This report is also available in French and Spanish.

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With each year, the programme activity of Education International has grown – reaching more organisations in more countries, and also working more with member organisations to link local action with global advocacy. This Annual Report summarises programme activity during the first full year after the adoption by our World Congress of a new Programme and Budget based on EI’s Principal Aims and Strategic Objectives.

When assessing the work of our International during the past year, and the reports from numerous international meetings and extensive field work, I would like to draw your attention to two aspects.

First is the growing membership participation in our work – globally, in the regions and sub-regions, and at the national and local levels. Building that membership participation was a goal we set ourselves at each of the last two World Congresses, and we are beginning to see it happen. The outstanding example is the Global Campaign for Education, where mobilisation is the key to our effectiveness. But we also see that participation in World Teachers’ Day, in the response to Urgent Action Appeals, and in our solidarity and development cooperation work. We still have much to do, linking our member organisations together with new information technologies, networking, reaching out to local members who are committed to the ideals we share with many active groups in civil society – on human rights, on the environments, on the fight against child labour, on an end to discrimination.

Second is the work of our staff. This has been a tough year, with the tragic loss of our newly appointed Chief Administrative Coordinator, Alain Chantry. Shocked as we all were, sharing a deep sense of personal loss, our EI staff showed how to be resolute in the face of adversity and how to move forward. Other colleagues have faced illness with courage and determination that has won our admiration and respect. This is a time of generation change, with many new colleagues joining us in the Brussels head office and in the regions.
They have taken to their new responsibilities with enthusiasm and already we see in them the same commitment that brought EI to its position of strength today. They will help carry the organisation forward in the future. I want to say how much I appreciate the work of all these colleagues, and how proud I have been of them all this year.

As EI marks its 10th Anniversary, our International is strong. May it continue in that spirit for the external pressures on our profession and our movement will continue to challenge us in the year ahead.

Fred van Leeuwen
General Secretary
Part A

Working to Achieve EI’s Principal Aims

Aim 1 - Quality Education For All

THE ACHIEVEMENT OF THE FUNDAMENTAL RIGHT TO QUALITY EDUCATION FOR ALL PERSONS, WITHOUT DISCRIMINATION, THROUGH THE ESTABLISHMENT, PROTECTION AND PROMOTION OF PUBLICLY FUNDED AND REGULATED SYSTEMS OF EDUCATION THAT WILL PROVIDE EQUALITY OF EDUCATIONAL OPPORTUNITY.

1.1 Play an active and leading role in the Global Campaign For Education to achieve the implementation of the Framework for Action of the Dakar Education for All Forum and in the International Campaign against Child Labour through the ICFTU Task Force and the Global March Against Child Labour.

Building on the success of the Global Campaign for Education (GCE) launched in 2000, the World Congress resolved that EI should continue to play an active and leading role. The campaign aims to achieve Education for All (EFA) through full implementation of the 2000 Dakar Framework for Action and is closely linked with the International Campaign for the Elimination of Child Labour. As a key part of the campaign, the Congress decided that EI should continue to organise an annual Global Action Week for Education, involving all EI member organisations, with the purpose of exerting pressure on national governments and international agencies. The focus is qual-
ity public education for all. EI devoted important communication resources to the campaign, including web-page items, articles in both the monthly Monitor and the quarterly magazine, and press releases on EI and GCE initiatives.

EI participated in the annual GCE Executive Board meeting held in Nairobi, Kenya, on 29-30 June. On EI’s recommendation Kailash Satyarthi, President of the Global March against Child Labour, was elected as Chair of the GCE Board. This meeting gave special attention to the World Bank’s fast track programme on EFA. 23 countries appear in the Bank’s first list of states eligible for financial help under six conditions, one of them relating to teachers’ salary level. The Board decided to investigate the consequences of these conditions and to plan a meeting with the World Bank in September. The Board adopted the 2002 budget and a plan of action for 2003, set dates for Global Action Week 2003 (6-13 April) and began planning for the 2nd GCE Congress, to be held in Africa in 2004. It was agreed that in the next GCE Co-ordinating meeting, EI would address the issue of the Campaign partners’ commitment to following the GCE Mission Statement. The GCE secretariat is currently located in the EI head office in Brussels, but the Board is exploring the possibility of relocating to a developing country. Possible locations are Lomé, Johannesburg or New Delhi.

1.2 ➜ Organise an annual Global Action Week for Education, involving all EI member organisations, with the purpose of exerting pressure on national governments and international agencies to ensure quality public education for all and the eradication of child labour.

Global Action Week (GAW) 2002, held from 22 to 28 April, was considerably stronger than in 2001, as EI affiliates undertook activities in over 100 countries, exceeding the participation rate of the first GAW in 2000. Organised by the Global Campaign, in which EI is a key partner, the GAW brought together teacher’s unions, NGOs and other community organisations at national level to work together, bringing public pressure to bear on governments, donors and international financial institutions to fulfil their promise to provide free quality public education for all. The focus of the 2002 Action Week was the abolition of school fees and the completion of EFA National Action Plans. Madiba Nelson Mandela and Gracia Machel played a pivotal role during the week in sending a message to world leaders about the imperative need to invest more in education as a means of alleviating global poverty.

Most participating organisations and coalitions used campaign tools such as report cards assessing National Plans. An email petition was launched on the GCE website. The creativity and quality of the campaigning activities was noteworthy: marches, rallies, street theatre, radio phone-ins, sport games, special forums with Members of Parliament, cross-border caravans and more. Many organisations put together multi-dimensional programmes, combining serious policy debate with media events, grassroots participation and cultural activities. EI affiliates co-operated with the Global March Against Child Labour, Oxfam International, Action-Aid Alliance and other NGOs to organise public awareness activities, lobbying efforts, rallies and street plays from district to national level. An international drawing competition and exhibition took place in 36 countries, with drawings on the subject ‘What I want to be when I grow up’ being presented to Education Ministers. Local ownership was very strong during the Action Week, contributing to a sense of synergy between national and international campaigns for free quality public education for all. Local advocacy issues were brought to the fore at national level, ranging from corruption, the impact of HIV-AIDS on education and the role of religious schools. An 8-page publication was devoted to EI’s involvement in the Global Action Week. This colourful newsletter was highly
appreciated by member organisations. The GCE and GAW sections of the EI website were also updated regularly to keep affiliates informed. For the first time, with the co-operation of NOVIB/the Netherlands, EI provided funding for some affiliate activities - 15 organisations received such support. EI met with NOVIB to evaluate the impact of the NOVIB financial contribution for 2002 and to discuss the possibility of NOVIB providing funds for the same purpose in 2003. A detailed report on Global Action Week 2002 was prepared by the GCE and EI secretariats.

The strength of EI’s worldwide mobilisation for EFA has been its capacity to link together international advocacy with the national and the local action of the affiliates. International advocacy is directed to the G-8 Summits, the World Bank and IMF, UNESCO, UNICEF and the UNDP. The EI Congress resolved to work together with NGOs and to focus advocacy work on national and donor action plans, as foreseen in the Dakar Declaration, (a) to be developed and implemented in consultation with member organisations and NGO’s, and (b) to provide for minimum standards for education quality and for the training and recruitment of qualified teachers. GAW eloquently exemplified the power of partnership and EI’s active involvement in the Global Campaign made it possible to build on the success of the 2002 Action Week. One result is that the World Bank has made a significant shift away from earlier advocacy for user fees in schools, now calling for their abolition.

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1. Organisations from the following countries sent reports on their action: Albania, Anguilla, Argentina, Australia, Bangladesh, Barbados, Benin, Bosnia Herzegovina, Botswana, Brazil, Bulgaria, Burkina Faso, Burundi, Cambodia, Cameroon, Canada, Central African Republic, Chad, Chile, Congo, DR of Congo, Côte d’Ivoire, Croatia, Cyprus, Czech Republic, Djibouti, El Salvador, Ethiopia, Fiji, France, Gabon, Georgia, Germany, Ghana, Guinea, Guinea Bissau, Haiti, Honduras, Hungary, India, Indonesia, Ireland, Italy, Japan, Kenya, Kyrgyzstan, Latvia, Liberia, Lithuania, Macedonia, Malaysia, Malawi, Mali, Mauritius, Nepal, New Zealand, Nicaragua, Niger, Pakistan, Peru, Philippines, Poland, Portugal, Russia, Senegal, Sierra Leone, Solomon Islands, Sao Tome, South Africa, Spain, Sri Lanka, St Vincent, Taiwan, Tanzania, Turkey, Tonga, Tuvalu, Uganda, United Kingdom, Uruguay, USA, Vanuatu and Zambia.

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**National action in more than 90 countries:**

In **Albania**, the teachers’ unions co-ordinated an interschool conference and released a special newsletter in Albanian to raise awareness about the education crisis. In **Argentina**, CTERA and its allies lobbied government and parliament to establish a plan to guarantee free education for all. In **Australia**, AEU visited a Sydney refugee detention centre to demand access to public education for children there, while NTEU highlighted the problems faced by Indigenous peoples in accessing higher education. The coalition in **Bangladesh**, CAMPE, organised a public march of disadvantaged children to the office of the Prime Minister during which the government announced the distribution of free text books to all schools. In **Benin**, the teachers’ unions SYNEMP, SNEP and SYNESTP formed a coalition to increase the visibility of GAW through a public march where 500 children proclaimed their right to learn. Children’s artwork was collected in schools from deprived communities. ITUPE and ITUSS **Bosnia** sent a joint letter to the Canadian Prime Minister, urging him to use his chairmanship of the G8 nations to ensure that Education For All was on the agenda of the G8 Summit. In **Brazil**, CNTE participated in the 2002 national action plan for education, in the 3rd national week of Defence and Promotion of Public Education and the 4th National Congress of Education. In **Bulgaria**, SEB and Podkrepa released in schools 10,000 copies of a study on the assessment of the Bulgarian education system, and they hosted workshops on reforms in education with academics, representatives from business, the Ministry of Education, and NGO networks. In **Burkina Faso** and **Ghana** an education caravan was organised with both countries mobilising people to drive through the their countries to their borders in a caravan of vehicles campaigning for education for all. In **Burundi**, STEB mobilised parents on the issue of free education and met with the Education Minister to lobby for free public education for all. In **Cameroon** FESER co-ordinated public awareness activities such as meetings and debates at the provincial and local levels. In **Cambodia**, a public statement by CITA about
the EFA process received wide coverage in the newspapers. In **Canada**, CTF and Oxfam issued a newsletter to all schools to highlight points of interest and action for Canadian teachers, and lobbied their government in preparation for the G8 summit, while CSQ launched a national campaign on public education. In the Caribbean, ATU Anguilla hosted a regional EI round table on the theme "Teachers’ Conditions of Service: Relevance to Quality Education in the Caribbean", BUT Barbados drew attention to ensuring the rights and freedoms of children and SVTU St Vincent arranged public fora. In the **Central African Republic**, FSEC-USTC organised street theatres and convened a round table on EFA. In **Côte d’Ivoire**, SNEPPCI held public meetings with other unions and GCE coalitions. In **Chile**, CPC held a public rally and march and sought the support of celebrities for public education. In **Honduras**, COPEMH co-ordinated a public meeting with the Global March network. In **DR of Congo**, FENESCU co-ordinated provincial meetings to foster a GCE network and held seminars for teachers, parents and civil servants to follow-up the Dakar Framework of Action. In **Gabon**, SENA met with the Education Minister and joined a Coalition to publicise the Dakar Framework of Action. The coalition produced tee shirts and collected 2,000 signatures supporting the campaign. In **Germany**, GEW worked jointly with Oxfam to lobby the Finance and Development ministers and G8 to fulfil their Dakar promise to fund the EFA initiative. VBE launched the children’s art competition. In **Cyprus**, KTOS and KTOES organised a public forum and radio programmes. In **France**, SGEN-CFDT launched an e-mail petition and lobbied the Education Minister, while UNSA Education co-ordinated a letter-writing campaign. In **Ghana**, GNAT and the GCE Coalition launched GAW under the spotlight of media attention, and held a symposium. In **Guinea-Bissau**, SINAPROF collected children’s artwork and hosted round-tables on education in eight regions. In **Guinea Conakry**, the teacher unions jointly produced materials, organised televised debates, and hosted public meetings. In **India**, a public hearing on the right to education was convened by the GCE coalitions led by the Global March Against Child Labour and this led to the lower house of parliament ratifying the law making education a constitutional right for all children in the country. In **Indonesia**, PGRI held a seminar with the Education Minister, and on May 2, National Education Day, teachers rallied in front of the Ministry of Education, as their colleagues called for EFA before local governments all over the country. In Japan, JTU mobilised thousands to campaign for "Free Education For All". In **Taiwan**, public awareness about EFA was raised in the media. In **Malawi**, TUM co-ordinated the activities of a network of 22 civil society organisations, with the message "Free to Learn". Over 5,000 people, including MPs and education officials, gathered for the launch of the Action Week in one of the poorest districts. In **Nepal**, the two teacher unions held a joint press conference for more than 60 journalists, and in the local districts, 75 rallies were organised involving teachers, parents, students and school management. In **New Zealand**’s NZEI Te Riu Roa and **Nicaragua**’s CGTEN ANDEN co-ordinated children’s art competitions that launched talented young artists into the media spotlight. In the **Philippines** too, activities focused on the drawing contest: the selected drawings were made into a poster and disseminated in all schools. In the **Pacific**, the unions of **Fiji** organised a panel discussion with the Prime Minister, held a drama and poetry reading evening and unveiled the children’s art exhibition in the presence of national media. The teacher unions of the **Solomon Islands** and **Tuvalu** organised public awareness activities involving parents, teachers and civil society. In **Tonga**, the union joined education officials and parents in television and radio debates about EFA. In **Vanuatu**, the VTU held a meeting with government officials and a parade. MPU of **Panama** organised a national symposium. In **Peru**, SUTEP co-ordinated public meetings. ESEUR **Russia** hosted a public forum and asked all its regional organisations to send appeals and petitions stating the importance of education for the future of the nation. In **Senegal**, SUDES met with the education authorities and with parents’ associations. SNEEL undertook a lobbying campaign in support of EFA and UDEN organised a round-table with the Education Minister about the role of partnership in achieving EFA. **Sierra Leone** organised a student rally which was addressed by NGOs, politicians, civil
servants and representatives of civil society. South Africa’s SADTU took part in a march of some 3000 adult learners in Johannesburg, and joined the GCE South Africa coalition in presenting the Education Minister with his Dakar +2 school report. In Spain, FE.CC.OO organised public awareness activities against a proposed education reform. In Sweden, Lararforbundet and NGOs held a forum to raise awareness about the need to devote more development aid to basic education in developing countries. In Sri Lanka, five teachers’ unions worked together to educate government officials on the value of the EFA process, printing posters and leaflets that were displayed in schools and strategic places. In Tanzania, TTU held a children press conference, produced campaign materials and advertisements and arranged visits for MPs to rural schools. In Uganda, UTA organised lectures about EFA and co-ordinated football matches. In the United States, NEA prompted its 2.7 million members to join the cyber-petition to request G8 countries to increase aid budgets for education, and AFT encouraged members to send a letter to President Bush urging more overseas development aid for primary education. In Uruguay, FEDMYFEP exhibited children artwork and raised media awareness. In Zimbabwe, ZIMTA and other stakeholders in education drafted an Education Manifesto, calling for compulsory pre-school education and the introduction of training for pre-school teachers.

1.3 Organise on the occasion of G8 Summits and the biennial World Bank/IMF meetings public events involving member organisations and NGO’s to ensure debt reduction.

EI’s advocacy role was highlighted in February by active participation in two high level meetings. In Paris, on 7 February, EI attended a meeting of the G8 Task Force on Education for All at the UNESCO Headquarters. The main objective of the meeting, chaired by the President of the Canadian International Development Agency, was to consult with civil society organisations on the funding and implementation of national plans submitted to the international agencies by low-income countries to achieve their education for all goals. At the same time EI was represented at a gathering at UN Headquarters in New York, 6-8 February, on Financing Global Social Development attended by parliamentarians, academics, economists and activists, along with representatives of the World Bank, ILO and IMF.

From that discussion emerged a clear understanding of the need to reform international the financial architecture, and to ensure the same rights for developing countries as for the industrialized countries. There was general agreement that the current paradigm of global policy making must change and that development must be viewed from a broader perspective than the narrow economic focus that has been in vogue for the last 20 to 25 years.

Education now appears high on the political agenda of the G8, with an emphasis on skills and training but little mention of the public funding of education. But teachers do not appear as actors in the process of reform promoted by the G8. A consultation process launched by the G8 Education Ministers at their Montreal meeting, in which 15 representatives from civil society (3 per continent) were invited to contribute their views on education, had no representatives from EI. However, through TUAC, EI was able to have an
impact on Labour Ministers. In April, in Montreal, Canada, EI played an active role in consultations with G8 Labour Ministers leading to the Heads of Government Summit in June. EI chaired the preparatory meeting of Labour leaders brought together by TUAC from the G8 countries. The focus for the discussion was a paper ‘The knowledge imperative: skills & learning challenges for the 21st Century’, to be presented to the summit. The TUAC delegation emphasised that governments had to translate their statements of good intent on Life Long Learning (LLL) into delivery of concrete programmes; the G8 had done little to implement the Cologne Debt Initiative of 1999. The Business and Industry Advisory Committee, BIAC, emphasised the motivation of employees for LLL and education reform. TUAC and BIAC expressed common ground on the need for public investment in general education and participation in establishing systems for accreditation of learning, including work experience. Both TUAC and BIAC stressed the importance of Labour Ministers having an impact on their heads of governments and Finance Ministers. TUAC underlined that trade unions were in favour of authentic reform, not just cost cutting, with participation of education employees. The OECD Secretary General supported TUAC/EI on the digital divide and the need for governments to provide LLL. Improvements were noted in the Ministers’ final communiqué, especially on the role of trade unions and the need to involve the social partners. With the help of Canadian affiliates, EI and UNI represented the trade union movement in a meeting of a G8 task force on digital divide issues, called DOT force, also held in April in Calgary, prior to the G8 summit in Kananaskis.

1.4 Focus advocacy work with UNESCO, the World Bank, UNICEF and UNDP on national and donor action plans, to be developed by 2002, as provided for in the Framework for Action of the Dakar Education for All Forum, (a) to be developed and implemented in consultation with member organisations and NGO’s, (b) to provide for minimum standards for education quality and for the training and recruitment of qualified teachers.

UNESCO
EI was represented at a meeting of the Working Group on Education for All (EFA) held in Paris 22-23 July. Main objectives were evaluation of progress made since the last meeting and exchange of information, preparation of the meeting of the High Level Group and implementation of the International Strategy on EFA. 40 participants had the opportunity to learn how India and Burkina Faso are handling the EFA challenges. A session was also dedicated to the 2002 Global EFA Monitoring Report. EI’s President participated in the meeting of the High Level group, held in Abuja, Nigeria, 19-20 November. Together with other partners in the GCE, the President drew the attention of the meeting to the decline in status of teachers. She called on donors to revisit the indicative framework in the Fast Track Initiative, which appeared to limit teachers’ salaries to 3.5 times GDP per capita, as such a policy would lead to further erosion of teachers’ status and deny them the fundamental trade union right to collective bargaining. In its final communiqué, the High Level Group raised concern about the slow progress of some countries towards achieving the Dakar goals. They urged UNESCO and other agencies to assist countries at risk to accelerate progress, especially on the education of girls, and suggested multi-sectoral programmes to combat forms of exploitation and other constraints that adversely affect female participation in education. National plans for education should be set in the economic context of countries and must address challenges such as HIV/AIDS, conflicts and
transition to democracy. The meeting further expressed serious concern over the decline in official development assistance for education during the 1990s. Despite recent commitments, existing evidence suggests a serious gap in international support for the achievement of EFA goals. The need for concrete action to broaden and intensify the involvement of teachers and civil society organisations in planning, implementation, monitoring and evaluation of EFA was re-emphasised. The need for capacity building was highlighted in order to make all partners more functional. At the same time, international funding and technical assistance agencies must develop strategies for assisting countries outside the Fast Track Initiative. The meeting strongly recommended that governments take action to improve the status and working conditions of teachers, pointing to the anticipated shortages signalled by the monitoring report.

**WORLD BANK**

The World Bank and the Dutch Government organised a Conference on the financing of Education for All in Amsterdam on 11-12 March. Several organisations of the Global Campaign for Education (GCE) coalition, including EI, attended. The aim of the Conference was to encourage potential donors to make funds available for the implementation of national EFA action plans. The Dutch government promised to free 135 million euros for EFA provided other countries do the same. During the meetings of the World Bank and IMF held in Washington DC at the end of March, the Bank’s Development Committee met on 21 March with Education for All as the main point on its agenda. EI was represented by Oxfam International, as a partner organisation in the Global Campaign. At a press conference with the World Bank President, James Wolfensohn, the GCE representative said: ‘After years of unkept promises and bureaucratic inertia within the international community, the World Bank presents an action plan that frankly offers a unique opportunity to send all children to school’. The Netherlands, Germany, the United Kingdom and Canada confirmed that they would increase the allocations for basic education in their bilateral aid budgets.

