

EDUCATION INTERNATIONAL

MINUTES OF THE DEVELOPMENT COOPERATION MEETING Brussels, 20-21 November 2002

PRESENT

Virginia ALBERT, Education International Caribbean, Santa Lucia
Tore ASMUSSEN, Danish Union of Teachers (DLF), Denmark
Margareta AXELL, Lärarförbundet, Sweden
Kathrine BLYVERKET, Union of Education Norway (UEN), Norway
Agnès BREDA, UNSA-Education, France
Jill CHRISTIANSON, National Education Association (NEA), USA
Françoise DUCROQUET, UNSA-Education, France
André DUMONT, Aob, The Netherlands
Joanne EIDE, National Education Association (NEA), USA
Roger FERRARI, Syndicat National des Enseignements de Second Degré (SNES), France
Barb GAGE, Canadian Teachers' Federation (CTF), Canada
Sheena HANLEY, Deputy General Secretary of Education International, Brussels
Susan HOPGOOD, Australian Education Union (AEU), Australia
Elie JOUEN, Deputy General Secretary of Education International, Brussels
Richard LANGLOIS, Centrale des Syndicats du Québec (CSQ), Canada
Ann-Christin LARSSON, Lärarförbundet, Sweden
Aloysius MATHEWS, Education International Asia Pacific, Malaysia
Kenichi MURAI, Japan Teachers Union (JTU), Japan
Samuel NGOUA NGOU, Education International Africa, Togo
José Luis PASCUAL, Federación de Enseñanza de Comisiones Obreras, España
Combertty RODRÍGUEZ, Education International Latin America, Costa Rica
Marta SCARPATO, Education International Equality Coordinator, Brussels
Ritva SEMI, Opetusalan Ammattijärjestö (OAJ), Finland
Helen TOTH, American Federation of Teachers (AFT), USA
Wouter VAN DER SCHAAF, Education International CD Coordinator, Brussels
Fred VAN LEEUWEN, General Secretary of Education International, Brussels

WELCOME

Sheena Hanley welcomed participants on behalf of Fred van Leeuwen, who was not able to be present for the opening of the meeting but who would join the group later. Sheena spoke of the tragic death of Alain Chantry who was well known to colleagues in development cooperation. Participants were then asked to introduce themselves.

AGENDA

Participants were asked for proposed amendments to the agenda. The agenda was adopted as presented.

OBJECTIVE

To review the work of the last 10 years and make proposals on how to improve our work.

Sheena Hanley emphasised the following points for consideration.

How do we successfully merge the on-going work of development cooperation by continuing to do some of the things we did in the past (strengthening education unions, professional development activities, gender training), while bringing in other issues that currently have a major impact on education unions throughout the world.

New issues on to the agenda in the last few years

- *Globalisation* is forcing us to re-evaluate what we do and how we operate.
- The *General Agreement on Trade in Services (GATS)*. The impact of GATS in developing and industrialised countries will be different and we have to incorporate what trade unions need to know about this issue so they can deal with it in their education policy and programs.
- *Education for All (EFA)*, which includes child labour, girl's education, education for refugee children.
- *HIV/AIDS* pandemic.
- *Building strong unions* has to remain a priority for EI as no one else will do that.
- *Unions in crisis*. Many of our regular development programs require a degree of infrastructure and in a crisis the infrastructure collapses, salaries disappear for staff. Suddenly we face a multitude of problems. In such a situation if we don't have the capacity to react very quickly we will not be able to prevent the total collapse of the union.
- *Ethnic Divisions*. Can we help teachers begin a healing process in countries where there have been terrible divisions? Is that a role for us in development cooperation? (We have undertaken such work in the Balkans and we see good progress).
- *Gender disparity*. Training material is available dealing with pay equity. The material explains all the issues surrounding pay equity. Some progress has been made on gender, but unfortunately a lot still needs to be done.

If we want help unions address the increasingly complex problems they face, all of these issues have to be considered.

INTRODUCTION: "HOW DID WE DO AND HOW CAN WE DO BETTER". ACHIEVEMENTS, STRENGTHS, GAPS AND WEAKNESSES OF THE CURRENT DEVELOPMENT COOPERATION PROGRAMS FROM AN EI PERSPECTIVE.

Wouter van der Schaaf presented the following analysis from the perspective of the coordinator in the headquarters.

