



## MINUTES

### EI DEVELOPMENT COOPERATION MEETING

Brussels, 19 – 20 November 2009

#### EI Member Organisations

Darcel <b>RUSSELL</b>	Australian Education Union, AEU
Morten <b>BRYNSKOV</b>	The Danish National Federation of Early Childhood Teachers and Youth Educators, BUPL
Richard <b>LANGLOIS</b>	Centrale des syndicats du Québec, CSQ
Alex <b>DAVIDSON</b>	Canadian Teachers' Federation (CTF), Canada
Nicole <b>PATENAUDE</b>	Canadian Teachers' Federation (CTF), Canada
Cassandra <b>HALLET DA SILVA</b>	Canadian Teachers' Federation (CTF), Canada
Tore <b>ASMUSSEN</b>	Danish Union of Teachers (DLF), Denmark
Flemming <b>SORENSEN</b>	Danish Union of Teachers (DLF), Denmark
Pedro <b>GONZALEZ</b>	Federación de Enseñanza CC.OO. (F.E.CC.OO.), Spain
Sonsoles <b>REDONDO MARTÍN</b>	Federación de Enseñanza CC.OO. (F.E.CC.OO.), Spain
Carmen <b>VIEITES</b>	Federación de Trabajadores de la Enseñanza de la UGT (FETE/UGT), Spain
Henrik <b>HERBER</b>	Läraryrbundet (LÄRARF), Sweden
Helena <b>TAXELL</b>	Läraryrbundet (LÄRARF), Sweden
Samidha <b>GARG</b>	National Union of Teachers (NUT), UK
Amy <b>NORRISH</b>	National Union of Teachers (NUT), UK
David <b>EDWARDS</b>	National Education Association (NEA), USA
Ritva <b>SEMI</b>	Opetusalan Ammattijärjestö (OAJ), Finland
Roger <b>FERRARI</b>	Syndicat National de l'Enseignement de Second Degré (SNES-FSU), France
Florian <b>LASCROUX</b>	Syndicat National de l'Enseignement de Second Degré (SNES-FSU), France
Arnhild <b>BIE-LARSEN</b>	Union of Education Norway (UEN), Norway
Agnes <b>BREDA</b>	UNSA-Education, France

#### Education International

Fred <b>VAN LEEUWEN</b>	General Secretary
Janice <b>EASTMAN</b>	Deputy General Secretary, Brussels
Gaston <b>DE LA HAYE</b>	Senior Consultant to the General Secretary, Brussels
Nicolás <b>RICHARDS</b>	Senior Coordinator Solidarity & Development, Brussels
Jefferson <b>PESSI</b>	Coordinator Solidarity & Development, Brussels
Delphine <b>SANGLAN</b>	Senior Professional Assistance Solidarity & Development, Brussels
Juliane <b>RETHORST</b>	Professional Assistant Solidarity & Development, Brussels
Yann <b>GELISTER</b>	Professional Assistant Solidarity & Development, Brussels
Assibi <b>NAPOE</b>	Chief Regional Coordinator Africa
Richard <b>ETONU</b>	Coordinator, Africa
Emanuel <b>FATOMA</b>	Coordinator, Africa
Anaïs <b>DAYAMBA</b>	Coordinator, Africa
Aloysius <b>MATHEWS</b>	Chief Regional Coordinator Asia Pacific
Sagar <b>NATH PYAKURYAL</b>	Coordinator, Asia Pacific
Rey <b>DICHOSO DOLOT</b>	Coordinator, Asia Pacific
Chusnul <b>SAVITRI</b>	Coordinator, Asia Pacific
Sashi Bala <b>SINGH</b>	Coordinator, Asia Pacific



Jerome <b>FERNANDEZ</b>	Coordinator, Asia Pacific
Govind <b>SINGH</b>	Coordinator, Asia Pacific
Virginia <b>ALBERT</b>	Chief Regional Coordinator Caribbean
Combertty <b>RODRIGUEZ</b>	Chief Regional Coordinator Latin America
Gabriela <b>BONILLA</b>	Coordinator, Latin America