**1.5 ➔ Focus advocacy work with ILO on the expansion of the IPEC Campaign to ensure that governments develop specific policies for access to education for child labourers as part of the Education for All strategy.**

**THE COMBAT AGAINST CHILD LABOUR**

EI participated in an international conference in The Hague on 25-27 February, on *Combating Child Labour: Building Alliances against Hazardous Work*. Hosted by the Dutch government, one of the objectives of the meeting was to ensure the funding of programmes aimed at the implementation of ILO Convention 182 on the Elimination of the Worst Forms of Child Labour. EI took part in a panel on the links between education and child labour and policies required to ensure successful integration of child labourers into the school systems.

Work in the field on programmes to combat child labour has continued. In India, EI affiliates AIPTF, AIFTO and AIACHE participated in a project with ILO support through ACTRAV and IPEC. In Bangladesh, the child labour activities held under the EI/ILO-IPEC Project concluded after 18 months with an evaluation on 25 May. Altogether, 525 teachers, 829 parents, 5250 students, 117 community leaders, 105 school authorities and 1521 people living in the communities were trained on child labour issues in workshops and seminars. Booklets, posters, pamphlets and teachers’ kits were distributed in and around 21 schools in Chittagoan and Dhaka. The project provided temporary scholarships and assistance to 315 working children.
enabling them to re-enrol in schools. The head-teachers and representatives of the schools made commitments to continue the programmes in the schools from school funds. Yearly plan of actions for 21 schools were drafted and 68 schools willing to undertake the project from 2003 to 2005 were identified.

EI headquarters and regional staff participated in a five-day workshop in Turin, Italy on 8-12 June, for the purpose of evaluating the EI-ILO-ACTRÁV-IPEC Action against Child Labour through education and training. A number of representatives from EI affiliates also attended. Participants were interviewed by the Norwegian donors’ evaluation team, which sought to assess the effectiveness of individual projects held in Africa, Asia and Latin America. The projects were described as having been successful in all the regions despite initial organisational problems in Latin America. Regional Coordinators welcomed the opportunity of sharing their experience with colleagues from other continents. Funding has been confirmed for continuation of work in Argentina.

1.6 ➜ Undertake studies in selected countries on the impact of structural adjustment programmes on education services; further develop, in co-operation with Oxfam International, an instrument measuring the education performance of nations.

Contacts have been made for the purpose of identifying researchers to undertake the work in three African countries. An initial approach for funding has been made to Stockholm University’s Institute of International Education.

Regional Programmes

1.7 ➜ Assist member organisations in establishing and contributing to national coalitions working for the Global Campaign as designated by the Regional Committees.

EI continues to take the initiative of getting its member unions involved in the elaboration of National Plans, which were supposed to be in place by the end of the year. A questionnaire2 was sent to EI affiliates in order to evaluate the extent to which education unions have been involved in the process of developing national EFA strategies and to improve their participation in EFA. A majority of the responding organisations were not aware of the existence of EFA fora, or when they were, had not participated in them. In some cases the governments organised training seminars, but not fora for discussion and consultations on EFA. Some governments had internal committees representing different ministries instead of broad-based fora. In those cases where teacher unions have been part of National EFA fora they reported that some were more oriented towards giving policy advice, while others stressed implementation. 34 out of 42 unions reported activities which they had organised related to EFA, including: campaign weeks; participation in the Global Campaign; seeking information from governments; contacts with NGOs, often building broad alliances; organising education, in some cases adult education; professional up-grading, activities aiming at giving teachers better knowledge and skills to teach; public information, including events to make the EFA process better known;

2. The questionnaire was sent to all EI member organisations in Africa, Asia-Pacific and Latin America. By 2 October, 2002, 42 organisations in 35 countries had returned the questionnaire. These included: South Africa, Argentina, Australia, Bénin, Brazil, Botswana, Burkina Faso, Burundi, Cambodia, Cameroon, Costa Rica, Dominican Republic, Egypt, Fiji, Gambia, Honduras, India, Kenya, Mauritius, Namibia, Niger, Nigeria, New Zealand, Pakistan, Philippines, Sao Tomé § Principe, Senegal, Sri Lanka, Swaziland, Tanzania, Tunisia, Uganda and Zimbabwe.
information to members; organising seminars and training activities for members. Governments are happier to organise ad hoc consultations rather than permanent fora for ongoing discussion and consultation. Among those unions which have taken part in consultations several have noted a lack of time to react to government proposals and they have had the feeling that they were not really expected to make critical remarks. Many unions have tried without success to get meetings with the governments to discuss the EFA process. Some governments have not responded to letters from the teacher unions.

Several countries did not even present a first draft of a National EFA Plan in 2002, although governments had committed themselves to proposing plans “by 2002 at the latest” (Dakar Plan of Action: paragraph 16).

AFRICA
A special report on past, present and future activities of EI member organisations to promote the EFA campaign has been released by EI’s African regional office.

EI held a workshop on the World Bank’s Fast Track initiative in Dar-Es-Salaam, Tanzania, from 27 November to 4 December. The objectives were to brief the teachers’ unions concerned by this new initiative, its implications, its effects on the conditions of teachers and the process of attaining Education For All, and to develop plans for union participation. Leaders of education unions from Uganda, Mozambique, Burkina Faso, Ghana, Gambia, Niger, Nigeria, Tanzania, Ethiopia, and Zambia were informed on the content and conditions of the Fast Track initiative, the lack of inclusion of teacher unions in the drafting of national action plans, and the issue of teacher volunteers, as well as relations between teacher unions and civil society. There were interventions from World Bank and ILO officials. An action plan was adopted together with a declaration presented at a press conference a few days later. EI gained much coverage in the Tanzanian and regional newspapers.

EI addressed the second Congress of the Federation of African Parent Associations (FAPE) held in Abidjan 25-27 February. Although this new Federation is represented mainly in francophone countries, Nigeria also sent a delegation, and there are plans to extend to all African countries. The Association for the Development of African Education (ADEA) also attended and addressed the Congress. Workshops dealt with the development of a charter for Parents’ Associations throughout Africa, action against HIV/AIDS, basic education and access for girls, and secondary and vocational education. Subsequently, on 18 March, the Federation’s President visited the EI Office in Brussels to discuss teacher–parent programmes that could be developed in the framework of the Education for All Campaign. The World Bank has expressed interest in such joint programmes. An example of such co-operation was shown by a meeting convened in Benin with EI affiliates, the parent’s association, other NGOs in the EFA coalition, including Action Aid, Amnesty, World Education and Terres des Hommes, Ministries of Education, Technical Training, Social Protection and the Family, UNESCO and the EI Africa office. Agreement was reached on forming a national coalition to support the Global Campaign.

EI participated in an EFA National Trade Union Training Seminar held in Brazzaville, Congo, on 27-29 August. As well as the EI affiliate FETRASSEIC, several other partners were invited, including the Parent’s Association and the representative of the World Bank, who described the difficulties faced by the country due to a very heavy debt estimated as 5,4 billion US dollars. The objective of the seminar, which
was identical to those held in Benin and Kenya, was to get a better understanding of the role of education in the economic social and political development of sub-Saharan countries, and to understand the Dakar Framework of Action, its challenges, its objectives and its strategies, the engagement expected of the parties and especially the role of civil society. The Ministry for Primary and Secondary Education was strongly represented and participated actively, but the absence of UNESCO was deplored. Participants complained that the Congolese government is developing its National EFA Plan without consultation of civil society. This may result in Congo missing the December deadline for the submission of the final plan. It also appears that the government has done very little to promote and explain the Dakar Plan of Action to the population.

LATIN AMERICA

Seminars were convened by EI with support from NEA of the United States and hosted by EI affiliates in Peru, Nicaragua and Honduras to evaluate the work done by the organisations to ensure that their governments fulfill the Dakar Action Framework, and to schedule activities to be carried out by each organisation. The seminars evaluated the actions undertaken so far, received updates of commitments made by the governments and decided to implement EI recommendations for the convening of an EFA National Forum with civil society in each country. Each organisation worked out its own EFA proposal, undertaking to keep EI informed about results achieved and the reactions of governments. Each organisation resolved to send a letter addressed to the Presidency of the Republic with copy to the Ministry of Education asking the government to convene a National EFA Forum to hold press conferences to announce their action and to expose to public opinion the government’s non-fulfilment of the Dakar World Forum commitments. After sending written reports to EI, they will meet again with EI and NEA at the beginning of 2003, to pursue plans to maintain pressure on each government to fulfill the Dakar commitments for 2002, 2005 and 2015.

Similar meetings were held 18-23 September in Caracas and Santa Domingo with the Executive Committees of Fetraenseñanza/Venezuela and ADP/Dominican Republic. Fetraenseñanza said that the government of Venezuela had not convened a National Forum; this situation was due to the government position toward the unions. ADP advised that the Dominican Republic government had convened a National Forum with the objective of working out an education national plan, but only from the Government’s point of view. These governments have not been convinced on the need to opening the process to civil society through a National EFA Forum mandated to work out national strategies for free, public, quality education.

1.8 ➔ Promote and/or sponsor, in consultation with the Regional Committees, national and sub-regional workshops for member organisations in Africa, Asia and Latin America designed to reduce drop-out rates and to increase enrolment in early childhood services and schools.

An EI-UNESCO seminar on Education for All was convened in Almaty, Kazakhstan, 29-31 May with the Theme “Public Authorities’ Responsibility to improve Quality Public Education for All”. EI affiliates in Kazakhstan and Kyrgyzstan as well as teacher organisations from Uzbekistan and Tajikistan welcomed this first opportunity in years to meet at the sub-regional level. The aim was to discuss key education reforms to be undertaken in the Caucasus sub-region to improve the national education systems, to create the conditions for education access and equity for all, and to better prepare young people to play a more effective political, economic and social role in the development of their respective coun-
tries. The seminar also provided an opportunity to convince teacher leaders that the role of their organisation had become different from that experienced under the USSR. To be independent implies to be more critical of the national authorities on their policies, but also to be more active in making proposals on education, trade union rights and working conditions. All unions have problems of communication: no computers, no e-mail system.

**Strategic objectives:**

c. To work for the recognition by public authorities, of their **continuing responsibility** for ensuring quality education at all levels, particularly where private education and commercialisation threaten non-discriminatory and democratic provision of education.

d. To urge public authorities to ensure an **adequate supply of qualified teachers and support staff.**

e. To advocate the exclusion of basic social services, including education, from agreements which national governments may reach in the framework of the **General Agreement on Trade in Services (GATS).**

EI also participated in a TUAC/BIAC consultation with the OECD Economic Policy Committee in Paris, France on 13 April. Participants included the OECD Secretary General, his Deputy and Chief Economic Advisor. The TUAC delegation was chaired by EI. The TUAC presentation was essentially the same as that presented in May to the OECD Ministerial Council and in June to the G8 summit. In response the OECD Economic Policy Committee Chair argued that the US economy was recovering more quickly than expected after 11 September, 2001, Europe was likely to have slower but reasonable growth, and Japan was still a problem: conclusion – no need to change policy, except in the case of Japan. TUAC responded with evidence of the impact of globalisation – unemployment rising to 40 million in OECD countries, and inequities increasing dramatically. BIAC supported TUAC, and also pointed to dangers to the economy arising out of political crises, especially in the Middle East. The Chairperson accepted EI’s case that the
rhetoric about priority for education had to be translated into policies, with additional resources, including public resources but emphasised accountability.

**IMF/WORLD BANK**

On 21-23 October, over 90 trade unionists took part in consultative meetings with the IMF/World Bank in Washington, DC. The delegation composed of 29 national union leaders and global unions including EI met World Bank President James Wolfensohn, IMF Managing Director Horst Köhler and other officials to discuss issues including privatisation, poverty reduction and reforms of the international financial architecture. The scale and scope of the meetings was unprecedented, and the unionists confronted these institutions with evidence of the continuing damage wrought by their policies throughout the developing world. In public comments the EI representative explained the consequences of the international financial institutions’ policies on education, and expressed strong reservations about several conditions imposed by the World Bank in its Fast Track initiative on EFA (see also 4.1).

1.10 Focus advocacy work with UNESCO and the ILO on the responsibility of national governments to ensure an adequate supply of qualified teachers and support staff, and the provision of time bound programmes to train unqualified teachers.

**ILO**

On 19 March EI met in Geneva with representatives of the ILO Workers Group, ACTRAV and the Director for Sectoral Activities. EI expressed concern over plans to re-organise the sectoral activities, since it appeared there would be no expansion of ILO activities in support of the education sector. In the coming three years only two sectoral events of particular interest to the education sector were planned, namely an inter-sectoral meeting in October 2003 on the growing problem of employees in the public and private service sectors being exposed to violence through their contact with the public, and a meeting foreseen for the education sector in 2004. ILO was, however, responsive to EI’s proposal to undertake more education activities at the regional level. Following further discussion of this matter at the Interim meeting of Global Union Federations in Geneva in June, EI participated in a consultation held by ILO with workers, employers and government representatives and strongly put the case for more attention to be given to the education sector. A paper prepared by the ILO proposed three new models for sectoral activities, including a model for the education sector on the theme of future teacher shortages, based on regional activities and studies. This paper was presented at a consultation with global unions at the ILO on 17 November. While welcoming the new approach, and its links with the Education For All campaign, the work of CEART and work underway at the OECD, EI warned that sufficient human and financial resources would be required for such an approach to succeed. There is a sense that EI is making progress on this issue at the ILO.

**UNESCO**

The First UNESCO Global Forum on *International Quality Assurance, Accreditation and the Recognition of Qualifications in Higher Education*, Paris, 17-18 October, brought together the main stakeholders (120 participants) in higher education including representatives of new providers of higher education. This meeting included thematic debates on: global markets and shared responsibilities in higher education; the impact of globalisation on quality assurance, accreditation and the recognition of qualifications; diversity of learning and learners; public vs. private higher education and issues of public good, equity, access. It also pro-
posed an action plan for UNESCO in the following areas: policy frameworks on transborder higher education; establishment of international frameworks for quality assurance and accreditation; input to the regional committees on the recognition of qualifications; and developing tools to empower learners. It was an opportunity for EI to present its views on GATS and related issues and to strengthen links with student representatives and organisations representing higher education and research institutions.

**OECD**

EI has also pursued its advocacy on the teacher shortage issue with the OECD, attending a Workshop on "Attracting, Developing and Retaining Effective Teachers" in Brussels on 27-28 May. Representatives from TUAC, BIAC, ILO, IEA, EURYDICE and 18 OECD countries plus Chile and Israel discussed the OECD research project on how to attract, develop and retain effective teachers. Decisions were reached on how to exchange information among participating countries in launching and organising the work, preparing the Country Background Reports, and arranging review visits, data collection and working papers. Participants also exchanged ideas about key emerging issues in teacher policy and learned about relevant work conducted by other international agencies. Eight countries have confirmed that they will participate in country reviews on teacher shortage: Austria, Belgium (Flemish), Belgium (French), Italy, Korea, Spain, Sweden and Switzerland. Three countries have indicated that they are still considering participating: Canada, Hungary, and the United States. A second meeting to evaluate and discuss the work done so far was held in Paris on 25 - 26 November, with representatives of the OECD member countries participating in the project, and representatives from UNESCO, ILO, IEA, EU, Council of Europe, BIAC and TUAC/EI. The final report is expected by mid-2003.

**Regional Programmes**

A sub-regional seminar for Central America was held in Managua, Nicaragua 16–17 September, hosted by ANDEN, with the participation of CTERA/Argentina, CNTE/Brazil, CPC/Chile, ANDEN/Nicaragua, MPU/Panama, SEC, ANDE and ASPROFU/Costa Rica, COLPROSUMAH and COPRUMH/Honduras, ANDES 21 de Junio/El Salvador, STEG/Guatemala, ADP/Dominican Republic and SNTE/Mexico. The objective was to promote the participation of education unions in the development of national education policy and the elaboration, recognition and protection of education standards and professional qualifications. Participants worked on the following questions: Which are the main action lines of the national educational policy in your country? Which are the characteristics of the teachers’ training systems, and the official training programmes, as well as the updating and training-at-work programmes implemented in your country? What is the trade union policy developed by the organisation so that educational, and labour perspectives be influenced? Briefly explain the objectives, programmes and actions currently undertaken and their linkage in formulating the education policies and teacher training at a national level. The participants recommended action and working lines to be submitted to the organisations. A report will be submitted to the Regional Conference to be held on March 2003.

1.11 ➔ Focus advocacy work with the World Trade Organisation on preventing member states from commercializing education services in the framework of the General Agreement on Trade in Services (GATS).

**GENERAL AGREEMENT ON TRADE IN SERVICES (GATS)**

EI has worked to raise the profile of our concern over GATS and its potential impact on education internationally.
Articles have been written, links made with other NGOs working on GATS who support the EI policy position, meetings held with trade negotiators, and presentations made to national trade unions and to other interested groups. Information bulletins have been provided to member organisations to support EI’s efforts to have education removed from the scope of GATS. Since renegotiation of the GATS agreement will not be considered by the WTO in the short term, the best protection for public education is to ensure that governments do not sign to open education under GATS. Many EI affiliates are now working to influence their governments in this sense. The ICFTU and the ETUC have issued a statement supporting the EI position on the removal of education and public services from GATS. EI, PSI and UNI have written to the WTO requesting a review of the impact of GATS on public services.

**OECD FORUM ON “TRADE IN EDUCATIONAL SERVICES”**

EI’s President and staff together with the GEW, Germany, were part of the TUAC delegation that attended a Forum on *Trade in Educational Services*, organised by the OECD, the US Departments of Education and Commerce and the World Bank in Washington DC on 23-24 May. OAJ/Finland was part of the Finnish government delegation; the NEA and AF/United States, and CTF/Canada were also represented. Regrettably, the programme was packed with speeches favouring the opening up of education to trade, and all panelists in the workshops spoke along the same lines. Very little time was made available for discussion. If anything, the Forum was further demonstration of the complexity of GATS and of the threat it represents to all sectors of education. The meeting revealed a strong trend towards the liberalisation of trade in education services. Only the speech by the Belgian Higher Education Minister presented a very different line. Therefore EI will continue to inform its member organisations about GATS, to increase their knowledge and level of expertise in this matter.

EI took part in the 46th Annual Conference of the Comparative and International Education Society (CIES) on March 6-9 in Orlando, USA. EI’s views on education and trade were presented in a symposium on “WTO/GATS and the Education Service Industry: The Global Construction of Marginality Within and Across Nation-States.” EI was asked to make a presentation on GATS and its implications for education at a conference of VPOD, Switzerland in Roscharch on 7-8 June. Changes to the Public Service Act in Switzerland are being prepared and concern was expressed over attempts to remove teachers from coverage under the public service provisions.

1.12  ➜  Participate actively in the development of international student achievement indicators by OECD, EU and IEA.

**PISA 2000 REVIEW**

EI staff joined over 40 representatives from EI affiliates in Belgium, Canada, Cyprus, Denmark, France, Germany, Ireland, Japan, The Netherlands, New Zealand, Norway, Portugal, Sweden, Switzerland, the United Kingdom and the United States in a meeting organised by OECD, EI and TUAC in Paris on 29-30 April to discuss the results and the implications of the Project on International Student Assessment (PISA) 2000 study. The survey measures the academic performance of 15 year-old students in 30 countries in the fields of mathematics, reading and natural sciences. The results of the study triggered discussions in many countries. It concludes that there is a need to invest in all children and in their direct school environment. The role to be played by teacher unions in improving students’ performance in the countries covered by the study was debated. Subsequently, EI chaired the TUAC delegation to a major conference on PISA, convened by OECD in Berlin, 18-20 November, with some 200 representatives from the countries which had participated in the first round of PISA in
2000 and planned to take part in the next round in 2003. The TUAC delegation included GEW/Germany, JTU/Japan and Utdanningsforbundet/Norway, and teacher union representatives also participated in the official delegations from Denmark, Norway and the UK. The objective of the seminar was to discuss the lessons which could be learned from the first PISA study and to discuss how the work could be improved and developed. The EI representative called for the 2003 survey to give more attention to teachers and teaching. OECD expressed interest in continuing the dialogue with EI, proposing a meeting between OECD experts and EI to discuss how teachers can be involved in the 2003 study.

1.13 Promote and co-ordinate the exchange of data on education reform matters between member organisations through listservs.

Based on a proposal from New Zealand EI organised a specific country seminar enabling member organisations from other countries to obtain information on the situation affecting education and teachers in the host country. The seminar was held in Wellington, New Zealand 13-18 October with host organisations NZEI and PPTA, and was attended by 14 participants from 10 EI affiliates in 7 OECD countries. The seminar created the opportunity to have in-depth discussions about decentralisation, privatisation, use of computers in education, teacher workload, and pay policy. A report will be prepared as a first country study of these matters.

1.14 Undertake a study on types of privatisation and their effects on the accessibility of school systems, the working environment of educators, and the achievement of students.

