



Education International
Internationale de l'Éducation
Internacional de la Educación

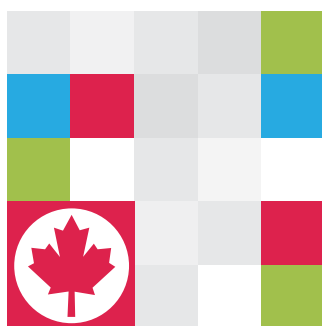
EI 7th World Congress

Congress Proceedings

Book #4A Quadrennial Report



UNITE FOR QUALITY EDUCATION
Better education for a better world



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OTTAWA 2015

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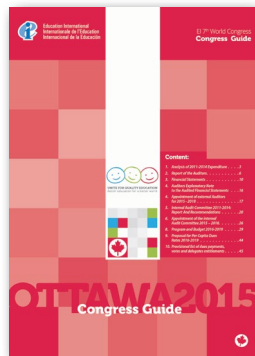
Book #4A Quadrennial Report



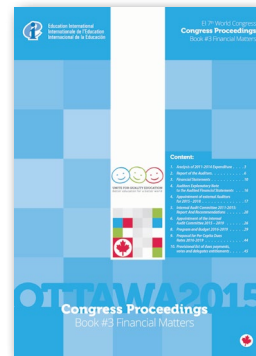
Congress Publications

The business for consideration by Congress is set out in a series of books. In so far as possible, the material within each book is in the sequence in which it will be dealt with by Congress. The exception is the book containing the Congress Resolutions (and amendments) which could not be finalised until after the Resolutions Committee met in June and completed its report and recommendations.

The following are the six main Congress Proceedings books.

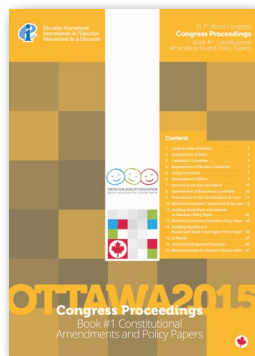


Congress
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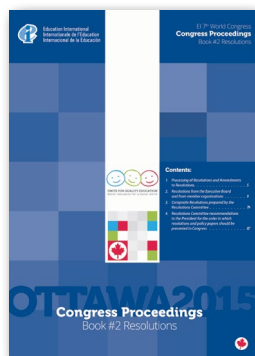
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Surveys

All of the documents and additional documents and information may be found online at <http://www.ei-ie.org/congress7/> and will also be available to participants on a memory stick.

In addition, all of the Congress material is available on the [EI Congress](#) app. The app is available for *Android*, *Windows Phone* and *iOS* (search for "EI Congress"). More information on how to install the app is available in the Congress Guide.

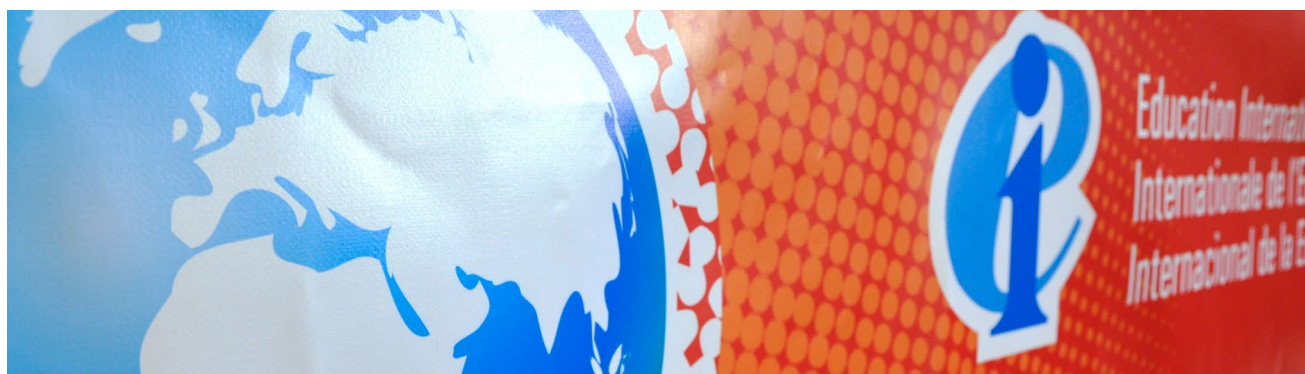
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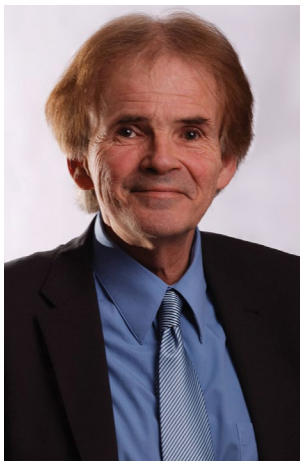




Education International Quadrennial Report 2011-2014







Fred Van Leeuwen
General Secretary

Foreword

The Quadrennial Report covers the period from 1 January 2011 to 31 December 2014. It also addresses some of Education International's work in the first three months of 2015. The report provides a summary of activities and advocacy in the past four years. More details are given in the Annual Reports and in the Progress Reports submitted to each Executive Board meeting, which are available for reference on the USB stick found in your congress bag as well as online.

The report is divided into two parts. The first part briefly discusses the governance and general operations of EI. The second and focal part addresses "programme activities" undertaken on the basis of five priorities set by EI's 39th Executive Board meeting, held in Brussels on 30 November and 1 December 2011. These priorities derive from decisions taken by the 6th World Congress in Cape Town. The Quadrennial Report on Diversity and the Report on Review of EI Structures, which can be found in Congress Book 4b, are also part of the Quadrennial Report 2011-2014.

It would be an understatement to assert that during the quadrennial period under review the economic and political environment was unfavourable to the achievement of our long term goals and aspirations.

The lack of respect for international human and trade union rights standards; some governments' hostility towards trade unions; the pursuance of austerity measures affecting access to quality education and other social services; growing inequalities; military conflicts, and religious and other forms of extremism creating mayhem in many parts of the world. This has been the backdrop against which EI and its membership struggled to accomplish their task to promote quality education for all young people and to advance the interests of teachers and education support personnel.

But by uniting we withstood heavy weather.

In the international community, we even won a couple of battles. We won the battle of *arguments* with evidence based advocacy. Despite conservative and neo-liberal forces, there are few international institutions today that would oppose our ideas that quality education requires quality teaching, that teaching is a profession, that our affiliates are the representative voice of the teaching profession, that education is a universal right, and that governments are responsible for the achievement of that right. However, winning an argument is one thing, having political leaders at national, state and local levels accept the consequences, is yet another. Cutbacks, privatisation, de-professionalisation and anti-union measures have been the order of the day in too many countries.

To help affiliates respond to these challenges and to strengthen our profession we undertook or coordinated capacity building programmes in all parts of the world throughout the reporting period. With the engagement of our “DC partners” and others, an impressive amount of work was accomplished, which is reflected in the list of countries and organisations on page 65.

More than in previous reporting periods, the EI team had their hands full reminding governments of their duty to abide by international standards, sometimes by “quiet diplomacy”, and sometimes by invoking international human rights standards and mechanisms in cases against them. The list of EI interventions on page 23 speaks for itself. At the International Labour Organisation we “won” several of our cases.

How do we measure the progress we have made in the past four years? There are several measuring sticks. When using the “internal measuring stick” we should consider the Unite for Quality Education Campaign, which has engaged so many member organisations, including rank and file members, as a very important step forward in the life of EI.

Progress can also be measured by the organisation’s growth. On 1 April 2015, the total declared membership of EI surpassed the 32-million mark.

And when using the “external measuring stick”, there are a number of important accomplishments which are of direct benefit to EI affiliates, such as :

- The establishment of an EI/OECD multilateral mechanism for consultation and dialogue on the future of the teaching profession between education unions and education ministers (2012)
- The establishment of national bi-lateral dialogue on education policies between EI affiliates and Education Ministers of countries that are part of the Global Partnership for Education (2013)
- The establishment of ILO policy guidelines on qualifications, working conditions and the professional status of Early Childhood Education personnel (2014)
- The decision by the United Nations to propose to the General Assembly in September 2015 that education be a standalone UN Sustainable Development Goal for the post-2015 period (2014)
- The establishment of an International Protocol on the Introduction and Use of ICT in Education for public authorities and technology corporations (subscribed to by Intel Corp)(2013)

More details about these issues are given in the following chapters of this report.

This report is about the past. It is a form of accountability, not only for the EI Secretariat, but for the whole of EI as we reflect on our ability to carry out the policy consensus reached at the 6th EI Congress in 2011 in Cape Town.

But, we would hope that this report also provides a sound basis for preparing future action, improving the quality of our work and deepening our solidarity.

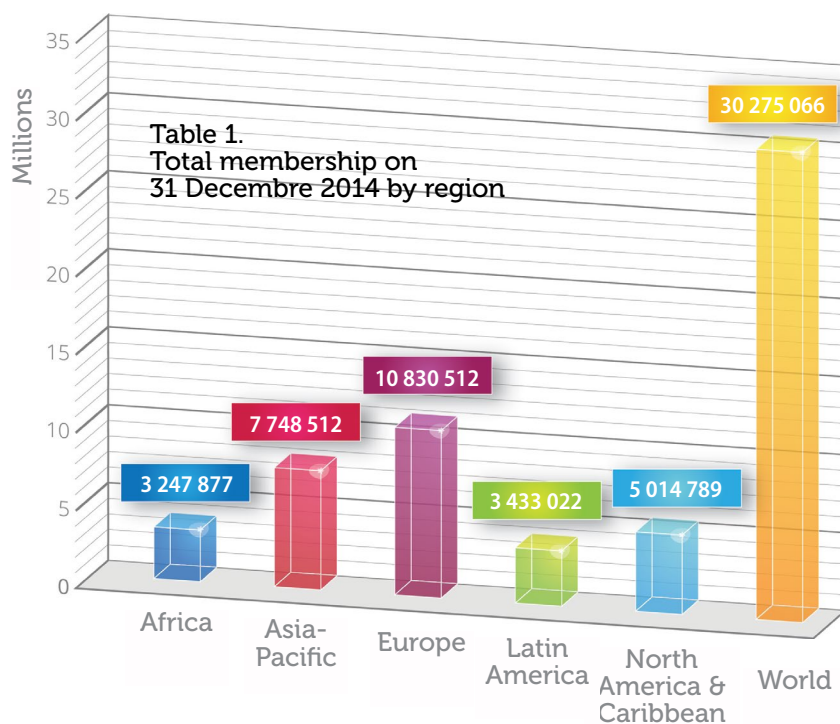


Fred Van Leeuwen
General Secretary

Governance

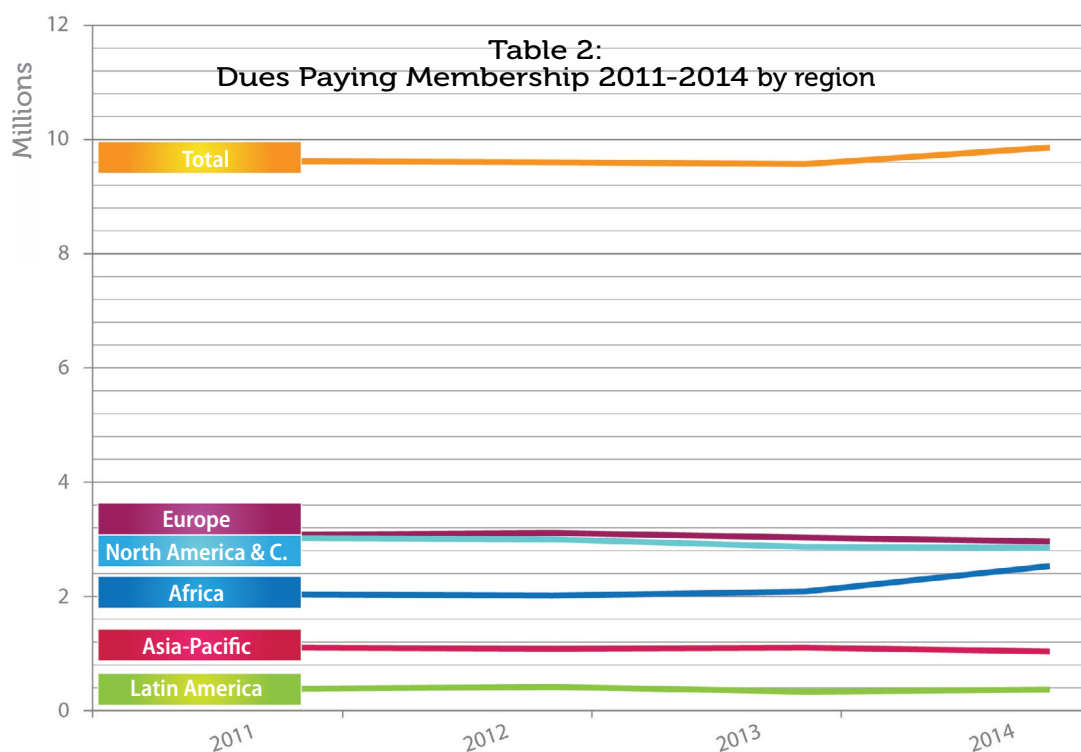
Membership

On 31 December 2014, Education International had 393 member organisations in 171 countries, representing 30,275,066 teachers and education support personnel (Table 1).¹



Dues paying membership amounted to almost 10 million showing a modest growth compared to 2011. While there was a significant increase of dues paying membership in Africa, membership in other regions stagnated or even declined, as shown in table 2.

¹ On 1st April 2015, 5 member organisations representing 2,203,037 teachers and education workers in 5 countries and territories were admitted into membership. These admissions pushed EI's aggregate membership figures to 32,478,103 teachers and education workers through 398 national organisations in 173 countries and territories.



39 organisations from 28 countries were admitted as members of Education International since the 6th World Congress, held in Cape Town, South Africa, on 22-26 July 2011.

World Congress and Executive Board

Approximately 1,700 participants from a record 153 countries participated in EI's 6th World Congress. The theme for Congress was 'Building the Future through Quality Education'.

Congress adopted EI's first-ever consolidated education policy package, which outlines the organisation's views on virtually all aspects of education. The document, which was prepared after consultations with affiliates, should assist EI and all its members in their advocacy work with governments and intergovernmental bodies for many years to come. In addition to the policy paper, Congress also adopted an ambitious quadrennial programme of activities and no less than 33 resolutions. Based on these Congress decisions the 39th Executive Board meeting set programme priorities and a plan of action the implementation of which is reported on in the following chapters.

During the reporting period there were seven Executive Board meetings (see page 39).

Early in the period, the Executive Board faced a serious challenge. There were indications that our income from membership dues would drop in 2013 under the combined impact of the economic crisis and the loss of collective bargaining rights in a number of developed countries. As a result, the Board decided to reduce EI's operational expenditures in a number of ways, without cutting down on activities for member organisations. The Board also decided to launch a comprehensive mobilisation drive in favour of quality education for all, in an effort to win the battle of ideas against austerity agendas and government attacks on the professional standards of teachers.

In March, 2013, the Board decided to launch the Unite for Quality Education Campaign to mobilise member organisations and their rank-and-file members worldwide in favour of quality education. It established a special fund to help affiliates organise mobilising activities as part of the campaign.

The Board also adopted a proposal to develop a second phase of the Unite Campaign and, as part of that second phase, launched a global response to privatisation and commercialisation of education.

The Executive Board referred major policy documents to member organisations for consultation in advance of discussion at World Congress in 2015. It also took into account recommendations by Regional Committees, Regional Conferences and Advisory Bodies (see page 37).

Finally, after having considered the outcomes of a review of our structures, including a survey on membership participation, the Board decided to further improve EI's information and communication work.

Communications and Information

Our communications work disseminated EI's message and achievements across the full range of headquarters and affiliate activity via all available channels. In the quadrennial period, communications transitioned significantly into the digital realm, a trend that not only matches other international organisations, but, more significantly, tracks the changes underway in the experiences of its audience worldwide.

The period was marked by the launch of major campaigns detailed throughout this report, including the Unite for Quality Education Campaign, with its unique multimedia approach, the Education in Crisis website, the global collaborative effort to influence the priorities of the UN through the post-2015 sustainable development goals and the assessment of affiliates regarding progress achieved through the original Millennium Development Goals. In addition to the strategic construction and execution of the Unite campaign's main communication's channel, the Unite website, we worked with affiliate communicators and activists across the globe. Eighty organisations in 61 countries held 391 Unite events throughout the year, most using branded collateral materials that we designed, produced and disseminated.

One significant outreach initiative for Unite involved the gathering of video messages supporting quality education from around the world. Education leaders, EI partners and teachers submitted short video messages that were used to promote the campaign. A specific app was created for this purpose, which allowed the use of smartphones and other mobile devices to reach, especially, the millions of users in the developing world primarily using smartphones.

A mid-term campaign conference in Canada generated an unprecedented response on Twitter, with mentions and retweets totalling more than 3 million. In addition to the use of Twitter and Facebook, we grew our video presence on YouTube with a variety of productions and affiliate submissions. A video documentary project on the life of several teachers around the world was completed and published.

On www.ei-ie.org - the core information channel of communications between EI, member organisations, individual education workers and the public - we posted nearly one news item per calendar day over the past four years. The site contains a wealth of information regarding our diverse areas of work, from education policy and professional issues to human rights violations, including urgent action appeals in real time and spotlighted by postings on a full range of social media.

Additional separate sites and tools created or enhanced include that for the World Congress 2015, a number of regional meeting sites, development of mobile apps for major conferences and sites and specific electronic materials for annual events such as Global Action Week, World Day Against Child Labour, World AIDS Day and World Teachers' Day. Of note regarding World Teachers' Day is the steadily increasing interest in our materials for teachers and students. We also launched a new Arab countries link on the EI website, which is updated with regional news and relevant web items and announcements. In 2014, the European Region, ETUCE, launched its new website.

In this period, we assessed our flagship magazine *Worlds of Education*, and developed a new concept that was launched in 2012 as an online publication. Disseminating the magazine and its content in such a way immediately increased the impact our work has, and enabled the Communications Unit to distribute our views and opinions and those of sympathetic leaders within the education community more widely and rapidly. We also added a new electronic newsletter targeting activists with news of specific campaigns to a roster of newsletters totalling a half dozen sent to nearly 50,000 members of affiliates.

We maintained EI's presence in established services such as Facebook, Twitter, YouTube and Flickr, but also engaged with our target audiences through newer social media sites such as Google+, Pinterest and Tumblr. The impact social media has on awareness, persuasion and community building makes engagement through a variety of channels essential for the success of advocacy. Through social networking, we have forged connections with several affiliates, NGOs, non-profit organisations, private organisations, teachers, students, and other global citizens. We have experienced exponential growth in our social media audiences, with regular double-digit percentage increases in audience over a period of months during this quadrennial. During the period, we regularly sent out a variety of electronic news briefs, such as *In Focus*, *Staying United*, *CONNECT*, the ETUCE

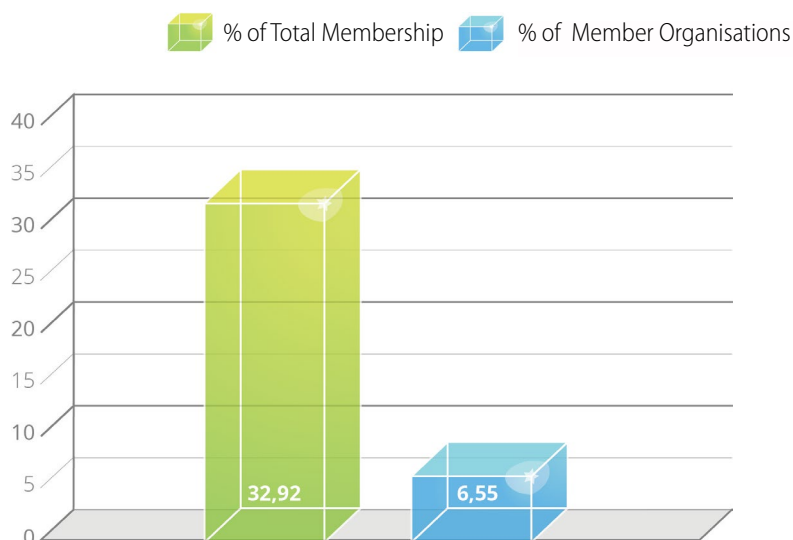
Newsletter and TradEducation. The total number of subscribers has risen steadily during the period, while the number of issues per year has risen from 51 to nearly 80.

El's connection to affiliate communications staff has also grown over the period. The ComNet, or Communicator's Network, regularly draws more than two dozen member organisations from all EI regions. The ComNet-generated video documentary program VUE, which combined the skills and resources of multiple affiliates to produce brief documentary programs, continued during this period. In Latin America, six videos and three publications produced in 2014 were part of a steady output of media advocating equity and social justice through quality free public education for every student in every country.

Membership participation

Membership participation in EI is relatively high when measured by the number of affiliates that is engaged in EI activity or represented on our governing and advisory bodies..