Two organisations, with the same aims but different styles and traditions of work - WCOTP and IFFTU - came together to found EI. Working styles had to evolve. It is difficult to measure our own performance but it is important to try. The following checklist of items was presented as examples of continuity and change in cooperation development from 1993 to 2002:

- ❖ **Cooperating organisations:** We see continuity but also expansion (CC.OO, Unsa, Aob, NEA) have joined the former cooperating organisations.
- ❖ **Bilateral and multilateral cooperation:** In the nineties organisations worked in an autonomous way and did not appreciate external interference. To help build

more coherence in bilateral work with affiliates in the developing countries while maintaining a multilateral approach has been tried.

- ❖ **Centralisation and decentralisation:** The management of projects went from the central offices (Morges, Brussels, Amsterdam) to the national level. EI is the only Global Union Federation that works in this decentralised way.
- ❖ **Change in relationships:** In ten years there has been a change in the relationship between the cooperating organisations and the developing countries. Previously cooperating organisations had little knowledge about the regions and depended on the knowledge of the multilateral organisations (EI). The frequency of visits to the developing countries by member organisations has increased their knowledge and in some instances they are better informed on certain issues than EI headquarters or regional offices.
- ❖ **Quantity of projects:** In the first half of the nineties there were many projects and sometimes duplication of effort.
- ❖ **Content:** Is there a relationship between the policy of the partners and the projects? Is there a link between the EI Congress decisions and the projects?
- ❖ **Question of context:** The nineties showed that projects are no longer seen as an isolated issue. Evaluation is considered of high value but is given a low priority. This means that we do not look back, we just push forward.
- ❖ **Communication** in the nineties improved and nowadays we can reach 80-90% of our affiliates involved in projects via e-mail.
- ❖ **Process and Product:** There has been also a shift regarding the process and product. Donors want to see measurable goals in statistics but they sometimes forget that they should look at the long-term process.
- ❖ **Staffing:** As a result of a change in method of work, the number of the people working in development cooperation in the headquarters has been reduced. In 1993 there were 5 persons and today there are 3. As a consequence, EI is not equipped to implement and manage the large number of projects they did in 1993. However regional staff components have been increased. Are expectations of EI the same as they were 10 years ago?
- ❖ **Increasing demands and decreasing funds to do the work:** In the early nineties the focus of the headquarters was on providing technical support for projects. Nowadays we give a broader service. We see an increasing need for human resources. In the early nineties some funding was allocated (5-10-12%) through development cooperation programmes for the headquarters while today we see a decrease of funds to work at the international level.
- ❖ **New areas:** In the nineties we were exploring slowly the Middle East, Central Asia and Central and Eastern Europe. With regard to the Middle East we observe that there has hardly been any change as it is the most difficult area and the labour movement structures make it very difficult to work there. Programmes have increased in East and Central Europe.
- ❖ **Is there** a political debate in the host organisations and within EI about development cooperation?

FROM THE REGIONAL PERSPECTIVE: POSITIVE AND NEGATIVE EXPERIENCES WITH REGARD TO DEVELOPMENT COOPERATION ACTIVITIES AND PROCESSES.

EI Asia Pacific Regional Office: Aloysius Mathews

Increase in work: From 1993 the number of projects and countries involved in the DC projects has increased, but the number of staff remains the same. This is as a result of the decentralisation from Brussels to the regional offices. It is impossible for the Regional Office to undertake any other work. The General Secretary has given instructions to give priority to EI work. The number of issues that have to be dealt with has also increased.

In 1993 there were three coordinators: Aloysius, Sashi and Sagar. Today there are the same three people and a new coordinator will be added next month. With regard to technical staff there were two people in 1993 and now they are three. Thanks to Lärarförbundet they have a contract staff to assist in the women's network activities. In the Pacific area Susana is working on some of the programs as well with the COPE network (50/50).

Member organisations: Parallel programmes have ended. Since the establishment of EI we have been able to merge rival organisations in different countries. In some countries we have joint projects with teachers organisations. Cooperating organisations do not always want to work with weak organisations in developing countries, although they are members of Education International. If an organisation is weak and not reliable, should we ignore it or should we do something to develop it?

Consortia: Some consortia programs work well. With others we have problems. The John Thomson Fellowship Program is also now at the regional level.

Improvements: Democratisation and good governance has improved in some organisations but there are still organisations where we have problems. The Asian region now has new organisations that were not in it before. It is a very big region with 9 million EI members.