Studies on the effects of privatization in education will be initiated in Latin America and Russia.

Regional Programmes

1.15 Collect and disseminate basic information on the education situation in the countries of member organisations in each region, including the activities of commercial education enterprises.

EUROPE

EI participated in a meeting of the Education and Training Group of the European Trade Union Confederation, ETUC, in Brussels on 22 May, attended by representatives from trade union confederations in Denmark, France, Italy, Portugal, Spain, Sweden and the United Kingdom as well as representatives from ETUCE and other European industry committees. The ETUC position paper on the EU Commission document: "Communication on Lifelong Learning: Making a European Area of Lifelong Learning a Reality" was discussed. Follow-up to the document "The Social Partners’ Joint Framework of Actions for the Lifelong Development of Competencies and Qualifications" was also discussed. ETUC will create a space on their website for this issue, where further news as well as different language versions of the joint framework will be published. European Union plans for increased co-operation in Europe on vocational education and training (VET) were presented and discussed, prior to a major conference on the subject convened by the EU in Brussels on 10 - 11 June. The Barcelona European Council in March 2002 gave a mandate to
develop closer co-operation in VET in parallel to the Bologna process in higher education. ETUCE participated as part of the ETUC delegation. Some 120 persons participated, mostly representing national governments from the EU, European Economic Area (EEA) and EU candidate states. The conference agreed on the aim that by 2010 citizens would be able to use their qualifications and skills as a ‘common currency’ throughout Europe. It was also agreed that governments should enhance the overall status and reputation of vocational education and training, whose quality and performance was considered to be central in a dynamic knowledge-based society. Transfers of qualifications and skills between jobs, sectors and countries were regarded as a precondition for lifelong learning and increased mobility. The new process which was launched by the conference was referred to as the "Bruges process" - the idea having earlier been discussed by a meeting in Bruges, Belgium.

42 participants from 26 organisations in 17 countries (Bulgaria, Cyprus, Denmark, Finland, Germany, Greece, Ireland, Israel, Latvia, Luxembourg, Netherlands, Norway, Portugal, Russia, Slovakia, Sweden and United Kingdom) gathered in Amsterdam on 14-15 November to attend a round table organised by EI Europe and hosted by AOb/the Netherlands. The discussion centred around four main themes: 'Education and new technologies', 'EI and new technologies in education', 'Use of new technologies in teacher unions' and 'How to continue the work related to education, teacher unions and new technologies in Europe'. Group discussions dealt with the following questions: (a) What will the schools of the future be like and what would we like them to be? (b) What will be the role of the teacher and what role would we like teachers to have in future? (c) How will the development of ICT in education affect the role of commercial interests in education? (d) How can the digital divide be overcome, both at an international level and at a national level? (e) How can unions use ICT in their work? (f) How should EI-Europe continue to work with ICT? (g) Are the EI members in Europe prepared to produce reports which analyse the situation in their countries from, for example, the following perspectives: the present situation (available statistics on computers, computer use in schools and teacher competence in this field); the challenges (what are the problems and the opportunities for the future, concerning new technology in schools); and the union strategy (what have the teacher unions been doing, what do they intend to do in this field?) Follow-up activities are proposed to develop the discussion, to undertake research, and to influence European institutions and national governments.

Together with ILO, EI organised a seminar on teaching and the use of ICT in Central and Eastern Europe in Budapest 24 - 26 October, with the participation of representatives of both teacher unions and ministries of education. The seminar discussed initial teacher education and continual professional development, infrastructure, workload, work organisation and safety and health, and social dialogue processes for ICT introduction and use. As a result of the discussion during the seminar, the participants agreed on a set of conclusions and recommendations on teaching and the use of ICT.

MIDDLE EAST – NORTH AFRICA

EI participated in a Frederich Ebert Stiftung (FES) – Global Unions seminar for the Middle East – North Africa (MENA) region in Beirut, 21-23 October. Participants included ICFTU, Global Union Federation (GUFs) and FES representatives from the region. The objective was to discuss the process of privatisation/deregulation/liberalisation, to exchange information on activities, and to work toward a joint plan of action. This will be a focal point in the nation-
al programmes of the FES in this region. FES and GUFs discussed possible programmes of action: both jointly (FES intends to submit a plan of action to the EU) as well as for each GUF individually. EI is to submit a plan for 2003 for a selected group of countries from the MENA region.

1.16 → Organise, in consultation with the Regional Committees, sub-regional workshops on the World Trade Organisation and the General Agreement on Trade in Services (GATS) and to develop strategies on 1c and 1d.

No actions reported, but note links with other items.

Strategic objectives:

f. To promote equality of opportunity in education, through access to early childhood education, vocational education and higher education, and through access to retraining and further education throughout life.

g. To support the effective use of new technologies in education and equitable access to those technologies.

1.17 → Monitor the work of ILO, UNESCO, UNICEF, OECD, the World Bank and other relevant organisations in the field of early childhood education, vocational education and training, and higher education


1.18 → Undertake a study on the use of new technologies in education in selected countries with particular emphasis on financing and teachers' training.

EI/E-ILO Seminars on the use of new information and communication technology (ICT) in education took place for member organisations from Central and Eastern European countries in Budapest on 24-25 October. A similar seminar for Western European countries was held in Amsterdam in November. The publication of a discussion paper on New ICT in education is expected soon.
Aim 2 - Improving the welfare and status of education personnel

The improvement of the welfare and status of teachers and education employees and the full application of their human rights, trade union rights and professional freedoms.

Strategic objective:

a. To work for the ratification and implementation of the ILO Conventions 87 (Freedom of Association and Protection of the Right to Organise), 98 (Right to Organise and Collective Bargaining), 100 (Equal Remuneration), 111 (Discrimination - Employment and Occupation), 140 (Paid Educational Leave), 169 (Indigenous and Tribal Peoples), 183 (Maternity Protection); and of the ILO/UNESCO Recommendations concerning the Status of Teachers (1966) and the Status of Higher Education Teaching Personnel (1997); and to work for the development of new instruments for the education sector.

2.1 Lodge complaints against infringements of international conventions with the appropriate bodies (ILO Committee on Freedom of Association, Application of Standards; UNESCO/ILO CEART, UNESCO Executive Board, UN Commission on Human Rights etc.); consult with these bodies and their secretariats, and disseminate their findings.

Ethiopia: A major breakthrough in Ethiopia was the release of ETA President Taye Woldesmiate from prison on 10 May after 6 years of imprisonment (see 2.7). Nevertheless the EI case at the ILO against the government of Ethiopia continues and was again listed for discussion in the Standards Commission at the 2002 International Labour Conference in June. Last year this case was the subject of a special paragraph, which indicated ILO’s view of the severity of the situation. The government of
Ethiopia was asked to undertake legislative changes to bring their legislation into line with ILO Convention 87 which they have ratified and to order an independent inquiry into the murder of ETA General Secretary Assefa Maru. Neither of these demands was adhered to by the government. Information supplied by EI formed the basis upon which the ILO again issued a special paragraph in the Commission report requiring the ILO to monitor closely steps taken by the government to meet requirements. A Special Paragraph amounts to a sanction against a government.

Columbia: The ILO Conference held a special session on Colombia. EI provided information on the Freedom of Association case concerning the murder of education trade unionists in Colombia. EI met with the ILO Special Representative who has been based in Bogota to monitor the situation, as well as the General Secretary of the national trade union confederation, CUT. EI and its member organisations continue to support displaced teachers in Colombia as part of a solidarity programme developed with FECODE.

Japan: EI was co-signatory with ICFTU and several Global Union Federations\(^3\) of a complaint to the ILO against the Japanese government for its violation of the freedom of association of public sector workers. Initial contacts made with EI in Brussels in February were followed by discussions during the ILO Conference in June and participation in the campaign for democratic reform of the public service, conducted by the trade union movement in October. The Trade Union Confederation, RENGO, and EI’s affiliate JTU/NIKKYOSO, requested EI’s assistance in organising pressure on the Japanese authorities to comply with ILO Conventions 87 and 98. The ILO report in November was the most favourable to the unions ever issued by the ILO during the 40 years that it has dealt with the problem of lack of basic trade union rights for public sector employees, including teachers, in Japan. Immediately after release of the report RENGO had a meeting with the Prime Minister.

Canada: EI received a ruling from the ILO Governing body on the case submitted in 2001 to the Committee on Freedom of Association on behalf of CTF, Canada. This case concerned implementation of the back to School Act (Bill 145) by the government of Ontario requiring elementary teachers to return to work after three weeks of a lawful strike and lockout. The Governing body endorsed recommendations urging the government to ensure that teachers were entitled to exercise the right to strike, avoiding back-to-work legislation, and ensuring that arbitration be voluntary, independent and in line with freedom of association principles. The Committee requested the government to ensure in future that full and good faith consultations be undertaken on any question affecting trade union rights, and suggested that government seek the technical assistance of the ILO office. The legislative aspects of this case concerning Convention No 87 were

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\(^3\) PSI, ITF, UNI, IFWBW.
referred to the ILO Committee of Experts on the Application of Conventions and Recommendations.

EI associated itself with a complaint submitted by the Canadian Labour Congress on behalf of CTF, the Canadian Nurses Federation, and the Canadian Union of Public Employees. The Federations submitted that the province of British Columbia violated the terms of ILO Convention 87 through the adoption of bills abrogating the right to negotiate terms and conditions of employment in the health care sector and limiting the right to strike in the education sector through extension of the concept of essential services. The ILO is currently examining information received from the government and will review the case at its meeting in March 2003. Subsequently, in July, EI again submitted a case to the ILO on behalf of CTF and its affiliate, BCTF, concerning further legislation enacted by the provincial government. EI claims that the government has: interfered with the process of collective bargaining; effectively removed the right to strike; prohibited other job action; imposed unacceptable terms and conditions through legislation; and declared null and void the provisions of freely negotiated collective agreements. This case has been submitted to the government for comments and a report on the status of the case will be given at the ILO Board in March 2003.

Member organisations have been updated on EI initiatives and developments in these countries via the website and articles in the monthly Monitor and quarterly magazine.

2.2 ➜ Advocate with international and national donors that their assistance programmes ensure the full application of the rights of education unions and their members.

Such advocacy has been an integral part of representations made to intergovernmental agencies, donors and development agencies.

2.3 ➜ Contribute to the work of the next CEART meeting (2003) and to the working groups set up by the last meeting.

This work will be undertaken in 2003.

2.4 ➜ Contribute to the dissemination and implementation of the 1997 Unesco Recommendation on the status of higher education personnel and to its follow-up by producing a report on academic freedom in reference to article 75.

A joint EI/UNESCO regional study for Asia and the Pacific is on track to be presented in June 2003 for the UNESCO General Conference and for the 2003 EI Conference on higher education and research. EI will also collaborate with an African study with UNESCO and NEAR (Network for education and academic rights)

2.5 ➜ Follow the work within ILO to develop a new recommendation on vocational education and training in 2003.

The ILO Recommendation on Human Resources Development (N° 150 – 1975) will be revised and discussed in 2003 for adoption in 2004. As part of the normal preparatory process for any instrument, the ILO sent out a background report and questionnaire to governments and the most rep-
resentative workers’ and employers’ organisations. EI sent to its organisations an ICFTU circular and questionnaire. ILO is now preparing the report for February 2003. EI will follow up with ICFTU and inform its affiliated organisations about new developments.

EI participated in an ILO Round Table on the theme: ‘Knowledge & skills for productivity & decent work’ in Montreal, Canada, 23-24 April. Hosted by the Canadian Department of Human Resources, the round table brought together representatives of several governments, trade unions, employers, UNESCO, OECD, the World Bank and the European Union, as well as researchers. Organised as a follow-up to ILO’s Global Employment Forum in November 2001, it helped to make input into the G8 Labour Ministers meeting in Montreal during the same week (25-27 April). Polices to promote workforce skills, skills recognition and national qualifications frameworks were discussed. EI’s intervention emphasized our policies on equity of access, gender and non-discrimination; need for governments to reach agreements with social partners, particularly education unions, on national frameworks for recognition of qualifications. The round table also helped EI develop its contacts with the ILO InFocus Programme on Skills, Knowledge and Employability.

2.7 ➔ Mobilise solidarity among member organisations to defend teachers’ and other education workers’ rights through the Urgent Action Network that will facilitate prompt action on urgent cases of human rights violations; intervene directly with national authorities.

When EI receives information about difficulties confronting a member organisation in any country the facts are verified and the first step, following discussion with the union concerned, is to contact the government to ask for a quick resolution of the problem. This first step is followed by interventions and actions with EI members or with intergovernmental agencies or human rights groups as appropriate. Strategies are discussed and pressure exerted through different means to help resolve issues. All Urgent Action Appeals, protest letters and solidarity messages are posted on the EI website. Ongoing cases were covered in the monthly Monitor or the quarterly magazine, and EI draws the public media’s attention to those country situations that cause the greatest concern. In 2002 EI undertook action in the following cases:

EI protest letters and urgent action appeals:

**Bosnia and Herzegovina**

Four months salary arrears of ITUPEBH members. General strike as from 10 December 2001. A settlement was reached and payment of arrears made in 2002.

**Ethiopia**

Arrest of two ETA Executive Board Members on 30 December 2001, as they organised workshops for their members with international co-operation. EI and its members intervened with the government of Ethiopia.

2.6 ➔ Produce a triennial study on the situation of human and trade union rights, education rights and child labour in the countries of member organisations.

The EI Barometer on Human and Trade Union Rights in Education will be produced in time for the World Congress in 2004, with work beginning in 2003 under the responsibility of the Research unit. Member organisations will be asked to help to update previously published information.
The two ETA representatives were released at the end of January 2002. Some teachers who attended the ETA Conference in February 2002 were arrested upon their return to Ethiopia but subsequently released.

**Northern Ireland**

INTO offices vandalised on 15 January. This followed the escalation of threats and violence that had centred around schools since September 2001. EI members responded to an **URGENT ACTION APPEAL** and communication was made with the Northern Ireland legislature. EI was represented by a Vice President in a large trade union rally calling for an end to violence and intimidation.

**Nepal**

A state of emergency was declared on 26 November 2001. Killings of over 30 thirty teachers, arrests by police and attacks on teachers perpetrated by the Maoists and also by the army and the police followed. Once again teachers are caught in the centre of a conflict in which they are targeted by both the rebels and the state. EI has communicated with the government of Nepal calling for the release of teachers held without charge and for the government to assume responsibility for the families of teachers killed by rebels.

**Georgia**

With the union engaged in difficult negotiations, EI contacted the government asking it to respect ILO conventions and negotiate in good faith. The President of FTUTG “Solidaroba” engaged a hunger strike to protest against teachers not receiving living wages. The strike ended on 1 February. A combination of negotiations with the government and the strike by FTUTG resulted in a wage increase for teachers.

**Turkey**

The difficulties faced by colleagues in Turkey continued and government interference with Egitim-Sen’s activities in the southeast of Turkey were a particular cause for concern. During the Congress of the Diyarbakir Branch of Egitim-Sen on 2 February, executive officers of the union were ill-treated and threatened by security forces. On 3 February, the Egitim-Sen Branch Secretary in Diyarbakir was arrested during the Congress of Haber-Sen. Seven education employees, including Egitim-Sen executive officers were arrested on 6 February. EI notified its European member organisations and messages of protest were sent to the government. Those arrested were subsequently released and await trial.

**Iran**

EI expressed its solidarity with Iranian teachers in defence of their fundamental rights. Between mid-January and the end of January, teachers demonstrated in Tehran and other cities to denounce the lack of rights and to demand better salaries, better working conditions and the right to form independent unions.

**Colombia**

The assassination of two teachers: Gloria Eudilia Riveros Rodríguez, in the department of Arauca on 2 February, and Oscar Jaime Delgado Valencia, in the department of Quindío on 4 February sparked protests by EI and the international trade union movement. Unfortunately
this was the start of a spate of murders of FECODE members. EI is part of a campaign at the ILO with the ICFTU and the Global Union Federations to deal with the continuing assassinations of trade union members. In addition EI has supported families of internally displaced teachers and assisted some FECODE members who had to leave the country for security reasons.

Cambodia
> 14 March

The non-payment of salaries to teachers for a period from two to five months because of plans for an education reform, were brought to EI’s attention by the education union CITA.. Contract teachers hired under a 1997 government plan had not been paid for a year. EI contacted the Government and the union released the information in a press article in The Cambodia Daily of 19 March. It was also reported that the government has begun distributing back pay to the nation’s teachers. The Cambodia Daily of 13 May 2002 informed that: “Teachers can expect to receive a boost to their notoriously low salaries later this month.”

Australia
> 24 April

EI expressed concern at the policies of the Australian government towards the children of asylum seekers who had sought refuge in Australia. Some detention centres were established in remote and hostile parts of the land, as well as on offshore locations in unhealthy conditions. A workshop on this issue was given at the EI Conference in Malta in November.

Brazil
> 14 May

Further to information received from CNTE, EI wrote to the Governor of the State of Pará to denounce the absence of negotiation between the government and education workers regarding pay and working conditions. A group of education workers started a hunger strike on 8 May. A settlement was reached in the dispute.

FYR Macedonia
> 22 May

Letter to Prime Minister with a copy to the Minister of Education and Science. EI expressed great concern that SONK’s efforts to engage in salary negotiations with the government had not met with success. SONK and three other trade unions from the public sector resorted to strike action starting 20 May. Result: the strike ended after 9 days, with the introduction of a minimum wage.

Bulgaria
> 30 May

Letter sent to the Prime Minister. EI was informed that a modernisation of education agreement reached by the government with the World Bank, without consultation with the unions of education personnel or with organisations of civil society, would result in a 10% reduction of the teacher workforce and the loss of jobs for 20% of non-teaching personnel in the education sector. EI expressed deep concerned with this information since for the last decade we have seen similar policies implemented in countries in many parts of the world with devastating results for the quality of education. These changes were made as part of structural adjustment programmes that were agreed to between the government, the World Bank and the IMF.
EI wrote to the President of the government to support the decision of its member unions, the teachers’ organisations of UGT and CC.OO, to participate in a general strike on 20 June, over government plans aimed at reducing job security and social benefits, which also undermine the application of international labour standards.

EI again intervened with the President to protest increased oppression against Egitim-Sen members since the implementation of the new labour code. Investigations and trials had been conducted because banners were used and speeches were made at Congresses. Egitim-Sen members and executive officers were arbitrarily punished: subjected to transfers, removed from office, or expelled. Egitim-Sen provided EI with a non-exhaustive list of recent violations of human and trade union rights. An URGENT ACTION APPEAL was launched to all EI member organisations in Europe.

EI wrote to encourage the President to continue the peace process launched after a cease-fire was signed between the government and Tamil representatives in February 2002. At the request of CTTU, EI asked for impartial inquiries to be carried out into recent incidents and clashes in Muthur Town in Trincomalee district and in the Valaichchenai area in Batticaloa district, with the assistance of the Sri Lanka Monitoring Mission.

EI wrote to the President to ask that Amina Lawal Kurami be granted presidential pardon. Amina Lawal was sentenced to death by stoning by a Regional Court in Katsina State, Nigeria for having a child outside marriage. EI indicated that this sentence is cruel and inhumane. It breaches international law for human rights including the African Charter of Human and People’s Rights.

EI wrote to the Minister of Finance to support demands of the EWTUG for a timely payment of teachers’ wages, which had once again notably deteriorated. EI urged the government to abide by its promises to settle salaries overdue from previous years and to pay an agreed 30% wage increase as from September.

At the request of the GTU, EI wrote to the Minister of Education of Mauritius, with a copy to the Prime Minister, urging the government to honour its announcement to release a report recommending improving teachers’ salaries and conditions and the principle of alignment between primary and secondary school teachers.

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EI wrote to the President with a copy to the Prime Minister and the Minister of Education to express solidarity and support with its affiliate the NTA, which held the first large-scale protest rally ever held in Taiwan on 28 September – the date of Teachers’ Day in Taiwan. NTA called for the respect of fundamental human rights for educators and for the abrogation of the law that prohibits teachers from organising and bargaining collectively. EI urged the government to
respect Taiwanese workers’ rights by implementing ILO Conventions 87 and 98.

Cambodia
> 13 September

EI was informed by CITA about the shortage of teachers in remote areas and of problems caused by forcing teachers to relocate. EI wrote to the Minister of Education and Prime Minister urging them to meet with CITA leaders to negotiate the best possible options for the transfer of teachers to such areas.

Kenya
> 1 October

URGENT ACTION APPEAL. EI wrote to the President with a copy to the Minister for Education to protest in support of the KNUT strike launched 23 September, the third since 1997, when the government failed to honour its commitment to implement an agreed pay increase for teachers. Teachers were subjected to intimidation, harassment and threats. Moreover, the Education Minister attempted to revoke the 1997 pay deal and suspended the collection of union dues. Result: The KNUT called off the strike after 28 days – the longest teachers’ strike in the history of the country. The government undertook to fulfil its part of the salary agreement as from July 2003 and the collection of union dues was resumed.