## **REGRETS**

AFT/USA, AOb/the Netherlands, GEW/Germany, Rob Copeland

## **CHAIR**

Jan Eastman, EI Deputy General Secretary

## **1. WELCOME AND INTRODUCTIONS**

Jan Eastman (JE) opens meeting and welcomes participants. Nicolás Richards (NR) expresses hope that the meeting will bring greater clarity to the shared work of DC. Participants introduce themselves and present their expectations of the meeting. Commonly recurring theme is clarifying interpretation of DC work and identifying shortcomings of DC work to date. The impact of the economic crisis on education as well as development aid was raised, and capacity building of unions was identified as a priority.

JE alluded to the changing landscape in which DC is implemented since early DC meetings and since the policy paper on DC that dates from 1997. To better respond to the evolving context, it seemed apposite to investigate the current DC reality and draw up a document reflective of this. Not only is terminology evolving, but government's expectations on the use of their funds for DC work with unions were changing. The 2009 DC Meeting was an opportunity to agree upon a unified vision of DC work and lay the groundwork for future meetings on DC work.

In order to facilitate improved planning and programming of future meetings, JE recommended the establishment of a small planning group. The DC meeting was intended to reflect and represent the priorities of the broader group and therefore input by participants during the planning stage was to be welcomed.

Feedback from the ROs indicated the need to strengthen unions (democratic, representative, and independent) and clarify what 'strong' means. Fragmentation and unity were major themes at the 2007 EI Congress. Union alignment is also important, and equally the erosion of unions through teacher retirement and the ageing of the workforce. Striving for gender equality was essential, and supporting the women's networks was important. JE highlighted the inaugural EI World Women's Conference in May 2010.

Fred van Leeuwen (FvL) welcomed participants and stated that DC is EI's core assignment. This is all the more important given the current economic context globally. He highlighted decreased funding for development but hoped the trend was temporary. Given this there was a need to support southern unions and help make them stronger. Professional development had been highlighted as a priority area for expansion at the 2007 EI Congress and EI was taking initiatives in this direction. EI is supporting teacher education initiatives so that unqualified teachers become qualified. FvL envisaged this initiative could be included in a remodelled EFAIDS programme that would address teacher education. He recalled that Congress drew attention to the Middle East and Central Asia and its call to work with the unions of those regions to help them become closer to the values of the EI federation. He



thanked the DC partners that have been active in these endeavours and called upon all DC partners to not forget the Middle Eastern region.

- Review of notes of meeting November 2008:  
2008 DC meeting notes reviewed by all and approved.
- Overview of the Agenda and announcements:  
Changes/Additions: JE proposed a plenary for DC paper discussion rather than group work. JE explained that the paper could be approved by the EI Executive Board but that the next meeting was early December and thus the timeframe was not feasible. Henrik Herber (HH) suggested it could be useful to not only have a working group on the DC paper, but also to coordinate planning for future DC meetings. JE suggested adding this to the discussion on DC paper on Day 2.

## 2. Key Issues and Priorities in the Regions

### General discussion:

HH noted that many themes across the regions are recurrent, particularly the lack of capacity of unions to defend EFA goals. He highlighted the need for a collective understanding of union strength.

Agnes Breda (AB) concurred on the importance of strengthening unions and stated that independence is equally important, and can only be achieved by collecting dues, strong unions need activist and paying members.

David Edwards (DE) took up the theme of decreasing membership in certain countries, attributing it to the trend towards hiring para-teachers. EI has a leading role in highlighting the negative impact of para-teachers based on relevant and ongoing research and this should be considered within its policy on DC.

Flemming Sorensen (FS) called for ready availability of basic information on unions in the regions and questioned whether such information is available in ROs or whether the HQ of EI coordinates it.

Assibi Napoe (AN) referred to the capacity audit, expanding that in 2004 the RO for Africa carried out an audit and presented it to the DC meeting, presenting unions in 3 categories of development (developed, developing, and young and fragile unions in need of support). In this context, the RO pushed for South-South cooperation where strong African unions would support weaker unions in other countries.