Intervention and neutrality: When there are three partners in projects, sometimes it is difficult to know whether we should intervene or not. In some instances cooperating partners do not want us to intervene too much.

Union finance/ Self-sufficiency: Management and accountability has improved where we have had leadership and membership training. One area where there is insufficient development is getting the organisation to stand on its own feet. If we withdraw some of the projects that are going on, there will not be any follow up activities because of this whole question of finance. We have to make our organisations self-sufficient.

Resource persons: A positive development is that most organisations do not want to rely on external resource persons. They have become self-sufficient in most cases.

Content: The organisations are not only interested in leadership training and recruitment of members they want to know more about globalisation, EFA, GATS, and what role they have to play.

Terrorism and fundamentalism: We have to talk about this question, about how we can live and work together. We have to use education, the teacher's organisations and the programs to address this element.

EI Caribbean Regional Office: Virginia Albert

Context:

Caribbean unions are very small. One disadvantage of the size is that you are usually forgotten, but there are many advantages:

- ❖ **more immediate impact** in terms of what happens,
- ❖ **outcomes are more measurable,**
- ❖ **greater access to human resources,**
- ❖ **more focus on quality** than quantity,
- ❖ **the Caribbean is an ideal environment for pilot projects.**

Due to the historical background of the region, the Caribbean environment (multicultural, multilingual, multiracial, multireligious) is very flexible and reflects the global community. This makes it easier to cope with some of the issues that we have. There are 20 small unions. The largest has 19,000 members and the smallest 25. All will always need to be supported, as their own membership will not be able to sustain what they are doing. The Caribbean is a full recipient of the effects of globalisation and terrorism, as they depend heavily on tourism and agriculture. Anything that happens outside of the Caribbean has an immediate effect on the economy, and that impacts on education and on the functioning of their union.

Staff in the EI Regional Office: In 1993 there was a part-time coordinator. Ten years later there is a full-time coordinator and one office-assistant.

Review of the period 1993-2002: During the period under review, the Caribbean has not benefited from many DC activities. However, the few that they had resulted in great impact at national and regional level. National organisations have received funds for their membership development and institutional support through bilateral and multilateral cooperation. Women's training (CTF), in-service training in professional development (CTF), the study circle approach to training (Läraryörbundet), John Thomson Fellowship Program (consortium Läraryörbundet, SNES, CTF and EI). There is more regional training, making it easier to assess the impact than at a national level. Both CTF and Läraryörbundet have engaged in bilateral and multilateral cooperation in the region. The British/Irish group has also given support and the NEA for regional forums and assistance in times of disaster.

Activities have resulted in skill development of their members and their unions. The acquired skills have been used in their own unions, as well at the regional level. The study circle approach resulted in membership growth and improved communication in the national organisations. The women's program has created an opportunity for more

women teachers to assume leadership positions in unions. The women's committee organises training and conferences at national and regional level and the effects can be seen within the Caribbean Union of Teachers. The John Thomson training program has developed stronger leadership and better trainers in the region. At a national level the unions have been strengthened and there is greater access to technology, better training, expertise.

Major weaknesses: the lack of adequate mechanisms to follow up and proper instruments for evaluation and to assess the impact (either at short-term, mid-term and long term). After ten years, the activities have not been too many, but they have been focused, in depth, consistent and of very high quality.

Regional/National Activities: Unions in the Caribbean need to have a regional meeting on DC to address the needs of the region. Although in the Caribbean has the human resources at their disposal, most of the work in the unions is done on a voluntary basis. Caribbean, the unions although small, would like to continue to function at a high level and be in the position to give their members effective representation and protect their rights as workers in the globalised world. Now there is a need for more **regional activities** rather than focusing on national activities because this will facilitate a greater sharing of the resources collectively.

We need to identify what we consider to be **good qualities of an effective union**, and assess our unions to see which ones are effective or not effective, based on specific criteria set in terms of an international standard. In DC we need to share, not just material or financial resources, but also social and cultural resources and help build greater North-South, South-South, North-North cooperation to bring about greater equity in the resources at our disposal.

In conclusion, we need to revisit our concept of DC, reaffirm our commitment to the ideals and prepare long-term global and regional plans for DC within Education International.

EI Latin American Regional Office: Combertty Rodríguez

Context

Combertty has only been working in the Latin American EI office for 40% of the period under evaluation, but his evaluation includes the opinion of his predecessor.