Indonesia
> 2 October

EI wrote to the President to express concern at the detention of Lesley McCulloch – an academic specialist – in the province of Aceh and fears that she may have been ill-treated in detention. She had been detained since September 10 and charged with “misuse of a tourist visa.” The case is being followed by the Network for Education and Academic Rights (NEAR) of which EI is a member.

Zimbabwe
> 17 October

URGENT ACTION APPEAL. EI wrote to the President to condemn Zimbabwe’s government action against teachers. 627 striking teachers were reported to have been dismissed, and the Secretary General of PTUZ was arrested and injured while in police custody, and two of the other leaders were detained. EI urged the government enter into serious negotiations with the teachers’ union to ensure a swift and peaceful end to this dispute, to release the leaders and to rescind the dismissal notices. ZIMTA continued negotiations on behalf of its members while the PTUZ was on strike and also acted on behalf of the dismissed teachers many of whom were reinstated. Result: According to The Herald (Harare) of 18 Dec. 2002, “Some teachers’ salaries will double next month while others will have their pay substantially increased following a package announced by the Government yesterday to improve teachers’ salaries and working conditions.”

Lebanon
> 23 October

EI wrote to the President at the request of teacher organisations in the country, protesting government plans for the budgetary year 2003, which will have a serious impact on their working conditions and the quality of education they can provide. EI is following this matter which is still in discussion.

Hong Kong
> 21 November

EI wrote to the Chief Executive concerning proposed changes to Article 23 of the Basic Law. HKPTU is concerned the adoption of the proposed law would pose serious threats to freedom of speech, freedom of belief, freedom of the press, and academic freedom.
Kosovo

> 25 November

EI wrote to the UNMIK office in Prishtina following the settlement of a strike over teachers’ pay and conditions of work. The new labour legislation being proposed by the government of Kosovo does not guarantee the right to collective bargaining for a collective contract in the public service. EI has requested UNMIK to use its office to ensure respect for ILO Conventions 87 and 98 are an integral part of any new labour law.

Ethiopia

> 5 December

Call for the release of Ato Abate Angore, a member of the Executive Committee of the ETA. Result: Released on bail a few days later.

Central African Republic

> 16 December

URGENT ACTION APPEAL. A protest letter to the Prime Minister concerning the teachers’ strike due to serious salary arrears. Since 23 September 2002, the teachers organised in the IFEC had stated that the resumption of their teaching activities for the school year 2002-2003 was conditional on the payment of nine months’ salary arrears out of the thirty-two months owed by the State to public employees. This situation has still not been resolved.

Turkey

> 20 December

URGENT ACTION APPEAL. Letter addressed to the President (with copies to the Prime Minister, the Interior Minister and Education Minister) to protest against arbitrary charges and sentences laid against 35 leaders of unions, NGOs and political parties who demonstrated against the Labour Code Draft in June 2001 and five members of Egitim-Sen’s Diyarbakir branch (KESK Music Group) who sang both Kurdish and Turkish peace songs at a Congress on 2 February.

If there was one example that demonstrated the importance of mobilising solidarity in defense of trade union and human rights, it was the case of Ethiopia. After six years of imprisonment, ETA President Taye Woldesmiate was finally released in May when the High Court determined that he had been charged under the wrong article in the constitution. There is no doubt that the worldwide campaign achieved this result. The campaign had been maintained by EI and its member organisations year after year, and was supported strongly by Amnesty International, which designated Taye as a prisoner of conscience. Upon his release Taye resumed his union activities. In October he travelled to Europe and the United States to thank all those who had worked on the campaign while seeking further support for the restoration of ETA’s rights to represent its members. The visit was organised by several EI member organisations which had been active in the campaign - Aob, Netherlands; NUT, UK; Laererforbundet Sweden; GEW, Germany; and NEA, United States - together with the ‘Free Taye’ movement in the US. In Brussels Taye and ETA General Secretary (in exile) Gemoraw Kassa, met with the EI management team and a numbers of actions were agreed with the General Secretary aimed at achieving government recognition of the ETA, restoration of negotiating rights, and return of assets and income. When Taye was imprisoned the authorities set up a front organisation using the ETA’s name, assets and income from the check-off system. This group is not recognised by EI as the legitimate ETA. In Geneva, Taye was received, together with EI and the General Secretary (in exile) of the Ethiopian Commercial Workers’ Union, by the Director General of the ILO, who paid tribute to his courage and resilience, as well as EI’s tenacity and effectiveness in working for his release. During an intense round of meetings arranged by ACTRAV, he briefed the Executive Director for Standards and the Director of Freedom of Association, and videotaped an
Interview with the ILO communication services. He also met with the Director and staff of the IBE, where discussions were held on the impact of the government’s language policy in schools. ETA maintains that the current policy of dividing the country according to 84 different languages is a major obstacle to the achievement of Education for All. Taye then visited member organisations in a number of European countries, and met in Brussels with Glennys Kinnoch MEP. Following Taye’s return to Ethiopia, the ETA Deputy General Secretary was arrested. Prompt letters of protest from EI and member organisations, supported by UNI, secured his release. But the authorities maintain pressure on the ETA. EI will continue to mobilise support, insisting that an independent inquiry be held into the murder of Assefa Maru and that full trade union rights be restored for teachers in Ethiopia.

2.8 → Undertake solidarity missions and missions of investigation and/or conciliation following action mentioned above.

MISSION TO ETHIOPIA
The mission was conducted by EI together with AOb/the Netherlands and NUT/UK and took place in June shortly after the release of ETA President Taye Woldesmiate. Earlier, in February, an ETA, AOb and NUT conference was held in Awassa. A number of teachers were arrested and imprisoned on their return to their schools for having attended the Conference. It was necessary to meet with Taye and the ETA Executive Committee to discuss plans for the future and to examine how continuing support could be provided. Meetings were also held with the ILO, the International Institute for Capacity Building in Africa (IICBA) the Ethiopian Human Rights Council, and the Canadian, Dutch, Irish and UK embassies, as well as with the “Other” ETA. A meeting with ETA representatives from Addis Ababa was held, as was a meeting with a student from Addis Ababa University. A detailed plan of project work was drawn up with the ETA Executive Committee. Work on Education for All is very important since over 60 million children in Ethiopia are not in school. An EFA Conference will take place in 2003 with the help of the British and Dutch Embassies and in consultation with IICBA. Member organisations from neighbouring countries will be invited, along with the Ethiopian Minister of Education and the surrogate ETA. Capacity building within the union is also needed. There is an active group of women teachers - three women’s seminars were held in August, funded by NOVIB. Although it is hoped that the situation will improve following Taye’s release, there are continuing violations of rights and many teachers are still in prison.

MISSION TO JAPAN
EI participated 24-27 September in a Global Unions delegation lending support to a major campaign mounted by RENGO, the Japanese Trade Union Confederation, demanding a democratic process of public service reform and the recognition of full bargaining rights for public employees, in conformity with ILO recommendations made repeatedly for nearly 40 years. The current campaign was sparked by a decision of the Japanese government in December 2001 to instigate changes in public service employment legislation. In essence, the changes entail transferring key employer powers of the National Personnel Authority to individual ministries, while maintaining existing restrictions on the rights of public service employees to collective bargaining, including the longstanding ban on strikes, and a ban on forming unions in some categories, such as fire-fighters.

MISSION TO MACEDONIA
EI participated in a meeting between SONK and the Macedonian Minister of Education in Skopje on 17-18 March in an effort to find a compromise on the issue of teachers’ salaries. SONK had led weeks-long strikes and demonstrations to protest salary levels, which were often below the poverty level. Finally, the Minister agreed to recommend to the Macedonian government that minimum salaries for teachers, particularly primary teachers, be raised by 60%.
MISSION TO ISRAEL AND PALESTINE
Together with NUT/UK, and Utdanningsforbundet/Norway, EI undertook a fact-finding mission to Israel and Palestine from 7 to 12 October. The aims were to assess the impact of the conflict on teachers and students, to assess how EI could best assist Palestinian and Israeli colleagues through GUPT, ITU and ASSTI, and to meet with representatives of intergovernmental organisations working in the area, particularly ILO, UNICEF, and UNWRA. Both Israeli and Palestinian union leaders spoke of how there had been such optimism following the Oslo Agreement and of how there had been a beginning of dialogue among Israeli and Palestinian groups. But the early hopes had been shattered. The psychological trauma of children and teachers, the education of Israeli Arabs, the funding of education, teacher training (initial and in-service) and curriculum were among many issues addressed by the delegation in their meetings. The delegation witnessed first-hand the extent of the devastation in union and school buildings in the West Bank and in Ramallah in particular. Both Israeli and Palestinian organisations spoke of how each group is portrayed in the textbooks and curriculum by the other. There is an obvious need for a joint working group on curriculum to examine, clarify and rectify issues particularly in History, Geography and Religion courses. The delegation made a series of recommendations for consideration by the EI Executive Board in February 2003.

MISSION TO HONDURAS
An EI delegation and EI affiliates COLPROSUMAH, COPEMH and COPRUMH met with the Honduran Minister of Education on 23 April, to discuss the government’s proposal to do away with the current Statute of the Teaching Profession. The delegation asked the Minister to involve teacher organisations in the process.

MISSION TO KENYA
EI Africa office visited Kenya to check on the situation of KNUT after a 27-day strike in September and October. The strike ended to allow the national examinations to take place, and the government agreed not to punish the teachers. As a result their salaries were paid in full for the two months. But because the Trade Disputes Act bars the employer from deducting union dues from employees who are on strike, KNUT lost 70 million Kenya shillings in membership subscription fees, and faced a serious cash crisis, unable to pay its employees in more than 70 branches across the country. National elections were held in Kenya on 27 December, when President Daniel Arap Moi’s party was defeated and the opposition given an overwhelming mandate.

MISSION TO COTE D’IVOIRE
In March EI visited SNEPPCI which had given notice of a strike over non-respect of promises regarding allowances and the blockage of salaries and promotions.

2.9 Promote and/or sponsor, in consultation with the Regional Committees, national training programmes, workshops etc. aimed at the implementation of the Declaration of Fundamental Principles and Rights at Work, the International Labour Standards and other international instruments pertaining to the rights of teachers in the countries of member organisations.

China’s WTO accession – Impact on the Labour Market
EI attended a seminar convened by the Frederich Ebert Stifting (FES) and Global Union Federations together with the All China Federation of Trade Unions (ACFTU) in Beijing 23-25 January. Rene Ofreneo of the Philippines, in a keynote address on “Economic Prospects for the markets and for labour in East and Southeast Asia. Trends and implications” evaluated the possible impact on different economies of the accession of China to the WTO. A panel of Global Union representatives evaluated the implications for labour and the need to re-structure Chinese labour relations. They raised concerns about workers’ rights and identified possible areas of cooperation. The ACFTU raised con-
cerns about losing membership and their role in improving the conditions of workers. The ACFTU established in 1952 has 130 million members in 31 provincial branches and 10 sectoral trade unions. The Educational Cultural and Health trade union represents teachers.

**Strategic objectives:**

b. To promote the participation of education unions in the development of national education policy and the elaboration, recognition and protection of education standards and professional qualifications.

c. To work for the provision by public authorities of quality teacher-training programmes and in-service training programmes with particular emphasis on the development of skills needed to ensure effective use of new technologies.

d. To support member organisations’ efforts to achieve adequate pay levels and employment conditions at least equivalent to those applicable to positions in the private sector requiring comparable education and training.

**2.10** → Monitor loans for education advanced by the World Bank and other financial institutions or national aid agencies, in particular, whether (a) the loans are advanced for programmes developed in consultation with education unions; (b) the loans have a positive or negative impact on salaries and conditions of service for teachers and other education employees.

EI affiliates in the countries concerned have been sent individual letters informing them of the education loans approved by the World Bank and inviting them to follow up at the national level.

**2.11** → Undertake studies on salary structures, performance pay and individualized pay in selected OECD countries, and on terms and employment conditions of academic staff.

This programme item was intended to start with a study concerning US, Canada, UK, NZ and Australia. However, it was decided to deal first with Europe in order to link with a study underway for the European region concerning the attractiveness of academic professions. The results will be presented on the occasion of an EIE/GEW Forum to be held in collaboration with ETUCE in Berlin in April 2003.

**Regional Programmes**

**2.12** → Promote and/or sponsor, in consultation with the Regional Committees, leadership training programmes aimed at promoting the participation of member organisations in education policy development.

Such programmes are included among development cooperation projects – see 4.7

**Strategic objectives:**

e. To contribute to the implementation of and respect for the EI International Code of Ethics.

f. To raise the profile of the teaching profession worldwide and obtain a wider recognition of the challenges facing it through the promotion of World Teachers’ Day.
2.13 ➔ Publish EI’s Declaration on Professional Ethics in as many languages as possible and disseminate it through member organisations and the internet

EI member organisations received a leaflet presenting the Declaration on Professional Ethics. It is currently available in English, French, German, Spanish and Russian and will be produced in more languages next year (Arabic, Hindi, Japanese, Portuguese). This EI publication, as well as all others, can be downloaded from the website. A conference was held in Southern Africa with EI members leading to the review or development of codes of ethics for participating countries. Copies of the Declaration have also been provided to UNESCO and UNICEF.

2.14 ➔ Ensure that public activities, including media events, are organised in as many countries as possible on World Teachers’ Day (5 October) to focus on the status of the teaching profession.

World Teachers’ Day

World Teachers’ Day (WTD) is an opportunity to highlight the key role of teachers and other education staff all around the world. The theme for 2002 was “Teachers Create Dialogue Every Day” - in and beyond the classroom they contribute to the promotion of basic democratic values such as tolerance, respect, understanding and solidarity, all essential elements in reaching for peace. EI member organisations in 112 countries undertook national and local activities to celebrate WTD. In August, member organisations received bulk quantities of posters and stickers. In the month leading to WTD, over 70 member organisations were directly contacted by phone or e-mail by the headquarters and the regional offices to remind them of WTD and to build awareness of the event. This ‘hands-on’ contact work ensured that affiliates received the material they needed, while enabling EI staff to obtain details of activities throughout the regions. The large number of prompt replies ahead of the 5 October date enabled the Information Unit to keep accurate update of national activities on the EI website (http://www.ei-ie.org/wtd.htm). Plans were also shared regularly via e-mail with regional offices and member organisations. Co-operation was maintained with UNESCO and the Director General, Mr Matsuura, endorsed the EI poster bearing the UNESCO logo. In a few countries, (Gambia, Kenya, Senegal and Sweden), joint activities were organised with UNESCO national commissions. EI and the World Confederation of Teachers (WCT) released a joint statement for the occasion.

Another interesting development this year, was the possibility for member organisations to download the WTD graphic material for their own use. CTF, Canada, for example, printed and distributed 20,000 copies of the EI WTD poster. Many affiliates used the EI material on the cover of their national publications. 25 member organisations advised they were printing articles on WTD in their publications (examples: Australia, Canada, France, UK, South Africa, Switzerland). A WTD publication and a WTD press clipping were also circulated. The EI theme – Teachers Create Dialogue Every Day – was picked up by various personalities (ministries, NGOs, commercial websites) and many established links to the EI websection. In the same spirit, the wife of the United States President, former teacher Laura Bush, used the previous WTD theme – Teachers make the difference – in her keynote address to OECD Forum 2002. Through intensive media work and affiliates’ support, national media picked up the news of WTD and several interviews were organised. WTD proved to be, once again, a powerful and important date for teachers and other education personnel to mobilise worldwide, to have their voices heard and to bring education issues to the forefront.
National Action in 110 countries:

In Canada WTD was widely publicised by member organisations in the press and on websites. EFTO, Ontario joined with a Canadian charitable organisation to promote literacy and education in Africa and the Caribbean while the teachers of Toronto recalled the Japanese proverb "Better than a thousand days of diligent studies, is one day with a great teacher". In the USA, the AFT highlighted the significance of this year’s theme in a multicultural world, and teachers’ role as communicators especially in countries with repressive regimes or in fledging democracies. The NEA Board of Directors met on WTD, emphasized the role of educators in creating and fostering dialogue and member outreach. In Congo, a declaration of solidarity with teachers world-wide was issued by FETRASSEIC, pointing out the need to spread democratic values such as peace and tolerance and to fight poverty and violence. TEWU, Ghana, raised the issues of child labour and the AIDS menace and emphasised the need for more dialogue between education employees and management. In Ethiopia, ETA celebrated WTD with a public gathering attended by teachers, leaders of civic and political organisations, making the government aware of the international support they have in their struggle for respect of human rights and democracy. In Bangladesh, BTF organised a seminar in Dakha on the right to Education for All, while NFTA spoke at a special event with the Minister of Education. In Pakistan, APGSTA held a seminar in collaboration with the government, while more than 40 districts organised activities for students, educators and local authorities. NNTA, Nepal held a seminar attended by the State Minister for Education and Sports to discuss the impact of the Education Act 2058 on public education. AIFTO India organised a rally gathering teachers, students and parents, and issued an Appeal to Citizens of India for support in the struggle for Education for All. In Indonesia, WTD was celebrated in PGRI’s headquarters in Jakarta as well as in the provinces, with a ceremony attended by education authorities and representatives including the Minister of Education. In Taiwan the teachers' union NTA celebrated WTD on September 28, the traditional Taiwan Teachers' Day, through a large protest rally calling for the rights of educators to organise and to bargain collectively. The 100,000-strong rally (more than half the teachers in Taiwan) convinced the government to open negotiations with NTA. In Japan, JTU's newspaper featured the theme on its cover and in articles and used a translated version of the EI material. In Singapore, STU dedicated a special greeting to teachers on the front cover of its magazine “The Mentor”. In Tonga, public awareness was raised through the media and FITA organised a teachers’ award ceremony. In Fiji, students played host to teachers who were “Guest for the day” in schools all over the island. New Zealand NZEI Te Riu Roa publicised WTD in its own media using this year’s theme to ask teachers to mobilise and to highlight the essential role of teachers to instill basic democratic values. WTD benefited in Europe from extensive media coverage. “Teachers, actors of change” was the slogan of the one-year campaign officially launched on WTD in Portugal, by FENPROF, while FNE translated and adapted the EI material and used it on the cover of their monthly magazine. In France, SNEP’s magazine called for teachers to mobilise for WTD, SGECFDT underlined the determining role played by teachers, UNSA Education featured EI’s poster on the front cover of their magazine and also paid tribute to teachers in countries where dialogue is difficult and where they are the target of persecution or punishment from governments. SNE-TAA distributed EI material in 4000 technical vocational secondary schools. A comprehensive article on WTD was released by SEW/OGBL Luxembourg stressing the importance of adequate teacher training and expanding dialogue with the authorities, employers and the whole community, while remembering those teachers around the world who...
are threatened, tortured, jailed or have been killed. In Belgium a round table and a press conference presided by ACOD-Onderwijs took place on the eve of WTD, addressing national concerns such as the teacher shortage. GOD Austria and GEW Germany publicised WTD on their respective websites, with a German translation of the EI Declaration on Professional Ethics. In Sweden a seminar on the PISA report was organised in Lararförbundet’s office by local and national authorities, including the National commission for UNESCO and the Ministry of Education. The event received good media coverage. EGITIM-SEN in Turkey used WTD to draw attention to the fact that 102 teachers have been disciplined because of their union affiliation. In Georgia, EWTUG actively took part in WTD celebrations over a three day period, with a rally of 2000 teachers in Tbilisi. LESWTU, Latvia, printed a colourful greeting card for WTD which was sent to all union members and the union organised public discussions. OZPSaV, Slovakia organised a series of meetings in elementary and secondary schools and in universities. In Croatia, CTU took part in a special theater performance and a ‘Teacher Award’ ceremony where 100 pre-primary, primary and secondary teachers received awards for their distinguished work. CTU local branches used their own slogan “Teachers are not a problem, they are a solution”. The recognition of teachers as educators as well as workers was one of the themes chosen by CEA Argentina. BUT Bermuda held an education forum as well as other activities.

Regional Programmes

2.15 Promote and/or sponsor, in consultation with the Regional Committees, sub-regional workshops on the International Code of Ethics.

MALAWI – ZAMBIA – ZIMBABWE
A seminar on the EI Declaration on Professional Ethics was held in Lilongwe, Malawi on 27-30 October, with representatives of TUM, Malawi, ZNUT, Zambia and ZIMTA and ZESSCWU of Zimbabwe. The purpose of the seminar was to discuss the principles and rights defined in the EI Declaration of Professional Ethics and compare it with current national codes of ethics. Participants decided to develop or adapt their own codes, presenting them to EI by the end of the year.
Aim 3 - Ending discrimination in education

Strategic objectives:

a. To work for equal access of women and girls to education at all levels.
b. To mobilise support for the ratification and implementation of the Convention on the Elimination of all forms of Discrimination against Women, the Beijing Platform of Action, ILO Conventions 100, 111 and 183 which promote equality for women and the removal of the “glass ceiling” that impedes women’s access to decision-making positions.