Table 3:
Percentage of Membership represented
on World Executive Board



In the period between 5 October 2013 and 6 October 2014 more than 25% of the member organisations in one third of the countries represented in Education International organised one or more events in support of the Unite For Quality Education Campaign. Furthermore, the number of organisations elected on the Executive Board represent one third (32.9%) of EI's total membership (Table 3). The member organisations serving on the Regional Committees and the Executive Board together represent 62.6% of EI's total membership (Table 4).

However, when the level of membership participation is measured by the involvement of the 30 million members of our affiliates, the figures are less impressive. EI is still unknown to many classroom teachers and education support personnel, who are not familiar with our activities and with the contributions they could make to our advocacy and to our online discussions and campaigns. Successful advocacy increasingly depends on the ability to build and mobilise audiences on line. As described in the previous section, in the reporting period every effort has been made to rally members of the global education community behind our goals. Although our efforts have yielded some results, we have reached only a fraction of the millions whom we claim to represent. Member organisations should give more exposure to Education International in their communication and media outreach, enabling us to "grow digitally", whereby highlighting their membership of EI in their communications with members, and providing links to the EI website should be considered the minimum.

Table 4:
Percentage of Membership represented on Regional Committees



Global Unions

EI maintained a close relationship with other Global Unions, both bilaterally and through the Council of Global Unions, which is a coordinating mechanism facilitating exchanges and cooperation among the 11 existing Global Unions, on issues of mutual interest and concern. Global Union leaders convened in January and June every year at the initiative of the Council to share views and decide on common action. Through the Council's Quality Public Services working group, we cooperated with PSI, ITUC, and others to promote tax justice and ensure that national public service systems are funded adequately. In December 2014 the cooperation agreement between EI and PSI was renewed with the purpose of intensifying the cooperation between the two internationals and clarifying their membership domains.

Progress on Programme Activities



Priority

1

Protect (public) education systems, teachers, other education employees, students and children against the negative effects of the debt and economic crises and the implementation of detrimental market mechanisms

- Advocate adequate and equitable long-term investment in public school systems (increased capital and recurrent investment) of at least 6% of GDP; promote the expansion of fiscal space through the generation of additional revenue, including with the Financial Transactions Tax (FTT), rather than the use of austerity policies.
- Counter legislative and other measures privatising and outsourcing public provision of education; give special attention to vulnerable sectors, including Early Childhood Education, Vocational Education and Training and Higher Education and Research.
- Campaign for the achievement of all EFA goals; advocate predictable, long-term Official Development Assistance to Education with increasing domestic expenditure; Implement the EI Pledge made to the Global Partnership for Education (November 2011).

Since the onset of the global financial and economic crisis in 2008, cuts in public education budgets have led to staffing shortages, salary and pension cuts or freezes, deteriorating working conditions and learning environments, curtailing of curricula in schools and colleges, reductions in education support services, and rising tuition fees. As a result of the economic downturn, key donor countries have cut their aid budgets for education, with long-term implications for developing countries.

EI cooperated with other Global Unions, in particular the ITUC and TUAC, to influence global policies to minimise the effects of the crisis and to promote re-regulation of financial markets to avoid further shocks to the economy where the mistakes of the few must be paid for by the many. To that end as well as to defend quality education, we participated in several high-level meetings connected with the G20 and the G7.

In spite of the lessons learned from the crisis, including the dangers of an uncritical acceptance of market dogma, there was the continued trend towards privatisation and commercialisation, and in some quarters, a fundamental questioning of the role of educators and their organisations as valid advocates and interlocutors for the provision of Education For All.

Austerity programmes, in many cases dictated by the very financial market actors that had caused the crisis, resulted in cuts to education budgets or reduced development aid available for education. To support efforts of affiliates to prevent further cutbacks with negative consequences for education workers and learners, EI intervened with the international financial institutions, as well as with UNESCO, ILO, and the Global Partnership for Education, OECD and with regional bodies such as the European Union.

We also developed and disseminated tools to affiliates to help counter these challenges. At the time that this report went to print member organisations in various countries, both in the OECD area and in the developing world, were engaged in industrial action after negotiations with the public authorities about those austerity measures had broken down.

In 2012, EI launched the Education in Crisis campaign. As part of this work, in 2011, we had published a research study on tax justice, *Global Corporate Taxation and Resources for Quality Public Services*², detailing the mechanisms by which multinational corporations avoid paying their fair share of taxes and offering suggestions for measures that member organisations might take to help ensure governments have the resources needed to fund quality public services, including education.

At the same time, at the UN, leaders worked to define new global development goals, with a special eye on the role of education. A key issue in question: would quality education for all be included as a standalone United Nations Sustainable Development Goal for the post-2015 period? Building international momentum for a positive answer to this question engaged EI and affiliates across all regions. At the heart of the activity was the Unite for Quality Education Campaign, which encompassed EI's growing partnerships and alliances, as well as evidence-based activism.

Unite for Quality Education campaign

From the moment of the final day that delegates to the 6th World Congress left the convention centre in Cape Town, South Africa, EI and its affiliates symbolically carried that Congress's banner – *Building the Future Through Quality Education* – into all of the critical activities of organised educators at global, national and local levels. Action was based on the *Education Policy Paper* and a *Resolution on the Future of the Teaching Profession* agreed by the 2011 Congress.

The cornerstone of EI activity in the quadrennial period has been the pursuit of quality education for all as outlined in the Unite for Quality Education Campaign in 2013 and 2014. The campaign, which remains in force, highlighted the following essential elements of quality education for a successful global future:

- Quality teaching, as a critical determinant of quality;
- Quality tools, such as appropriate curricula and inclusive teaching and learning materials and resources, including ICT, and
- Quality environments, e.g. supportive, safe, and secure facilities, enabling teachers to teach effectively.

The campaign was launched at simultaneous main events in New York and Paris in October 2013. Hosted by UNICEF and UNESCO, nearly all global and intergovernmental education organisations pledged their support. The campaign spread to all continents. In 2013 alone, our affiliates worldwide held 285 campaign events.

We participated in many processes related to the post-2015 development and education agenda and gained support for a standalone education goal from the United Nations' High Level Panel on the Post-2015 agenda as well as the United Nations' Open Working Group on Sustainable Development.

In 2011, EI secured a separate seat for the teaching profession on UNESCO's EFA Steering Committee, while we also contributed to the activities of the International Task Force on Teachers for EFA and the EFA Global Monitoring Report. Furthermore, our views were included in a UNESCO proposal for Education Beyond 2015.

EI and UNESCO launched The Global Teachers' Effort for Better Education. The partnership made it possible for teachers from our member unions to assess their education systems. Many thousands of teachers were able to share their experiences and opinions, bringing classroom realities into the global debate. The results were presented to decision makers at the World Education Forum in Incheon, Korea in March 2015.

2 For a full list of research publications see page 65

We were also able to present our views at other global and regional conferences. For a list of the intergovernmental conferences and events attended by EI see page 44.

We continued to work closely with the Global Campaign for Education, the Open Society Foundations, A World At School, Oxfam, Action Aid and many other civil society organisations to promote education for all and quality teaching towards and beyond 2015.

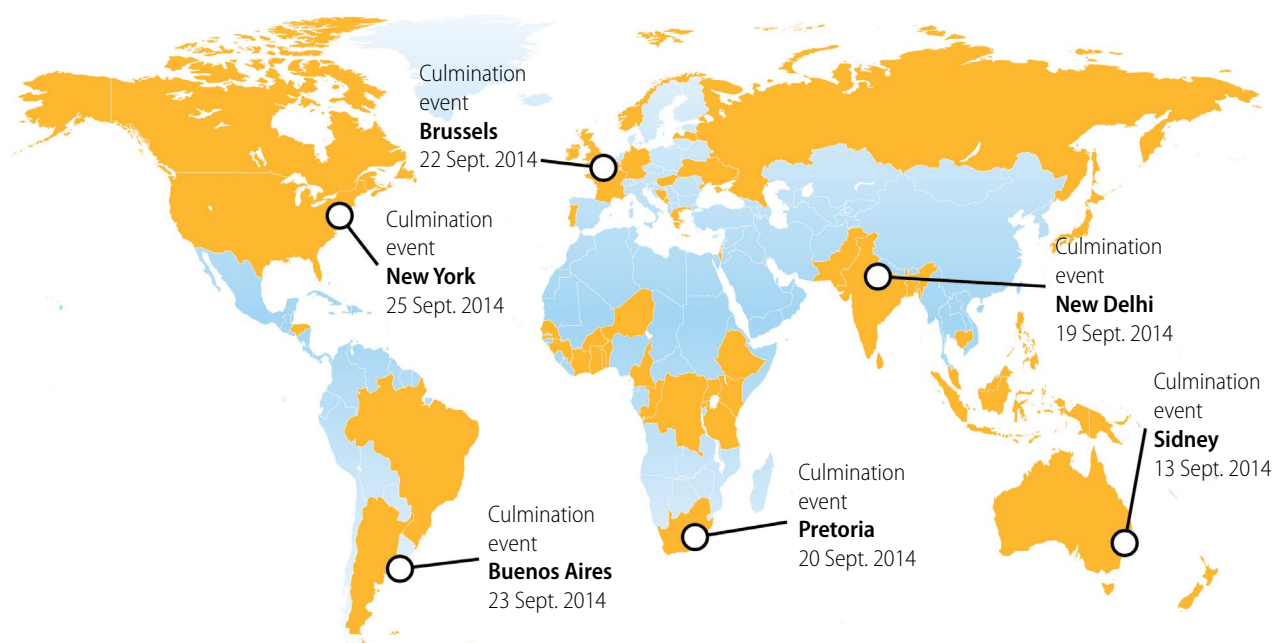
Member organisations in all regions took part in the annual Global Action Week with activities centred on 'Women's and girls' education' (2011), Early Childhood Education (2012), 'The Importance of Teachers' (2013) and 'Education and disability' (2014). In 2012, EI and the Global Campaign for Education published a study entitled *Closing the Trained Teacher Gap*.

Through the Global Partnership for Education, (a multilateral agency composed of 60 governments to help countries achieve EFA targets), EI was able to facilitate social dialogue between GPE partner governments and EI member organisations in several countries. In some cases, such dialogue led to an increase of the national education budget.

In Africa, we focused on removing obstacles to quality teaching in rural, under-funded primary schools, where students lack textbooks and are often taught by unqualified or under qualified teachers.

Work in Europe highlighted and opposed cuts in education budgets that were part of austerity programmes. An ETUCE-pledged campaign with candidates for the European Parliament received support from 100 EP candidates committed to quality education and opposed to short-sighted budget cuts.

Membership participation in Unite for Quality Education Campaign First Phase: 5 October 2013 – 1 January 2014



	Africa	Asia-Pacific	Europe	Latin America	North America & Caribbean	Total
Participating member organisations	21	26	19	8	9	80
Countries	20	16	17	3	28	61
Registered national and regional events	35	185	32	5	28	285
World Events						34

In Latin America, the campaign supported our regional committees' initiative: the *Movimiento Pedagógico* in which teachers' organisations and civil society join hands to defend public education. Campaigning took place in Argentina, El Salvador, Costa Rica, Chile, Colombia, and Brazil.

In the Caribbean, the campaign included the Caribbean Union of Teachers' biennial athletic games.

In the Asia-Pacific region member organisations promoted increased funding for education. National Unite Campaign seminars were held in Cambodia, Nepal, Fiji, Papua New Guinea, Vanuatu, Kiribati and Solomon Islands. Member organisations in Japan, Bangladesh, Indonesia, Thailand, South Korea, and Sri Lanka intervened with their governments in support of a "standalone education goal" in the UN post-2015 development framework.

Campaign "closing" events were held in Sydney, Delhi, Pretoria, Brussels, Buenos Aires and New York with several thousands of participants.

The Executive Board evaluated the mobilisation and decided to continue the Unite Campaign with a focus on the post-2015 process and a major effort to examine, document, and mobilise against commercialisation and privatisation of education worldwide. The new initiative, entitled "A Global Response to Edu-Business and the Commercialisation of Education" is both global and national. A report, *Privatisation and the Right to Education*, (developed with the Global Campaign for Education and other partners) was presented to the UN General Assembly in October 2014.

We also joined the Global Alliance on Tax Justice. The alliance focuses on corporate tax avoidance and evasion and seeks to generate adequate revenues based on fair taxation. Since the publication of our study on Global Corporate Taxation in 2011, EI has played a leadership role on this question and co-operates in this area with other global unions.

Many bilateral or "plurilateral" trade and/or investment agreements were under negotiation during this period. The Treaty of Lisbon entered into force in December 2009. It gives the authority to the EU to negotiate trade and investment agreements. Bi-lateral agreements are under negotiation with the United States (the Transatlantic Trade and Investment Partnership – TTIP) and have been concluded, but not yet approved, and with Canada (Comprehensive Trade and Economic Agreement – CETA). Negotiations are beginning on further agreements. We expressed our concern about the possible impact of TTIP on public school systems in a letter to the U.S. President and the President of the EU Commission. We also requested that trade negotiation processes be made more transparent and that civil society be properly consulted. Concerns of affiliates in Europe (acting through and with ETUCE) and North America include the Investor to State Dispute Settlement (ISDS) mechanisms that make public policy decisions subject and subservient to private arbitration and other pressure for commercialisation and privatisation of public services.

Similar concerns were expressed with respect to the Trans-Pacific Partnership Agreement (TPP). Twelve Asia-Pacific countries are participating in the negotiations. There has even been less transparency on the contents of TPP than with bilateral agreements. Our affiliates in Asia-Pacific and North America have been actively opposing the "partnership".

Another plurilateral agreement being negotiated is the Trade in Services Agreement (TISA), involving 24 member countries (including the EU) of the World Trade Organization (WTO) representing 70 per cent of the world's trade in services. The negotiation of that agreement also has serious transparency flaws. It does not include ISDS (differences would be resolved through WTO dispute mechanisms); however, it is believed to include serious dangers for public services and democratic decision making. We have joined with PSI and the ITUC in opposing TISA. We also continued to follow the evolution of intellectual property rules, principally through the World Intellectual Property Organisation (WIPO), to seek limitations and exceptions to intellectual property rules for educational and research purposes.

Considering that Higher Education, Vocational Education, Early Childhood Education and the Education Support Sector are increasingly vulnerable to commercialisation, because of the growing presence and influence of private companies, we have made extra efforts to strengthen these sectors.

Early Childhood Education (ECE)

The Right to education includes Early Childhood Education, which therefore should be free. EI Congresses in 1998, 2007, and 2011 adopted policies affirming this principle, as well as strategies to achieve it. We called for the inclusion of ECE as a target in the post-2015 framework agenda.

In 2013, the ILO Workers' Group of the Governing Body designated EI to represent it in an ILO meeting of Experts on Policy Guidelines on the Promotion of Decent Work for Early Childhood Education Personnel. These guidelines, the first international authoritative text that addresses the qualifications, working conditions and the professional status of ECE personnel, were approved by the ILO Governing Body in March 2014.

The promotion of ECE as well as strategies for action to ensure that it is widely available and of good quality has been addressed in seminars in Africa, Asia-Pacific, and Latin America. In Europe, an ETUCE task force developed a policy paper (2012) and a special ECE conference was held in November 2014 in Vienna. Our member organisations in the United States supported the U.S. administration's proposal in 2013 to dramatically increase the availability of ECE.

Further Education, Higher Education and Research

At the end of the reporting period EI represented more than 3 million higher education and research staff in 100 national organisations. Work focused on privatisation and commercialisation, access, academic freedom, assessment and employment security.

Higher education issues and strategies were considered at two Global Higher Education and Research Conferences (September 2012 in Buenos Aires and November 2014 in Brussels).

In 2011 we opposed proposals contained in the OECD *Assessment of Higher Education Learning Outcomes* (AHELO) to develop a standardised test to measure and compare the effectiveness of higher education institutions in developing both generic and specific skills. We drew the attention to the inherent weaknesses of such a simplistic approach and to potential abuses by public authorities and employers.

We argued that quality higher education and research is a public good requiring adequate public funding. We also maintained that higher education institutions must have sufficient autonomy and be free from outside pressure in order to protect academic freedom. Furthermore, we have expressed concern about the deterioration of terms and conditions of employment in some countries.

Research autonomy and integrity in the sector has become an increasing concern as private funding threatens to influence the outcome of research. An EI consultant contributed a chapter to a Transparency International report on corruption in education that focuses on the dangers of corporate funding of university-based research.

In 2013, the EI Research Institute began a research project *Supportive Learning Environments in Higher Education* to back up arguments for decent working conditions for academic staff.

European affiliates continued to strive for a strong and accessible system of higher education and improved working conditions in the framework of the Bologna Process.

Affiliates in Latin America confronted excessive commercialisation and deregulation, opposed austerity measures and actively promoted academic freedom.

In North America, affiliates advocated better for access to higher education and a better policy framework. They also confronted the massive student loan crisis and sought to ensure that loans would be available to low-income students.

Discussions in Asia-Pacific concentrated on higher education funding and de-professionalisation, including casualisation and the declining status of academic staff. .



The EI task force on vocational education and training (VET) examined skills development and risks of “brain drain” affecting many countries. It also addressed equality issues, funding of vocational education and working conditions and employment security. The task force was involved in the revision of the UNESCO Recommendation on technical and vocational education and training.

Education Support Personnel (ESP)

Education Support Personnel are central to the provision of quality education. The ESP task force created after the 6th World Congress in Cape Town in 2011 has examined pressing challenges facing education support personnel, including casualisation, job security, working conditions, and the outsourcing of support services. The task force also addressed rights’ problems, including the rights to organise and bargain collectively, examined the possibility of organising campaigns, and advised us on the development of our work, particularly in relation to the Unite for Quality Education Campaign. The task force produced guidelines on ESP-inclusive language and a brochure focusing on raising the awareness of ESP among our affiliates.

Information and Communications Technologies (ICT)

In 2013 the Executive Board adopted an international protocol on the use of information and communication technologies in education, inviting ICT multinational companies to subscribe to some important principles. The Intel Corp. was the first company to do so.

We addressed a number of ICT issues in this period, including

- The disparities in access to ICT among continents as well as among different groups in society.
- ICT availability as a way to enhance equality.
- The need for ICT in order to access employment opportunities.
- ICT as part of initial and in-service teacher training.
- ICT as an investment to enhance the quality and availability of education but that should not be seen as a substitute for education personnel.

Affiliates in Europe initiated a project in 2011 aimed at preventing early school leaving through the use of ICT in education. The project was a partnership project between affiliates in Denmark, the Netherlands, Portugal, Slovakia, Greece, Russia and Azerbaijan.



Priority 2

Promote the status of the teaching profession, improve professional standards and terms and working conditions, and counter de-professionalisation trends

- Initiate a global discussion on the future of the teaching profession; strengthen the Global Network for Teaching Quality and Effectiveness
- Counter the employment of unqualified teachers, the erosion of teachers' professional autonomy, the use of high stakes standardised methods of evaluating students, repressive forms of teacher evaluation and other de-professionalisation trends
- Support effective recruitment and retention programmes as a core strategy to reach EFA targets and improve educational quality, including quality training and upgrading programmes for unqualified and under-qualified teachers and improve school and institutional leadership
- Develop international standards for education and qualifications, terms and conditions of employment and the status of the teaching profession; promote the Declaration on Professional Ethics

We engaged in advocacy with intergovernmental organisations and other key players such as UNESCO, the Global Partnership for Education (GPE), the ILO, UNICEF, UNDP, the World Bank and the OECD to promote teaching as a profession and to invest in teachers and education support personnel

Since 2011, EI has partnered with the OECD, a host country and member organisations from the host country to organise the International Summits on the Teaching Profession (ISTP). The Summits were designed to bring together education ministers, teacher union leaders and teachers from high-performing and rapidly improving education systems as ranked in the OECD's Programme for International Student Assessment (PISA) and to discuss and exchange good practices and policies that allow creating a stronger teaching profession and education system as a whole. Each Summit had an overall theme and specific topics that allowed the participants to discuss specific issues deeper. The topics included,

- *Improving Teacher Quality Around the World* (2011, New York, hosted by the U.S. Department of Education)
- *Teaching and Leadership for the Twenty-First Century* (2012, New York, hosted by the U.S. Department of Education);
- *Teachers for the 21st Century: Using Evaluation to Improve Teaching* (2013, Amsterdam, hosted by the Dutch Ministry of Education, Culture and Science);

- *Excellence, Equity and Inclusiveness – High Quality Teaching for All* (2014, Wellington, hosted by the Ministry of Education of New Zealand);
- *Implementing Highly Effective Teacher Policy and Practice* (2015, Banff, hosted by the Council of Ministers of Education Canada);

Throughout the quadrennial period, the Summit has enhanced the profile and impact of EI on OECD activities and programmes as envisioned by EI's OECD Advisory Committee set up by a resolution of the last World Congress. These programmes include PISA, the Teaching and Learning International Study (TALIS) and the Skills Strategy, as well as activities such as the General Network of Experts' focus on evaluation and assessment.