Richard Langlois (RL) referred specifically to the case of Haiti clarifying that despite much effort that collection of dues was an ongoing challenge for the union. Virginia Albert (VA) detailed that the CUT committed to assist Haiti with fund raising and development of strategic plan for the next 4 years, with the EI RO and partners being key to the implementation of the plan. Haiti is a definite priority for the CUT. Helena Taxell (HT) requested more information about the mapping exercise in the Caribbean and supports this initiative. Monitoring, follow-up and evaluation is crucial in order to identify obstacles to implementation and share good practice of projects. Greater focus should be put on results than activities when analysing projects.



Summarising JE welcomed the expanded discussion on research and highlighted of the resource of the EI research institute and its work. In short on financing of development, a strategic approach is needed. Specifically on the economic crisis, EI is conducting a campaign 'Hands up for education' with resources available on the EI website.

### **3. Development Cooperation Network: ITUC Network Model**

Jaap Wiene (JW) from the International Trade Union Confederation (ITUC) made a presentation on ITUC Network Model. The ITUC DC Network which is designed to achieve coherence among its members by respecting the autonomy of each union. Coherence and guidance are the guiding principles of the approach. The Network focuses on two areas of work:

#### 1. Bilateral programmes:

All partners are asked to use the ITUC guidelines or action plan as a main reference point for their plans. They inform ITUC of activities and partners. ITUC in turn, maintains a database in an effort to avoid duplication of activities. In facilitate the functioning of the process it is key that it is a two way process, ITUC commits to providing regular updates on the development work in exchange for partner project information. T

#### 2. Capacity building for monitoring, planning and evaluation

Many organisations in the south find evaluation and monitoring a challenge. The ITUC is working to sensitise partners to need to show effects and results of development work, to facilitate partners in the north and south to cooperate on joint indicators and to play an advisory role.

#### Multilateral programmes

Based on ITUC priorities developed in conjunction with partners and structures

1. Trainings
  - Changing face of globalisation
  - Strengthen capacity of the organisation
2. Defending and promoting HTUR
  - Regional networks and experts on HTUR in the fight against injustice and violations
  - Equip ITUC with better quality information application of core ILO conventions in the countries
  - HTUR survey is published every year. The 300 pages needed every year to describe the HTUR situation around the world attest to the importance of the work
3. Equality and fighting discrimination
  - Migrationary flows, creating links with sending and receiving countries, setting up help desks to support migrant populations
  - Combat against HIV/AIDS work together with Global Unions Federations (GUFs) on global health programme
  - organising free trade zones
4. Multilateral programmes are organised with all solidarity organisations
  - Regional organisations play major role
  - Strengthen the potential of trade unions to become actors in DC. Therefore DC network with regional organisations and GUFs invited.
  - Platform for synergy and coordination.
  - The ITUC priorities in DC work are to strengthen trade union positions, to provide unions with baseline information, to identify problems and opportunities, to facilitate the role of trade unions as important actors on development.



Comments:

FS enquired into evidence linking investment into the education sector with concrete development outcomes.

DE asked for clarification on process of developing joint indicators and on the balance between human and trade unions rights and other issues.

Roger Ferrari (RF) was interested on the impact of organisations who participate in the network?

AB touched on less funding available from donor organisations and welcomed further expansion on the South-South model of cooperation.

JW responded that:

- ITUC had no survey on the impact of investment in education on development, and that ITUC remained interested in results in the field.
- In regard to the public sector under pressure, the ITUC's priority is to make members aware of their opportunities to influence international discussions.
- The joint indicators were a way of measuring the developments of a country. Dialogue between support organisations, regional organisations and members in the south along with the creation of four task forces to formulate indicators were a good means by which ITUC members contributed to discussion on aid effectiveness and the quality of support received from ITUC.
- Touching on the financial crisis, he illustrated many members have difficulties with financing from donors due to the crisis. ITUC exploring securing more funds from the EU sources. Increasingly organisations try to raise funding through their own members.

