sanglan

Note taker: Alexandra Cogels

Rapporteur: Barbara MacDonald

Barbara MacDonald presented the discussion as following:

- Main discussion on partnership and solidarity.
- Reference to the Paris Declaration, which has an influence on how we work.
- Principles: independence, autonomy, sustainability.
- The role of EI: EI as a center of information, analysis, context, unions.

Group 3:

Facilitator: Jefferson Pessi

Note taker: Undraa Batsukh

Rapporteur: Lajla Blom

Lajla Blom presented the discussion as following:

- Sustainability is a major aspect of DC work.
- DC work needs to help unions build capacity, offer better services for members, and be a voice in the education debate, promoting democracy and respect for trade and human rights.
- The concepts we use in terms of how they may position us as a receiver or donor need to be defined. We want to go away from that sort of understanding, that language.
- Be conscious of use of language but not to the extent that such consciousness inhibits the DC work.
- Discussion on how to mainstream gender into the work, not just with regard to women but to men. Recognition that the regional offices have a key role to play in contextualising the situation.
- Shift towards programmes, away from projects. Need to develop a dynamic and flexible partnership.
- Item 4: the role of EI, the regional offices are better equipped for understanding the situation the unions are facing.

Group 4:

Facilitator: Juliane Rethorst

Note taker: Julie Kavanagh

Rapporteur: Paula Engwall

Paula Engwall presented the discussions as following:

- Recognition that the previous paper had not been used and that it was necessary to start afresh to create a dynamic document for a different context
- Need to use the document as a precursor to development and to integrate DC work fully into the union structures.
- Discussion focused on the paper, its use, how EI, regional offices and members use it. Terminology: no longer use host organization; stick to cooperating partners.
- Need to elaborate on the "strong" concept. We talk about strong organizations, but do not define what strong is.
- No mention made to international teachers' movement.
- Need to define the role of EI and the expertise of cooperating partners.
- A baseline is needed, from EI, on the union situation in the country.
- EI activities should be included in the assessment of sustainability.
- Unity of unions should be given emphasis.
- How do we deal with advice given by EI. Do we follow it?

14. Plenary Comments:

- JE: sought agreement of the meeting to no longer use language "host" and "receiver". The meeting agreed unanimously.
- Where to from here? The notes of the meeting including the group discussion notes will be distributed on the DC electronic mailing list for feedback. Following that the process of drafting would continue, and a new draft would be circulated for feedback. It would be further discussed at the next DC meeting.
- Nicolas Richards expressed concerns of how to include the perspectives of the partners from unions who received funds, as to date the process had largely by-passed them.
- Jan Eastman confirmed the draft would be widely distributed through the course of the year and would be revisited at the next DC Meeting to be held on 19 and 20 November 2009.

15. Closing remarks

The chair thanked the interpreters, the EI staff, Regional offices and all members for their participation and invited Margareta Axel to make closing remarks.

Margareta Axell (MA): MA said that this was her 16th DC meeting. The first meeting she attended was in the beginning of the 80s. She heard the same discussions many times, but was also able to witness progresses and changes. When she started she was sure that she would never see results but she did see results. "I think I have done my job, so I am not very sad and I am looking forward to retire." She will travel from now on with no pressure to come back with a result. Margareta gave a special thank you to the regional offices of EI.