THE ERADICATION OF ALL FORMS OF DISCRIMINATION IN EDUCATION BASED ON GENDER, RACE, MARITAL STATUS, DISABILITY, SEXUAL ORIENTATION, AGE, RELIGION, POLITICAL AFFILIATION OR OPINION, SOCIAL OR ECONOMIC STATUS, NATIONAL OR ETHNIC ORIGIN, AND THE BUILDING OF UNDERSTANDING, TOLERANCE AND RESPECT FOR DIVERSITY IN COMMUNITIES.

3.1 ➜ Attend the annual meetings of the UN Commission on the Status of Women and participate, as appropriate, in Women’s Committees of UN specialised agencies; the ICFTU Women’s Committee and Biennial Conference.

UN COMMISSION
EI was unable to attend the Commission on the Status of Women in 2002 because of staff illness and EI input was provided through the ICFTU representative.

UNICEF - UN GIRLS’ EDUCATION INITIATIVE (UNGEI)
EI participated in a consultative meeting in Geneva 26-28 June on this initiative, for which UNICEF is the lead agency. It became obvious that many countries will fail to meet the 2005 target on girls’ education. In June, only 35 out of 123 countries had sent to UNICEF their reports on gender equality in education. Progress on this issue is therefore slow, and deadlines keep being pushed back. However, sev-
eral governments – notably Ghana – have made real headway. EI should step up its lobbying initiative with governments, as failure to meet the 2005 target is an indication that they will fail to meet the 2015 EFA targets set out in the Dakar Declaration. Subsequently the Global Campaign for Education chose Educating Girls as the theme for Global Action week in 2003.

In the same context, consultations were held with UNICEF Headquarters in New York on 31 October-1 November, to discuss with UNICEF staff and invited NGOs the agency’s accelerated strategy for girls’ education. The strategy is to be used in 25 countries, some of which are part of the World Bank’s Fast Track initiative on Education for All. Others were selected because their rate of enrolment in primary education for girls is less than 70%, or there is a significant gender gap in primary enrolment, or they are high-risk countries where HIV/AIDS, civil conflicts or natural disasters undermine girls’ enrolment in primary schools. EI had asked UNICEF to identify those countries where the 2005 Dakar goal of gender parity in primary education might not be reached. In these countries UNICEF will involve civil society organisations, including teachers’ unions, in devising national strategies.

ICFTU WOMENS’ COMMITTEE
EI attended the meeting held in Brussels 21-22 March. Nancy Riche of Canada retired from the chair after many years of valued service and Helen Creed from Australia was elected as the new chairperson. The 8th ICFTU World Women’s Conference will be held in Melbourne, Australia 18-21 February 2003, with the theme: Unions for Women; Women for Unions. National trade union centres were reminded of the need for gender balance in delegations to the ILO conference. Promoting the Maternity Protection Convention continues to be a priority and was the focus of a panel presentation by ICFTU women at the ILO conference.

3.2 ➔ Conduct a triennial survey to monitor participation of women in educational and union leadership; compile and disseminate studies, brochures and manuals on issues identified by the Status of Women Committee.

The next EI triennial survey will be conducted in 2004 so as to present a report to the World Congress. A questionnaire will be sent to EI members in the second half of 2003 to allow for preparation of the report.

3.3 ➔ Monitor and/or participate in programmes for women undertaken by regional intergovernmental bodies.

3.4 ➔ Promote and/or sponsor sub-regional women networks and training programmes on topics identified by the Regional Committees.

CARIBBEAN
The CUT Status of Women’s Committee conducted a one-week training programme for female and male teachers from 29 April to 3 May in St. Kitts on the theme: “Strengthening Women’s Leadership in Teacher Unions through training”. The programme was sup-
ported by CTF, Canada. The CUT Status of Women’s Committee also met during the Round Table Meeting.

**ASIA-PACIFIC**

Three sub-regional women’s networks are active – South Asia (SAARC), Southeast Asia (ASEAN) and the South Pacific (COPE). All have undertaken activities during the year, with support from Utdanningsforbundet, Norway, AEU, Australia, CTF, Canada and FNV, the Netherlands. The aims of the activities are to: - Promote women in leadership and decision-making positions; Organise and unite women; Promote greater awareness among women; Establish communication structures/linkage building within and outside the organisation. The main activities conducted have been as follow: - Awareness Seminars; Leadership Seminars; Advanced Leadership, Union Skills Development and Paralegal Seminars; Training of Trainers/ Resource Persons training courses; Seminars on Legal Rights and Violence Against Women; Special Workshops for Editorial Committee Members; Workshop on Maternity Protection Benefits and ILO Convention 183.

Women project committees were formed at the sub-regional level for the SAARC and the ASEAN sub-regions, with members nominated by the participating organisations. Most member organisations have national women committees and some have also formed committees at province and district level. While some committees are mandated constitutionally, others are ad hoc, a situation that women members are working to change. As a result of the women’s network activities, a number of the organisations have amended their constitutions and reserved seats for women in the Councils and Committees. The ASEAN and SAARC networks publish sub-regional newsletters. A training manual has been developed by the Editorial Committee for the ASEAN network, and preparation of one is in the process for the SAARC network. In addition to the women’s network projects, there is a consortium project with PGRI, Indonesia and a membership education project with AIPTF, India. Women hold posts as President and General Secretaries in: ACT/the Philippines (President and General Secretary), NATOW/the Philippines (General Secretary), NUTP/Malaysia (President), ACUT/Sri Lanka (President and General Secretary), and ACUGET/Sri Lanka (General Secretary), and their numbers have increased in other leadership positions.

The Regional Office sent a questionnaire to the EI affiliates in the region as part of the EI/PSI Pay Equity Campaign. Responses were received from only 9 affiliates - in Fiji, India, Thailand, New Zealand, Malaysia, Sri Lanka, Japan, Cambodia and Hong Kong. Most of the responses indicated that there was no discrimination against women in salary structures and benefits in these countries.

**LATIN AMERICA**

National training workshops for women leaders were held with ANDES in El Salvador, 27-28 May, and with STEG in Guatemala 30-31 May. A major aim was to achieve a multiplier effect through the organisation of similar training workshops at departmental (local district) level. Plans of action were drawn up and a further national workshop was held in El Salvador 21-22 October.

**AFRICA**

There has been a notable increase in the level of representation of women in union leadership positions as well as project activities in a number of African countries.

**Strategic objective:**

c. To support member organisations in defending and building their capacity to represent all of their members and in particular those who are vulnerable to discrimination, namely women, members of racial, ethnic or religious minorities, gays and lesbians, indigenous educators, and those who are differently abled.
3.5 ➔ Work with the UN Working Group on Indigenous Populations, UNESCO and other UN specialised agencies on indigenous education; advocate for the adoption of the Draft UN Declaration on Indigenous Peoples and arrange for consultation among indigenous members on the Collangata Statement.

UN PERMANENT FORUM ON INDIGENOUS ISSUES

An EI delegation including the secretariat and representatives of CTF/Canada, NZEI, Te Riu Roa/New Zealand and Utdanningsforbundet/Norway, participated in the historic First Session of the UN Permanent Forum on Indigenous Issues in New York on 13-24 May. The 16-member Forum is a subsidiary body of the Economic and Social Council, and its establishment enables a permanent exchange of information, representation and participation in discussions of human rights and issues relating to economic and social development, culture, environment, education and health. It is the most significant step taken so far towards greater recognition of Indigenous rights, and will force States to be more accountable at an international level for violations of Indigenous Peoples’ rights. It also represents recognition of indigenous peoples’ proposals and recommendations, at local and international level, on areas of traditional knowledge, sustainable development, environmental, and collective rights. As a result of its first session’s work the UN will produce a triennial report on the State of the World’s Indigenous Peoples, which will include data, and issues related to the thematic areas of its mandate. The Forum intends to make Children and Youth a focal point of its work recommended the appointment of a special Rapporteur on indigenous children. The Forum requested UNICEF to prepare a report on the policies, guidelines and programmes of UN agencies addressing the needs of indigenous children, among them access to educational systems and language learning and urged countries to ratify certain international instruments, such as the ILO Conventions. Among other activities the EI delegation made a statement on Education and Culture, established contact with the Forum’s indigenous-nominated experts and networked with indigenous and non-indigenous educators working on education. A second session of the Permanent Forum will be held at the UN on May 12-23, 2003 and EI is holding discussions on the possibility of organising an education workshop there.

On August 2002, as part of follow up activities, representatives of CTF/Canada and NZEI, Te Riu Roa/New Zealand were among the 2200 participants of the World Indigenous Peoples’ Conference on Education, held in Canada, 4-10 August. A presentation entitled “Global Indigenous Voice on Education (GIVE)”, was organised on behalf of EI. This was a call to action to indigenous educators, urging them to work together at local, regional, national and global levels to transform education in order to meet the needs of indigenous and non-indigenous learners and teachers. Since then EI delegates have been working on the GIVE network and its site on Internet www.thegivenetwork.com. The site is preparing its launch. The next World Conference will be held in New Zealand in 2005.

3.6 ➔ Conduct a triennial surveys on the situation of indigenous teachers in teacher unions and in education and on the situation of gay and lesbian teachers.

EI will send out a questionnaire to member organisations in the second half of 2003 to begin preparations for the 2004 report.

WORKERS OUT! CONFERENCE

EI participated in Workers Out!, the Second World Conference of Lesbian and Gay Trade Unionists, in Sydney, Australia, 31 October-2 November. The three-day event
brought together 190 trade unionists, activists and academics from 39 countries in all regions of the world. EI’s General Secretary was a keynote speaker at the opening session. Discussions centred on the integration of gay and lesbian worker’s rights into the human rights programmes of national and international trade union structures as well as into legislation and policies at national level. EI organised a workshop session on "Gay and Lesbian Trade Unionists and the Challenge for a Human Rights-based Approach", which over 40 participants attended. The EI-PSI kit "Working for Gay and Lesbians Rights" was distributed and welcomed by participants. The Conference recommended that EI and PSI establish an international trade union forum to advise and assist them and their affiliates on matters related to discrimination on the basis of sexual orientation. The next Conference will be held in Canada in 2006.

Regional Programmes

3.7 ➜ Promote and/or sponsor, in consultation with the Regional Committees, sub-regional workshops on strategies to be developed by national unions to promote the rights of minority groups.

Strategic objective:
d. To contribute to mutual understanding between groups in communities, and to the peaceful resolution of conflicts, through education and through the role of education unions in their societies.

3.8 ➜ Organise an international conference on the role of education unions in the resolution of conflicts.

Given international developments since the EI World Congress in July 2001, this programme activity has been considerably expanded, with the holding of two important meetings in 2002. On 15-16 April, EI organised a workshop entitled "Seeking a Dialogue in the New International Context" in Istanbul, Turkey. The workshop brought together over 40 representatives from EI affiliates in Europe, North America, Africa, Asia and the Middle East. It was organised as part of the initiative of intensifying the dialogue among EI member organisations on the different cultures, faiths and attitudes represented within the international teachers’ movement. Topics included: “Economic and social development and international understanding”, “What are the values on which our education systems should be based?”, “Education, religion and political parties: how are they related?” and “The international trade union movement and conflicts of civilisation”. The atmosphere and the content of the discussions were positive, prompting participants to call for a similar event to be organised in 2003, possibly in North Africa.

On 6-9 November, over 165 participants attended the EI Conference on Living and Learning Together: the Role and Responsibilities of Educators and their Unions, which was held in St. Paul’s Bay, Malta. The Conference, which was hosted by MUT/Malta and funded by NEA/United States, discussed the impact of globalisation on education and on human rights and how teacher unions respond to the threats brought about by globalization. EI President Mary H. Futrell opened the event. Other keynote speakers included K.P. Forrester (Leeds University, Confronting Reality: The Implications for Education), Rosa Maria Guerreiro (UNESCO Division of Intercultural Dialogue, Promoting a Culture of Peace through Education: The Prevention of Intolerance and Discrimination Based on Religion or Belief) and Katarina Tomasevski, the UN Special Rapporteur on the Right to Education, who spoke on the growing need for human rights education and human rights in education. Two practical outcomes of the Conference will be the creation of an EI network of individuals interested in human rights education and the establishment of a section on the EI website dealing with the subject.
3.9 ➔ Promote and/or sponsor, in consultation with the Regional Committees, national programmes in areas where ethnic tensions have caused disruption in the lives of educators and the school system. Continue work with EI member organisations in the Balkans, Sierra Leone and East Timor to promote human rights, democracy and tolerance; begin working in the Great Lakes region of Africa on education for a culture of peace.

THE BALKANS
An EI Round Table for teacher unions of the former Yugoslavia took place in Igalo, Montenegro, on 30 May-1 June. This activity had originally been planned in 2001. The objective was to provide an opportunity for EI members in the area to explore the challenges faced in the education sector in the transition to democracy and to a market economy, as well as to examine the changing role of unions in this reform process. The issues of concern were lack of social dialogue, non-respect for existing legislation, cutbacks in the number of education personnel, and the continuing fragmentation of existing unions. Education reform proposals are directed at bringing the Balkans countries into line with European standards. There is a need for information on harmonisation of standards, on teacher training and on the experience of teachers in other countries. Non-respect of existing collective agreements or legislation governing teachers is seen to be because of pressure by the IMF and World Bank, which seem to be pushing for the introduction of market principles into education as part of the reform. Support was provided by GEW/Germany, AOb/Netherlands, and NUT/United Kingdom. AFT and the AFL-CIO Solidarity Center participated. The organisations present are committed to continue working on training programmes in the region. The host was ITUESCS of Montenegro.

KOSOVO
The training programme for Albanian teachers through a series of workshops organised by SBASHK in Kosovo has now successfully completed its second phase. Topics were identified by the teachers who participated in phase I of the programme. Teacher educators from AOb/Netherlands, GEW/Germany, and AFT/United States participated. SBASHK held a one-day strike of teachers at all levels of education over salary levels and benefits in October 2002 and this was subsequently extended. An agreement was reached with the Prime Minister that an increase of 44 euros and other benefits would be given until the end of 2002. The government of Kosovo however began a campaign against SBASHK and has moved to remove the right to a collective contract from a white paper developed by experts of the European Council. EI has written the UN Representative in Kosovo asking that he ensure that the legislation adopted by the government meets acceptable international labour standards and ensures the right of teachers to collective contracts. A programme organised by EI, AOb and GEW had begun with SOK, representing Serbian teachers, in Gracanica, Kosovo in October 2001. The second in a series of seminars was held in March 2002 in another of the Serbian enclaves. There are 3200 Serbian education personnel in Kosovo who live and work in 5 enclaves. Freedom of movement does not exist for Serbian people who live in these enclaves, and they require escorts to travel beyond enclaves. The seminar provided an opportunity for discussions with 35 Serbian teachers of whom 14 were women. AOb, GEW and NUT have, for the last two years, assisted EI in making contacts with the Serbian teachers and helped them organise. Representatives of UNMIK, the United Nations administration in Kosovo, attended the seminar. This was the first contact between SOK and UNMIK. Follow-up work has begun. The education sector in the Serbian enclaves faces many problems. There is an excess of
teachers because many of the school age children left Kosovo and are in exile. Since there is no pension system currently in effect teachers who would normally have retired have to continue to teach. Teacher training to help teachers cope with education reform is required. Salaries are low, school conditions poor and teachers and students have armed escorts to travel to and from school in some of the communities. Where there are mixed Albanian and Serbian communities soldiers guard the schools. The SOK publicly stated that they wished to have contact with SBASHK so that they could discuss issues of common concern in the education sector. The union will now have to request meetings with the new Minister of Education in the Kosovo government. In December the third in the series of seminars was held in Brezovica. The situation is marginally better for Serbian teachers than at the beginning of the year.

Unfortunately, SBASHK of Kosovo did not attend either of the Montenegro workshops. However, two weeks after the Round Table, an important step was achieved when the Presidents of SBASHK and of SOK agreed to meet for the first time at an AOb Conference on Multicultural Education in Utrecht, Netherlands, on 12-14 June. SOK represents the Serbian teachers who still live and work in enclaves in Kosovo. The meeting was difficult for all concerned, but in the end each union agreed to put in writing its willingness to try to address together issues concerning teacher training and salary negotiations with the new Minister of Education. The Conference, which addressed the position and progress of minority groups in education, was held as part of the farewell programme for outgoing AOb President Jacques Tichelaar, who was elected to the Parliament of the Netherlands. Other participants in the Conference included EI member organisations co-operating with AOb: EGITIM-SEN/Turkey, SBASHK and SOK/Kosovo, ITUESCS/Montenegro, Laraforbundet/Sweden, OSPSaV/Slovakia, NASUWT/UK, and GEW/Germany. The conference showed the need for much more research to be done on what helps children from minority groups succeed in education. Follow-up has taken place on these issues.

**MONTENEGRO**

A meeting was held in Montenegro with the Minister of Education to discuss training and assistance to implement education reform. The education reform measures were to be debated in Parliament on the day EI met with the Minister. The reforms have been developed in consultation with the union. The Minister is very open to EI providing assistance with training and knows of the work already done in the region. AOb will have discussions with Novib and the FNV concerning funding and will also make contacts between the Dutch Ministry of Education and institutes that prepare curriculum materials in the Netherlands. A strike in Montenegro (classes were shortened by 20 minutes per day) lasted for 9 months before a settlement was reached. Teachers had demanded a 30% salary increase and settled for 18% plus improved allowances. They will however have to negotiate with the government concerning the number of teachers in the system. As in all countries on the territories of ex-Yugoslavia changes are being made to staffing ratios and unions are facing difficult situations where governments are looking to lay off education personnel.

**SERBIA**

Two seminars were held with colleagues in Serbia. The first looked at the structure of the union and the proposed decentralisation policy of the government while the second examined the experiences of decentralisation in Macedonia and Montenegro. The need for training in negotiations and strengthening the local branches to undertake their role in a decentralised structure was also addressed.
EAST TIMOR
In this newly independent country, several EI affiliates, including FENPROF, Portugal, AEU, Australia and AFT, United States, conduct bilateral projects with local teachers.

Strategic objectives:

e. To seek full implementation of the Convention on the Rights of the Child and its provisions for non-discrimination, particularly with respect to access to education and health services and the elimination of child labour.

f. To ensure that public authorities make adequate provision for the education of the children of migrants and refugees, and give particular attention to the educational and cultural rights of indigenous peoples.

g. To advocate and help implement programmes to combat violence and anti-social behaviour in schools.

3.10 Focus advocacy work with UNICEF and the UN General Assembly Special Session on the Rights of the Child to improve implementation of the Convention

This UN General Assembly Special Session for children (UNGASS) had been postponed following the events of 11 September 2001, and was held 7-10 May 2002. More than 60 world leaders, over 170 national delegations and some 2,000 non-governmental representatives participated. However, the summit concluded with the adoption of a final document scarred by compromise and disappointment despite its clear commitment to 21 time-bound goals, including the officially identified priority of providing quality education for all. The U.S. delegation - along with many Islamic countries and the Vatican – managed to weaken the text on reproductive rights. The US also refused to commit to abolishing capital punishment for juveniles. Also discouraging was the downgrading of the Convention on the Rights of the Child in the text. EI criticised the lack of access to the plenary for Civil Society. The session was attended by more than 400 children, who participated both as official delegates and observers, and who addressed the UN General Assembly. EI’s delegation included the Secretariat and NEA/United States.

EI was invited to a panel workshop on “Improving Educational Quality” by UNICEF, and took part in the panel discussions of two workshops on the elimination of Child labour; the first one organised jointly with the ICFTU, and the second one by the ILO. EI also took part, together with the ILO Director General and the UNESCO Assistant Director General for Education, in a march organised by the Global March Against Child Labour, with some 2,000 people, mostly children, protesting against child labour and for Education For All.

3.11 Advocate with UNESCO and OECD policies and measures to protect students and teachers against violence.

EI has maintained consultations with the ILO and other Global Union Federations on EI participation in an inter-sectoral meeting planned in 2003 on the growing problem of employees in service sectors, including education, being exposed to violence in the course of their contact with the public. While this problem affects employees in such sectors as transport, the ILO and fellow unions also understand the importance of the meeting for the education sector.

3.12 Compile and disseminate studies and brochures based on materials produced by member organisations on policies against violence and anti social behaviour in schools

No action taken to date.
3.13 ➔ Organise a conference of member organisations in the OECD countries on school violence.

This conference is scheduled for November 2003 in Italy.

Regional Programmes

3.14 ➔ Promote and/or sponsor, in consultation with the Regional Committees, sub-regional training programmes on children’s rights in school settings.