Our emphasis was on professional qualifications of teachers, teacher shortages and the decline in employment conditions in the education sector. In 2012, EI undertook a global survey on the status and the rights of teachers, which showed a clear increase in the casualisation of the teaching profession, particularly affecting the working conditions of young teachers entering the profession. Furthermore, an EI-led survey in Europe showed that compared to other professions teachers suffered the highest level of work-related stress, with long working hours, a decline in professional autonomy, difficult working conditions, a growing number of violent incidents in schools, increasing administrative tasks, and, in particular, job insecurity.

We focused on the signs of de-professionalisation, highlighting examples such as the influx of unqualified teachers, declining professional autonomy and the rapid spread of standardised testing, urging also that steps be taken to reverse casualisation of the profession, notably through adequate training and professional development as well as decent working conditions, including fair remuneration.

As part of our engagement with OECD and in preparation for the initial summit, the EI Research Institute commissioned a study on what makes teaching effective. The study explored an enormous range of research on policies that turn teachers into 'satisfiers' or 'dissatisfiers'. While effectiveness and efficiency have become the 'call-of-the-day' not only in multiple sectors, too often attempts to capture what defines student achievement and teachers' contributions to it, have been limited, leading to distorted policies affecting the efficacy and morale of teachers.

The direction provided by the *Education Policy Paper* and the *Resolution on the Teaching Profession* gave additional focus to our work with the OECD and the Summits. The principal focus of the OECD Advisory Committee has been on influencing OECD initiatives, research and policies such as its PISA and TALIS reports; on the organisation of the Summits and the conferences of affiliates in OECD countries.

We have maintained a high profile within the OECD. Both through the Trade Union Advisory Committee's Education, Skills and Labour Policy Working Group and bilateral meetings with the OECD Deputy General Secretary and Education and Skills Directorate, we have ensured that the voice of the teaching profession was heard. This advocacy has been successful in many instances reflected in OECD's support for our Unite for Quality Education campaign, the inclusion of EI's representation on all of the OECD's Education and Skills policy making bodies, the insertion of our research on teacher union involvement in education policy making in the OECD's Education Policy Outlook and the inclusion of teacher leadership as a high profile issue in OECD's contributions to the Summits and TALIS research. EI's work in the working group, but also in other TUAC work, has also enhanced understanding and support for quality education among trade union national centres.

EI has held two Conferences for affiliates in OECD countries since the last World Congress. The first took place at the TUC in London in January 2013. Involving both unions representing teachers and further and higher education lecturers, it covered a wide range of key educational issues such as teacher policy and the funding of education. The second conference was held as part of EI's Unite for Quality Education conference in Montreal in May 2014.

Affiliates in Europe advocated the inclusion of a greater focus on teachers in EU-level strategies from the European Commission, and successfully lobbied the European Parliament, ensuring that teacher qualifications will be more easily accepted among EU countries.

A research project funded by the European Commission undertook an analysis of the reasons for the teaching profession's apparently growing lack of attractiveness. The teaching profession suffers from a lack of status, which has worsened during the years of the economic crisis. The project hopes to develop further public awareness of the impact of a significant shortage of qualified teachers for core subjects.

In the North American region, both our U.S. affiliates, AFT and NEA, have created platforms for developing and sharing pedagogical practice and content. With Share My Lesson from AFT and partners, educators can access and share high-quality teaching resources. Designed by teachers, Share My Lesson includes hundreds of thousands of resources and is growing rapidly as more educators get involved and add to the collection. The user-generated content is supplemented by tens of thousands of contributions from hundreds of content partners.

Meanwhile, NEA launched the NEA Master Teacher Project to fund the redesign and expansion of a website called Better Lesson, where selected math and English language arts teachers will record, and share, all of their lesson plans – an entire year’s worth. The union said the lesson plans will create a practical body of support for teachers.

As for lower-income countries, our involvement in the Global Partnership for Education resulted in the inclusion of teachers as a pillar of the GPE Strategic Plan. Improving teacher effectiveness by training, recruiting, and retaining teachers became one of the five objectives of the GPE. We also promoted quality teachers and teaching through the UN Secretary General’s Global Education First Initiative. Building on continuous advocacy for teachers, the 2012 joint campaign with the Global Campaign for Education saw ‘teachers’ being adopted as the theme of the Education For All Global Action Week, while the EFA Global Monitoring Report agreed to have teaching and learning as its theme for the GMR 2013/14 edition.

The 2012 EI and GCE report, *Closing the Trained Teacher Gap*, provided essential background information for the 2013 Global Action Week and a campaign to have over two million new teachers recruited by governments by 2015.

Our regional office in Africa assisted member organisations in addressing teacher policy issues. For example, in Ethiopia, our affiliate organised a conference in 2013 to discuss the status of teachers and conditions of service in the presence of the Ministry of Education and global and regional organisations. A workshop in Namibia focused on policies needed to enhance the status of the teaching profession, effectively manage teacher recruitment and deployment, and enhance the quality of teacher education and development (2012). A conference on teacher education in Togo discussed the planning and implementation of education reforms, teacher education and development policies, and education for sustainable development (2013).

The “Quality Educators for All Project”, an initiative of EI and Oxfam-Novib, continued to contribute to the improvement of quality teaching in Mali and Uganda by strengthening the professional development of teachers and school leaders. In 2014, the project won the UNESCO- Hamdan bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers 2013-2015.

The Latin American region adopted a plan of action to enhance the status of teachers at the first meeting of the “Movimiento Pedagógico”, in December 2011, bringing together more than 500 teachers, trade union officials and governmental and institutional representatives. Elsewhere in the region, several affiliates dealt with threats to the profession that allow any person – with a professional degree in other areas, but without pedagogic preparation – to be a teacher. The countries affected include the Dominican Republic, Honduras, Colombia, Chile, Peru and Ecuador.

School Leadership

EI continued to promote the importance of school leadership in ensuring quality teaching and learning. The significance of leadership in the success or failure of schools and other education institutions is now widely recognised. School leadership has been a theme of the International Summit on the Teaching Profession. In 2012, the Summit concluded that a single person cannot carry out all of the leadership functions of a school and that distributed or collaborative teacher leadership models are necessary to strengthen the leadership of the school as well as to create career paths for talented teachers. UNESCO has begun working on school leadership issues in partnership with EI. They have also involved the global business community.

In Europe, a comprehensive policy on school leadership was adopted by ETUCE in 2012. EI’s regional body, which facilitated the work of the European Policy Network on School Leaders, organised jointly with the European Federation of Education Employers (EFEE) “peer-learning visits” for school leaders in Malta, the Netherlands and the United Kingdom. That effort resulted in the publication of the report, “Professional autonomy, accountability and efficient leadership”.

A study in Europe investigated the impact of the financial and economic crisis on school leadership.

It concluded that the crisis had generally led to reduced school budgets and staff lay-offs and that a number of European countries face declining numbers of applicants for school leadership positions. It also reported that the workload of school leaders is generally high and that school leaders spend more time on managerial and administrative tasks than they do on pedagogical leadership. A school leadership online platform was launched with the aim of sharing and exchanging strategies, experiences, and projects between education unions.

In order to develop a basis for EI policy on teachers' professionalism, the EI Research Institute commissioned a report assessing how education unions perceive and involve teacher leadership.

Professional Ethics

The EI Declaration on Professional Ethics incorporates the core values of the teaching profession; recognising the great diversity of the profession among all nations and cultures while promoting core values components of professional ethics.

The EI Declaration and union codes of ethics informed UNESCO's International Institute for Educational Planning's Toolkit on Teacher Codes of Conduct, developed in 2012.

In the reporting period several sub-regional workshops were organised, including one in Burkina Faso for affiliates in Ivory Coast, Guinea, Mali, Mauritania, Niger, Senegal, and Togo. In Asia-Pacific workshops were organised for affiliates in Thailand, East Timor, the Cape Verde Island and for six affiliates in the South-Pacific sub-region. All workshops aimed at creating a better understanding about the purpose of a Code of Ethics for the teaching profession. At a workshop in Cambodia it was noted that unethical behaviour can be the result of low salaries and poor working conditions which may force teachers to take extra money from students or to find second jobs.



Priority 3

Confront attacks on education unions and their members, particularly with respect to freedom of association, collective bargaining rights and professional freedoms

- Promote the ratification and application of ILO conventions and ILO/UNESCO recommendations pertaining to teachers and other education workers by all nations of member organisations
- Utilise international complaint mechanisms to pursue public authorities and employers for breaches of the core labour s and other relevant international standards
- Identify and promote effective models of union-government relationships which enhance education quality and teachers' professional status.

We have worked, through advocacy, communications and capacity building, to defend the human and trade union rights of our affiliates and of all those who are employed in our sector. Our work was based on the Executive Board *Resolution on Defending Freedom of Association and Collective Bargaining*, adopted in March 2011, as well as on EI Congress resolutions calling for specific country campaigns.

We published a study on the general degradation of public service labour relations and social dialogue mechanisms. The study, covering 23 countries, showed that many governments have used the economic crisis to curtail collective bargaining rights, while sometimes even demonising teachers and public servants in general. We have categorically denounced all attacks, making use of all available ILO, UNESCO and UN instruments and mechanisms.

We filed complaints with the ILO Committee on Freedom of Association and submitted reports to the ILO Committee of Experts, as well as to the Joint ILO-UNESCO Committee of Experts on the Application of the ILO/ UNESCO Recommendation on the Status of Teachers. We also ensured that the restrictions of our affiliates' rights were addressed by the Committee on the Application of Standards (CAS) during the annual International Labour Conferences. The most serious infringements of international standards that we reported to these bodies concerned human and trade union rights violations in Bahrain, Cambodia, Ecuador, Fiji, Honduras, Korea, Swaziland, Turkey, and Uzbekistan. The ILO examined our concerns and complaints and reaffirmed several times that its core labour conventions are fully applicable to education unions and their members.

High-profile interventions during this period included Korea, where the Korean Teacher's Union was effectively outlawed in 2013 after being subjected to various forms of harassment for many years. Its president was arrested and detained following protests by teachers and other trade unionists in 2014, although the Seoul High Court restored the legal status of the union.

At our request, the Global Partnership for Education called on the South Korean Government in February 2014 to fully comply with international labour standards, taking a strong stance against the government's aggressive anti-union tactics.

In Iran EI urged the authorities to release detained trade union activists and stop intimidating trade unions. We also supported 11 teacher unionists from our affiliate ITTA who were persecuted in Kurdistan. We campaigned for the release of Iranian teacher activist Abdoireza Ghanbari since his arrest in January 2010. The death sentence imposed on Ghanbari was reduced to 15 years' detention and exile by the Tehran Revolutionary Court.

The situation of trade union rights in many of the Arab countries remained a matter of grave concern, with a general climate of repression of teacher unionists and student activists. Where and when possible, we provided (legal) assistance to affiliates. In Bahrain, we supported the Bahrain Teachers' Association and campaigned for the release of BTA leaders whose officers and members suffered the consequences of the brutal crackdown on pro-democracy activists. In 2015, the leaders of BTA received the *Arthur Svensson International Prize for Trade Union Rights* for their efforts to promote and strengthen trade unions and trade union rights in their country. We mobilised support for other affiliates in the Arab region – Egypt, Tunisia and Yemen – where officials and union members had organised and/or had taken part in pro-democracy rallies.

We intervened directly with the authorities in these countries, protesting against the excessive and disproportionate use of force against protestors and urged them to respect the freedom of expression and the freedom of association.

We sponsored several programmes in Egypt, Mauritania and Tunisia to build the capacity of our affiliates and strengthen their democratic structures.

In Iraq, we addressed the recurring delays in the payment of teachers' salaries and called upon the government to immediately pay the arrears of teachers employed in conflict areas in northern Iraq. We also intervened in Lebanon where the government failed to implement a collective agreement reached several years ago, and in Palestine where teachers did not receive their full pay.

In Europe, we challenged the impact of austerity measures on trade union rights and intervened at government level in Albania, Macedonia, Hungary, Kosovo, Moldova and Ukraine.

In Greece, basic civil and democratic rights eroded as a result of conditions attached to loans by the EU and IMF. In June 2014, the ILO reviewed the case of Greece and concluded that collective bargaining rights had been violated. Union rights were also restricted in Spain, while in Denmark, 69,000 teachers were locked out of schools by their employers. This resulted in a decision by the Danish government to allow school heads to impose teachers' employment conditions. We supported our affiliates in Greece, Spain and Denmark in their efforts to restore their rights.

In Turkey, we provided support to the teacher union Egitim Sen, which continued to be harassed by the authorities. For many years, the government has used the alleged ties of trade unions with the Kurdish opposition as a pretext for severe repression. Women trade union activists were arrested in connection with the 2012 International Women's Day celebration. Some were only released after 10 months of imprisonment. We launched online campaigns, in partnership with LabourStart, and wrote letters to the authorities condemning Turkey's anti-union harassment and demanding the immediate and unconditional release of all detained union activists. In 2015, two leaders of Egitim Sen, Mrs. Sakine Esen Yilmaz and Mr. Mehmet Bozgeyik, were awarded the Dutch *Febe Elisabeth Velasquez Trade Union Award* for their exceptional trade union work.

In Africa, we addressed cases of human and trade union rights violations in Benin, Burkina Faso, Cameroon, Democratic Republic of Congo, Djibouti, Gabon, Kenya, Lesotho, Nigeria, Somalia, Swaziland and Uganda.

For example, in Kenya, we supported our affiliates' call for industrial action after the government decided to withhold the salaries of teachers who had participated in a strike, despite of having given guarantees of payment. In Nigeria, our national affiliate called a strike over the non-payment of negotiated wages, and in Uganda, our affiliate resorted to industrial action in response to the government's failure to pay teachers an agreed 20 percent salary increment.

In Swaziland, we condemned repressive measures against union members who were beaten, fired upon, attacked with tear gas and rubber bullets and intimidated by armed forces. The government dismissed hundreds of teachers across the country, including the entire executive committee of our affiliate. The Swaziland court ruled that the dismissals were unlawful.

In the Asia-Pacific Region, we assisted affiliates in Cambodia, Pakistan, Philippines and Sri Lanka confronted with labour rights issues. We cooperated with other Global Unions and participated in the CGU Working Party on Myanmar, where we helped establish labour unions at school level.

We continued to monitor the trade union rights situation in China, also showing solidarity with our affiliates in Hong Kong in 2014 who were actively engaged in the peaceful protests demanding democracy and social justice.

In Latin America, we paid special attention to the situation in Honduras, Guatemala and Columbia where anti-union legislation and practices undermined the functioning of our affiliates. In Colombia, teachers were killed in a rally organised by our affiliate against plans to privatise the school system. In Honduras we denounced the government's decision to unilaterally change the teachers' salary structure, to revoke the check-off system and to dismiss the teachers' leaders from their teaching positions.

In the United States, where trade union rights decisions for most teachers are made at the state and local levels, serious setbacks for workers in education were suffered in several states. The deduction of union dues ("check-off") was banned in Alabama, Arizona, Michigan, and Wisconsin. In addition, in Wisconsin, most collective bargaining rights for most public employees, including teachers, were eliminated. In Tennessee, collective bargaining by teachers has been replaced by "collaborative conferencing". Several other states have limited the scope of collective bargaining, principally by taking professional issues off of the table. Education unions around the world joined us in our protest against these violations.

It should be noted that the ILO Committee on Standards (CAS) was unable to function during the ILO Conference in 2012 and 2014. The Employers' Group had challenged the protection of the right to strike by ILO Convention 87 on Freedom of Association. Following a special, tripartite, expert meeting in 2015, an agreement was reached, which does not deal with the meaning of Convention 87, but which allowed the CAS to function. We cooperated closely with the ITUC and other Global Unions on all ILO activities.

For a full list of EI responses to infringements of international human and trade union rights standards, see page 23.

Rights and Social Dialogue

Social dialogue is not a term that is universally employed. To be effective, it must rights' based, in particular the right to collective bargaining. In Europe, the term is used extensively and it is a practice that goes beyond collective bargaining to other forms of discussion, consultation, and agreement. In general, when social dialogue enhances rights and expands the involvement of workers and their organisations, it is considered to be very valuable, but it never should be seen as replacing those rights. Social dialogue that enhances and is fully grounded in protection and respect of rights is supported and promoted by EI.

In 2013, an EI delegation, working with PSI, suggested ways to strengthen bargaining rights for public employees in the ILO Global Dialogue Forum on Challenges to Collective Bargaining in the Public Services convened by the ILO. We proposed a four-year integrated action programme on the promotion of collective bargaining in the public sector, including tripartite sub-regional training programmes and specific national action plans with the aim of establishing joint public sector negotiating councils.

In Europe, ETUCE sponsored several programmes and workshops promoting the European Sectoral Social Dialogue in Education which began in 2010. In Africa, we launched a programme to impart necessary skills to education unions in 10 countries in order to establish institutionalised negotiations and social dialogue in the education sector.

Table 5: Human and Trade Union Rights Violations

Charged by Education International with non compliance with international human and trade union standards	Request to National Government to Respect International Standards	Urgen Action Appeal to Member Organizations	CEACR: Report to the ILO Committee of Experts	CEART: Submission to the ILO/UNESCO Committee of Experts	CAS: Commission on the Application of ILO Standards	CFA: ILO Committee on Freedom of Association	ECOSOC: UN Economic and Social Council	Request Immediate Intervention by ILO Director General	OHCHR: Report to UN High Commissioner for Human Rights
Albania			12						
Algeria	12		12 14	14	14				
Argentina	12			12					
Armenia				12					
Australia	11 13			12					
Austria				12					
Bahrain	11 12	11 14		15		11 13		12	11 12
Bangladesh				15					
Barbados	13								
Belarus				15					
Belgium	12								
Benin	12								
Bhutan				15					
Bolivia	14								
Botswana			13	15					
Bulgaria				15					
Burundi			13	15					
Cambodia	11 14		11 14	15	11 13 14				11
Cameroon			14	15					
Canada				12 15	13	13			
Colombia	11 13 14			15					
Costa Rica	12								
Côte d'Ivoire			13	15					
Cuba				15					
Cyprus				12					
Dem. Rep. Congo	12		13	15	14				
Denmark	13			12 15					
Djibouti	12 14		14	15		14			
Ecuador			14	15	14	14			
Egypt	12 13	13							
Ethiopia			11 13	15					
Fiji	11 14		11 13	15	11 13	11		11	
Finland				12					
Gabon	11		11						
Georgia	13		11 12 14	12		12 14			
Ghana				12					

**Charged
by Education
International
with non compliance
with international
human and trade
union standards**

**Request to National Government to
Respect International Standards**

**Urgen Action Appeal
to Member Organizations**

**CEACR: Report
to the ILO Committee of Experts**

**CEART: Submission to the
ILO/UNESCO Committee of Experts**

**CAS: Commission on the
Application of ILO Standards**

**CFA: ILO Committee on
Freedom of Association**

**ECOSOC: UN Economic
and Social Council**

**Request Immediate Intervention
by ILO Director General**

**OHCHR: Report to UN High
Commissioner for Human Rights**

	Request to National Government to Respect International Standards	Urgen Action Appeal to Member Organizations	CEACR: Report to the ILO Committee of Experts	CEART: Submission to the ILO/UNESCO Committee of Experts	CAS: Commission on the Application of ILO Standards	CFA: ILO Committee on Freedom of Association	ECOSOC: UN Economic and Social Council	Request Immediate Intervention by ILO Director General	OHCHR: Report to UN High Commissioner for Human Rights
Greece	14	13		15	14				
Guatemala				15	13				
Haiti	14			12 15					
Honduras	13	11 13	14	15	13	13		11	
Hong Kong				15					
Hungary	14			15					
Iceland				12					
India				15					
Indonesia				15					
Iran	11 13	12		15	13		12		12
Iraq	11 12 14			15					
Israel	14								
Italy				12					
Jamaica				12					
Jordan	12								
Kenya	12 14			12					
Korea (North)				15					
Korea (Rep of.)	14	13	12	15	13 14	13			
Kuwait				15					
Latvia	14		14						
Lebanon	13 14			15		13			
Lesotho	11								
Lithuania				12					
Luxembourg				12					
Macedonia	14			15					
Malaysia				12 15					
Mauritania	11								
Mexico	14								
Moldova	14								
Montenegro				12					
Nepal			14						
Niger				12					
Nigeria	13 14	14	12		14			14	
Norway				12					
Oman				15					
Pakistan	12	13 14		15					
Palestine	13 14								

Charged by Education International with non compliance with international human and trade union standards	Request to National Government to Respect International Standards	Urgen Action Appeal to Member Organizations	CEACR: Report to the ILO Committee of Experts	CEART: Submission to the ILO/UNESCO Committee of Experts	CAS: Commission on the Application of ILO Standards	CFA: ILO Committee on Freedom of Association	ECOSOC: UN Economic and Social Council	Request Immediate Intervention by ILO Director General	OHCHR: Report to UN High Commissioner for Human Rights
Paraguay	12					14			
Philippines				15					
Poland				12					
Portugal				12 15					
Qatar				15					
Saudi Arabia				15					
Senegal					13				
Serbia	11 14			15					
Slovenia	13								
Somalia				15					
Spain				12 15	13				
Sri Lanka			12	12					
St. Kitts and N				12					
Sudan				15					
Swaziland	11 14	12	11 13	15	11 13 14				
Sweden				12					
Switzerland				12					
Syria		12							
Taiwan (ROC)				15					
Tanzania				12					
Thailand				15					
Togo				12					
Tunisia	12 13								
Turkey	11 14	11 13	11 14	12 15	11 13				
Uganda	11	11	13	12					
Ukraine	11 12			12					
UAE				15					
United Nations	13								
United States	11 12 14	12		12 15					
Uzbekistan	13 14				11 13				
Venezuela				15					
Vietnam				15					
Yemen	11	11							
Zimbabwe				12 15	13				



Priority 4

Challenge the erosion of democratic and social values, and address gender inequality, racial intolerance and xenophobia through the promotion of human rights, equality and trade union rights for sustainable societies

- Advocate inclusive publicly- funded schools and learning institutions, providing safe, secure and healthy environments with gender-sensitive curricula, pedagogy, teaching and learning resources
- Promote children's rights, including the right to education; mobilise member unions against persisting forms of child labour.
- Implement the Gender Equality Action Plan, including the strengthening of the regional women's networks and the extending of these networks to the Arab region; establish networks for indigenous and LGBT teachers
- Develop an action plan to advance the rights of migrant teachers, including the establishment of an international instrument.