DC activities have contributed to the development of the trade unions in Latin America and, in some instances, to the survival of some organisations. The trade union movement has provided international experience and solidarity, which goes beyond the projects. The decade under evaluation has been a decade of great changes and one of the major characteristics of these changes is the speed they have happened. There has not been a correspondence between the strategies and objectives and the speed of the changes.

At the social and economic level, the education sector has definitely lost ground in living and working conditions. Unions have suffered from that and their future is uncertain. When reviewing the last 10 years, there is a missing link between the DC activities and the needs of the organisations in terms of **their** objectives and strategies.

Facing the current reality of the structural adjustment policies and the economic models that are being applied in Latin America, we have to question if unions are operating in a coherent and comprehensive way.

It is important to initiate a new phase in DC activities which really **supports the strategic objectives of the unions** in Latin America and to begin a process to have greater harmony between the projects and programs implemented by the cooperating organisations and the objectives and the policy of the affiliates in Latin America.

Staffing

In the Latin American office ten years ago there was a Regional Coordinator, working from Honduras. Since the opening of the office in San José, we now there is a Chief Regional Coordinator two coordinators and two secretarial assistants.

ISSUES ARISING FROM DISCUSSION

Decentralisation:

- Staffing issues
- Workload
- Regional resource persons bank
- EI headquarters and regional office involvement is needed in the planning and evaluation process, as EI staff have knowledge and are a cultural bridge between cooperating and host organisations.
- Can organisational change or activism within an organisation be achieved by working with a few people across a range of organisations?
- Task of EI coordinators (planning and evaluation vs. training).
- Role of the headquarters/regional offices when many donors work with in the same union.
- Increasing demands and decreasing funds, this is true, but Lärarförbundet is not always able to use all their funds.
- Knowledge should come not only from our partners, but also from the regional EI.
- The gender programs and women networks underline the necessity of having more women in the EI regional offices.

Weak unions:

- Do we help them develop or let them sink?
- How do define a weak union?
- Criteria for working with a union e.g. accountability, stability (the union and country) ...
- Help weak unions to change.

Regional or national programmes:

- Networking within regions.
- Regional development meetings – where issues are dealt with by all partners.
- Regional level events should not be organised without having a very structured national follow-up.

Assessment and evaluation should take into account:

- Cannot draw general conclusions only by regions.
- Necessary to have a good base-line and know the situation before the arrival of the donors in order to see what had been achieved.
- Learn through evaluation of what constitutes a good project.
- Most projects are ended because of technical failure (not reporting, no results).
- Capacity to handle technical matters properly – is help needed to begin with?
- Unions operating under extremely oppressive political conditions have highly politicised membership that work for change.
- Difficult to forecast the political stability and its evolution - should we wait for stability?
- Undertake another kind of work that meets the needs in crisis situations.
- The development environment is multi-faceted – not always lineal.
- Avoid having many unions working in the same country independent of each other.
- Presence of leadership in the country to deal with issues for the members.
- Donor demands are increasing for reporting, administration, double auditing.
- Form small working groups (2-3 people) on issues (evaluation, assessment) to prepare a draft document.
- Some countries have no tradition for planning therefore they must be assisted to plan.
- Basic guidelines outlining the minimum standard in DC is needed.
- The stages of development of the union and the political reality that they are facing must be a starting point.

Strategic objectives of the host union:

- Projects often affected by where the money is coming from.
- The capacity of the host unions is very varied.
- Do one thing well – not a lot of things poorly.
- What are the real priorities for the host organisations?
- Help train unions to develop and write strategic objectives.
- Three basic components: knowledge, skills and some area for practice.

Where are unions that need help not being helped?

- 3 organisations in India, 2 in the Philippines and a number of small organisations in the South Pacific.

New Themes:

- Combine with current training.
- Combine specific themes as part of the work of building up strong teachers' organisations.
- Training of education technicians to help develop policy.
- Poverty reduction strategy papers need union input.
- Dakar commitments have to be known and understood.
- Child labour
- HIV/AIDS

EI African Regional Office: Samuel Ngoua Ngou

The EI African Regional Office is trying to identify the weaknesses and the strengths of African cooperation. We have achieved some goals, but not all of them.

African organisations achievements are not up to expectations for a number of reasons. Our colleagues in Africa are faced with many problems and it is very difficult for them to set out clear trade union policies, a vision of their trade unions. We must take on board the present situation and the possible progress.