LATIN AMERICA

The Regional Committee for Latin America held a sub-regional training programme in Buenos Aires, Argentina, on 19-20 August on the theme: Promote training programmes on Children’s Rights in school settings. The host was CTERA/Argentina, and other participating organisations were CNTE/Brazil, CPC/Chile, OTEP/Paraguay, SUTEP/Peru, FECODE/Colombia, UNE/Ecuador, and FUM and FENAPES/Uruguay. Emphasis was placed on the need for full implementation of the Convention on Children’s rights and its provisions for non discrimination, particularly with respect to access to education and health, and the eradication of child labour. Also considered were programmes against violence and anti-social behaviors at schools. The Children’s Rights situation in each country was presented, and participants discussed strategies and action plans that education unions could implement in order to deal with this theme at the work place. Recommendations were prepared for the Regional Committee and the next Regional Conference in 2003. IPEC funding has been approved for the continuation of a child labour project with CTERA, Argentina. This is the follow-up of the phase one of the project referred to in the section on child labour.
Aim 4 - Promoting democracy, sustainable development and solidarity

The promotion of democracy, sustainable development, fair trade, basic social services, health and safety, through solidarity and co-operation among member organisations, the International Trade Union Movement and civil society.

Strategic objectives:

a. To contribute to the establishment of greater equality, justice and environmentally sustainable development in a global society with and through the International Confederation of Free Trade Unions (ICFTU) and other Global Unions are the International supporting in particular the struggle for the integration of core labour standards into trade agreements reached by the World Trade Organisation and a fair international financial and trading system that protects the rights and welfare of workers and their families.

b. To defend quality public services with the Public Service International (PSI), and to defend the freedom of expression and academic freedom with the International Federation of Journalists (IFJ).

c. To mobilise support within the broader community for the principal aims of EI, particularly quality public education for all, non-discrimination and social justice, through partnerships with civil society organisations.

4.1 Participate in ICFTU’s advocacy work with the International Labour Organisation, the International Financial Institutions and the World Trade Organisation and provide financial support to the ICFTU liaison office in Washington DC.

EI has maintained contact with the ICFTU office in Geneva and the Workers’ Group of the ILO Governing Body, for which ICFTU provides the secretariat. Both the ICFTU and the Workers’ Group have been very supportive of EI work on the eradication of child labour and access to education for all, as well as Freedom of Association cases such as Ethiopia and Japan. These contacts have also facilitated EI’s participation in ILO sectoral work, and programmes on equality for women, as well as work on the convention on maternity protection and vocational education and training. The General Secretary made specific reference to these issues in his address to the Plenary Session of the International Labour Conference in Geneva on 18 June. One of the points emphasised in that statement, and in other contacts with the Workers’ Group is that teachers in many coun-

4. “Global Unions” are the International Confederation of Free Trade Unions (ICFTU), the Trade Union Advisory Committee to the OECD (TUAC) and the Global Union Federations (formerly known as International Trade Secretariats.)
tries are today among the poorest of workers, and must often seek extra work in the informal economy in order to survive.

**TRADE UNIONS TELL IMF/WB TO CHANGE THE MODEL**

As indicated above (1.9), on 21-23 October, EI participated in Global Union consultative meetings with the IMF and the World Bank. As laid out in a new ICFTU briefing paper "Public Service or Private Profits", privatisation for most workers has come to mean increasing charges for public utilities and growing inequality, as well as unfair dismissals and non-respect of union rights. The ICFTU maintains that the financial institutions bear much of the responsibility for these failures. The paper further highlights the contradictions in the Bank’s much-vaunted participatory approach to privatisation. The Bank claims to involve workers in the process; yet in reality, trade unions and other civil society organisations are only consulted once the decision to privatise has already been taken. While consultation on other issues has improved, experience with privatisation has shown that trade unions are only consulted when it comes to planning issues such as severance programmes and dismissals from downsizing. Meanwhile, the relentless ideological drive to privatise at any cost continues unabated. During the Washington meetings, the trade union delegation also insisted on the urgency for the IMF to put in place a fair and transparent mechanism which would allow for an orderly re-negotiation of unsustainable external debt and reduce the catastrophic consequences of defaults, such as that of Argentina. Members explained how World Bank-sponsored social security privatisation was one of the leading causes of the fiscal crisis in Argentina, as contributions that formerly covered the costs of public pensions were diverted into highly cost-inefficient private funds. The same model of pension privatisation is being applied by the World Bank in several other countries, particularly in Latin America and Eastern Europe.

**GLOBAL UNIONS TASK FORCE ON TRADE AND INTERNATIONAL LABOUR STANDARDS (TILS)**

ICFTU established this task force in order to provide an instrument for analysis and action on the key issue of ensuring that international trade agreements include provisions for respect of fundamental labour standards, including freedom of association, the right to negotiate, the outlawing of child labour and forced labour, and rejection of discrimination. The TILS task force brings together global unions, maintains contacts and exchanges information through an email network, co-ordinates strategy and arranges meetings with key officials. At the WTO Ministerial Conference held in Doha, Qatar, in November 2001, TILS held meetings with Mike Moore, then WTO Director General, and Juan Somavia, ILO Director General regarding the ILO Commission on the Social Impact of Globalisation. The trade union movement has been striving for a formal link between the ILO and WTO. As reported previously (EI Annual Report 2001), trade union representatives had worked hard in Doha, with associated NGOs, on the issue of core labour standards in trade agreements. The outcome on that issue in Doha was the following statement in the Declaration: *We re-affirm our declaration made at the Singapore Ministerial Conference regarding internationally recognised core labour standards. We take note of work under way in the International Labour Organisation (ILO) on the social dimension of globalisation.*

EI chaired the meeting of TILS in February held to undertake a detailed analysis of the decision-making processes at the WTO Ministerial Meeting held in Doha, Qatar, in November 2001. Global Unions judged that the outcome of the Doha meeting fell far short of recognition of the key role of core labour standards, but at least maintained positions established earlier. The TILS meeting developed trade union strategy leading up to the next WTO ministerial
meeting in Cancun, Mexico, in September, 2003, continuing the campaign for respect of labour standards as stated in the ILO Declaration on Fundamental Principles and Rights at Work, in WTO trade agreements. Other issues examined included Trade-related intellectual property rights (TRIPS) and public health, in relation to the HIV/AIDS crisis and the need for developing countries to be able to over-ride the patent rights of multinational companies, in order to provide affordable drugs to HIV/AIDS patients in their countries. The new Director General of the WTO, Supachai Panitchpakdi has already expressed concern at the lack of progress on the implementation of the TRIPS Declaration. Developing countries are also indicating that they have not benefited from the Doha Round of negotiations which was dubbed the Development Round. Supachai has expressed concern that the Cancun Ministerial Meeting may be doomed to failure unless progress is made in implementation of the Doha agreements, particularly on TRIPS and agricultural subsidies. Further information on TILS may be found on the Global Unions website.

**LIAISON OFFICE IN WASHINGTON**

EI contributes financially to the ICFTU/GUF Liaison office in Washington, which maintains regular contact with the World Bank and the IMF, and sends frequent reports on developments of interest or concern to trade unions. There is general recognition of the need to appoint an additional person in the ICFTU Geneva office to undertake similar work at the WTO, but funds for such an appointment are currently unavailable. In the meantime, liaison with the WTO is maintained by the ICFTU Economics Department in Brussels, working closely with the TUAC in Paris and some of the Global Union Federations, notably EI and PSI.

4.2 Strengthen the cooperation amongst International Trade Secretariats and seek support for public sector interests.

**GLOBAL UNIONS**

At the Annual Conference of the International Trade Secretariats in Prague, Czech Republic, on 10-11 January the decision was taken to refer to international trade secretariats as Global Union Federations. There are 10 Global Union Federations associated with the ICFTU. In Prague the global union General Secretaries discussed, among other things, the sectoral activities of the ILO, global campaigns and the development of framework agreements with transnational corporations in the private sector, the UN Social Compact and corporate governance, and representation at the forthcoming World Social Forum (WSF) in Porte Allegre and the World Economic Forum (WEF) in New York. The consensus among most GUFs was that they should all try to attend both, but there were varying degrees of skepticism of the value of participation in WEF, and one GUF, the International Metalworkers’ Federation, decided only to participate in the WSF.

**WSF AND WEF**

Advocacy is further pursued through participation in the World Economic Forum (WEF) and the World Social Forum (WSF). The Economic Forum, usually held in Davos, Switzerland, brings together the heads of major companies with political leaders, has attracted much media attention in recent years and has come to represent a meeting place for the main actors in the process of globalisation. In 2002 it was held exceptionally in New York. The Social Forum has been held in recent years in Porto Alegre, Brazil, as the counter to Davos, placing the emphasis as the title indicates on social concerns, and most particularly the need for globalisation to be subject to democratic processes. Both events took place from 31 January through 4 February, and EI par-
ticipated for the first time in both as a member of the Global Unions group. The decision of the ICFTU, supported by EI and most GUFs, was to go to both and convey the same message to both. A joint statement was drawn up by the Global Unions for both events with the title: *Globalising Social Justice as a basis for all interventions*.

At the **World Social Forum**, EI was one of the sponsors of a “World seminar on education” hosted by EI’s Brazilian member union CNTE. The EI delegation comprising Executive Board members and staff were among the 50,000 participants in the Forum, which also included many representatives of EI member organisations. WSF participants initiated a **World Education Forum** and invited EI to take an active part. The preparatory meeting for the second Forum, held in Porto Alegre 24-26 June, defined the 2003 theme as: “Education and Transformation: the Role of Public Education in the Construction of a Possible New World”. EI underlined its interest in co-operating with other education stakeholders in the framework of this Forum in order to promote the concept of Public Education, and proposed several speakers for the thematic debates and forum seminars.

At the **World Economic Forum**, Global Union representatives, including EI’s General Secretary, had meetings with the ILO Director General Juan Somavia, WTO Executive Director Mike Moore, World Bank President James Wolfensohn and UN High Commissioner for Human Rights Mary Robinson. The principle of trade union participation in the Forum has now been established. WEF started inviting trade unionists to Davos in 1995, but it was done on an ad hoc basis. In New York, Global Union General Secretaries agreed on a framework for more systematic interaction with the WEF, through the establishment of a contact group. EI participated in a subsequent meeting of the Global Unions with the WEF President and staff in Geneva on 14 June. The contact group has now been formally established, and agreement was reached on more systematic, transparent contacts between trade unions and this influential group of economic and political decision-makers. WEF will invite up to 30 trade union representatives to Davos 2003, through the contact group. WEF also agreed to seek better gender and developing country balance, and to have trade union speakers in plenary sessions and the workshops. The contact group will propose trade union contacts for regional meetings, and WEF has requested trade union help in establishing dialogue with WSF.

**UN SUMMIT ON SUSTAINABLE DEVELOPMENT**

EI participated in the United Nations Summit on Sustainable Development held in Johannesburg, **South Africa**, from 26 August to 6 September, with the main objective of evaluating the progress made since the adoption of the work plan entitled *Agenda 21* by the Earth Summit held in Rio de Janeiro in 1992. The **Global Unions** group, comprising ICFTU, TUAC and the Global Union Federations, recalled the role played by trade unions in sustainable development, seeking to persuade governments and the international community of the need to create decent work and safe working environments. The concept of decent work, developed by the ILO, is far from the reality faced by hundreds of millions of people in the developing countries whose labour is at the source of much of the wealth of the world. EI pointed out that the education sector had deteriorated in many countries because of the lack of means allocated to public services, the downgrading of teachers’ status, and the increase in school violence. As education and health services were degraded, countries had neglected the human dimension of the goals articulated in *Agenda 21*. 
ASIA-PACIFIC

The EI regional office participated in the opening of the first Union Network International (UNI) Asia Pacific Conference in Kuala Lumpur, Malaysia, on 3 June. The theme was "Jobs and Justice in a Global World". UNI was created in the year 2000 after four ITSs merged.

An important example of Global Union co-operation is the Japan case. EI joined ICFTU, PSI, UNI, ITF and IFBWW in lodging a complaint to the ILO Freedom of Association Committee on the violation of trade union rights for employees in the public sector. EI then joined other global unions in major seminars held in Tokyo and Osaka from 24 to 27 September, as well as meetings on the issue with government Ministers and representatives of all the main political parties – government and opposition.

4.3 ➔ Participate in the advocacy work of the Trade Union Advisory Committee to the OECD (TUAC), particularly in its working group on "Education, Training and Employment".

The TUAC Working Group on Education Training & Employment, chaired by EI, met 15-16 April and 23 October, bringing together representatives of EI affiliates in OECD countries and training specialists from national trade union confederations. These biennial meetings provide an opportunity to review of OECD’s education work and to hold regular consultations with OECD secretariat. In July, the OECD Secretary General announced the creation of a new Education Directorate. This means that the TUAC working group is now responsible for trade union advocacy with two OECD Directorates and committees – Education, and Employment and Social Affairs. Meetings were held with both Directors - Barry McGaw and John Martin – to discuss future working arrangements. One high-profile activity is the International Programme on Student Achievement (PISA). The 2002 PISA report received more media coverage than any other report in OECD history - the TUAC working group was given an advance briefing at the April meeting. Trade union and education union representatives acknowledged the value of this OECD report, while cautioning against simplistic use of its conclusions by governments for political purposes; they also warned that not all outcomes of education are measurable. Another major OECD report published annually is Education at a Glance, providing authoritative statistics on education in OECD countries. The 2002 edition was previewed at the November meeting, held in parallel with the OECD’s Education Committee. The working group also reviewed joint work with the employers (BIAC – Business & Industry Advisory Committee) on Life-Long Learning, OECD programmes on adult education, financing of life-long learning, frameworks for national qualifications and recognition of skills, teacher shortages, ICT policy challenges and implications for education and training of the WTO, the OECD’s Annual Ministerial meeting and G8 Summits. The TUAC secretariat sends information on these matters regularly to members of the working group using email circulars. EI led the TUAC delegation in a one-day session with the OECD Education Committee to examine a review of tertiary education in Switzerland. EI also participated in an OECD workshop entitled Attracting, Developing and Retaining Effective Teachers on 27-28 May.

The TUAC Plenary also meets twice annually, attended by affiliated national trade unions as well as ICFTU, WCL, the European Trade Union Confederation (ETUC) and some Global Union Federations. EI attended the meetings on 13-14 May 2002 and 21-22 November. The plenary receives reports on trade union relations with the OECD, prepares trade union input to OECD Ministerial Council and G8
Summit, and helps co-ordinate trade union strategy with WTO and other international agencies. In May it approved the trade union statement to the OECD Ministerial Council (Paris, France, May) and G8 Summit (Canada, June), including an important section on education, training and access to all for Life-Long Learning. Chaired by the President of the AFL-CIO, it also debated OECD work on corporate accountability in light of the ENRON collapse, including OECD guidelines for multinational enterprises and the UNICORN anti-corruption project, resolved to press strongly for OECD to maintain the monitoring of Labour Rights in Korea, and decided to pursue work with ICFTU on the future of trade unions, notably by establishing a trade union ‘think-tank’ with ICFTU, ETUC and global unions. John Evans was re-elected as TUAC General Secretary. In November a meeting was held with the OECD Secretary General, Donald Johnston, and the European Commissioner for trade relations, Pascal Lamy, regarding the launching of a new round of trade negotiations through the WTO. Questions were raised by EI on the implications of GATS.

OECD has increasingly invited EI to participate through TUAC in education activities, such as the workshop on “Attracting, Developing and Retaining Effective Teachers” held in Brussels on 27-28 May (see 1.10).

4.4 ➜ Intensify bilateral co-operation with Oxfam International, Action Aid, the Global March against Child Labour and Amnesty International, Human Rights Watch and contribute to the strengthening of multilateral co-operation among Non-Governmental Organisations within the UN and inter-governmental agencies.

As described earlier (see 1.1, 1.3) the Global Campaign for Education has been developed since 1998 in coalition with Oxfam International, Action Aid and the Global March against Child Labour, while Amnesty International and Human Rights Watch have strongly supported human rights cases, notably the ‘Free Taye’ campaign for the release of the President of ETA/Ethiopia (see 2.1). This year, as described above, EI also developed significant co-operation with NGOs in the preparation of the World Education Forum (WEF), held in Porto Alegre just before the World Social Forum.

Multilateral co-operation among NGOs within the UN system is undertaken through the Conference of NGOS (CONGO) at the UN’s Economic and Social Council. Having previously chaired this Conference and served on the Board, EI supports and works closely with the PSI representative currently on the Board. At UNESCO, the NGO Liaison Committee and Conference is chaired by Monique Fouilhoux of the EI staff. The liaison Committee participated in the Johannesburg Summit on Sustainable Development in the framework of a side event on education co-organised by UNESCO and the Ministry of Education of South Africa. The Committee organised several collective activities during the year 2002, in the context of the “international year for cultural heritage”. Most importantly the Committee and its President are involved in the preparation of the World Summit on the Information Society through an on-line consultation aimed to make proposals for the
Summit Declarations and through participation in the expert group in charge of preparing the draft Declaration and Action Plan.

EI also developed contacts with Transparency International (TI) through a meeting in Berlin, Germany, on 26 June. In its mission statement, TI defines its aim as “to curb corruption by mobilising a global coalition to promote and strengthen international and national Integrity Systems.” TI invited EI to organise a workshop on education, perhaps in partnership with UNESCO, at the next international anti-corruption conference due to take place in Seoul, Korea, in March 2003. EI then made a presentation at a TI Conference in Casablanca, Morocco on the theme: “Fighting corruption through education”. The conference agreed to look into the possibility of producing a ‘tool-kit’ that could be used by teachers for combatting corruption.

EI was represented at the World Sports Forum held in Lausanne 22-24 September. This forum, financed by major corporate sponsors, is close to the International Olympic Committee. Concerns were expressed about a diminution of the attention given to sports in schools. EI’s representative, a trade union leader and former sports teacher from Norway, pointed out that decentralisation has often produced cuts in local budget allocations for school sport. But there is also a danger of commercialisation, as there is growing pressure for private sponsors to fill the resource gap in schools.

4.5 ➔ Intensify co-operation with the Public Service International and the International Federation of Journalists to mobilise support for the creation of democratic culture based upon universal respect for knowledge, a sense of community and the free flow of information; convene a conference of PSI, IFJ and EI member organisations on the defense of quality public services.

EI and PSI management teams met in Ferney-Voltaire on 8 February, in Brussels on 17 May and in Ferney-Voltaire on 22 November. The teams monitored arrangements for sharing of office facilities in the regions, and discussed ways of providing mutual support in seeking to strengthen the two Internationals through the recruitment of new member organisations. The November meeting provided an opportunity for a general discussion on implementation of the PSI – EI cooperation agreement. There was also discussion of an EI proposal, following the Workers Out! Conference in Sydney, Australia, for the establishment of a joint platform to pursue work aimed at ending discrimination based on sexual orientation (see 3.6). In August EI and PSI jointly produced a leaflet Why we are working together. The leaflet was sent to all member organisations and was distributed to delegates at the PSI World Congress.

The General Secretary was a guest speaker at the 27th PSI World Congress held in Ottawa, Canada, 2-6 September, also conveying the greetings of the Global Union Federations. More than 1,000 delegates from five continents gathered to adopt a programme of action for the next five years and to launch global campaigns in support of quality public services and pay equity. The programme of action has four key themes: public sector workers and their work; winning workers’ rights; union development and international solidarity; and equality, equity and diversity. The Congress launched a Quality Public Services Campaign with
the following objectives: (1) To ensure that public services are adequately funded so that well-trained and properly resourced workers can deliver quality services to all people who need them; (2) To develop the ability of public services to meet social objectives, especially poverty eradication and people's empowerment; (3) To ensure that public services meet quality objectives, including high standards of ethical behaviour, which enable national and global economies to operate effectively and equitably; and (4) To ensure that all public sector workers enjoy all fundamental workers' rights and can achieve quality working conditions. In his address, the EI General Secretary pledged the full support of EI for the campaign. Ylva Thörn from Sweden was elected as the new PSI President, succeeding Bill Lucy of the United States who had served since 1994, and General Secretary Hans Engelsbert was re-elected for another five year term.

EI attended the annual meeting of the PSI Women's Committee, held in Berlin, Germany, 15-16 May. (See Item 3.1)

Regional Programmes

4.6  ➜ Participate in the advocacy work of the regional organisations of the ICFTU and ITSs in Africa, Asia-Pacific, and the Americas.

Representatives from EI and PSI affiliates in Central America5 met in San José, Costa Rica on 14-15 October to establish a joint working plan for the defense of quality public services both at national and sub-regional levels. Areas of common interest and issues for joint action were defined, particularly for countries where EI and PSI affiliates are not used to working together. At the end of the meeting, participants adopted a joint declaration defending quality public services and quality public education.

EI took part in a meeting of the ICFTU Middle East Committee in Brussels on 4 October. The Committee discussed in depth the position of workers and the economic impact of the Israeli-Palestine conflict. The economic situation of the Palestinians is at an all-time low with little perspective for any positive trend. ICFTU is undertaking a project in the region with EU support. The project was reviewed, noting some progress despite the fact that many governments in the Middle East only tolerate obedient organisations. It was reported that unions exert too little pressure on governments to respect trade union rights. There is a desire and a need for change but there are too many political and internal pressures which make change difficult. The ICFTU project is expected to be extended from national confederations to the individual union level. ICFTU General Secretary Guy Ryder informed the meeting that the ICFTU strategy comprises efforts to achieve dynamics which lead to negotiations; to act as a bridge between the Palestinian and Israeli labour movements and to respond to the needs of the Palestinian workers.