We believe in the achievement of democracy, human rights and peace through education. As described in the previous chapter we have challenged abuse of teachers' rights and human rights in general with the appropriate UN agencies. Respecting those rights also helps the profession carry out its responsibility to impart democratic values and human rights principles to future generations.

We advocated Global Citizenship Education through qualified teachers and quality curricula as the conditions to create democratic, peaceful and sustainable societies. We held conferences, including one in January 2014 in Haifa, Israel, on the occasion of the 110th anniversary of the Israeli Teachers Union, highlighting the need to build dialogue and understanding between cultures and to reassert universal values of human rights, peace and democracy and mutual respect through education.

In January 2015, we convened an international conference to mark the 70th anniversary of the liberation of the Extermination and Concentration Camp Auschwitz-Birkenau. Education unions gathered in Krakow, Poland, to underline the importance of holocaust education and consider improved methods to teach complex and socially sensitive subjects.

In Europe, ETUCE brought the three affiliates in Northern Cyprus together with international experts and representatives of other European teacher unions. The meeting discussed the role of education in peace development processes, particularly as part of the reconciliation process in Cyprus.

Safe Schools

The quadrennial period was marred by unprecedented escalation of violence against students and teachers in communities around the world; often in schools. Events were a compelling and bloody reminder that safe schools are a matter of the highest concern.

From the killings of children and adults in France at a private Jewish college in Toulouse to the United States, where 20 children and six adults were killed at an elementary school in Connecticut, to the massacre of 145 children and educators at a school in Peshawar, Pakistan, and the killing of 178 teachers in Nigeria.

We brought the plight of the Nigerian teachers to the attention of the world. The teacher assassinations were part of a larger problem in Northern Nigeria. EI joined the international coalition in response to the abduction of 270 girls in Nigeria by Boko Haram.

We were visible and vocal in response to all these atrocities, including those in Syria and Iraq. We condemned the targeting of schools in warfare, as was the case during the war in Gaza and the Ukraine. It is important to note that, at times, such violence was perpetrated by governments, but that, at other times, non-state forces or "states" inside states were responsible.

In Africa, in addition to Nigeria, conflicts and attacks on schools have affected Mali, South Sudan, and Somalia, Democratic Republic of Congo and other countries or zones/regions in countries.

In 2012 Malala Yousafzai, a 14-year-old Pakistani schoolgirl, was shot in the head by the Taliban because of her campaign for education for all in Pakistan. Her subsequent activism earned her the Nobel Peace Prize and a role as a spokesperson and symbol of the importance of education for all, especially girls. This attack was a catalyst for international activity on school and gender violence and extremism.

Following the assassination by the Taliban of a woman teacher on her way to school in Pakistan in the spring of 2013, we organised a protest action. That included a letter of protest, co-signed by the UN Special Envoy for Global Education and the teachers' organisations of Pakistan, published in all of Pakistan's leading newspapers. At our request the UN Secretary-General urged the Government of Pakistan to take immediate measures to ensure the safety of teachers.

To address "in-school violence", EI collaborated with the UN Girls' Education Initiative (UNGEI) to help education unions to eradicate school-related gender-based violence. We developed an EI/UNGEI program for our affiliates in east and southern Africa. In Zimbabwe, we supported the call made by our affiliate and children's rights activists that schools should not be used as political campaign venues during the presidential elections.

In some Western countries there were serious problems with harassment, including cyber-harassment, of students and teachers. Member organisations in the U.S., Canada, Europe and elsewhere mounted campaigns to create awareness in schools and communities about bullying and harassment prevention.

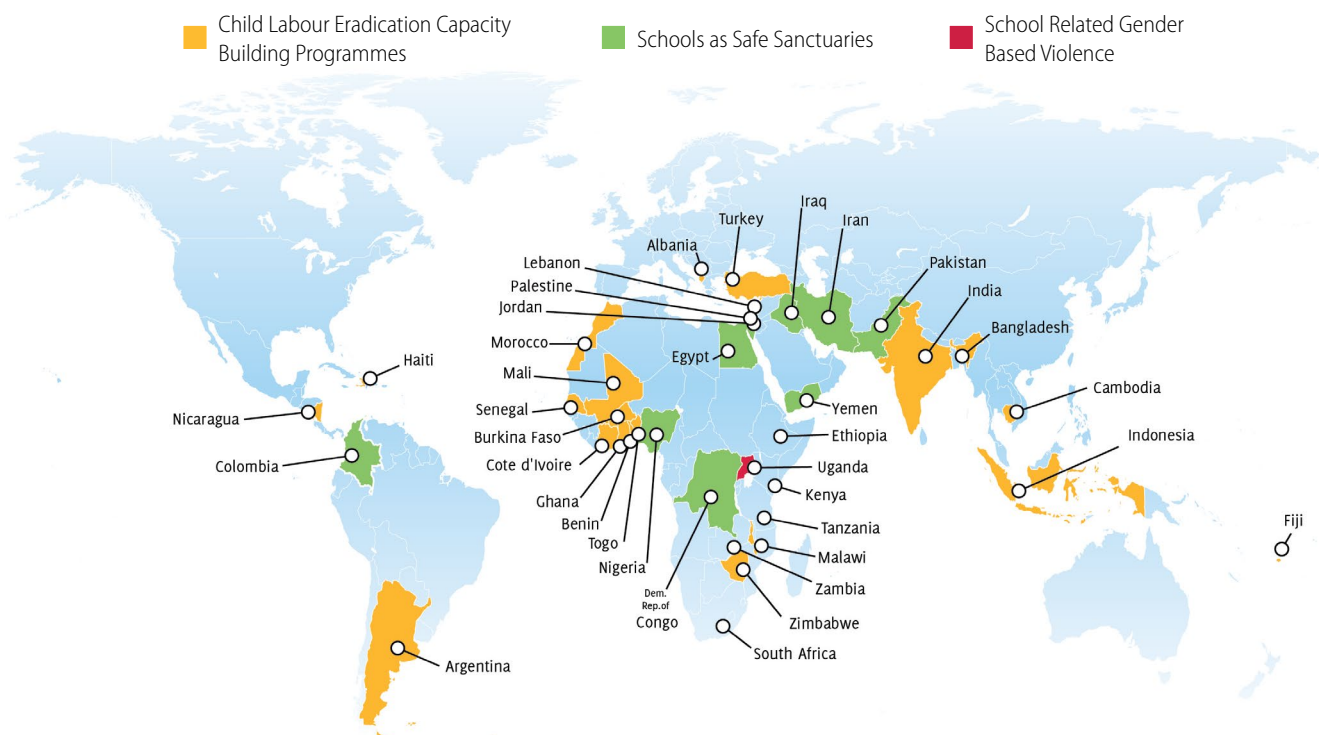
In Europe, ETUCE organised a discussion about violence in schools among affiliates which led to the publication of Guidelines and a number of follow-up activities.

Child Labour

EI has closely collaborated with partner organisations to promote the rights of the child, remove obstacles to the right to education and to persuade governments and UN agencies to take strict measures to abolish all forms of child labour. In a resolution adopted by the 6th World Congress in Cape Town, EI was mandated to "work continuously and pro-actively on the eradication of child labour and the provision of quality education, and encourage, support and coordinate the active participation of all affiliates."

We took part in the *Global Task Force on Child Labour and Education For All* (together with ILO, UNESCO, UNICEF, the World Bank, UNDP and the Global March against Child Labour). We also intensified our cooperation with the Global March against Child Labour, whose Chair, Kailash Satyarthi, was awarded the joint Nobel Prize for Peace (the second recipient of the award was girls' education advocate Malala Yousafzai).

Promoting Children's Rights (2011-2014)



and with the “End Child Slavery coalition” advocating the prohibition of the worst forms of child labour, including the recruitment and use of child soldiers.

In close cooperation with the ILO, we developed educational material: *One hour against child labour*, to be used by classroom teachers. In 2012 we issued a report highlighting good practices by our member unions. In 2013 we produced together with ILO ACTRAV a *Resource Guide for Trade Unions*. In 2014 in partnership with ILO-IPEC another Resource Manual was produced: *Teachers and Education Unions: Ending Child Labour*.

The International conference, *School is the best place to work: Education unions against child labour*, jointly organised by the Friedrich-Ebert-Stiftung, ITUC, EI and our affiliates in the Netherlands and Germany (Berlin, October 2012), brought together nearly 100 participants representing teacher unions from 30 developing and developed countries, joined by experts from other sectors, NGOs and agencies. Teacher unionists exchanged good practices and experiences in the fight against child labour by promoting the universal right to education.

In Africa, much work was undertaken by our affiliates in Mali, Morocco, Uganda and Zimbabwe. It focused on the role of teacher unions in tackling all forms of child trafficking and labour in West Africa, as well as on the benefits of pre-school education.

During the reporting period, EI served on the Executive Board of the International Cocoa Initiative aimed at eradicating child labour from the cocoa supply chain. This was part of a larger effort to create child labour free zones, particularly in agriculture.

In the Asia-Pacific region, activities were focused on India and Indonesia. The work in Indonesia included a survey by the affiliate and recommendations to the ILO. In Central Asia, Uzbekistan, child labour is systemic and linked with powerful economic interests. We strongly opposed the involvement of children and education personnel in cotton harvesting.

In Turkey, we supported our affiliate and addressed issues such as early marriage, curriculum in the mother tongue, youth detention, and school dropouts during harvest-time.

An EI delegation attended the Third Global Conference on Child Labour in Brasilia (October 2013) and obtained the addition of a paragraph in the conference declaration underlining the importance of the availability of quality education. Child labour is a persistent problem and its eradication is linked with many other rights in addition to the right to education.

Although effective labour inspection is important to contain child labour, a more fool-proof way to ensure that children are not at work is the full application of the right to organise. Practice has shown that organised workers are always present at the workplace and are not afraid to blow the whistle when children are being exploited.

Gender Equity

In 2011, we organised our first World Women's Conference. Held in Bangkok, the conference had a number of aims: to create a joint understanding of the state of progress towards equality for women and men in unions, education and society; to advance and empower women and girls through education; to further the achievement of gender equality in unions and education and; to create a global equality network of existing women's networks.

The conference created the basis for the Congress resolution on Gender Equality, which was adopted some months later at the 6th World Congress in Cape Town, and served as the basis of the EI Gender Equality Action Plan; the formal framework for EI's gender equality work. The plan contains three priority areas for our affiliates: promoting gender equality within education trade unions; girls' access to and participation in quality education; and women's economic empowerment.

In Africa, our affiliates trained women union leaders to enable them to compete for leadership. Affiliates also addressed early and unplanned pregnancy as a barrier to girls attending and completing school. In sessions across the continent, training plans were developed to help women to be more assertive and self-confident, to combine family responsibilities and union work with professional activities, and to conduct gender audits of unions.

Throughout the reporting period, Regional Women in Education Networks organised sub-regional meetings in Africa, Latin America and Asia-Pacific. All meetings focussed on strengthening the role of women in trade unions, the education sector and society. Experiences of best practices in gender mainstreaming gender equality strategies were also shared in these meetings.

In Europe, despite efforts of EU member states to embed gender equality in national policies, a considerable pay gap still exists between men and women. In 2011 and 2012, ETUCE conducted the project "Teacher trade union actions challenging gender stereotypes and gender segregation in the labour market". The project not only aimed at promoting gender equality within the teaching profession, but also to influence student career choices.

In 2012, the inaugural meeting of the Arab Cross-Regional Women's Network (AWN) brought together 44 women participants from 22 EI affiliates in 11 countries. The meeting set priorities for union involvement that set the course for the region during the period, including encouraging women to join trade unions, capacity-building and training for women unionists, and assisting women in gaining access to leadership positions within unions.

The highlight of our work on furthering the progress of women in education trade unions was the second EI World Women's Conference, which took place in Dublin, Ireland in 2014, and was attended by more than 300 participants from 84 countries. Organised to focus on union practices that contribute to improved equality for women and men in unions and in education, the conference resulted in a number of key recommendations to further our gender equality work. Participants called for the Gender Equality Action Plan (GEAP) to be monitored and evaluated, and amended (to include references to women in higher education, vocational education and training, research, and the recruitment of 'hard-to-reach' women teachers). The GEAP should also be used to map and monitor women's participation in teachers' unions and organisations across all of our regions.

Violence in and around schools and educational settings has been recognised as one of the biggest barriers to girls' participation in and completion of education. Towards the end of 2013, EI and the UN Girls'

Education Initiative (UNGEI) established a strategic collaboration to put teachers' unions at the centre of efforts to combat and eradicate school-related gender-based violence (SRGBV) in different contexts. The aim is to support teachers and communities in and around schools to take leadership in addressing SRGBV. EI and UNGEI are of the view that teachers, school administrators and teachers' unions are key partners in tackling SRGBV and an important force for child protection and change.

At the regional level, the first pilot capacity development activity under the auspices of the EI/UNGEI initiative has been with affiliates in east and southern Africa. At the global level, we participated in a partners' consultation meeting in April 2014 on SRGBV jointly hosted by UNGEI, UNESCO and the Foreign Ministry of France. A global partners' SRGBV working group was established to work on SRGBV at the international level. We became a member of this group and contributed to statements issued by the group for International Girl Child Day (October 12th) and on the International Day for the Elimination of Violence against Women and Girls (November 25th).

We worked with other Global Unions (ITUC and PSI) at the annual sessions of the UN Commission on the Status of Women (UNCSW). Each UNCSW focuses on a priority theme. In the recent period these have been;

- 2012 The empowerment of rural women and their role in poverty and hunger eradication, development and current challenges
- 2013 The elimination and prevention of all forms of violence against women and girls
- 2014 Challenges and achievements in the implementation of the Millennium Development Goals for women and girls
- 2015 Beijing +20 – Review of the Beijing Declaration and Platform for Action, including current challenges that affect its implementation and the achievement of gender equality and the empowerment of women

The labour delegation to UNCSW called on policy-makers to establish consultative processes and social dialogue with trade unions, and for collective bargaining to be used as a key instrument to promote gender equality outcomes such as pay equity, equal opportunity for professional advancement, maternity protection and the equal sharing of family responsibilities in accordance with international standards.

LGBT Rights

Despite important legal advances for the rights of LGBT persons, a very large number of countries continued considering LGBT to be a crime. For example, EI sent a strong message to the Government of Uganda for such legal provisions. But, in addition to legal discrimination, violations of rights of LGBT persons and discrimination against them often took extreme, extra-legal forms, including violence.

We welcomed the report released by the UN High Commissioner for Human Rights on discriminatory laws and practices and acts of violence against individuals based on their sexual orientation and gender identity. In this report 'Gender Identity' has been added to the list of categories of persons vulnerable to extrajudicial killings. Standards have also been adopted by the EU, the Organisation of American States (OAS) and the African Commission on Human and Peoples' Rights.

On the occasion of the International Day against Homophobia, we reiterated, together with PSI and ITUC, our pledge to resist all forms of discrimination, intolerance and persecution based on sexual orientation and gender identity.

We also joined the *Stand 4 Change Day* against bullying on 4 May 2012. Many affiliates addressed the prevention of violence in schools.

In Latin America, the work continued to focus on raising awareness among trade union leaders, as well as on including the topic in curricula and teacher training. The Latin American office published a 12 pages booklet with information about LGBT rights and examples of activities by unions and at schools. In 2012, a regional meeting was organised to discuss strategies to promote LGBT rights within education unions. In May 2013, affiliates from primary, basic and higher education in Brazil, Argentina, Uruguay, and Costa Rica discussed the inclusion of LGBT rights in school curricula.

In South Africa, a sub-regional workshop was convened addressing *Non Discrimination in the Education Sector*. The meeting enabled union leaders from various African countries to share experiences on LGBT issues and to discuss if and how awareness of the rights of LGBT people could be increased among union membership and at schools. It was concluded that LGBT rights should be part of African trade union programmes and campaigns.

In Europe, EI and our Turkish affiliate contributed to the social forum convened by an LGBT group in Ankara dealing with the rights of LGBTs in the fields of education, labour, housing, health and social work. The Forum received a great deal of public attention due to the participation of Members of Parliament, human rights defenders, and trade unions.

Indigenous Rights

Human rights violations against indigenous peoples remained a serious concern despite advances in some regions. Inclusion policies adopted by EI affiliates aimed at the recognition of indigenous rights and the promotion of indigenous education programmes.

In 2012, our work at the UN led to the adoption of a *Resolution on Indigenous Women: Key Actors in Poverty and Hunger Eradication*.

In some parts of Latin America where the dispossession of land, denial of land rights, and forced removal are rampant due to a growing demand for natural resources, we worked to strengthen the capacity of affiliates to promote policies to protect the rights of indigenous peoples to quality indigenous education. Affiliates were encouraged to propose multicultural and multilingual curricula, and to promote greater participation of indigenous educators in the work of education unions.

In Europe, initiatives have been centred on the improvement of the situation of the Roma, a minority group which, due to a lack of education, often suffer from high unemployment or low skilled/low paid jobs.

Migrants

During the reporting period, particular attention was given to the rights of teachers and education support personnel working outside their countries of origin. Teachers' migration has taken many different forms.

The 6th EI World Congress in Cape Town adopted a Resolution on Teacher Migration and Mobility, committing EI to support the ratification and implementation of international instruments defending the rights of migrant teachers and education support personnel, in particular, the *UN Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families*.

The Executive Board appointed a Task Force to help develop and implement a campaign to stop the exploitation of education personnel and promote decent work for all.

A web portal for migrant teachers and education support personnel was launched, providing essential information for persons intending to work abroad, for those already working abroad and for education unions. Furthermore, we undertook a global survey and published a study on migration with examples of good practice and successful union engagement strategies.

We participated in the Council of Global Unions' Migration Working Group and promoted the Commonwealth Teacher Recruitment Protocol and its principles, and worked towards the development of international rules for recruitment agencies with the purpose of curtailing unethical practices and exploitation.



Priority 5

Strengthen and mobilise EI and its member organisations in the light of the above challenges and priorities

- Develop pro-active recruitment and organising strategies, including political organising; give special attention to young, early stage teachers and researchers and to education support personnel
- Provide capacity building programmes for education unions with a special focus on those in low income countries and emerging democracies; give special attention to the Arab region.

The primary objective of Development Cooperation in the education sector is to help education unions to grow so they can be stronger and more active actors in social dialogue and public policy. Development Cooperation is an essential means of promoting and developing international solidarity and of putting a human face on the impact of globalisation. Through strengthening and supporting the institutional capacity of teacher unions, professional solidarity and cooperation becomes a reality between education unions around the world.

In the reporting period, capacity building centred on organising, civic rights, gender equity professional ethics, and the use of new technologies as well as on advocacy related to the Unite for Quality Education Campaign. Most programmes were carried out by or with support of the (sub)regional offices in Beirut, Accra, Kuala Lumpur, Suva, San José and Brussels (ETUCE).

Representatives of member organisations engaged in development work (DC partners³) met annually to set priorities for and coordinate capacity building programmes.