The African situation is not easy to define and is changing very fast (in Ivory Coast we had some unions that were making progress and were very promising, but now everything has changed).

Reference to the capacity of the organisations is a very important issue. African unions and their leaders are young, and sometimes have difficulty defining a clear vision of the trade union environment. We should help organisations to understand that the trade union movement has to be seen within a general environment and that it must consider social, cultural, economical, political and many other situations.

We should help organisations be realistic. Organisations should base themselves upon their capability, and their own resources. They should not base themselves upon external contributions and if they depend upon external resources, they are wrong. Sometimes we prefer not to intervene in the internal operations and we have seen some problems as a result.

We must define together the evaluation and assessment criteria to evaluate an organisation (e.g. before initiating a campaign for the recruitment and increase of the membership, we should define what a member is).

African trade union organisations have a lot of problems. In some organisations, members are very committed, but sometimes they have problems defining their goals and it is up to us to help them. In the Regional Office we have the impression that some projects are based upon interpersonal relationships. We must be sure that cooperation is with organisations and not just a few people.

In Africa there is potential for development. We need to support development in an appropriate way. We must not forget that in most African countries the organisations are young and so are their leaders. In some regions and in some countries we can achieve quite a lot.

The Swedish trade union movement is discussing a new strategy for Africa and Lärarförbundet expects some input from EI into that process.

Fred van Leeuwen

He welcomed everybody to the meeting and apologised for not being able to take part in the meeting. The EFA campaign is an EI priority. The most recent figures published by UNESCO regarding the EFA endeavour show that by 2015 we will not have achieved the EFA goals nor the objectives set within the UN system regarding the reduction of poverty. Most of those objectives will not be met at least if the activities undertaken by the various nations remain at the same level. It is important for EI and its member organisations both in the North and the South to make every possible effort to exert a maximum pressure on their respective governments to do more and to do it better. In that framework, the work that the cooperating organisations are doing in helping the organisations in the South to become stronger unions is more important than it has ever been.

EFA PRESENTATION BY ELIE JOUEN

The history of the union movement is of a collective commitment to fight poverty. Unionism in fact started to defend the rights of workers and help them to come out of misery in the early 19th century. There are many ways to combat poverty, among them the promotion of the access to education. People who have no access to education are less well off and are victims of discrimination.

Following the Dakar Forum on Education in April 2000, EI made a commitment to highlight the problem of access to primary education and is engaged in the Global Campaign for Education. This enables us to have access to a number of organisations representing civil society to put together human and financial resources to help achieve this goal. The Resolutions adopted by the EI Congress are very clear: this is one of the top priorities of the organisation. This objective will not be easily reached taking into account the number of children with no access to school and the number of illiterate people in the world. The Dakar Forum represented an awareness raising and mobilisation of organisations committed to achieving the EFA goals. The events of September 2001 changed the panorama and the priorities. Today in terms of international issues, the top priority is security on the agenda of industrialised countries and there are many countries where there has been a substantial increase in their military budget. If such investment had been made in social matters (like education), we would have been able to make major steps forward in the coming years. This shows that the problem of EFA is more a political problem than a financial problem.

In some countries, especially in Africa, a lot of money is invested, to fight the HIV/AIDS pandemic. Those who work on this issue have succeeded in raising awareness about the importance of this problem and raised funds. It is important as unionists to be heard at the public level. We still have not succeeded in passing the message that EFA is a top priority to promote economic development, social progress and democracy. This is a major deficiency in our work and we should improve our message to influence public opinion and public decision making. Some decision-makers are ready to take initiatives on the question of EFA and there are a certain

number of events where we will try to move ahead in that particular field (G8 Summit, World Bank, UNESCO).

Many countries have set up their action plans and strategies and EI has supported this process, but there are some risks to take into account:

- Applications for funding are higher than the existing resources and UNESCO stated that if the investment does not speed up in 2005 many countries will not have achieved the EFA goals. 31 countries will not have achieved by 2015 equal treatment for boys and girls and some countries will not succeed in improving their literacy rate. As representatives of civil society we cannot accept this situation and we have to make the public aware of it.
- EFA will entail a mass recruitment of teachers (10 to 35 million of teachers). In many African countries children are already asked to work as teachers, which means that they have no status, no trade union rights and they are requested to take care of pupils. If this trend is maintained we will have many teachers within the education system less protected, with a low status and their number will increase whereas the number of ageing teachers with a decent status will decrease. These new teachers will have an important role to promote quality education, but might not receive proper training. The trade union movement has to be committed to the training of new teachers in order to maintain quality education in the public education system. If teachers are not qualified, the status of public education will deteriorate and this will open a brighter future to private schools.