Strategic objectives:

d. To coordinate and contribute to development programmes aimed at the capacity building of member organisations, enhancement of internal democracy, membership recruitment and participation, professional development and leadership training.

e. To assist member organisations in emergency situations, whether due to natural disasters, violent conflict or repression.

Seek support for a diversity of programmes (trade union education directed towards members at the base and at union leaderships, professional training, institutional support, training activities designed specifically for women, etc.) to respond to the needs of member organisations in low income countries, which reflect the policies and principles of action determined by the World Congress.

Member organisations in developing countries presented their requests for support to EI via the regional offices as well as in direct contacts with co-operating organisations. There has been sharp increase in the total amount of funding registered, for a total of € 5,513,184 in 2002. While the increase in the amount registered was due partly to improved reporting from co-operating organisations, there was a real and substantive increase in financial support for EI programmes.

Of particular significance was the increase in the HIV/AIDS programmes in Africa, supported primarily by the World Health Organisation. The WHO-funded programmes now cover 10 countries - Botswana, Malawi, Zambia, Guinea, Mali, Senegal, Ivory Coast, Burkina Faso, Rwanda and Haiti. AFT/United States, has stepped up its activities in the HIV/AIDS programme and expanded in Zimbabwe and Kenya. Co-operation with FNV/the Netherlands, led to the support of HIV/AIDS programmes in Namibia, Lesotho and Swaziland. Spending in the field reached the amount of USD 800,000.

A new programme focusing on Education for All started in 2002 with funding from FNV/the Netherlands and involving unions in 11 countries - Mali, Burkina Faso, Niger, Ethiopia, Kenya, Tanzania, Uganda, Peru, Bolivia, Ecuador and India. The programme focuses on strengthening the capacity of education unions in their efforts to exert greater influence on national education policies, by helping them with analysis and strategy. The need for development co-operation in this field is great. Many unions in the countries most in need of EFA support lack the background information required to develop education proposals and to present them effectively to government. In many instances the unions are not involved by their respective governments in consultation and negotiation mechanisms, despite the fact that the Dakar Framework of Action emphasises the need to consult education stakeholders. This programme is closely related to the policies and the principles of action determined by the EI World Congress. A number of co-operating organisations have shown interest in this approach and have decided to support it.

In 2002 EI started a three year programme with the FES/Germany, on innovation of union culture and structures. This global programme is an effort to promote internal discussion within a selected group of unions on improving their performance. Meetings continued between the Global Union Federations and five trade union centres providing major support for development projects; SASK/Finland, LO/TCO Sweden, LO/Norway, LO-FTF/Denmark and FNV/Netherlands. The purpose of these meetings is to work according to a jointly agreed set of guidelines for international trade union development co-operation. In line with the guidelines, a handbook on participatory and strategic project planning was distributed. EI expressed its strong support for such a joint approach. In 2002 the decision was taken to commence the training of the regional staff of the GUFs on the principles and practice of the Logical Framework Approach (LFA). The first training programme will be held February 2003 for GUF staff in Latin America. The LFA approach requires a higher level of insight into the overall functioning of the host organisations.
and is more labour intensive than an approach focusing only on individual projects.

Consultative meetings on development programmes have been held with the following co-operating organisations: AOb, FNV and NOVIB/Netherlands, Lärarförbundet/Sweden, UF/Norway, GEW/Germany, SNES and UNSA/France, NEA and AFT/United States, DLF/Denmark and FES, Germany. Regular contacts have been maintained with AOJ/Finland, EIS/United Kingdom, CTF/Canada, and FETE-UGT and FE.CCOO/Spain. In the case of the annual meeting with (Utdanningsforbundet/Norway), EI Chief Regional Coordinators attended a special programme on the future of development co-operation programmes.

4.8 ➜ Invite member organisations to contribute on an annual basis to the EI Solidarity Fund on an annual basis or on the basis of specific requests.

Annually EI affiliates contribute to the EI Solidarity Fund. These contributions are the basis of the regular activities of the EI Solidarity Fund, which provides assistance in response to collective or individual requests. These requests are very diverse. In 2002 assistance was provided from the Fund as follows: Afghanistan: assistance to women in refugee camps in Pakistan; BNTU/Belize: relief funds following hurricane; FECODE/Colombia: support for union programme to assist displaced teachers; SNEPPCI, SYNARES/Côte d’Ivoire: assistance for joint union programme to support teachers displaced because of civil strife; UNE/Ecuador: support for women’s leadership programme; AIPTF/India: support for nation-wide march for education; NTAL/Liberia: assistance for refugee teachers; GUPT/Palestine: institutional support; SNAT/Swaziland: legal assistance in face of government measures against the union; UNATU/Uganda: support for process of unification of two unions, leading to constituent congress of UNATU in November. The solidarity programme also supported a training project in Dar-es-Salaam, Tanzania, for EI member organisations from countries included in the World Bank’s Fast Track initiative for Education For All. EI also received many individual requests for assistance with studies in Western Europe and North America, but such requests were considered to be outside the scope of the Fund.

4.9 ➜ Make annual provisions, equaling at least 0.7% of membership dues income, for solidarity programmes in support of member organisations in low-income countries as well as for emergency humanitarian assistance. Since 1999 EI has allocated funds from the regular budget for development co-operation and humanitarian assistance.

4.10 ➜ Publish a quarterly bulletin reporting on all multilateral and bilateral programmes; maintain a databank on current and planned programmes.

Only one issue of the bulletin was released in 2002 due to lack of financial and human resources. The bulletin can be downloaded from the web-site, and information about the co-operation and development programmes was also highlighted on the site.

AVAILABLE ON REQUEST
• List of co-operating organisations
• Survey of the 2002 programmes
• Distribution of funds
4.11 Convene on a regular basis consultative meetings with co-operating and host organisations at the regional and global levels to plan and evaluate programmes (to be) established by agreement between Education International, co-operating organisations and host organisation.

The annual consultative meeting on development co-operation was held 20-21 November in Brussels, and was attended by 24 representatives of co-operating organisations and the chief regional co-ordinators. Co-operating organisations attending were: AEU/Australia; DLF/Denmark; CTF and CSQ, Canada; OAJ/Finland; JTU/Japan; UNSA-Education and SNES/France; AOb/The Netherlands; UEN/Norway; Lärarförbundet/Sweden; FEC.CO/Spain; AFT and NEA/United States. The central theme was: "Ten Years of Development Cooperation in EI". The participants discussed the strength and the weaknesses of the current programmes, the changes that had taken place over the years, and provided some recommendations for future action. The following questions were highlighted:

- Is EI rendering the service to the co-operating partners that can reasonably be expected? What is expected by the co-operating organisations?
- What is the concrete meaning of co-ordination by EI?
- Is the development co-operation package of activities focused enough or is it too diverse?
- Is development co-operation through EI and its partners based on political analysis of union situations, or are the projects just isolated activities?
- How is the balance in the division of work between EI Brussels and EI regions?
- What aspects should be taken into account when measuring the quality of the work done?

The participants also concluded that there remains a need to continue the consultation process at regional level and to develop a co-ordination mechanism and improved exchange of information amongst the co-operating organisations.

Regional Programmes

4.12 Assist in the planning and implementation of national and sub-regional trade union education and professional training programmes and seminars as mentioned above; ensure gender analyses of all projects.

AFRICA

The regional office for Africa undertook a mission to Benin from 9 to 11 March in order to assist in the implementation of national projects. Meetings were held with each of the Executive Boards of the three EI affiliates, SNEP, SYNEMP and SYNESTP, then jointly with representatives of all three. The participating unions' identified their strengths and weaknesses, and addressed the problems caused by previous financial mishandling of funds in the case of one project. This project – aimed at combating trafficking of children - had been suspended by the co-operating organisation, CTF/Canada. Other projects included a women’s training programme and education against HIV/AIDS. Needs were identified for training of union leaders and staff in accounting and use of the internet. Agreement was reached on the establishment of a joint unit entitled unity of action to coordinate projects and administer funds.

In the framework of the FNV/EI co-operation with SNE/CDT, EI visited Morocco to assess the progress made in programmes for women and on child labour. Serious delays had been noted in implementation of the women’s programme, due partly to the political situation in the country and partly to internal difficulties within the union. It was agreed to request the funding agency to allow SNE more
time to complete the programme. The union is currently working on research on the causes and impact of child labour in an urban area (Fez) and a rural area. In June and December international meetings were held in Fez on child labour, funded by Novib and implemented by AOb and EI.

A planning mission was undertaken to Gambia from 22 to 29 May, by the Africa office together with Lärarförbundet/Sweden and DLF/Denmark. The purpose was to work on a GTU project proposal on study circles and school representatives, to help with the planning of the project, to discuss activities related to EFA with GTU leaders and to meet with women union leaders.

In Rwanda the primary teachers’ union, SNEP, submitted a proposal to the CTF/Canada, for a large-scale training programme enabling teachers to requalify. This followed a decision of the government to dismiss 4,500 teachers whose qualifications no longer correspond to the levels required. EI and CTF undertook a mission from 3 to 19 May aimed at obtaining a better understanding of the education situation in Rwanda, and helping to plan a feasible project. Recommendations were made to both SNEP and CTF. The mission also assisted SNEP in putting pressure on the government to live up to its commitments on Education for All by implementing the Dakar programme with the involvement of the teacher union and other key stakeholders. (ref. 1.7)

Regional staff visited Tanzania from 12 to 21 June to participate in a planning meeting supported by Lärarförbundet/Sweden, and a subsequent leadership training workshop for TTU National Executive Committee members. The planning meeting and workshop, which were part of the Study Circle programme, ushered in the signing of a three-year agreement between TTU and Lärarförbundet.

A planning mission was undertaken to Liberia 19–22 August, working with NTAL and LINEWU. The ongoing civil war, while relatively distant from the capital, Monrovia, led to a state of emergency until August and many teachers have been obliged to flee from their homes and schools, living in refugee camps or with relatives. The two unions need to give them assistance. Work was done on management of the fund for humanitarian assistance set up by EI, and a three-year action plan was drawn up with the new NTAL management team. A project for merger of the two organisations was also discussed. Ongoing projects include the women’s empowerment programme of LINEWU and the women’s bursaries programme of NTAL.

In Ghana a workshop was held in Accra, 18-24 October by GNAT, with support from BUPL, Denmark and EI to assist early childhood development officers develop handbook and training manuals. A structure had been established within GNAT for early childhood educators, with the capacity of providing education, services and advocacy for early childhood programmes. The handbooks and training manuals are now being piloted.

ASIA

A mission to South Korea was undertaken on 18-24 March in order to evaluate five years of co-operation with Chunkyojo (CKJ). It was concluded that the programme of co-operation had been very successful and had made a considerable contribution to promoting the interests of the union. In particular the position of women in the union had been improved by requiring that 50 percent of delegates attending the national and regional congresses be women. Membership has increased considerably. It was also possible to combine the evaluation visit with participation in an ICFTU solidarity mission, with TUAC, six Global Union Federations and nine national trade union centres. The
focus was on the serious trade union situation in Korea, with the president of the KCTU, sentenced to two years in jail and 51 other leaders detained. Over the weekend of March 24 more than 200 unionists were arrested because they wanted to start a union in the civil service sector. These matters were reported to the OECD Committee on Emloyment, Labour and Social Affairs, meeting in Paris on April 17, under arrangements to monitor Korea’s respect for Labour Standards as a condition of its OECD membership. TUAC, having participated in the solidarity mission, gave first-hand information to the OECD.

An EI mission to Cambodia from 28 August to 2 September met with the national union, CITA, to help with the planning and implementation of projects for training and membership recruitment, proposed to Lärarförbundet of Sweden. 45 CITA leaders from 13 provinces participated in the training and 10 CITA top leaders participated in the planning meeting. Lärarförbundet has provided support to CITA since 2000 for office establishment, office expenses and training. Two CITA leaders plan to visit 13 provinces to establish branches for the first time, and a pamphlet to promote the union among teachers and increase membership was developed. Co-operation strategies were also discussed with the ACILS, United States. Membership targets were set for the years 2002 through 2005.

EUROPE
In the first week of March a second workshop was organised in one of the five Serbian enclaves of Kosovo, Breznovica, with the newly formed Serbian Education Union of Kosovo (SOK). There are 3200 Serbian education personnel in Kosovo who live and work in 5 enclaves. Freedom of movement is still a major concern since protection is required to move between enclaves. It is for this reason that seminars are organised in different enclaves. Together with the Dutch (AOb), German (GEW) and English (NUT) member organisations, EI has helped the Serbian teachers form a union. The workshop was also attended by representatives of UNMIK, which is the United Nations administration in Kosovo.

CARIBBEAN
CTF, Canada, selected six teacher union leaders in the Caribbean to participate in a two-week John Thompson Attachment Programme held in Canada in September 2002. The participants were selected from the following countries: Jamaica, Trinidad and Tobago, Barbados, St. Vincent and the Grenadines, St. Lucia and Antigua and Barbuda.

LATIN AMERICA
Two workshops organised in the framework of the Gender Project for Central America took place in April – one in Honduras (19-20 April) and the other in Nicaragua (22-23 April). A first seminar was held in Santiago de Chile in May as part of the EI-FECCOO Professional and Trade Union Training project, with the participation of CPC (Chile), FECODE (Colombia), CNTE (Brazil), CTERA (Argentina), FETRAE (Venezuela), SUTEP (Peru) and FEDMYPEP (Uruguay).

EI attended the 3rd Evaluation Seminar of the EI/UF, ANDES 21 de Junio Gender and Leadership Programme, in San Salvador, El Salvador, on 21-22 October. Twenty women leaders associated with ANDES participated. The EI resolutions on gender equality were discussed, along with a working document prepared by the Regional Office and other issues such as violence in schools from a gender perspective. The seminar resulted in the creation of a taskforce to assist the Women’s Affairs Secretary in her work.
Strategic objectives:

- To promote education as one of the four essential components of emergency relief.
- To support health education, with particular emphasis on education for the prevention of HIV/AIDS.

4.13 Examine, in consultation with UNICEF, UNHCR, and Aid Agencies, the possibilities of establishing a taskforce to coordinate education services in refugee camps and emergency situations

Two meetings were held with the Refugee Education Trust (RET) – one with the Director of the Trust, the second with the advisory committee. The trust is working to raise awareness and to help provide secondary education for refugees, as UNICEF and the UNHCR provide primary education only in the camps. A conference, sponsored by the RET, was held in September 2002 to develop a plan of action for the ongoing work of the network of agencies working on education for refugees. Discussions were held with the Director of the International Network for Education in Emergencies (INEE) based at UNESCO. The network shares information on education in emergency situations. There is growing recognition of the need for rapid response in providing education in emergency situations. There is a will to act, but lack of funding remains the major problem.

4.14 Focus advocacy work with the international and regional financial institutions, with WHO, UNAIDS, ILO, UNICEF, UNESCO, and national donor governments and institutions on resources to be generated for education programmes to prevent HIV/AIDS and on the provision of adequate health care; participate in the 14th and 15th International Conference on AIDS and in the UNAIDS working group on education; contribute to the ICFTU/TUAC/ITS Working Party on Occupational Health, Safety and Environment.

EI participated in the XIV International AIDS Conference, Barcelona, Spain, 7 to 12 July: “Knowledge and Commitment for action”, which was an opportunity for the international community to evaluate progress since the Durban 2000 Conference and to open new perspectives. Education and prevention are unique tools to avoid new infections, but the political will to adopt the appropriate preventive measures is delayed. The bottleneck is not the lack of knowledge - it is the lack of resources. Like education, health has to be seen as a right, not a commodity. EI has to continue, with its partners – notably the trade union movement and NGOs – working to convince governments from the North to meet their funding commitments and governments from the South to adopt the appropriate policies - in particular by developing HIV/AIDS education programmes in schools, including high quality teacher training. EI organised with its partners, WHO, UNESCO, CDC, EDC, and UNICEF two skills building workshops (English and French) on “Breaking the silence: HIV/AIDS Education in schools”. The activity focused on enabling participants to mobilise support and resources for implementing and institutionalising interventions that can prevent HIV/AIDS and related discrimination. 150 participants developed convincing arguments about: why there needs to be support for teachers and school personnel who implement these pro-
grammemes; why school-based efforts to prevent HIV and related discrimination will work. EI presented a poster on the EI/WHO/CDC HIV prevention initiative in Africa. EI also participated in an expert meeting on “Developing Criteria for Appraisal of Curricula on Education for HIV/AIDS Education in Formal Education Systems”. and will continue to work on this issue with IBE.

At the World Health Organisation (WHO) in Geneva, EI participated in a series of meetings on 19-20 September, including the programme entitled FRESH (Focus Resources on Effective School Health), programme donors and the School-Based Youth Health Behaviour Surveillance System.

The meeting with donors discussed mid-term reviews on the HIV/AIDS programmes in francophone Africa, the preparation of the Abidjan evaluation seminar, expansion of the programmes in India and Brazil, reporting and budgets. Agreement was reached on a core questionnaire on health education to be tested on 11-16 year-olds in industrialised countries.

4.15 → Mobilise all EI affiliates and their members at the grassroots level to support and contribute to EI’s education programmes to prevent HIV/AIDS in Africa as well as humanitarian assistance programmes to provide medical care to HIV/AIDS-infected teachers.

On World AIDS Day a press release was issued to recall EI’s support for trade union work to defend teachers infected or affected by HIV, as well as support for victims of discrimination due to their HIV status, or that of their colleagues and families. The press release said "EI encourages all its members to fight against discrimination related to HIV/AIDS in schools and in their community, to advocate prevention and care for HIV-infected education workers and to ensure that all education workers infected with the disease are protected by labour laws so as to stamp out discriminations against people with HIV."

Regional Programmes

4.16 → Promote and/or sponsor, in consultation with the Regional Committees, and in co-operation with the World Health Organisation, sub-regional and national training programmes for member organisations in Africa and Asia (India) to promote effective school health programmes with particular emphasis on the prevention of HIV/AIDS and related discrimination.

HIV/AIDS PREVENTION PROGRAMMES

Confronting the enormous challenge of HIV/AIDS prevention through education, EI’s cooperation with WHO was further developed in 2002.

AFRICA

Extensive fieldwork was undertaken through EI/WHO missions to member organisations, particularly in Africa. Evaluations were conducted of projects underway. From 23 February through 3 March EI staff visited several countries in Southern Africa to evaluate programmes and prepare for a new round of seminars and workshops. In the first half of March an EI/WHO delegation visited Zambia and Botswana to evaluate programmes aimed at assisting education unions in southern Africa in training teachers to help young people avoid the HIV/AIDS virus. They met with the leaders of the national unions as well as public authorities. EI staff returned to Lusaka, Zambia on 4-7 June to hold an HIV/AIDS sub-regional workshop with 8 EI affiliates in southern Africa. They evaluated the first year of co-operation on the long-term HIV/AIDS programmes with TUM/Malawi, ZNUT/Zambia and BTU/Botswana, and
planned programmes for the coming year with all eight affiliates. They then went to Kigali, Rwanda, where they conducted a mid-term evaluation of the EER/SNEP programme. EI conducted similar evaluations with EI affiliates in Dakar, Senegal on 26-29 June and in Ouagadougou, Burkina Faso on 29 June-2 July. Between June and September EI and WHO completed mid-term reviews in seven French-speaking countries (Burkina Faso, Côte d’Ivoire, Guinea, Haiti, Mali, Rwanda and Senegal) where new programmes had been launched this year. The purpose of the mid-term reviews was to assess the extent to which the teacher unions had implemented projects consistent with the intended objectives and purpose of the EI/WHO Programme on School Health and HIV/AIDS Prevention. An evaluation workshop was held in Bamako, Mali, from 30 October till 3 November, together with WHO, EDC, CDC and UNESCO, and 15 EI affiliates from Burkina Faso (SNEA-B and SNESS), Côte d’Ivoire (SNEPPCI, SYNESCI, SYNADEEPCI and SYNARES), Guinea (FSPE and SLECG), Haiti (CNEH), Mali (SNEC), Rwanda (EER and SNEP) and Senegal (SUDES, UDEN and SYPROS). Comprehensive reports of each activity were presented and are available on request.

**ASIA**

A sub-regional seminar on HIV/AIDS and school health was held for the ASEAN countries in Bangkok, Thailand, 13-15 November. Participants from 12 organisations in Malaysia, Indonesia, Cambodia, and Thailand developed a draft on school health and HIV/AIDS policy, including plans of action to be adopted by their respective unions. EI also attended the Management Committee of the Asian Workers’ Institute for Occupational Health, Safety and Environment (OHSEI), in Bangkok on 3 December. EI hopes that the Institute will organise a course for teacher leaders on safety in the school environment if funds are available. However, funding provided principally from Denmark has been cut by the new Danish government.
**Aim 5 - Strengthening EI and membership participation**

The promotion of democracy, sustainable development, fair trade, basic social services, health and safety, through solidarity and co-operation among member organisations, the International Trade Union Movement and civil society.