To strengthen democratic education unions in the Arab countries, we established a Cross-Regional Structure for affiliates in those countries. We held two conferences, the first one in Beirut and the second one in Jordan, which was attended by 52 delegates and 15 observers from Arab affiliates and Development Cooperation partners. The Cross-Regional Structure provided a forum for consultation and exchange of ideas between our affiliates and was a source of advice and guidance for EI. The second conference included capacity-building workshop sessions on the recruitment and retention of young teachers, development of gender equality concepts, and teacher unions in periods of political changes. A resolution on the right to quality education and access to education in areas of conflict was discussed and approved. Various other capacity building programmes were carried out, including the launch in 2012 of an Arab women's network (AWN). Unions from Mauritania, Morocco, Algeria, Tunis, Egypt, Yemen, Djibouti, Jordan, Lebanon, Kuwait and Palestine took part in one or more of these sub-regional programmes, while EI and its DC partners sponsored specific country based trade union education programmes for affiliates in Mauritania, Morocco, Tunisia, Egypt, Lebanon, Palestine, Yemen and Jordan.

³ Programme countries, member organisations and DC partners are listed on page 65

In Africa, bilateral and multilateral capacity building programmes were carried out with affiliates in Zambia, Central African Republic, Cote d'Ivoire, Zimbabwe, Nigeria, Benin, Niger, Cameroon, The Gambia, Sierra Leone, Liberia, Madagascar, Guinea, Guinea Conakry, Kenya, Uganda, Mauritius, Ghana, Togo, Mali, Mozambique, Namibia, Burundi, Rwanda, Angola and Democratic Republic of Congo.

For example, affiliate DC partners assisted our Zimbabwean affiliate to improve its internal learning culture, increase its financial base through increased membership and other sources of income, reduce membership decline, and reduce competition from rival unions. In addition, efforts would be made to increase information on trade union and professional issues that enhance teachers' trade unionism and professionalism and reduce apathy amongst women and young teachers.

In the Asia-Pacific region, DC partners sponsored programmes ranging from basic trade union capacity building to more specific professional training involving affiliates in Fiji, Vanuatu, Mongolia, Cambodia, Myanmar, Nepal, Pakistan, Afghanistan, Sri Lanka, India, Philippines, Tajikistan, Uzbekistan, Kyrgyzstan, East Timor, Indonesia and Malaysia. Furthermore, several sub-regional events were organised, including women's network meetings.

One of the highlights of the period was the signing of the Manifesto on Unity of our affiliates in the Philippines. Solidarity among previously divided teacher groups is regarded as an underpinning principle and a foundation of our strength and influence. Debates and discussions covered issues and concerns with regard to the implementation of the project, such as organising and recruitment of members, working relationships with other affiliates in the Philippines; identified action points/recommendations to enhance the working relationships among our affiliates and sharing of resources.

In Europe, development programmes⁴ were aimed at strengthening the member organisations in emerging democracies of Georgia, Kosovo, Armenia, Azerbaijan and Moldova.

In Latin America, all member organisations were involved in activities related to the regional gender network and the Movimiento Pedagógico, while specific country programmes were completed with affiliates in Chile, Peru, Ecuador, Colombia, Honduras and Guatemala.

In the Caribbean, programmes focused on the recruitment and training of young (union) leaders and on professional development on selected topics such as school leadership and classroom management, with affiliates in Guyana, Surinam, Belize, St. Kitts and Nevis, Dominica, Trinidad and Tobago, St. Lucia, Jamaica, Haiti, St. Vincent and the Grenadines, Grenada, Barbados, Antigua and Barbuda, the Bahamas, Martinique and Guadalupe. In addition, specific capacity building programmes were developed and carried out with affiliates in Haiti.

Organising

In 2012 the Executive Board established an Organising Network with the purpose of sharing affiliates' experiences on successful organising and mobilising models, and of assisting EI in developing organising strategies and programmes. Towards the end of 2014 an ambitious program was launched to help member organisations build capacity to organise and mobilise against the commercialisation of education services in their countries. The programme, which will be carried out within the framework of the Unite for Quality Education Campaign 2nd Phase, started by undertaking case studies in a number of target countries in different regions.

The Network also developed a *Global Response to recruit and retain Young Teachers*, which is expected to become an important EI focus in the next programme period.

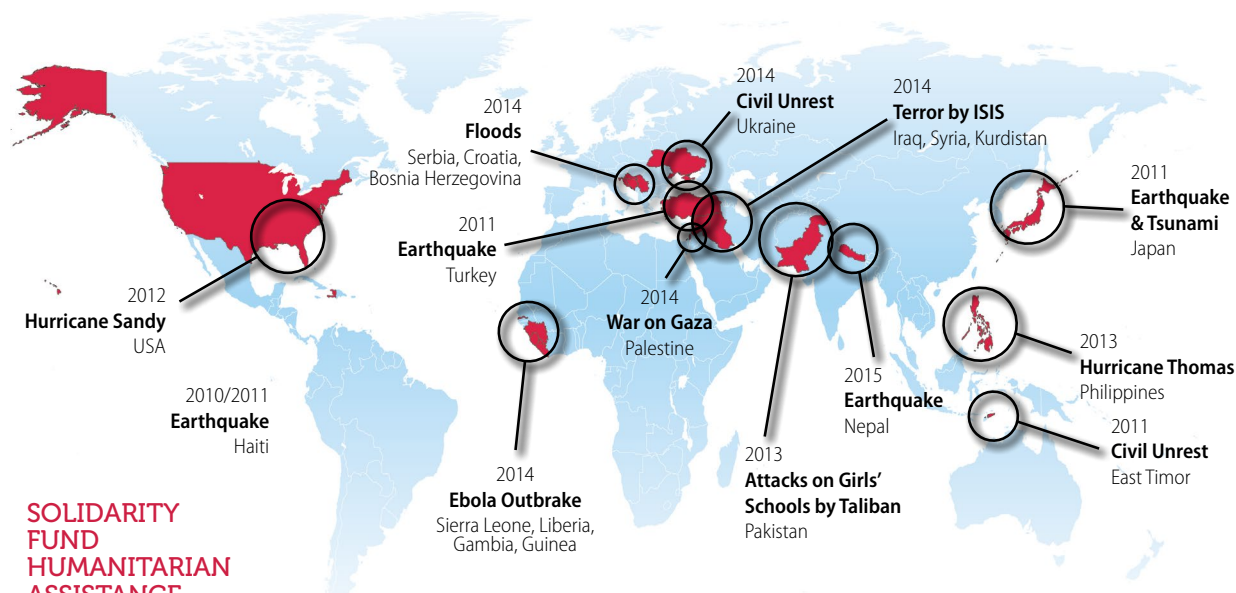
In the reporting period attention was given to particular groups within the education sector which are not sufficiently represented, including Education Support Personnel (ESP). Apart from establishing an ESP Task force, as discussed before, we have also advocated a pro-active role by EI affiliates to open their doors to and advance the interests of education support personnel, which play a significant role in all education institutions, carrying out tasks that are increasingly outsourced to private companies. In some countries ESP are part of public service unions (affiliated to PSI), in other countries they are members of EI affiliates. In December 2014 we reached an agreement with PSI that, in principle, EI was to be considered representing all 'education personnel'.

⁴ These programmes do not include programmes sponsored by the European Union.

The Solidarity Fund intervened when natural or man-made disasters struck countries and member organisations. Urgent action appeals were sent out inviting member organisations to make contributions. Many organisations responded generously.

In East Timor and the Ukraine, the affiliate's offices were destroyed during the civil unrest in these countries and rebuilt with financial assistance from member organisations. Also in Haiti, where the 2010 earthquake destroyed the headquarters of one affiliate, the Solidarity Fund provided financial aid.

Humanitarian assistance and support for trauma counselling was provided following the earthquake and tsunami hitting Japan in March 2011. Solidarity contributions were made to the affiliate in Turkey following an earthquake in November 2011, to an American affiliate, following hurricane Sandy that hit the East Coast of the United States in November 2012. In the Philippines, the EI Solidarity Fund reached out to families of the more than 7,300 casualties of the strongest typhoon ever recorded (November 2013). In May 2014 the solidarity fund assisted affiliates in Eastern Europe cope with damage caused by severe floods. Humanitarian assistance to affiliates in Palestine was provided for victims of the war on Gaza (August 2014). The Solidarity Fund also made funds available to affiliates in Sierra Leone, Liberia, Guinea and Gambia to help fight the Ebola crisis (November 2014). In 2015, an urgent action appeal was issued seeking support for Nepalese teachers and their families who were devastated by major earthquakes.



SOLIDARITY FUND HUMANITARIAN ASSISTANCE PROGRAMMES 2011-2014

January 2011	East Timor - Civil Unrest (2010) (Humanitarian Assistance and Rebuilding Unions)
January 2011	Haiti - Earthquake (Humanitarian Assistance and Rebuilding Unions)
March 2011	Japan - Earthquake and Tsunami (Humanitarian Assistance and Trauma Counselling)
November 2011	Turkey - Earthquake (Humanitarian assistance)
November 2012	USA - Hurricane Sandy (Humanitarian assistance)
April 2013	Pakistan - Attacks on Girls' Education (Scholarship Programmes - ongoing)
November 2013	Philippines - Hurricane Tomas (Humanitarian Assistance - ongoing)
February 2014	Ukraine - Civil Unrest (Humanitarian Assistance and Rebuilding Union Headquarters)
August 2014	Iraq, Syria & Kurdistan - ISIS (Humanitarian Assistance for Displaced Teachers)
August 2014	Palestine - War on Gaza (Humanitarian Assistance)
November 2014	Sierra Leone, Liberia, Guinea, Gambia - Ebola Awareness Raising and Follow-up Programmes
May 2014	Floods - Serbia, Croatia and Bosnia Herzegovina (Humanitarian Assistance)
April 2015	Nepal - Earthquake (Humanitarian Assistance - ongoing)

A total amount of € 816,022 was allocated to the above programmes by the Solidarity Fund. Voluntary solidarity contributions to the Fund from member organisations amounted to € 598,422.

Additional Tables





I. Meetings of Governing and Advisory Bodies

1. Governing Bodies

Officers and Executive Board meetings			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
20 Jan 2011	Officers meeting	Bangkok	Thailand
21 March 2011	Officers meeting	Cape Town	South Africa
22-24 March 2011	36 th Executive Board meeting	Cape Town	South Africa
23 June 2011	Officers meeting	Brussels	Belgium
20 July 2011	Officers meeting	Cape Town	South Africa
20 July 2011	37 th Executive Board meeting	Cape Town	South Africa
26 July 2011	38 th Executive Board meeting	Cape Town	South Africa
29 November 2011	Officers meeting	Brussels	Belgium
30 Nov.-1 Dec. 2011	39 th Executive Board meeting	Brussels	Belgium
13 March 2012	Special Officers meeting	New York	USA
28 September 2012	Special Officers meeting	Amsterdam	USA
15 October 2012	Officers meeting	Brussels	Belgium
16-17 October 2012	40 th Executive Board meeting	Brussels	Belgium
28 January 2013	Special Officers meeting	London	UK
18 March 2013	Officers meeting	Brussels	Belgium
19-21 March 2013	41 st Executive Board meeting	Brussels	Belgium
18 October 2013	Special Officers meeting	Brussels	Belgium
2 December 2013	Officers meeting	Brussels	Belgium
3-4 December 2013	42 nd Executive Board meeting	Brussels	Belgium
6 April 2014	Special Officers meeting	Dublin	Ireland
20 October 2014	Officers meeting	Brussels	Belgium
21-23 October 2014	43 nd Executive Board meeting	Brussels	Belgium
29 January 2015	Special Officers meeting	Brussels	Belgium
22 March 2015	Officers meeting	Brussels	Belgium
23-25 March 2015	44 nd Executive Board meeting	Brussels	Belgium
15 June 2015	Special Officers meeting	Brussels	Belgium

Meetings of the Internal Audit Committee			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
15 May 2012	1 st Meeting of the Internal Audit Committee	Brussels	Belgium
29 May 2013	2 nd Meeting of the Internal Audit Committee	Brussels	Belgium
18 June 2014	3 rd Meeting of the Internal Audit Committee	Brussels	Belgium
12 March 2015	4 th Meeting of the Internal Audit Committee	Brussels	Belgium

Meetings of the Committee of Experts on Membership			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
3 December 2012	16 th meeting of the Committee of Experts	Brussels	Belgium
1 March 2013	17 th meeting of the Committee of Experts	Brussels	Belgium
10 June 2015	18 th meeting of the Committee of Experts	Brussels	Belgium

Regional Conferences and Committee meetings Africa (EIRAF)			
Date	Meeting or event name	City	Country
8-10 February 2012	African Regional Committee meeting	Accra	Ghana
26-28 June 2012	EIRAF Zone VI meeting	Johannesburg	South Africa
10-12 December 2012	EIRAF Zone V meeting	Dar Es Salaam	Tanzania
25-27 March 2013	African Regional Committee meeting	Accra	Ghana
25-26 November 2013	EIRAF Zone IV meeting	Kinshasa	RD Congo
14-16 April 2014	African Regional Committee meeting	Accra	Ghana
2-3 February 2015	African Regional Committee meeting	Nairobi	Kenya
2-6 February 2015	8th African Regional Conference 391 participants, 70 members organisations, 45 countries	Nairobi	Kenya

Regional Conferences and Committee meetings Asia-Pacific (EIAP)			
Date	Meeting or event name	City	Country
27-28 September 2011	Asia-Pacific Regional Committee meeting	Bali	Indonesia
11-12 July 2012	Asia-Pacific Regional Committee meeting	Bangkok	Thailand
17 September 2013	Asia-Pacific Regional Committee meeting	Kuala Lumpur	Malaysia
18-20 September 2013	Asia-Pacific Regional Conference 410 participants, 63 members organisations, 34 countries	Kuala Lumpur	Malaysia
20 September 2013	Asia-Pacific Regional Committee meeting	Kuala Lumpur	Malaysia
2-3 March 2014	Asia-Pacific Regional Committee meeting	New Delhi	Kenya
25-26 April 2015	Asia-Pacific Regional Committee meeting	Kuala Lumpur	Kenya

Regional Conferences and Committee meetings Council of Pacific Education COPE			
Date	Meeting or event name	City	Country
23-24 August 2013	COPE Triennial meeting 73 participants, 15 members organisations, 12 countries	Suva	Fiji

Regional Conferences and Committee meetings SAARC Teachers' Federation (STF)			
Date	Meeting or event name	City	Country
7 July 2011	2nd SAARC Teachers Federation (STF) Conference 150 participants from 14 member organizations in 5 countries	Kathmandu	Nepal
18 August 2012	3rd SAARC Teachers Federation (STF) Conference 73 participants, 17 members organisations, 11 countries	Colombo	Sri Lanka

Regional Conferences and Committee meetings Europe ETUCE			
Date	Meeting or event name	City	Country
8 February 2011	ETUCE Bureau meeting	Brussels	Belgium
28 February 2011	ETUCE Bureau meeting	Brussels	Belgium
28 Feb-1 Mar 2011	ETUCE Committee meeting	Brussels	Belgium

Regional Conferences and Committee meetings Europe ETUCE			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
24 May 2011	ETUCE Bureau meeting	Brussels	Belgium
22 September 2011	ETUCE Bureau meeting	Brussels	Belgium
10 October 2011	ETUCE Bureau meeting	Brussels	Belgium
10-11 October 2011	ETUCE Committee meeting	Brussels	Belgium
27 February 2012	ETUCE Bureau meeting	Brussels	Belgium
27-28 March 2012	ETUCE Committee meeting	Brussels	Belgium
27 March 2012	ETUCE Bureau meeting	Brussels	Belgium
14 May 2012	ETUCE Bureau meeting	Brussels	Belgium
17 September 2012	ETUCE Bureau meeting	Brussels	Belgium
8 October 2012	ETUCE Bureau meeting	Brussels	Belgium
8-9 October 2012	ETUCE Committee meeting	Brussels	Belgium
30 October 2012	ETUCE Bureau meeting	Brussels	Belgium
26-27 November 2012	ETUCE Conference 280 participants from 108 member organisations in 44 countries	Budapest	Hungary
27 November 2012	ETUCE Committee meeting	Budapest	Hungary
21 January 2013	ETUCE Bureau meeting	Brussels	Belgium
26 March 2013	ETUCE Bureau meeting	Brussels	Belgium
25 April 2013	ETUCE Bureau meeting	Brussels	Belgium
25-26 April 2013	ETUCE Committee meeting	Brussels	Belgium
12 September 2013	ETUCE Bureau meeting	Brussels	Belgium
22 October 2013	ETUCE Bureau meeting	Brussels	Belgium
23-24 October 2013	ETUCE Committee meeting	Brussels	Belgium
24 February 2014	ETUCE Bureau meeting	Brussels	Belgium
14 April 2014	ETUCE Bureau meeting	Brussels	Belgium
14-15 April 2014	ETUCE Committee meeting	Brussels	Belgium
11 September 2014	ETUCE Bureau meeting	Brussels	Belgium
13 October 2014	ETUCE Bureau meeting	Brussels	Belgium
13-14 October 2014	ETUCE Committee meeting	Brussels	Belgium
26-27 November 2014	Special ETUCE Conference 258 delegates from 86 member organisations in 41 countries	Vienna	Austria
9 February 2015	ETUCE Bureau meeting	Brussels	Belgium
17 March 2015	ETUCE Bureau meeting	Brussels	Belgium
18-19 March 2015	ETUCE Committee meeting	Brussels	Belgium

Regional Conferences and Committee meetings Latin America (IEAL)			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
5-6 June 2011	Latin American Regional Committee meeting	Buenos Aires	Argentina
8-10 June 2011	8 th Latin American Regional Conference "Carlos Funtealba" 213 participants from 27 member organisations in 18 countries	Buenos Aires	Argentina
7-9 May 2012	Latin American Regional Committee meeting	Managua	Nicaragua
17-18 September 2013	Latin American Regional Committee meeting	Recife	Brasil
18-20 September 2013	9 th Latin American Regional Conference 700+ participants	Recife	Brasil
7-9 July 2014	Latin American Regional Committee meeting	San Jose	Costa Rica
6-9 May 2015	10 th Latin American Regional Conference "Stella Maldonado" 222 participants from 36 member organisations in 18 countries	Santiago de Chile	Chile

Regional Conferences and Committee meetings North America & Caribbean			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
24-26 February 2014	North America and Caribbean Regional Conference 120 participants from 26 member organisations in 19 countries	Montego Bay	
8-13 August 2011	35 th Caribbean Union of Teachers (CUT) Biennial Conference	Hastings	
4-10 August 2013	36 th Caribbean Union of Teachers (CUT) Biennial Conference	Georgetown	
2-8 August 2015	37 th Caribbean Union of Teachers (CUT) Biennial Conference	Roseau	

Regional Conferences and Committee meetings Arab Countries Cross-Regional Structure (ACCRS)			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
5-6 November 2012	Inaugural Conference of Arab Countries Cross-Regional Structure 56 participants from 26 member organisations	Beirut	Lebanon
6 November 2012	1 st ACCRS Standing Committee meeting	Beirut	Lebanon
24-25 May 2013	2 nd ACCRS Standing Committee meeting	Beirut	Lebanon
13-14 December 2013	3 rd ACCRS Standing Committee meeting	Beirut	Lebanon
9-10 May 2014	4 th ACCRS Standing Committee meeting	Beirut	Lebanon
7 December 2014	5 th ACCRS Standing Committee meeting	Ammam	Jordan
8-10 December 2014	2 nd Conference of Arab Countries Cross-Regional Structure	Ammam	Jordan
10 December 2014	6 th ACCRS Standing Committee meeting	Ammam	Jordan

2. Advisory Bodies

Advisory Committees			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
29 November 2011	Advisory Committee on OECD matters	Brussels	Belgium
14 March 2012	Advisory Committee on OECD matters	New York	USA
26 May 2014	Advisory Committee on OECD matters	Montreal	Canada
19 March 2015	Advisory Committee on the Middle East	Brussels	Belgium
26 May 2015	Advisory Committee on the Middle East	Brussels	Belgium

Taskforces			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
31 Jan - 1 Feb 2013	Vocational Education and Training Task Force	London	UK
26 May 2014	Vocational Education and Training Task Force	Montreal	Canada
28-29 January 2014	Education Support Personnel Task Force	Brussels	Belgium
12 November 2013	Early Childhood Education Task Force	Geneva	Switzerland
24 November 2014	Early Childhood Education Task Force	Geneva	Switzerland
18 Nov 2012	Teachers' Migration Taskforce	Port Louis	Mauritius
15 June 2014	Teachers' Migration Taskforce	Geneva	Switzerland

Networks			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
15–16 November 2011	Development Cooperation Network (19 participating orgs)	Brussels	Belgium
12–13 November 2012	Development Cooperation Network (20 participating orgs)	Brussels	Belgium
19–20 November 2013	Development Cooperation Network (29 participating orgs)	Brussels	Belgium
17–19 November 2014	Development Cooperation Network (20 participating orgs)	Brussels	Belgium
8–9 April 2013	Organizing Network (38 participating orgs)	Washington DC	USA
3–4 February 2014	Organizing Network (26 participating orgs)	Brussels	Belgium
20–21 November 2014	Organizing Network (30 participating orgs)	Brussels	Belgium
3 March 2015	Organizing Network (9 participating orgs)	Washington DC	USA
21 July 2011	Communication and Information Network (32 participating orgs)	Cape Town	South Africa
17–18 October 2012	Communication and Information Network (37 participating orgs)	Brussels	Belgium
5–6 June 2013	Communication and Information Network (54 participating orgs)	Brussels	Belgium
2–3 February 2014	Communication and Information Network (48 participating orgs)	Brussels	Belgium
8–9 March 2011	Research Network (21 participating orgs)	Brussels	Belgium
28–29 March 2012	Research Network (24 participating orgs)	Brussels	Belgium
10–11 April 2013	Research Network (23 participating orgs)	Brussels	Belgium
12–13 November 2013	Research Network (22 participating orgs)	Accra	Ghana
28–29 April 2014	Research Network (23 participating orgs)	Brussels	Belgium
2–3 March 2015	Research Network (23 participating orgs)	Brussels	Belgium