EI is organising a seminar in Dar es Salaam at the end of November with some of the Fast Track Initiative countries. The World Bank has made a proposal to several countries that some resources linked to certain conditions will be available. One of these conditions is that teachers' salaries should not be higher than 3,5 % of the average paid GDP. This is not a very positive measure.

The top priority of cooperation is to promote the trade union movement, but we should not forget the future of the teaching profession in a certain number of developing countries. It is also necessary to contribute as trade union members to the fight against poverty to promote social and individual emancipation through education.

THURSDAY, 21 NOVEMBER: EI 9TH FLOOR MEETING ROOM

Working groups to analyse:

- how we can improve our performance,
- how development cooperation should be adapted to address current issues,
- recommend how to fill existing gaps.

MEETING GROUP I

Samuel Ngoua Ngou reported.

Proposed improvements for Development Cooperation activities:

- We should learn from the successful and unsuccessful projects.
- We should devote more time to planning taking into account the national situation, the full understanding of procedures and capacities, cultural questions, etc.
- We should strengthen relations between cooperating and host organisations by encouraging trust and relationship among individuals. This would imply a more important presence on the ground in order to better understand all the thinking, policy structures, union structures, etc.
- It is necessary to have a better understanding of the way society functions.
- It is necessary to have better communication among the partners.
- The concepts of success and failure should be revised.
- We should specify measurable evaluation criteria to be able to know where we are in relation to the defined objectives.
- It is important to meet the organisations from the South so they can tell us what they view as successes and failures of projects. They could develop an evaluation of their projects.
- Establish a more global mechanism of evaluation.

MEETING GROUP II

Susan Hopgood led the discussion in the group and Tore Asmussen reported.

REGIONAL VS. NATIONAL PROGRAMMES:

- ◆ A regional approach might make more sense in regions with many small countries. Sharing resources would allow for economies of scale. Sub-regions like former Yugoslavia were mentioned where a regional approach has been used to deal with common issues, interests and concerns.
- ◆ Women's programmes have had a sub-regional approach. These programmes have shown that even though the unions may not communicate at least the women do.

- ◆ The trend is that EI runs regional and donor organisations run national programmes. But national programmes can also be organised in such a way that unions benefit from each other.

RECOMMENDATIONS

- 1 EI should ensure that the **Regional Development Meetings** between EI congresses are continued as decided by the Board to allow for sharing experiences and discussions with our partners.
- 2 **Decentralisation** and a lack of resources at regional level are causing difficulties at the regional level. This was discussed at length but no conclusion or recommendations were made. There was broad understanding of the situation in the regions.
- 3 **Planning /Evaluation** Some unions are using EI for planning meeting, evaluations, resource persons, technical/cultural problems, and guidance - not for monitoring and implementation. Others use EI regional offices very rarely for different reasons while some use regional offices for most implementation and that is putting a strain on the regional offices.
- 4 **Recommendation:** In order to ensure co-ordination and avoid duplication, EI Brussels and the EI regional office should be consulted by the donor organisation whenever bilateral programmes are being planned.
- 5 **Recommendation:** To ensure that all unions in need get support EI should undertake an effort to match unions in need with unions willing to support them. The ongoing work with strategies and plans for membership development and recruitment should assist in this process.
- 6 **Recommendation:** A small group of people develop some thoughts on evaluation - best practice - guidelines for discussion at the next meeting.

PLENARY SESSION ON CONCLUSIONS AND RECOMMENDATIONS.

RECOMMENDATIONS

- Establish an e-mail list of donors to inform the group about the travel plans of the others. The EI website should have a special section on development cooperation. This information could be put on the EI web-site on a page like the EI staff calendar. (This will be developed with the EI ICT staff after the new software is installed in January)

- The e-mail list serve would establish a mechanism for sharing of reports by allowing those interested to contact colleagues who have visited a country recently.

A regional meeting on development cooperation be held in Africa in 2003.

It was proposed that the DC meeting 2003 be held in November and that time for bilateral meetings be built in on additional days of that same week. Confirmation of the date will be sent to all donors and EI regional offices early in 2003.