JE closed the session emphasising the 'Hands up for Education' campaign on the economic crisis. Regarding a possible survey on financing conducted by EI, EI will look into the possibility to work with ITUC on common survey

#### **4. Quality Education Programme: Teacher Professional Development**

Questions/additional comments/discussion:

EI investment in professional development applauded. There is lack of any meaningful consultation and involvement of cooperating unions to date, despite their knowledge and involvement in countries listed. This program could be an excellent tool to build membership while aiming to reduce unqualified teachers; it is in the interests of the teacher union movement to promote well-qualified teachers working in acceptable conditions, and to advocate and lobby governments to invest adequately in good quality education and educators.

The process of bringing the project to implementation is ongoing; the goal is to reach to field level and ensure that each teacher in a classroom has a level of qualification and appropriate training which is not always the case. De-professionalization of teaching was a reality in many countries and needs to be addressed on union terms.

The union role in terms of professional expertise and political function is to defend and demand teacher training; better coordination and transparency as the shortage of teachers is a symptom not a disease is advocated.

Closing the session, NR pointed out that teacher education and training is a critical issue and one for ongoing discussion.



## 5. Draft DC Policy paper

Participants decided to have whole group discussion of draft DC policy paper instead of small group discussion.

Background and status: Plan to update DC policy stemmed from 2006 DC meeting, and it was decided in 2007 that a full process needed to be undertaken, on recommendation from EI and UEN, not merely a revision to update the current paper, which had been endorsed by EI in 1997. It was the subject of considerable discussion during 2008 meeting, and it was agreed then to retain the principles of the 1997 paper while updating the framework, including reference to the political nature of the DC work in a globalised world, particularly in the current context of global crises; a new draft was to be forthcoming following that meeting. Engaging in and supporting DC work for and with members is core business for EI.

Documents to support the discussion in 2009 were:

- 1997 policy: Towards a Transparent Partnership in Development Cooperation
- UEN/EI draft policy paper (2008)
- Summary of group discussions from 2008
- Draft DC policy by EI prepared by NR, sent to participants.

Feedback from EI regional offices, ideas from a June 2009 meeting with the Nordic cooperating partners and the ITUC model of cooperation were considered in the discussion.

Clarification of the process: To update the 1997 DC paper to better reflect the changing context, roles and needs of partners, and current views of development cooperation, based on consensus of the DC partner group. The paper would or could be recommended to the Executive Board, when finished, as was the 1997 paper, and as was previously discussed in 2008. It is not and has not been intended to be a resolution to 6<sup>th</sup> World Congress; it would however be helpful to have the paper for use in discussions at or during the 6<sup>th</sup> World Congress.

Components: A new framework for DC work, including principles, guidelines, roles of partners, including EI; political context and impetus in which DC work takes place; suggestions for DC strategies and mechanisms.

Questions/comments/concerns arising: what are the resources available and how to press for more resources; paper should also seek to reflect the opinions of southern DC partners not present; dialogue should be wide to ensure a paper with influence, including with organisations in the regions; expectations by members of EI in its coordinating role vary and have considerable range, including the expectations of regional offices; policy or only guidelines – one suggestion was to have two papers, one on policy, one guidelines – question of overlap raised; question of binding or not; include suggestions for how to best carry out DC work; include financial aspects of DC work; consider the reality in which DC work takes place; be more than a statement of good intent; reflect the value of working together.

It was agreed to establish a working group to take this forward.

### Group to work on DC paper:

Samidha Garg/NUT-UK; Hendrik Herber/Lararforbundet; Agnes Breda/UNSA education; David Edwards/NEA; Arnhild Bi-Larsen/UEN; Tore Asmussen/DLF ; Sonsoles Redondo/FECCOO;



Cassandra Hallet/ CTF; Emanuel Fatoma/RO Africa; Virginia Albert/RO Caribbean; Comberty Rodriguez/RO Latin America; Nicolas Richards/EI Brussels.