EI Research Institute			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
10 March 2011	EI Research Institute Board meeting	Brussels	Belgium
30-31 March 2012	EI Research Institute Board meeting	Brussels	Belgium
12 April 2013	EI Research Institute Board meeting	Brussels	Belgium
30 April 2014	EI Research Institute Board meeting	Brussels	Belgium

Regional Advisory Bodies			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
2 February 2011	ETUCE Education Advisory Panel	Brussels	Belgium
21 November 2011	ETUCE Education Advisory Panel	Brussels	Belgium
18 April 2012	ETUCE Education Advisory Panel	Brussels	Belgium
18 April 2013	ETUCE Education Advisory Panel	Brussels	Belgium
17 March 2014	ETUCE Education Advisory Panel	Brussels	Belgium
7-8 October 2014	ETUCE Education Advisory Panel	Brussels	Belgium
25-26 May 2011	ETUCE Standing Committee for Equality	Brussels	Belgium
26 March 2012	ETUCE Standing Committee for Equality	Brussels	Belgium
21-22 October 2013	ETUCE Standing Committee for Equality	Brussels	Belgium
2-3 June 2014	ETUCE Standing Committee for Equality	Brussels	Belgium
16-17 March 2015	ETUCE Standing Committee for Equality	Brussels	Belgium
7-8 March 2011	ETUCE Hi-Ed and Research Standing Committee (HERSC)	Copenhagen	Denmark
12-13 September 2011	ETUCE Hi-Ed and Research Standing Committee (HERSC)	Warsaw	Poland
24-25 April 2012	ETUCE Hi-Ed and Research Standing Committee (HERSC)	Bucharest	Romania
18-19 September 2012	ETUCE Hi-Ed and Research Standing Committee (HERSC)	Brussels	Belgium
15-16 April 2013	ETUCE Hi-Ed and Research Standing Committee (HERSC)	Helsinki	Finland
21-22 November 2013	ETUCE Hi-Ed and Research Standing Committee (HERSC)	Brussels	Belgium
6-7 March 2014	ETUCE Hi-Ed and Research Standing Committee (HERSC)	Brussels	Belgium
9-10 October 2014	ETUCE Hi-Ed and Research Standing Committee (HERSC)	Brussels	Belgium
12-13 March 2015	ETUCE Hi-Ed and Research Standing Committee (HERSC)	Riga	Latvia

European Sectoral Social Dialogue On Education (ESSDE)			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
12 November 2013	ESSDE Plenary Meeting	Brussels	Belgium
18 January 2011	ESSDE Plenary Meeting	Brussels	Belgium
15 February 2011	ESSDE Working Group 3 (Higher Education & Research)	Brussels	Belgium
21 Mar 2011	ESSDE Working Group 1 (Quality in Ed.)+ 2 (Demographic Challenges)	Brussels	Belgium
22 March 2011	ESSDE Steering Committee	Brussels	Belgium
15 June, 2011	ESSDE Working Group 3 (Higher Education & Research)	Brussels	Belgium
20 Sept 2011	ESSDE Working Group 1 (Quality in Ed.)+ 2 (Demographic Challenges)	Brussels	Belgium
20 September 2011	ESSDE Steering Committee	Brussels	Belgium
25 October 2011	ESSDE Plenary Meeting	Brussels	Belgium

European Sectoral Social Dialogue On Education (ESSDE)			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
15 March 2012	ESSDE Working Group 3 (Higher Education & Research)	Brussels	Belgium
29 March 2012	ESSDE Steering group	Brussels	Belgium
26 June 2012	ESSDE Working Group 3 (Higher Education & Research)	Brussels	Belgium
27 June 2012	ESSDE Working Group 1 (Quality in Education)	Brussels	Belgium
24 September 2012	ESSDE Working Group 2 (Demographic Challenges)	Brussels	Belgium
2 October 2012	ESSDE Steering Group	Brussels	Belgium
8 November 2012	ESSDE Plenary Meeting	Brussels	Belgium
8 February 2013	ESSDE Steering Group	Brussels	Belgium
14 May 2013	ESSDE Steering Committee	Brussels	Belgium
8 January 2014	ESSDE Steering Group	Brussels	Belgium
4 April 2014	ESSDE Working Group	Brussels	Belgium
29 September 2014	ESSDE Working Group 3 (Higher Education & Research)	Brussels	Belgium
6 November 2014	ESSDE Plenary Meeting	Brussels	Belgium
19 January 2015	ESSDE Steering Committee	Brussels	Belgium
9 March 2015	ESSDE Working Group (Education in support of Employment)	Brussels	Belgium
29 June 2015	ESSDE Working Group 3 (Higher Education & Research)	Brussels	Belgium

II: Representation at Intergovernmental Conferences and other International Events

1. United Nations

United Nations General Assembly			
Date	Meeting or event name	City	Country
21-23 September 2011	66 th Session of the UN General Assembly (2011)	New York	USA
25-27 September 2012	67 th Session of the UN General Assembly (2012)	New York	USA
25-27 September 2013	68 th Session of the UN General Assembly (2013)	New York	USA
3-5 October 2013	High-level meeting of the General Assembly on International Migration and Development: "Making Migration Work"	New York	USA
22-23 September 2014	High-level plenary meeting of the 69 th Session of the General Assembly, World Conference on Indigenous Peoples	New York	USA
24-25 September 2014	69 th Session of the UN General Assembly (2014)	New York	USA

United Nations Commission on the Status of Women			
Date	Meeting or event name	City	Country
27 Feb -9 March 2012	56 th Session of the Commission on the Status of Women	New York	USA
4-10 March 2013	57 th Session of the Commission on the Status of Women	New York	USA
10-16 March 2014	58 th Session of the Commission on the Status of Women	New York	USA
9-15 March 2015	59 th Session of the Commission on the Status of Women	New York	USA

United Nations Global Education First Initiative (GEFI)			
Date	Meeting or event name	City	Country
31 July 2012	Establishment GEFI Steering Committee Meeting	New York	USA
27 September 2012	GEFI Launch	New York	USA
20 February 2013	GEFI Technical Leads meeting (cc)	New York	USA
12 July 2013	GEFI Malala Day Youth Takeover of the UN	New York	USA
23-25 September 2013	GEFI Learning for All Ministerial Country Meetings	New York	USA
21 January 2014	GEFI Technical Leads meeting (cc)	New York	USA
7 May 2014	GEFI Steering Committee Meeting	Rome	Italy
28 May 2014	GEFI Global Education Conference	Montreal	Canada
1 July 2014	GEFI Technical Leads meeting (cc)	New York	USA
24 September 2014	GEFI High-Level Meeting, New York	New York	USA

United Nations Girls Education Initiative (UNGEI)			
Date	Meeting or event name	City	Country
12 November 2013	Design & Consultation Workshop for an EI/UNGEI initiative on School-related Gender-based Violence (SRGBV)	New York	USA
1 February 2015	Inception Workshop: EI/UNGEI initiative on SRGBV	Nairobi	Kenya

United Nations Global Task Force on Child Labour and Education for All			
Date	Meeting or event name	City	Country
21 November 2012	UN Global Task Force on Child Labour and Education for All 2012	Paris	France
4 June 2013	UN Global Task Force on Child Labour and Education for All 2013	Geneva	Switzerland
8-10 October 2013	UN 3 rd Global Conference on Child Labour	Brazilia	Brazil

United Nations Open Working Group			
Date	Meeting or event name	City	Country
17-19 June 2013	4 th Session of UN Open Working Group on Sustainable Development Goals	New York	USA
9-14 December 2013	6 th Session of UN Open Working Group on Sustainable Development Goals	New York	USA
3-7 February 2014	8 th Session of UN Open Working Group on Sustainable Development Goals	New York	USA
3-5 March 2014	9 th Session of UN Open Working Group on Sustainable Development Goals	New York	USA
31 Mar – 4 Apr 2014	10 th Session of UN Open Working Group on Sustainable Development Goals	New York	USA
16-20 June 2014	12 th Session of UN Open Working Group on Sustainable Development Goals	New York	USA
13-17 July 2014	13 th Session of UN Open Working Group on Sustainable Development Goals	New York	USA

Other			
Date	Meeting or event name	City	Country
5-10 May 2014	World Youth Conference	Colombo	Sri Lanka

2. United Nations Educational, Scientific And Cultural Organization (UNESCO)

Global Conferences and meetings			
Date	Meeting or event name	City	Country
25 Oct -10 Nov. 2011	36 th UNESCO General Conference	Paris	France
6-8 December 2011	International consultation to address homophobic bullying in educational institutions	Rio de Janeiro	Brazil
2-3 April 2012	UNESCO IFAP (Information For All Program) 7th session	Paris	France
13-16 May 2012	Third International Congress on Technical and Vocational Education and Training TVET	Shanghai	China
25-May-12	The impact of the PPP in Education	Paris	France
10 December 2012	UN/UNESCO High-Level Advocacy Event: Stand up for Malala – girls' education is a right!	Paris	France
17 October 2013	Symposium on Inclusive Education: towards innovative training	Paris	France
5-20 November 2013	37 th UNESCO General Conference	Paris	France
2-4 December 2013	UNESCO's Forum on Global Citizenship Education: Preparing learners for the challenge of the 21st century	Bangkok	Thailand

Global Conferences and meetings

Date	Meeting or event name	City	Country
15-17 March 2014	Global Education and Skills Forum		Dubai
14-15 April 2014	Global Partners' Working Group on School-related Gender-based Violence (SRGBV)	Paris	France
15-16 April 2014	First Meeting of the Global Partners' Working Group on School-related Gender-based Violence	Paris	France
4-6 November 2014	Global Consultation on Education Sector Responses to Early and Unintended Pregnancy	Johannesburg	South Africa
10-12 November 2014	UNESCO World Conference on Education for Sustainable Development	Aichi-Nagoya	Japan
15-17 December 2014	UNESCO International Conference of Non-Governmental Organizations	Paris	France
15-16 April 2015	Global Partners' Working Group on School-related Gender-based Violence	New York	USA

Education for All (EFA)

Date	Meeting or event name	City	Country
18 January 2012	Official launch of UNESCO-USA-Brazil project "Teaching Respect for All"	Paris	France
6 February 2012	International Task Force on Teachers for EFA Steering Committee meeting	Paris	France
18 April 2012	UNESCO Teaching Respect For All Advisory Group	Paris	France
28-30 May 2012	International Task Force on Teachers for EFA	New Delhi	India
21-23 November 2012	Global Education for All Meeting (GEM)	Paris	France
26-27 November 2012	International Taskforce meeting	Windhoek	Namibia
11-12 February 2013	Global Monitoring Report Advisory Board Meeting	Paris	France
17-18 October 2013	International Task Force on Teachers for EFA Steering Committee meeting	Paris	France
14-15 November 2013	UNESCO Asia and Pacific Programme of Education for All (APPEAL)	Bangkok	Thailand
27-28 November 2013	International Taskforce on Teachers for EFA meetings	Kinshasa	RD Congo
29 January 2014	Launch UNESCO Global Monitoring Report	Addis Ababa	Ethiopia
3-4 February 2014	Launch UNESCO Global Monitoring Report	Oslo	Norway
5 February 2014	EU-Norway Post 2015 Event	Oslo	Norway
5 February 2014	Launch UNESCO Global Monitoring Report	Stockholm	Sweden
6-7 March 2014	EFA SC meeting and further information on post-2015 agenda	Paris	France
1 April 2014	Launch UNESCO Global Monitoring Report	Copenhagen	Denmark
11-14 May 2014	Annual Global EFA Meeting (GEM)	Muscat	Oman
11 May 2014	International Task Force on Teachers for EFA Steering Committee meeting	Paris	France
18-19 June 2014	2014 Global Monitoring Report Advisory Board Meeting	Paris	France
8 October 2014	UNESCO EFA Steering Committee meeting	Paris	France
15 December 2014	Teacher Policy Dialogue Forum	Rabat	Morocco

Post-2015			
Date	Meeting or event name	City	Country
5-6 December 2013	Regional Consultation of the Western European and North American States on the Post-2015 Development Agenda	Paris	France
27-29 January 2014	Arab Regional Ministerial Conference on Education Post-2015	Sharm El Sheikh	Egypt
8-10 June 2014	Asia and the Pacific Regional Ministerial Conference on Education Post-2015	Bangkok	Thailand
30 Oct – 1 November 2014	Latin America and the Caribbean Regional Ministerial Conference on Education Post-2015	Lima	Peru
9-11 February 2015	Africa Regional Ministerial Conference on Education Post-2015	Kigali	Rwanda
19-20 February 2015	European and North American States Regional Ministerial Conference on Education Post-2015	Paris	France

World Teachers' Day			
Date	Meeting or event name	City	Country
5 October 2011	World Teachers Day Event	Paris	France
5 October 2012	World Teachers Day Event	Paris	France
11 October 2012	World Teachers Day Event	Brussels	Belgium
5 October 2013	World Teachers Day Event	Paris	France
6 October 2014	UNESCO-EI-ILO WTD Event: International overview of professional development and conditions of work	Paris	France

Other			
Date	Meeting or event name	City	Country
9-10 February 2012	The contribution of Catholic Universities to Intercultural Education	Paris	France
23 April 2012	NGO's Day-Early Childhood Care and Education: Seeds for the Future	Paris	France
21-22 June 2012	Early Childhood Education - Holistic Education Child Development Index	Brussels	Belgium
24-25 October 2012	6 th CCNGO/EFA meeting	Paris	France
14-15 April 2014	First High-Level Meeting of the Global Partnership for Effective Development Co-operation,	Mexico City	Mexico
21-23 May-14	7 th CCNGO/EFA meeting; Realizing the Right to Education Beyond 2015		Chile
28-29 April 2015	Sub-regional workshop on the scale-up and delivery of comprehensive sexuality education (CSE)	Johannesburg	South Africa
4-5 August 2014	UNESCO-KEDI Regional Policy Seminar on "Teacher Effectiveness in Support of Quality Learning in AsPac"	Bangkok	Thailand
6-8 August 2014	UNESCO Asia-Pacific Regional Education Conference (APREC)	Bangkok	Thailand

3. Global Partnership For Education (GPE)

Global Partnership For Education (GPE)			
Date	Meeting or event name	City	Country
23-24 January 2012	Update on GRA Program meeting	Washington, D.C	USA
4-5 June 2012	EI-GCE and GPE coalitions strategy meeting	Berlin	Germany

Global Partnership For Education (GPE)			
Date	Meeting or event name	City	Country
24 September 2012	Global Partnership for Education Side Event on Education in Humanitarian Situations	Washington, D.C	USA
20-22 May 2013	GPE Board meeting	Brussels	Belgium
24 October 2013	GPE Replenishment Strategy Meeting	London	UK
17-19 November 2013	GPE Board meeting	Addis Abeba	Ethiopia
25 February 2014	GPE Board meeting	Washington, D.C	USA
25-26 June 2014	GPE 2nd Replenishment	Brussels	Belgium
27-28 June 2014	GPE Board Meeting	Brussels	Belgium
9-10 October 2014	Strategy And Policy Committee	Washington, D.C	USA
15-16 December 2014	GPE Board meeting,	Washington, D.C	USA

4. Organisation For Economic Cooperation And Development (OECD)

Organisation For Economic Cooperation And Development (OECD)			
Date	Meeting or event name	City	Country
16-17 March 2011	1 st International Summit on the Teaching Profession	New York	USA
14-15 March 2012	2 nd International Summit on the Teaching Profession	New York	USA
13-14 March 2013	3 rd International Summit on the Teaching Profession	Amsterdam	Netherlands
6 December 2013	Presentation PISA Report	Brussels	Belgium
28-29 March 2014	4 th International Summit on the Teaching Profession,	Wellington	New Zealand
29-30 March 2015	5 th International Summit on the Teaching Profession	Banff	Canada

OECD CERI Board			
Date	Meeting or event name	City	Country
16-17 April 2013	OECD CERI Board	Paris	France
21-22 November 2013	OECD CERI Board	Paris	France
8-9 April 2014	OECD CERI Board	Paris	France
21-22 April 2014	OECD CERI Board	Paris	France
30-31 October 2014	OECD CERI Board	Paris	France
3-5 November 2014	CERI Conference on Innovation and Complex Education Systems	Paris	France

OECD PISA Governing Board			
Date	Meeting or event name	City	Country
24-26 October 2011	OECD PISA Governing Board	Tel Aviv	Israel
16-18 April 2012	OECD PISA Governing Board	Tallinn	Estonia
29-31 October 2012	OECD PISA Governing Board	Madrid	Spain
7-9 April 2013	OECD PISA Governing Board	Lisbon	Portugal
10-12 November 2014	OECD PISA Governing Board	Dublin	Ireland
3-5 November 2014	CERI Conference on Innovation and Complex Education Systems	Paris	France

OECD TALIS Board of Participating Countries			
Date	Meeting or event name	City	Country
10-11 May-12	OECD TALIS Board of Participating Countries	The Hague	Netherlands
8-9 November 2012	OECD TALIS Board of Participating Countries	Paris	France
21-22 March 2013	OECD TALIS Board of Participating Countries	Paris	France
27-28 February 2014	OECD TALIS Board of Participating Countries	Paris	France
25-26 June 2014	Ministerial launch TALIS 2013	Tokyo	Japan
6-7 June 2013	OECD TALIS Board of Participating Countries	Paris	France

5. International Financial Institutions, WTO, G7, G20

International Financial Institutions			
Date	Meeting or event name	City	Country
7 Mar 2012	World Bank's Consultation on a Global Partnership for Enhanced Social Accountability	Brussels	Belgium
3-6 Dec 2013	9 th World Trade Organisation – Ministerial Conference	Bali	Indonesia
10-11 Apr 2014	World Bank panel session on education financing	Washington DC	Netherlands
16-18 Apr 2011	2011 Spring Meetings of the World Bank Group and the International Monetary Fund	Washington DC	USA
20-22 April 2012	2012 Spring Meetings of the World Bank Group and the International Monetary Fund	Washington DC	USA
19-21 April 2013	2013 Spring Meetings of the World Bank Group and the International Monetary Fund	Washington DC	USA
11-13 April 2014	2014 Spring Meetings of the World Bank Group and the International Monetary Fund	Washington DC	USA
17-19 April 2015	2015 Spring Meetings of the World Bank Group and the International Monetary Fund	Washington DC	USA
30-31 October 2014	World Bank Reg. Workshop on the Role of Teachers Unions and Associations in improving education quality	Cassablanca	Morocco
27-29 June 2012	G20 Meetings	Los Cabos	Mexico

6. International Labour Organisation (ILO)

Global Conferences			
Date	Meeting or event name	City	Country
1-17 June 2011	100 th Session of the International Labour Conference	Geneva	Switzerland
30 May - 14 June 2012	101 st Session of the International Labour Conference	Geneva	Switzerland
5 - 20 June 2013	102 nd Session of the International Labour Conference	Geneva	Switzerland
28 May - 12 June 2014	103 rd Session of the International Labour Conference	Geneva	Switzerland

Committee of Experts on the Application of the Recommendation concerning Teachers (CEART)			
Date	Meeting or event name	City	Country
8 October 2012	11 th session of the Joint ILO/UNESCO CEART	Paris	France
20 April 2015	12 th session of the Joint ILO/UNESCO CEART	Paris	France

Sectoral Activities			
Date	Meeting or event name	City	Country
18 October - 2011	Tripartite Global Dialogue Forum on the Role of Private Employment Agencies in Promoting Decent Work	Geneva	Switzerland
22-23 February 2012	ILO Global Dialogue Forum on Early Childhood Education	Geneva	Switzerland
25 September 2012	ILO education & research advisory body meeting	Geneva	Switzerland
4-7 November 2013	Tripartite Technical Meeting on Labour Migration	Geneva	Switzerland
13-15 November 2013	ILO Early Childhood Education Expert meeting	Geneva	Switzerland
10-13 December 2013	Workers' Symposium on income inequality	Geneva	Switzerland
2 April 2014	ILO Global Dialogue Forum on Challenges to Collective Bargaining in the Public Service	Geneva	Switzerland
16 February 2015	Tripartite Meeting of Experts on Non-Standard Forms of Employment	Geneva	Switzerland
9-11 March 2015	Sub-regional workshop on good human resource practices in the teaching profession in East Africa	Nairobi	Kenya

Others			
Date	Meeting or event name	City	Country
21-22 May 2013	Trade Union Meeting of Experts on the Post-2015 Development Agenda	Geneva	Switzerland
9 October 2014	ILO Advisory Body meeting	Geneva	Switzerland
25 November 2014	Post-2015 Strategy Meeting	Geneva	Switzerland

7. Regional intergovernmental agencies

Organisation of American States (OAS)			
Date	Meeting or event name	City	Country
1-2 March 2012	The Seventh Inter-American Meeting of Ministers of Education	Paramaribo	Surinam

Conference of Ministers of Education of the African Union (COMEDAF)			
Date	Meeting or event name	City	Country
27-30 Jan 2014	NGO Conference	Strasbourg	France
24-25 April 2014	Conference on Professional Image and Ethos of Teachers	Strasbourg	France
5-6 February 2015	3 rd meeting of experts on Ethics	Strasbourg	France

8. Other international organisations

Comparative and International Education Society (CIES)			
Date	Meeting or event name	City	Country
13-18 March 2012	56 th Conference of Comparative and International Education Society (CIES)	San Juan	Puerto Rico
11-16 March 2013	57 th Conference of Comparative and International Education Society (CIES)	New Orleans	USA

Comparative and International Education Society (CIES)

<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
10-15 March 2014	58 th Conference of Comparative and International Education Society (CIES)	Toronto	Canada

Learning Metrics Task force (Brookings Institution)

<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
27-28 September 2012	2nd meeting of Learning Metrics Task Force	New York	Puerto Rico
20-21 February 2013	Learning Metrics Task Force Meeting	Dubai	UAE
16-18 July 2013	Learning Metrics Task Force	Rome	Italy

World Economic Forum (WEF)

<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
26-30 January 2011	WEF Annual meeting	Davos	Switzerland
25-29 January 2012	WEF Annual meeting	Davos	Switzerland
25-27 January 2013	WEF Annual meeting	Davos	Switzerland
22-25 January 2014	WEF Annual meeting	Davos	Switzerland
5-9 May 2014	WEF African Conference	Abuja	Nigeria
26-27 August 2014	WEF Constituents' Strategy and Consultation Meeting	Geneva	Switzerland

World Social Forum

<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
25-28 March 2015	World Social Forum	Tunis	Tunisia

9. Global Unions**Council of Global Unions**

<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
24-25 January 2011	Council of Global Unions	Paris	France
10 May 2011	Council of Global Unions	Geneva	Switzerland
23-24 January 2012	Council of Global Unions	Nyon	Switzerland
6 June 2012	Council of Global Unions	Geneva	Switzerland
21-22 January 2013	Council of Global Unions	Nyon	Switzerland
6 June 2013	Council of Global Unions	Geneva	Switzerland
1-2 February 2014	Council of Global Unions	Brussels	Belgium
25 February 2014	ASETUC Planning and Strategy Meeting		Singapore
30 June 2014	Council of Global Unions	Geneva	Switzerland
20-21 October 2014	Council of Global Unions	Naypyidaw	Myanmar
24-25 November 2014	GUF-TUSSCO meeting		Singapore

Trade Union Advisory Committee to the OECD (TUAC)			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
22-23 November 2011	TUAC Working Group on Education, Skills and Labour Policy	Paris	France
23-24 April 2012	TUAC Working Group on Education, Skills and Labour Policy	Paris	France
3-4 December 2012	TUAC Working Group on Education, Skills and Labour Policy	Paris	France
29-30 April 2013	TUAC Working Group on Education, Skills and Labour Policy	Paris	France
7-8 November 2013	TUAC Working Group on Education, Skills and Labour Policy	Paris	France
16-17 June 2014	TUAC Working Group on Education, Skills and Labour Policy	Paris	France
17-18 November 2014	TUAC Working Group on Education, Skills and Labour Policy	Paris	France

International Trade Union Confederation (ITUC)			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
30 Oct -1 Nov 2013	ITUC General Council	Amman	Jordan
18-22 May 2014	ITUC World Congress	Berlin	Germany
17-19 November 2013	ITUC Women's Organising Assembly	Dakar	Senegal

Public Services International (PSI)			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
28 Nov – 2 Dec 2012	PSI World Congress	Durban	South Africa



III: EI Global, Regional and Sub-Regional Events 2011-2014

1. Global and Multiple Countries' Conferences and Meetings

OECD member union conferences			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
16-17 February 2012	University of Cambridge Seminar on the Future of the Teaching Profession	New Cambridge	UK
29-30 January 2013	EI Conference of Affiliates in OECD Countries	London	UK
18-19 February 2013	University of Cambridge Seminar on the Future of the Teaching Profession	Cambridge	UK
27 May 2014	EI Conference of Affiliates in OECD Countries	Montreal	Canada
6-7 October 2014	University of Cambridge Seminar on the Future of the Teaching Profession	Cambridge	UK

Higher Education and Research			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
25-27 September 2012	EI's International Higher Education and Research Conference	Buenos Aires	Argentina
10-12 November 2014	EI's International Higher Education and Research Conference	Brussels	Belgium

Early Childhood Education (ECE)			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
12-13 April 2013	Forum on Early Childhood Education	Montréal	Canada
24-25 November 2014	ETUCE/EI Conference on Early Childhood Education	Vienna	Austria

Child Labour			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
7-9 October 2012	"Education unions against child labour" EI/FES/GEW/AOb/ITUC/DGBconference	Berlin	Germany

Gender Equality			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
20-22 January 2011	1 st EI Women's Conference "On the Move for Equality"	Bangkok	Thailand
7-9 April 2014	2 nd EI Women's Conference "On the Move for Equality II – Women in Trade Unions and in Education: From Words to Action"	Dublin	Ireland

Education for Global Citizenship			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
10-11 February 2014	EI /ITU international conference "Education for Global Citizenship"	Haifa	Israel
19-23 May 2014	EI pre event at 10 th World Indigenous Conference on Education (WIPCE)	Honolulu	USA
27-28 January 2015	EI Holocaust Remembrance Conference	Krakow	Poland

Unite for Quality Education

<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
17-18 October 2012	Education in Crisis Seminar	Brussels	Belgium
4 October 2013	Launch of Unite Campaign	New York, Paris	USA, France
28 May 2014	UNITE Global Conference	Montréal	Canada
10-12 March 2014	EFA UNITE Event	Buenos Aires	Argentina
15 March 2014	UNITE Event	Washington DC	USA
27 March 2014	Pre- ISTEP summit Unite Event	Wellington	New Zealand
30 March 2014	Post- ISTEP summit Unite Event	Wellington	New Zealand
13 September 2014	UNITE Culmination Event - Asia-Pacific	Sydney	Australia
19 September 2014	UNITE Culmination Event - Asia-Pacific	New Delhi	India
20 September 2014	UNITE Culmination Event - Africa	Pretoria	South Africa
22 September 2014	UNITE Culmination Event	Brussels	Belgium
23 September 2014	UNITE Culmination Event	Buenos Aires	Argentina
25 September 2014	UNITE Culmination Event	New York	USA

EI side events at the UN

<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
10 December 2014	Joint Reception "Right to Quality Education" with GCE, OSF, GEFI, ICAE and Scholar Rescue Fund	New York	USA
10 December 2013	Side event on the Right to Education at 6 th Session of UN Open Working Group on Sustainable Dev. Goals	New York	USA
12-October 2013	Side event on Education Beyond 2015 for UN Member States at the UN	New York	USA
6-February 2014	Side event on Education for Peace and Dev. at 8 th Session of UN Open Working Group on Sustainable Dev. Goals	New York	USA
16-June 2014	Side event on the Muscat Agreement at 12 th Session of UN Open Working Group on Sustainable Dev. Goals	New York	USA

Education For All (EFA)

<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
23-25 July 2013	EFA Assessment Asia/Pacific	New Delhi	India
8-10 June 2014	EFA Assessment Middle East	Beirut	Lebanon
6-8 May 2013	EFA Assessment Africa 1	Accra	Ghana
16-18 July 2014	EFA Assessment Africa 2	Accra	Ghana
19-21 August 2013	EFA Assessment Latin America	Buenos Aires	Argentina

2. Regional and Sub-Regional Meetings

Africa (EIRAF)

Gender Equality			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
28 June – 1 July 2012	Sub Regional Women Network meeting Southern Africa: SAWEN with participants from 10 countries,	Johannesburg	South Africa
6-9 November 2013	Sub Regional Women Network meeting West Africa: WAWEN with participants from 14 countries	Lomé	Togo
14-15 October 2014	Sub Regional Women Network meeting Central Africa: RESAC with participants from 8 countries	Douala	Cameroun
10-13 December 2014	Sub Regional Women Network meeting Eastern Africa: WNEA with participants from 6 countries	Kampala	Uganda
16-20 December 2013	EIRAF/PATC/UNESCO Sub Regional Meeting on Gender Mainstreaming with participants from 10 countries	Accra	Ghana
22-25 October 2013	Sub Regional meeting TUWRN with participants from 3 countries	Harare	Zimbabwe
7 November 2014	EIRAF/UNGEI Workshop on school-related gender-based violence with members in East & Southern Africa	Johannesburg	South Africa
6-9 December 2011	Sub Regional Workshop on HTURE with participants from four countries	Libreville	Gabon

Minority Rights			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
14-15 October 2013	Sub Regional meeting on LGBT rights (Participants: Kenya, Zambia, Namibia, South Africa, Mozambique)	Johannesburg	South Africa

EFAIDS			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
22-25 March 2011	EIRAF/WH-AFRO Workshop on EFAIDS with participants from 6 countries	Harare	Zimbabwe

Professional Ethics			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
10-12 November 2011	Sub Regional Workshop on Professional Ethics with participants from 8 countries	Ouagadougou	Burkina Faso

Child Labour			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
8-9 February 2011	Sub Regional Workshop on Child Labour with participants from 6 countries	Dakar	Senegal
15-19 April 2013	Sub Regional Conference on Child Labour with participants from 4 countries	Kampala	Uganda

Early Childhood Education

Date	Meeting or event name	City	Country
15-18 December 2012	Sub Regional Workshop Early Childhood Education with participants from 6 countries	Ho	Ghana
17-18 October 2014	African Early Childhood Education Taskforce, with participants from 8 countries	Accra	Ghana
13-14 November 2014	EIRAF/BUPL Sub Regional Workshop Early Childhood Education with participants from 3 countries	Abidjan	Côte d'Ivoire

New Technologies

Date	Meeting or event name	City	Country
31 Oct – 4 Nov 2011	EIRAF/PATC Sub Regional ICT and Website Development Workshop with participants from 7 countries	Accra	Ghana
26-30 March 2012	EIRAF/PATC Sub Regional ICT and Website Development Workshop with participants from 6 countries	Lomé	Togo
10-14 December 2012	EIRAF/GEW/PATC Sub Regional ICT and Website Development Workshop with participants from 11 countries	Accra	Ghana
18-20 September 2012	EIRAF/FEATU/DLF Sub Reg. Workshop on Leadership and Communication with part. from 6 countries	Arusha	Tanzania
8-10 August 2013	EIRAF/FEATU/DLF Sub Reg. Workshop on Leadership and Communication with part. from 5 countries	Kigali	Rwanda

Asia-Pacific (EIAP)

Gender Equality

Date	Meeting or event name	City	Country
30 November 2011	SAARC Women's Workshop on the Status of Women and Training of Women Leaders	New Delhi	India
4-6 January 2012	SAARC women's network review and planning	Colombo	Sri Lanka
8-10 January 2012	ASEAN Women's Network meeting	Manila	Philippines
10-12 January 2012	ASEAN Sub-regional Workshop on the Status of Women and Training Women Leaders	Colombo	Sri Lanka
12-14 October 2012	Joint SAARC Workshop on "Empowering women; strengthening the women's network"	Bhopal	India
25-28 January 2013	Regional Women's Network	Chiang Rai	Thailand
13-15 July 2013	Joint ASEAN Trade Union and Women's Rights Workshop	Sarawak	Malaysia
16-17 August 2013	EIAP/COPE Sub Regional training program for Women's Network	Nadi	Fiji
22-24 October 2013	SAARC Women's Network Meeting on Supporting the Existing Women's Network	Kathmandu	Nepal
26-28 August 2014	ASEAN women's network on building capacity of women leaders	Sarawak	Malaysia

Minority Rights

Date	Meeting or event name	City	Country
26-28 April 2011	SAARC Sub-regional Workshop on Teachers Promoting Minority Rights	Ahmedabad	India

Trade Union Skills			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
23-25 November 2011	ASEAN Sub-regional Workshop in Promoting Human and Trade Union Rights	Phnom Penh	Cambodia
28-30 August 2012	EIAP ASEAN TUWRN Sub-regional Workshop on Trade Union Skills Development	Jakarta	Indonesia
25-27 September 2012	EIAP ASEAN TUWRN Sub-regional Workshop on Trade Union Skills Development	Colombo	Sri Lanka
19-22 August 2013	EIAP/COPE/ILO ACTRAV Sub Regional Training on Creating Strong Teacher Unions	Nadi	Fiji

Professional Ethics			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
24-26 January 2012	SAARC Sub-regional Workshop to promote professional ethics	Colombo	Sri Lanka
28-30 January 2012	ASEAN Sub-regional Workshop to promote professional ethics	Langkawi	Malaysia
1-3 December 2012	Joint Round Table on "Role of Teachers' Unions in addressing De-professionalisation"	Indore	India

Child Labour			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
5-7 June 2012	Sub-regional Workshop on Child Rights and Worst Forms of Child Labour	Jakarta	Indonesia
6-8 May 2013	COPE sub-regional Child Labour Workshop	Nadi	Fiji

Early Childhood Education			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
15-16 December 2012	Asian-Pacific Early Childhood Education Task Force Meeting	Kuala Lumpur	Malaysia
22-24 December 2014	Sub-regional Workshop on Early Childhood Education	New Delhi	India

Education for All			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
24-26 July 2013	EFA Regional Assessment Meeting	New Delhi	India
17 September 2013	Regional Pre-Launch on "Unite for Quality Education Campaign"	Kuala Lumpur	Malaysia
23-25 July 2014	EFA Regional Workshop	Kuala Lumpur	Malaysia

Latin America (EIAL)

Gender Equality			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
6-7 June 2011	Equality Network meeting,	Buenos Aires	Argentina
9-10 August 2011	Sub-regional Equality Network meeting	Lima	Peru
2-3 December 2011	Sub-regional Equality Network meeting	Bogota	Colombia
9-13 October 2012	Sub-regional Equality Network meeting	La Paz	Bolivia
24-26 October 2012	Sub-regional Equality Network meeting	La Paz	Bolivia
11-13 March 2013	Regional meeting to evaluate Equality Network	San Jose	Costa Rica

Gender Equality

Date	Meeting or event name	City	Country
17-18 September 2013	Regional Equality Network meeting	Recife	Brazil
27-28 November 2013	Sub-regional Equality Network meeting	San Jose	Costa Rica
5-6 March 2014	Sub-regional Equality Network meeting	Santo Domingo	Dominican Rep.
17-18 September 2014	Equality Network meeting	Recife	Brazil

Minority Rights

Date	Meeting or event name	City	Country
3-4 November 2011	Conference on LGBT rights, Buenos Aires	Buenos Aires	Argentina
20-22 May 2013	Conference on LGBT rights	Sao Paulo	Brazil
15-17 May 2013	Conference on challenges facing indigenous people in LA	Lima	Peru
28-29 April 2014	Conference on challenges facing indigenous people in LA	Manaus	Brazil

EFAIDS

Date	Meeting or event name	City	Country
21-23 March 2012	Conference to evaluate EFAIDS program		Brazil

Further and Higher Education

Date	Meeting or event name	City	Country
7-9 November 2011	Higher Education Conference	Buenos Aires	Argentina
23-24 April 2014	Higher Education Conference	Porto Alegre	Brazil

Early Childhood Education

Date	Meeting or event name	City	Country
28-29 October 2013	Conference on "Early Childhood Education in Latin America"		

"Movimiento Pedagógico"

Date	Meeting or event name	City	Country
5-7 December 2011	First Conference of Movimiento Pedagógico	Bogota	Colombia
16-18 July 2012	Sub-regional meeting Movimiento Pedagógico		Paraguay
19-21 September 2012	Regional meeting Movimiento Pedagógico	Recife	Brazil
26-27 November 2012	Sub-regional meeting Movimiento Pedagógico		Chile
5-6 December 2012	Sub-regional meeting Movimiento Pedagógico	Santo Domingo	Dominican Rep.
1-3 July 2013	Sub-regional meeting Movimiento Pedagógico	Bogota	Colombia
29-30 July 2013	Sub-regional meeting of Movimiento Pedagógico		Uruguay
5-7 August 2013	Sub-regional meeting of Movimiento Pedagógico	San Jose	Costa Rica
14-16 August 2013	Sub-regional meeting of Movimiento Pedagógico	Buenos Aires	Argentina
19-21 September 2013	Second Conference of Movimiento Pedagógico	Recife	Brazil
18-20 March 2014	Sub-regional meeting of Movimiento Pedagógico	La Paz	Bolivia
4-6 July 2014	Sub-regional meeting of Movimiento Pedagógico	Santo Domingo	Dominican Rep.
3-5 November 2014	Sub-regional meeting of Movimiento Pedagógico	Lima	Peru
12-14 November 2014	Sub-regional meeting of Movimiento Pedagógico	San Jose	Costa Rica

North America and the Caribbean

Regional Conferences			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
24-27 February 2014	North America and Caribbean Regional Conference	Montego Bay	Jamaica
8-13 August 2011	35 th Caribbean Union of Teachers (CUT) Biennial Conference	Hastings	Barbados
4-9 August 2013	36 th Caribbean Union of Teachers (CUT) Biennial Conference	Georgetown	St. Vincent & the Grenadines
2-7 August 2015	37 th Caribbean Union of Teachers (CUT) Biennial Conference	Roseau	Dominica

Arab Cross Countries Regional Structure (ACCRS)

Gender Equality			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
9-10 July 2012	Sub-regional Arab women network (AWN), with participants from 11 countries	Amman	Jordan
29-30 June 2013	Sub-regional Arab women network (AWN), with participants from 10 countries	Beirut	Lebanon

Education for All			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
6-8 June 2014	Sub-regional EFA assessment meeting with participants from 12 countries	Beirut	Lebanon

Human and trade union rights			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
25-26 June 2012	EI ACCRS/FES Sub-regional workshops on trade union and women's rights	Casablanca	Morocco
1-2 May 2013	ACCRS/FES Sub-regional workshops on trade union and women's rights	Cairo	Egypt
17-18 October 2014	ACCRS/FES Sub-regional workshops on trade union and women's rights	Amman	Jordan

Europe (ETUCE)

Gender Equality			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
9 May 2012	Sub-regional Peer Learning Activity (PLA) on Gender Equality	Brussels	Belgium
10 May 2012	Seminar on Gender Equality	Brussels	Belgium
11-12 September 2012	Conference on Gender Equality	Warsaw	Poland
7 May 2014	Seminar on Gender Equality	Utrecht	Netherlands
25-26 September 2014	Conference on Gender Equality	Sofia	Bulgaria
25 November 2014	Equal Opportunities workshop	Vienna	Austria

Central and Eastern Europe (CEE)

Date	Meeting or event name	City	Country
15-17 September 2011	CEE Round Table	Kiev	Ukraine
26-28 September 2013	CEE Round Table	Baku	Azerbaijan
25 November 2014	CEE Network Meeting	Vienna	Austria

Early Childhood Education

Date	Meeting or event name	City	Country
28 January 2011	Early Childhood Education Task Force	Brussels	Belgium
6 October 2011	Early Childhood Education Task Force,	Brussels	Belgium
20-21 February 2012	Conference on Early Childhood Education	Budapest	Hungary
24-25 November 2014	ETUCE/EI Conference on Early Childhood Education	Vienna	Austria

School Leadership

Date	Meeting or event name	City	Country
15 February 2011	School Leadership Working Group	Brussels	Belgium
19 January 2012	School Leadership Working Group	Brussels	Belgium
23-25 May 2012	ETUCE/EI Conference on School Leadership	Dublin	Ireland
15 January 2014	European Policy Network on School Leadership (EPNoSL), Kick-off meeting	Brussels	Belgium
25-26 September 2014	European Policy Network on School Leadership (EPNoSL) Peer Learning Activity	Nice	France
13-14 November 2014	ETUCE-European Federation of Education Employers (EFEE) Conference on School Leadership,	Amsterdam	Netherlands
3-4 March 2015	ETUCE/EI Conference on School Leadership	Utrecht	Netherlands