JE: Member organisations not present are invited to also join the working group, should they so wish. Contact NR as the coordinator.

## **6. Pay and working conditions: an EI programme for Central and Eastern Europe**

A presentation on the Pay and working conditions Programme in Central and Eastern Europe was made by Barry Fawcett, Advisor to EI for this program

Comments/questions included:

Tripartite partnership vis a vis government as employer; other projects, for example, the Central Asia Project can benefit from this type of training; Conventions 87 and 98 and proximity of unions to governments.

Conclusion: EI could take the lead in building capacity in negotiation skills.

## **7. Gender and Equality: WCW 2010 and other issues arising**

JE introduced the agenda item with a brief report that women make up the majority of members in most countries yet they are not equally represented in the leadership. Despite huge efforts systemic forms of discrimination continue to exist in the workplace, in education and in our unions, as well as in society. Promoting gender equality therefore remains a major aim of EI. JE invited a brief report from each region.

### Latin America

The region's gender equality project promotes dialogue regarding equal opportunities in the three regions in Latin America through an inter-institutional committee that emphasises the need to develop a policy on equal opportunities with the Executive Boards in each union. The project aims to have a member of the committee present at the Executive Board meetings of unions to promote gender issues. In 2010 the gender equality project plans to conduct research and publish material on themes related to gender.

### Caribbean

VA expressed the view that in teacher trade unions in the Caribbean region parity had been largely achieved. Most of the women trade unionists feel very much an integral part of their unions, and women are working at all levels in the organisations. Some years ago meetings were predominantly attended only by men, but thanks to CTF funded programmes requesting gender balance, women are now very much present. Explicitly requesting gender balance has become unnecessary as unions automatically send women representatives. The leadership of unions in the regions have accepted the merits of gender balance and men participate in two of the women's committees.

### Africa

AN provided an overview of the African Women in Education Network, AWEN. Established with the support of CTF in 1997 it initially ran as a pilot network limited to the West Africa region. Ongoing work was supported by the Consortium of CTF, Lararforbundet and UEN. The results of a 2007 evaluation were very positive. However it was decided that the network is not just for women. Equality should be about fairness which affects both men and women. After 2007



it was extended to other regions, with five more networks being created. A coordinator was appointed to be in charge of the networks.

#### Asia-Pacific

Concept of women networks is not only to strengthen the women but the teacher unions. The idea is not to establish a parallel structure but rather to increase and strengthen the membership. Three women's networks have been established in Asia: SAARC, ASEAN, COPE.

Overall aim of networks is to achieve gender equality. In 1995, during the first regional workshop women spoke out that they were not consulted nor equally heard and had no voice. Their concerns were never taken into account. Women were used as decorative pieces. Maternity protection was introduced by ILO and was picked up at regional conferences where it was realized that there is no protection for women in the region. This led to the formation of the regional networks.

The networks led to the formation of committees and joint campaigns and the support of Lararforbundet, CTF, UEN and FES was acknowledged.

JE highlighted the World Women's Conference to be held in 2010 in Bangkok and identified it as a great opportunity to connect the regional networks, to define what equality is for men and women and to help EI to set directions for the future. She continued that it is important to see how to advance with education and through education. JE stated that any assistance through DC partners for women's representation would be very helpful, and suggested gender as a relevant topic for the next DC meeting.

### **8. Dates for next year DC meeting**

The proposed dates for the next DC meeting of the third week in November, specifically the 18-19 November, were agreed.

### **9. Closing**

The proposal as per the agenda for a working group to set the agenda for the 2010 meeting was noted. As the large working group already agreed has divided itself into a drafting and response groups, there is capacity to also take on the agenda setting.

JE invites others, present or not present, to consider joining the preparation group for the next DC meeting. NR will coordinate.

The evaluation sheets from this year and previous years were requested; JE confirmed the distribution of these sheets together with the minutes.

Staff and interpreters were thanked and the meeting adjourned.