Further and Higher Education

Date	Meeting or event name	City	Country
17 June 2011	VET Working Group Europe, Brussels	Brussels	Belgium
8-10 March 2012	ETUCE/ETUI Joint Seminar "Inclusive VET during Crisis"	Sesimbra	Portugal
27-29 May 2013	ETUCE/ETUI Joint Seminar on VET	Vienna	Austria
22-23 October 2013	Seminar on Quality Assurance in VET and Higher Education	Paris (EU)	France
7-9 April 2014	ETUCE/ETUI Joint Seminar on VET	Vienna	Austria
15-17 April 2014	ETUCE/ETUI Training Seminar on VET	Barcelona	Spain
25 November 2014	Higher Education and Research workshop	Vienna	Austria
26-27 April 2012	Bologna process implementation & challenges ahead	Bucharest	Romania

Violence in school

Date	Meeting or event name	City	Country
9 May 2011	Sub-regional Workshop on Implementing the Multisectoral Guidelines on 3 rd Party Violence	London	UK
14 June 2011	Sub-regional Workshop on Implementing the Multisectoral Guidelines on 3 rd Party Violence	Rome	Italy
6 September 2011	Sub-regional Workshop on Implementing the Multisectoral Guidelines on 3 rd Party Violence	Prague	Czech Republic

Violence in school

<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
27 October 2011	Conference on "3 rd Party Violence"	Warsaw	Poland
26 April 2012	1 st Regional seminar on "3 rd party Violence"	Warsaw	Poland
7 June 2012	2 nd Regional seminar on "3 rd party Violence"	Brussels	Belgium
22-23 October 2012	Conference on "4 th Party Violence"	Brussels	Belgium

Health and Safety

<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
17-18 November 2011	Conference on "Teachers' Stress"		Germany
13 May 2013	Sub Regional Peer Learning Activity on "Healthy and Safe Workplaces"		UK
3 June 2013	Sub Regional Peer Learning Activity on "Healthy and Safe Workplaces"		Portugal
10-11 October 2013	Conference on "Healthy and Safe Workplaces"		Spain

New Technologies

<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
20 September 2013	Workshop on "ICT in Education"	Athens	Greece
28-29 November 2013	Conference on "ICT in Education"	Bratislava	Slovakia
27 May 2015	ETUCE Task Force "The 21 st Century Teaching Profession and the Use of ICT"	Brussels	Belgium

Education In Crisis

<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
20 January 2012	ETUCE Special meeting "Education, a response to the crisis"	Brussels	Belgium
25-27 February 2013	High Level ETUI- ETUCE Joint Seminar "Alternatives to austerity measures in the education sector in Europe"	Brussels	Belgium
30 May 2013	Seminar "Development of the teaching profession in times of crisis"	Ljubljana	Slovenia
13-14 November 2013	Conference "Development of the teaching profession in times of crisis"	Berlin	Germany
22 September 2014	Conference "Exiting the crisis through Education"	Brussels	Belgium
25 November 2014	"Education in Crisis" workshop	Vienna	Austria

Recruitment and Retention

<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
20 March 2012	1st Regional Seminar on "Recruitment & Retention"	Madrid	Spain
11 April 2012	2nd Regional Seminar on "Recruitment & Retention "	Vilnius	Lithuania
25 September 2012	Conference on "Recruitment & Retention"	Brussels	Belgium

Social Dialogue

<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
5-6 March 2014	ETUCE/ETUI Training Seminar Social Dialogue	Brussels	Belgium
4-5 November 2014	Conference "Promoting the potentials of the European sectoral social dialogue in education"	Brussels	Belgium

Other			
<i>Date</i>	<i>Meeting or event name</i>	<i>City</i>	<i>Country</i>
18-19 March 2013	ETUCE/ETUI Seminar on Quality in Education	Rome	Italy
17-18 May 2013	Conference on "Teaching conflict prevention and conflict resolution in divided societies"	Famagusta	Cyprus
23 October 2013	ETUCE Special Meeting "What is needed to improve the Quality of Education in Europe"	Brussels	Belgium
15-16 January 2015	Training Seminar "Challenging the liberalisation of public services in TTIP and beyond"	Vienna	Austria



IV: Research Publications 2011-2015

2011		
Year	Title	Languages
2011	Education International & Oxfam Novib (2011). Quality Educators: An International Study of Teacher Competences and Standards. Brussels: EI.	EN/ES/FR
2011	Moussa, A. (2011). Reducing Barriers for Community School Teachers to Become Qualified Teachers. Brussels: EI & Oxfam Novib.	EN
2011	Figazzolo, L. & Harris, R. (Eds.). (2011). Global Corporate Taxation and Resources for Quality Public Services. Brussels: EI Research Institute & Council of Global Unions	EN
2011	Wood, E., Levinson, M., Postlethwaite, K. & Black, A. (2011). Equity Matters. Brussels: EI	EN/FR
2011	Rowden, R. (2011). Impacts of IMF Policies on National Education Budgets and Teachers. Brussels: EI	EN
2011	EI (2011). Quadrennial Report on the Status of Women in Unions, Education and Society.	EN/ES/FR

2012		
Year	Title	Languages
2012	Guo, S., Guo, Y., Beckett, G., Li, Q., & Guo, L. (2012). Teaching under China's market economy: Five case studies. Brussels: Education International.	EN
2012	MacBeath, J. (2012). The future of the teaching profession. Brussels: Education International.	EN
2012	Bangs, J. and Frost, D. (2012). Teacher self-efficacy, voice and leadership: towards a policy framework for Education International. Brussels: Education International.	EN

2013		
Year	Title	Languages
2013	Figazzolo, L. (2013). The use and misuse of teacher appraisal: An overview of cases in the developing world. Brussels: Education International.	EN
2013	Bascia, N. & Osmond P. (2013). Teacher Union Governmental relations in the context of educational reform. Brussels: Education International.	EN
2013	Verger, A., Kosar Altinyelken, H. & de Koning, M. (2013). Global Managerial Education Reforms and Teachers – Emerging Policies, Controversies and Issues in Developing Contexts. Brussels: Education International Research Institute.	EN
2013	Wintour, N. (2013). Study on trends in freedom of association and collective bargaining in the education sector since the financial crisis 2008-2013. Brussels: Education International	EN/ES/FR

2014		
Year	Title	Languages
2014	L. Darling-Hammond & D. Burns (2014). Teaching around the world: What can TALIS tell us? Brussels: Education International (EI)	EN
2014	Caravatti, M., McLeod- Lederer, S., Lupico A., and Van Meter, N. (2014). Getting Teacher Migration and Mobility Right. Brussels: Education International	EN
2014	Urban, M. (2014). Privatisation in Early Childhood Education: An Exploratory Study on Impacts and Implications. Brussels: Education International.	EN

2015		
Year	Title	Languages
2015	Clarke, M. (2015). Creating a supportive working environment in European Higher Education. Brussels: EI Research Institute.	EN
2015	Symeonidis, V. (forthcoming). The Status of Teachers and the Teaching Profession: A study on education unions' perspectives. Brussels: Education International.	EN
2015	Verger, A. et al. (forthcoming). The political economy of privatisation [working title]. New York: Teachers College Press.	EN
2015	Fontdevila, C. & Verger, T. (forthcoming). Teachers in the World Bank: An analysis of teachers conceptions and policies in World Bank projects and publications (2005-2014). Brussels: Education International.	EN
2015	Wintour, N., (2015). EI Quadrennial Report on Gender Equality and Diversity 2011-2015. Brussels: Education International (EN/ES/FR)	EN



V: Programme Countries and Development Cooperation Partners

Africa		
Country	Organisations	DC Partners
Angola:	SINPROF, FSTECDSA	CNTE, FNE, UEN
Benin:	SYNESTP, SYNAPES, SYNAPROLYC, SNEP, SYNAEM, SYNESE, SYNTRA-MESRS	BUPL, Education International
Botswana:	BOSETU, TEWU, BTU	Education International
Burkina Faso:	FESEB, SNEAB	Education International
Burundi:	STEB	DLF, CSFEF
Cabo Verde:	FECAP	CNTE, FNE,
Cameroon:	FECASE, FESER, SyNTESPRIC	Lärarförbundet
Central African Republic:	FSEC-USTC, SYNEC	Education International, SNESS
Chad:	SET	Education International
Congo:	FETRASSEIC	UnSA, NEA
Cote d'Ivoire:	CEPENS-CI, CNEC, SNEPPCI, SYNADEEPCI, SYNESCI	UEN
Democratic Republic of Congo:	CSC-E, FENECO, SYECO	CSFEF, SNESS, UnSA
Etiopia:	ETA	Education International
Gabon:	SENA	OAJ
Ghana:	GNAT, NAGRAT	BUPL, NUT, NASUWT, DLF
Guinea Bissau:	SINAPROF	CNTE, FNE, Education International
Guinea:	FSPE, SLECG	Lärarförbundet, CTF
Kenya:	KNUT, KUPPET, KUDEHIA, UASU	DLF, AFT, UEN, Education International
Lesotho:	LAT, LTTU	
Liberia:	NTAL, ALPO	CTF, DLF, UEN, Lärarförbundet, NEA
Madagascar:	FEKRIMPAMA	CSFEF, Education International
Malawi:	PSEUM, TUM	Lärarförbundet, DLF
Mali:	SNEC	UnSA, Education International
Mauritius:	GTU, PST	Education International
Mozambique:	ONP	CTF, CNTE, FNE
Namibia:	NANTU	UEN, SADTU
Niger:	SYNAFEN, SNEB, SNEN, SYNTEN, SYNATREB	BUPL, Lärarförbundet, Education International
Nigeria:	NUT	BUPL, Lärarförbundet, Education International
Rwanda:	SYPERWA, SNEP	DLF
Sao Tome:	SINPRESTEP	CNTE, FNE
Sierra Leone:	SLTU	BUPL, CTF, DLF, NUT
Somalia:	SNUT	Lärarförbundet
South Africa:	NAPTOSA, SADTU, NTEU	AFT
Swaziland:	SNAT	Education International, SADTU
Tanzania:	TTU, ZATU	DLF

Africa		
Country	Organisations	DC Partners
The Gambia:	GTU	Lärarförbundet, NUT
Togo:	FESEN, FENASYET	BUPL, CTF, OAJ
Uganda:	UNATU	DLF, Lärarförbundet
Zambia:	BETUZ, SESTUZ, ZNUT	UEN
Zimbabwe:	ZESSCWU, ZIMTA, PTUZ, NEUZ	Lärarförbundet, AFT, AOOb, Education International
Multiple country programs		
(all countries)	Africa Women's Network	CTF, Education International, Lärarförbundet, UEN
Regional	PATC, EIRAF	AEU, CTF, Lärarförbundet, Education International
Regional (Benin, Ghana, Niger, Nigeria, Sierra Leone, Togo)	ECE, EIRAF	BUPL, Education International

Asia-Pacific		
Country	Organisations	DC Partners
Afghanistan	ATA	Lärarförbundet
Bangladesh	BTF	
Cambodia	NEAD, CITA	Lärarförbundet, Education International
East Timor	ETTU	Education International, AEU, Lärarförbundet
Fiji	FTU, FTA	AEU, IEU, NZEI, NZPPTA, COPE, Education International
India:	AIPTE, AISTE, AIFTO	Lärarförbundet, CTF, AEU, Education International
Indonesia:	PGRI	AEU, UEN, Lärarförbundet, JTU, NEA, Education International
Iran	CCITTA	Education International
Malaysia:	STU Sabah	Education International
Mongolia:	FMESU	Denmark: DLF
Myanmar:	MTF	DLF, Lärarförbundet, UEN, JTU, NASUWT, AEU, Education International
Nepal:	NTA, NNTA, ISTU,	Education International, DLF
Pakistan:	COT, APGSTA	Education International
Papua New Guinea	PNGTA	Education International
Philippines:	ACT, TOPPS, PPSTA, SMP NATOW	Lärarförbundet, Education International
Samoa:	SNTA	AEU, IEU, NZEI, NZPPTA, COPE, Education International
Solomon Islands:	SINTA	Australia AEU, IEU, New Zealand NZEI, NZPPTA, COPE, EI
Sri Lanka:	USLTS, ACUT, CTTU, SLITU, ACEUT, ACUTG	Union of Education Norway UEN
Thailand:	NTTU	
Tonga:	FITA	AEU, IEU, NZEI, NZPPTA, COPE, Education International
Vanuatu:	VTU	AEU, IEU, NZEI, NZPPTA, COPE, Education International
Multiple country programs		

Asia-Pacific		
Country	Organisations	DC Partners
Sub-regional	ASEAN Women's Networks	Läraryöbundet, UEN, FES Germany, AEU Australia, Education International, CTF
Sub-regional	SAARC Women's Networks	Läraryöbundet, UEN, FES Germany, AEU Australia, Education International, CTF
Sub-regional	COPE	Education International, AEU, IEU, NZPPTA, NZEI
Regional	JTF Training Programme	AEU, Läraryöbundet, SNES, Education International

Europe		
Country	Organisations	DC Partners
Armenia:	CRSTESA, CPCS	EIS Scotland, Education International
Azerbaijan:	AITUCEW	EIS Scotland, Education International
Georgia:	ESFTUG	AFT, EIS Scotland, Education International
Kazakhstan:	TUESWRK	UEN, Läraryöbundet, AEU, Education International
Kosovo:	SBASHK, SOK	Aob, Education International
Kyrgyzstan:	TUESWK	UEN, Sweden, AEU, Education International
Moldova:	ESTU	Läraryöbundet, UnSA e, Education International
Serbia:	TUS	AOb, Education International
Tajikistan:	RC-STES	UEN, Läraryöbundet, AEU, Education International
Ukraine:	STESU	Education International, Other support
Multiple country programs		
Central Europe (Tajikistan, Kazakhstan)	Central Europe	UEN, Läraryöbundet, AEU, Education International

Latin America		
Country	Organisations	DC Partners
Argentina:	CTERA, CONADU, CEA	UEN, Läraryöbundet, CTF, NEA, FECCOO, FETE-UGT
Bolivia:	CTEUB	DLF, UEN, Läraryöbundet, CTF, NEA, FECCOO, FETE-UGT
Brasil:	CNTE, PROIFES, CONTEE	UEN, Läraryöbundet, CTF, NEA, FECCOO, FETE-UGT
Chile:	CPC, SINDI2, FAUECH	Education International, UEN, Läraryöbundet, CTF, NEA, FECCOO, FETE-UGT
Colombia:	FECODE	Läraryöbundet, UEN, Läraryöbundet, CTF, NEA, FECCOO, FETE-UGT
Costa Rica:	ANDE, SEC	UEN, Läraryöbundet, CTF, NEA, FECCOO, FETE-UGT
Curacao:	SITEK	UEN, Läraryöbundet, CTF, NEA, FECCOO, FETE-UGT
Ecuador:	UNE	UEN, Läraryöbundet, CTF, NEA, FECCOO, FETE-UGT

Latin America		
Country	Organisations	DC Partners
<i>El Salvador:</i>	ANDES 21 de Junio	UEN, Larärforbundet, CTF, NEA, FECCOO, FETE-UGT
<i>Guatemala:</i>	STEG	UEN, Larärforbundet, CTF, NEA, FECCOO, FETE-UGT
<i>Honduras:</i>	COLPEDAGOGOSH, COPEMH, PRICMAH, COLPROSUMAH, COPRUMH	AFT, UEN, Larärforbundet, CTF, NEA, FECCOO, FETE-UGT
<i>Nicaragua:</i>	CGTEN-ANDEN	AOB, GEW, UEN, Larärforbundet, CTF, NEA, FECCOO, FETE-UGT
<i>Panama:</i>	MPU	UEN, Larärforbundet, CTF, NEA, FECCOO, FETE-UGT
<i>Paraguay:</i>	OTEP, UNE-SN	UEN, Larärforbundet, CTF, NEA, FECCOO, FETE-UGT
<i>Peru:</i>	SUTEP,	Education International, UEN Norway , Larärforbundet, CTF, NEA, FECCOO, FETE-UGT
<i>Republica Dominicana:</i>	ANPROTED, ADP	UEN, Larärforbundet, CTF, NEA, FECCOO, FETE-UGT
<i>Uruguay:</i>	FEDMYFEP, AFUTU, FUM, FENAPES	UEN, Larärforbundet, CTF, NEA, FECCOO, FETE-UGT
<i>Venezuela:</i>	FEV, FVM, FETRAE	UEN, Larärforbundet, CTF, NEA, FECCOO, FETE-UGT
Multiple country programs		
<i>(all countries)</i>	Women's Network	UEN Norway, Larärforbundet, CTF, NEA
<i>Regional (Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guatemala, Perú)</i>	Indigenous Peoples	UEN Norway, Larärforbundet
<i>(all countries)</i>	Union Capacity building	FETE, FECCOO
<i>(all countries)</i>	Movimiento Pedagógico	UEN Norway, Larärforbundet

North America & Caribbean		
Country	Organisations	DC Partners
<i>Anguilla</i>	ATU	CTF, Education International
<i>Antigua and Barbuda</i>	A&BUT	CTF, Education International
<i>Bahamas</i>	BUT	CTF, Education International
<i>Barbados</i>	BSTU, BUT	CTF, Education International
<i>Belize</i>	BNTU	CTF, Education International
<i>Dominica</i>	DT	CTF, Education International
<i>Grenada</i>	GUT	CTF, Education International
<i>Guadalupe</i>	SNESS	CTF, Education International
<i>Guyana</i>	GTU	CTF, Education International
<i>Haiti</i>	CNEH, UNNOH, FENATE	CSQ, AFT, NEA, CNTE, EILARC, Education International
<i>Jamaica</i>	JTA	CTF, Education International
<i>Martinique</i>	SNESS, UnSA	CTF, Education International
<i>St. Kitts and Nevis</i>	NTU, SKTL	CTF, Education International
<i>St. Lucia</i>	SLTU	CTF, Education International
<i>St. Vincent and the Grenadines</i>	SVG TU	CTF, Education International

North America & Caribbean		
Country	Organisations	DC Partners
Surinam	KOB, BvL, SOB	CTF, Education International
Trinidad and Tobago	T&TUTA	CTF, Education International
Multiple country programs		
(all countries)	Professional Development	CTF, Lärarförbundet, Education International

ACCRS		
Country	Organisations	DC Partners
Algeria:	SNAPAP, SNAPEST, UNPEF	Education International
Bahrein:	BTA	Other support, Education International
Djibouti:	SEP, SYNESED	Education International, Other support
Egypt:	ISTT, GWEUPT	AFT, GL, DLF, ITUC, GEW
Irak	ITU, KTU	NASUWT, AFT, Education International
Jordan:	GUWT, JTA	AFT, Education International
Kuwait:	KTS	Education International
Lebanon:	LPESPL, TSL, PPSTLL,	AFT, Education International
Mauritania	SNEF, SNES- Mauritania, SNEM	Education International
Morocco :	FAE, SNE-CDT, SNE-FDT, SNESup	AOb, UnSA
Palestine:	GUPT, PFUUE, PECTU	AFT, UEN, Lärarförbundet, NUT, CAUT, UCU, SNESS, GEW, Education International
Tunisia:	FGESRS, SGEB, SGES, SGIEP, SNMDPHU	Education International, Lärarförbundet,
Yemen:	YTS	Education International, AFT
Multiple country programs		
(all countries)	Arab Women's Network	AEU, UEN, Lärarförbundet, FECCOO, NUT, AFT, NASUWT





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Head Office

Education International
8th floor, ITUH
5, bd du Roi Albert II
B-1210, Brussels
Belgium
Tel: +32-2 224 06 11
Fax: +32-2 224 06 06
Email: headoffice@ei-ie.org

African Regional Office (EIRAF)

Education International (EIRAF)
24 Tanbu Street
East Legon, DTD 216
Madina
Accra, Ghana
Tel: +233-30 2 501 200
Fax: +233-30 2 506 681
Email: eirafoffice@ei-ie.org

Latin American Regional Office (EILA)

Internacional de la Educación (EILA)
Ofi plaza del Este, Edificio B, oficina #3,
Barrio Escalante,
San José,
Costa Rica
Tel: 00506 22 23 77 97
Fax: 00506 22 22 08 18
E-mail: america.latina@ei-ie-al.org

European Regional Office (ETUCE)

Education International (ETUCE)
9th Floor, ITUH
5, bd du Roi Albert II
B-1210, Brussels
Belgium
Tel: +32-2 224 06 92
Fax: +32-2 224 06 94
Email: secretariat@csee-etuice.org

Asia-Pacific Regional Office (EIAP)

Education International (EIAP)
53-B Jalan Telawi Tiga
Bangsar Baru
59100 Kuala Lumpur
Malaysia
Tel: +60 32 28 42 140
Fax: +60 32 28 47 395
Email: eiap@eduaint.com.my

Arab Cross-Regional Country Structure Office (ACCRS)

Education International (ACCRS)
MGM bldg., 10th floor
Jal El Dib inner road
Jal El Dib –Beirut,
Lebanon
Tel: +961 4 718 525
Email: eiaco@ei-ie.org

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Education International
Internationale de l'Éducation
Internacional de la Educación

Head Office

5, Bd du Roi Albert II
1210 Brussels, Belgium
Tel +32 2 224 06 11
Fax +32 2 224 06 06
headoffice@ei-ie.org
<http://www.ei-ie.org>

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