**Strategic objectives:**

a. To strengthen EI’s capacity to undertake effective policy development and advocacy by developing a research capacity; by better utilising expertise available in member organisations; by implementing an EI public relations strategy targeted at the media of member organisations and the mass media; and by linking international advocacy to national action.

b. To improve and expand information services to member organisations.

c. To further develop the use of the Internet as a tool for communication and networking with specific targets for access to new communication technologies in the case of member organisations in low-income countries.

5.1 → Establish an EI Research Unit to co-operate with the research departments and institutes of member organisations with the purpose of providing swift research-based responses to national and international policy initiatives, and to collect systematically, process and disseminate basic education data.

Within the new secretariat structure (see B.5 of this report) the post of Coordinator, Research has been created in the Advocacy Department. Work now has to be done on the creation of a research unit, as planned under this section of the Programme and Budget, and further consultations will be needed with EI member organisations which have indicated interest and willingness to support such a unit. Meanwhile, the secretariat is planning to undertake a study on teachers’ salaries. Reference has been made earlier to the country seminar on national conditions for education and teachers, conducted in New Zealand in October (see 1.15). At the level of Europe, EI participated in an Exploratory Workshop on: Globalisation, education restructuring and social cohesion in Europe, held in Barcelona, Spain, 2 - 5
October. Hosted by the University of Barcelona and the European Science Foundation, this workshop brought together 25 participants from different European Universities. A number of researchers presented papers, with the EI Coordinator for Research giving a paper on "Changes in education policies within the European Union in the light of globalisation".

5.2 ➔ Produce an annual report on progress made towards the attainment of EI's strategic objectives and the implementation of the decisions of EI's governing bodies, also including a membership list and EI's governing documents.

The first EI Annual Report was produced in 2002, covering activities undertaken in 2001. As determined by the Congress, Annual Reports will replace the reports previously presented to the Executive Board and the Triennial Report presented to the World Congress. In order to provide more regular and up-to-date information, Annual Reports will be distributed to all member organisations as well as EI’s partners – Global Unions, Intergovernmental and Non-governmental Organisations. After consideration of a draft at the April Executive Board meeting, the 2001 Annual Report was published in an attractive format in English, French and Spanish. Numerous requests for additional copies were made by member organisations. The Report is also available for download from the EI website. Work began on the Annual Report for 2002 - the first directed towards reporting on progress made towards attainment of the strategic objectives in the Programme and Budget adopted by the 3rd World Congress.

5.3 ➔ Publish on a quarterly basis the magazine "Education International" for broad dissemination among members and (non) governmental agencies; the Monitor (ten issues per year) for leaders of member organisations, communiqués for use in member organisation journals and press releases.

Three issues of the quarterly EI Magazine were produced in 2002, the last issue being a double issue. Articles and dossiers focused on EI’s leading campaigns and activities: Global Campaign for Education, Quality Public Education for All, Education for a Culture of Peace, Teachers’ Rights, and educational issues such as Open and Distance Education. 15,000 copies of the magazine were mailed quarterly to member organisations, partner organisations, UN agencies, a network of relevant NGOs, education ministries, the media, documentation centres, libraries and private subscribers. Due to staff shortage, only four Monitors were released in 2002. Press releases focused on EI’s main campaigns such as Global Action Week, World Teachers’ Day, EI conferences, Equality and AIDS. Press releases were dispatched to member organisations, media, GUF and trade union organisations, UN agencies and high profile NGOs by e-mail, fax, post and internet. EI gained a great deal of visibility and press coverage through its leading role in Global Action Week and World Teachers' Day.

NEW INFORMATION AND COMMUNICATION STRATEGY:
An interesting development in 2002 was the adoption by the EI Executive Board of a new Information and Communication Strategy to get the EI message across more effectively. The strategy aims to make better use of new technology, with a revamped website (see 5.6) and electronic communication. A new publication Worlds of Education replaces the quarterly magazine and the Monitor, while ad hoc studies will be produced by the Research Unit. Readers discovered the first issue of Worlds of Education in December 2002, released together with EI’s 2003
calendar and greetings. Some of the technical constraints of publishing an electronic newsletter will be resolved with the future implementation of a new e-mail system. With the new system in place, the Information unit will soon be able to send out e-mails in html format with direct links to website updates, thereby encouraging regular and systematic visits to EI’s website.

5.4 ➜ Co-ordinate and publish newsletters covering specific educational, professional and sectoral developments on the EI Website.

Activity to be developed in 2003 (See item 5.5).

5.5 ➜ Further develop and improve the EI Website.

Following the work of a staff task force, the coming year will see exciting improvements as part of EI’s revised communications strategy. At present, news articles are regularly added to the current website to keep members and the public updated on EI’s activities. Now EI has also launched an electronic newsletter informing them of new website updates, so as to encourage regular visits to the site. Readers’ feedback will be encouraged so as to improve the newsletter. The website itself will undergo a revolutionary change, with a new dynamic information storage system in place, making the EI website an interactive, audio-visual, database-driven information powerhouse. Updates will be automated, information will be stored and retrieved with ease, and the public and member organisations will be able to participate in discussion fora. EI affiliates are also encouraged to include a link to the EI website in their own websites.

5.6 ➜ Take systematic steps to encourage member organisations to inform their members on a regular basis about Education International and its work in their newspapers, bulletins and on their websites. To this end organise round table meetings of information officers of member organisations.

In 2002, efforts focused on better integration of the media of member organisations in the work of EI. A network of media and communication officers from EI member organisations was created and 25 of these affiliate officers met during the Malta Conference on Living and Learning Together, 6-9 November (see 3.8 above). The purpose of the meeting was to raise awareness among editors working for EI member organisations of EI policy and activities, and ultimately to raise the profile of EI in affiliates’ publications and websites. The participants welcomed EI’s new communication strategy. The coincidence of the editors’ event with an EI conference was highly appreciated. It convinced member organisations to include a media representative in their delegation and thus ensured good coverage of the conference. EI has also launched an electronic network of editors so that they can stay in touch and provide information or receive suggestions. Editors meetings will be scheduled in 2003 and 2004 (prior to the 4th World Congress).

Regional Programmes

5.7 ➜ Publish regional bulletins on a quarterly basis.

Regional bulletins were produced in Africa, Asia-Pacific and Latin America. In Europe, a newsletter was circulated by ETUCE. A monthly round-up of news from the member organisations entitled Apuntes was also produced in Latin America, together with occasional papers entitled Tendencias. Newsletters for the promotion of women’s networks were produced in Africa and the Caribbean.
5.8 ➔ Systematically encourage, through EI regional offices, access by member organisations in low income countries to the Internet; and provide assistance for the purchase of equipment.

One major activity in 2002 was the effort to get all EI affiliates connected to the Internet. Funds were released to achieve that goal and many organisations responded favourably to the opportunity.

5.9 ➔ Seek the active involvement of classroom teachers and other members of affiliated organisations in EI’s human and trade union rights action and the campaign against child labour through national EI support groups, to be established by or in agreement with member organisations.

Activity to be developed.

5.10 ➔ Facilitate the holding of caucuses prior to World Congresses and Regional Conferences of women, indigenous people, higher education and other groups.

This activity will take place in 2004. Regional conferences will be held in 2003 and 2004.

5.11 ➔ Organise, biennially, an EI Conference on Higher Education and Research to develop policy arising out of the theme and sub-themes of the Congress. Make annual provisions for conferences to be convened in 2003 and 2005.

EI’s Third Higher Education and Research Conference, was held in Montreal, Canada, from 14 to 16 March, at a time of exceptional challenges for this sector, on the theme: “Reasserting the global academic community”, with a focus on the impact of commercialisation. The Conference provided an opportunity to build on the solid progress made at the World Congress, where the Higher Education and Research sector’s key role in the battle on globalisation was recognised and the policy tools to engage in that struggle were put in place. The participants discussed a proposal for a code of ethics for researchers as well as guidelines for transnational higher education. The conference also addressed the changing role of the professoriate in post-secondary education, issues of accreditation, quality assurance and the recognition of qualifications. Representatives of UNESCO, ILO and the World Bank attended and participated in sessions. The Higher Education sector within EI continues to grow. This conference included participants from 37 unions from 27 countries with 900 000 members. The membership in the sector as a whole comprises approximately 1 million members in 30 Higher Education and Research-specific unions and 55 general teachers’ unions. A full report of the conference was submitted to the Executive Board.

Globalisation and higher education – EI participated in a UNESCO Global Forum on International Quality Assurance, Accreditation and the Recognition of qualifications in Higher Education, held in Paris, France 17-18 October. With 120 participants, the Forum brought together main stakeholders in higher education including representatives of new providers.
The forum discussed global markets and shared responsibilities in higher education; the impact of globalisation on quality assurance, accreditation and the recognition of qualifications; diversity of learning and learners; public vs. private higher education and issues of public good, equity, access. EI was able to make itself heard in the debates and was approached to contribute to the follow-up, particularly for the policy framework on trans-border higher education, as defined by UNESCO.

5.12 Establish a taskforce under Article 14 of the Constitution to develop and recommend policy on the globalisation of higher education and vocational training.

The EI officers discussed at their September meeting the creation of a Task Force on Globalisation of Higher Education and Vocational Training under Article 14 of the EI Constitution and item 5.12 of the 2002-2004 Programme. Clarification was required of the definition of vocational training for the purpose of this task force, in view of the variety of arrangements in different countries. The officers determined that the focus should be on post-secondary vocational training. Member organisations have been invited to submit candidates for a 16-member task force, the composition of which will be resolved at the February 2003 meeting of the officers and Board, with a first meeting planned during the first half of 2003.

Regional Programmes

5.13 Convene, in consultation with the Regional Committees, Round Tables in the regions and or sub-regions in order to develop work arising out of the theme and sub-themes of the Congress with an emphasis on pre-primary, primary, and secondary education.

EUROPE

The EIE Higher Education and Research Standing Committee met in Brussels 10-11 June to prepare the 2003 Berlin Ministerial Conference on the European Space on Higher Education and a Conference to be hosted by GEW in Potsdam in 2003. ETUCE also has a Higher Education and Research Network, and the Committee recommended that the work of the two European bodies be carefully co-ordinated, particularly on GATS. The Potsdam Conference should make the linkage between the quality of higher education careers and working conditions (including autonomy/academic freedom) and the quality of higher education. The Committee confirmed the necessity for EIE/ETUCE and constituent unions to be visible and pro-active concerning the process of opening up higher education in Europe, known as the Bologna process. On 3 October, EIE and ETUCE met with the Director of Education of the European Commission, David Coyne, to present a comprehensive project related to “Building the European Area for Higher Education and Research”. This project is made up of 3 parts: a) A study on “Accreditation in the Framework of Evaluation Activities” b) A study on Academic Staff, and c) The trade union Conference to be held in Potsdam 11-13 April 2003. David Coyne stated that in the Bologna process: “the third pillar was missing, two were there, students and institutions, and the teachers were not there”. One of the two groups preparing the Ministerial Conference will be
invited to the EIE Potsdam Conference in order to give them the possibility to learn more about the thinking and work done by teachers and their representative organisations at the European level and to consider the participation of the teachers in the preparatory process for Berlin and in the Conference itself.

ETUCE organised a round table in Copenhagen on November 18 - 19 on future objectives of education systems. About 50 representatives from 28 EI member organisations from 19 countries in the European Region met in Potsdam in Germany on 27 - 28 June to discuss teacher shortage and teacher supply in Europe. The round table suggested the following activities: building alliances with other stakeholders in education, in order to make politicians aware of the seriousness of the teacher shortage problem and its implications for education; influencing international and European institutions, and national governments. Unions may have to play a more active role in giving guidance to teachers seeking work in another country, and co-operation between unions in both the "delivering" and the "receiving" countries will be needed. In order to avoid the worst forms of recruitment of teachers from other countries, governments should try to organise official exchange programmes of teachers. ETUCE will collect examples of good practice from member organisations. There is a need for research on government policies and actions and it may be of special interest to analyse the present situation from a gender perspective.

Chile, from 6 to 8 May, within the framework of a three year plan of action in co-operation with FE-CCOO, Spain. It followed a regional consultation on development co-operation held in April 1999 in San Jose. Teacher unions in Latin America are confronted with many challenges: withdrawal of the state, decentralisation, privatisation, education reform, new curricula, decreasing status of teachers, bad working conditions and salaries. In El Quisco, eleven unions from South America addressed these problems in a systematic and comprehensive manner. Both the educational, economic and political aspects were highlighted. At the end of the seminar, each of the participating organisations committed itself to develop a plan of action within the union. After the first year, the same group of unions will reconvene in Peru and each union will give an account of the activities taken up and the progress made. Affiliates participated from Venezuela, Colombia, Brazil, Argentina, Uruguay, Peru, Chile as well as non-affiliates (UNE/Ecuador, CTEUB/Bolivia, FENAPES and FUMTEP/Uruguay). The participation of the non-affiliates proved to be a very positive step.

AFRICA
A seminar on the Declaration on Professional Ethics was held in Lilongwe, Malawi, from 27 to 30 October. (See item 2.15)

CARIBBEAN
A CUT /EI Caribbean Round Table Meeting was held in Anguilla 26-27 April. All the unions in the Caribbean attended with the exception of Haiti, Surinam, Barbados (BSTU) and Martinique. The theme for the round table meeting was “Teachers Conditions of Service: Relevance to Quality Education in the Caribbean”. Sub-themes were Health and Safety, Remuneration, Teacher Evaluation, Professional Development, and Teacher Supply and Migration.
Establish EI Committees of member organisations in countries co-operating in NAFTA and in MERCOSUR.

EI has consulted with member organisations over the establishment of a Hemispheric Secretariat on Education, based in Montreal with the support of CSQ and CTF/Canada. The secretariat would help to organise activities aimed at countering the impact of regional trade agreements likely to put the integrity of public education at risk.

Strategic objective:
g. To implement an EI membership recruitment and retention strategy by recruiting new member organisations in targeted areas; by actively supporting the development of independent, democratic and participatory education unions in targeted areas; by working with member organisations to extend unionisation in the education sector; by increasing the dues-paying membership of EI; and by working towards unity of the teaching profession at the national level and through the development of an integrated structure with the World Confederation of Teachers (WCT).

Promote and/or sponsor national training programmes in co-operation with education unions in selected Arab countries and in countries of the former Soviet Union not affiliated with EI.

EI met with SATEF, Algeria on 27 March. Freedom of association and the right to bargain collectively are still banned in Algeria, and EI is ready to present a complaint to the ILO on behalf of SATEF on its request. Repression against the Algerian autonomous unions has increased and the Coordination algérienne des syndicats autonomes (CASA) has been set up to press the government to negotiate with the unions. A national strike call was held 14-16 April.

EI convened a sub-regional seminar for Central Asian countries in Alma-Ati, Kazakhstan, on 29-31 May to discuss education reforms in the Caucasus sub-region with leaders of teacher unions from Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan. These reforms include a change in the role of teacher unions towards greater independence from state policies and the removal of obstacles to access to quality education for all. All unions in the area have communication problems, as few own even one computer.

Produce EI information material in the Arab and Russian languages.

With the help of member organisations in Germany, Portugal and Russia, the EI Introductory sheet and leaflet on the Declaration on Professional Ethics (DPE) were produced in those languages. Steps have been taken to ask member organisations in Egypt, Ethiopia and Tunisia to help translate key documents in Arabic. The Asia regional office agreed to translate the DPE leaflet in Hindi in 2003. Likewise the EI poster for World Teachers’ Day 2002 was remarkably multilingual. With the help of member organisations, the concept World Teachers’ Day was translated in over 25 representative languages.

Develop a proposal for the establishment of an integrated structure with the World Confederation of Teachers to the Fourth World Congress in 2004.

On 7 January Vice-President Charlie Lennon and the General Secretary met with the President and General Secretary of the World Confederation of Teachers (WCT) to discuss the future relationship between the two internationals. It was agreed to seek mandates from, respectively,
the EI Executive Board and the WCT World Congress to enter negotiations for the purpose of creating an integrated structure. On the basis of the report provided by the EI representatives to the European Regional Committee meeting of 21 January, the Committee decided to delay implementation of a decision it took in September 1999 to exclude WCT member organisations from the ETUCE. A working paper was prepared comparing EI and WCT principles and structures, their similarities and differences. A second meeting with WCT in March enabled agreement to be reached on a joint declaration mandating the opening of negotiations. This declaration was approved by the EI Executive Board at its April meeting, and by the WCT World Congress in July. It was agreed that the deadline for a proposal for an integrated structure should be October 2003, allowing for any constitutional amendments to be submitted to the 4th EI World Congress in July 2004. The EI representatives attended the WCT World Congress in Albena, Bulgaria on 19-27 July, and the EI General Secretary was invited to speak. Louis van Beneden stepped down after having presided over the WCT for 17 years, and was succeeded by Claudio Corries, General Secretary of the Private School Teachers’ Union of Argentina.

Formal discussions began at a meeting with the WCT in Brussels on 14 October. The EI Vice-President and General Secretary were joined by the President of EIE, Lars-Erik Klason, and Marguerite Cummins-Williams of the Executive Board will also join the group. WCT was represented by the incoming President and Senior Vice-President, as well as their General Secretary. EI and WCT agreed to designate Bob Harris as Rapporteur. A schedule of six EI-WCT meetings was established with the purpose of developing a concrete proposal. Broad agreement was reached in November on a common declaration of Aims and Principles. Each international has drafted a paper highlighting its views on the shape of the integrated structure, and the General Secretaries have been invited to work, together with the Rapporteur, on ideas for reconciling the respective positions. EI has sent a circular to member organisations informing them of the negotiations and enclosing a WCT membership list. Meanwhile, EI and WCT released a joint statement for World Teachers’ Day and WCT representatives participated in the EI Conference on Living and Learning Together held in Malta (see 3.8).

Regional Programmes

5.19 Establish contacts with (sub) regional organisations of education unions and examen possibilities for co-operation and inclusion in Education International.

CARIBBEAN

The Caribbean Union of Teachers (CUT) held its Executive Meeting on 25 April, prior to the CUT/EI Caribbean Round Table Meeting held in Anguilla 26-27 April.

EUROPE

The ETUCE Executive Board met on May 27 and considered its work programme. The Board is considering changing meeting patterns to have an ETUCE General Council meeting once a year and an expanded group of Officers meeting more regularly. Discussions on the status of ETUCE in relation to EI were held during the previous week in London between the General Secretary and the EIE and ETUCE Presidents. There was consensus that EI should continue to work towards full integration of ETUCE in EI. Obviously a lot of factors, including any progress in talks between EI and WCT, come into play, which are likely to bear on decisions such as that regarding the appointment of an EI European Coordinator. Two EI Coordinators cur-
rently spend about 25 percent of their working time on ETUCE projects, including three networks.

A preparatory meeting the EI Baltic Conference was held in St. Petersburg 28-30 June, hosted by ESEUR, Russia. The Conference was postponed from 2-3 November until 12 April 2003. Its themes will be: teachers’ status/image in society and teacher organisations in a global society. After the Conference, the preparatory group will initiate a discussion with EI on the future of Baltic Conferences.

The Bureau of the Francophone Committee (CSFEF) met in Tozeur, Tunisia on 26-27 March. The Bureau discussed its statements to be presented to the Summit of Heads of States in the francophone community in Beirut later this year, its relationship with the Federation of Arab Teachers (FAT) and the training programmes on civic education which the CSFEF plans to undertake in a number of francophone countries. The Committee voiced its strong approval of EI’s initiative to convene in the Istanbul workshop (see 3.8). The Committee raised the issue of the status of CSFEF within EI, relations between EI and the Federation of Arab Teachers (FAT), which might be interested in obtaining a status similar to that of COPE or CUT.

EI attended a meeting of North African teachers’ organisations in Tripoli, Libya, on 16-18 September. The aim was to establish two additional structures for teacher organisations in the area. The first is an independent Sahel-Sahara body with members in 14 countries, which mirrors the existing intergovernmental organisation. Some are EI members, others are not. The second is an AATO sub-regional structure, following AATO’s decision to break itself up into six autonomous sub-regional entities, due to the difficulty of meeting at pan-African level.

### Membership

#### Membership by Region as of December 2002

<table>
<thead>
<tr>
<th>Region</th>
<th>Countries</th>
<th>Unions</th>
<th>Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>46</td>
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<tr>
<td>Asia-Pacific</td>
<td>33</td>
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<td>8,936,703</td>
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<tr>
<td>Europe</td>
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<td>7,793,785</td>
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<tr>
<td>Latin America</td>
<td>18</td>
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<td>3,015,060</td>
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<tr>
<td>North America &amp; Caribbean</td>
<td>20</td>
<td>29</td>
<td>2,927,921</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>159</strong></td>
<td><strong>311</strong></td>
<td><strong>24,732,543</strong></td>
</tr>
</tbody>
</table>
1. GOVERNING BODIES

On 10-12 April, the EI Executive Board met for the first time since the third EI World Congress in Jomtien. Board members exchanged their impressions of the Congress and agreed that it had been very successful. They received the first draft of the Annual Report 2001 along with reports of Regional Committee meetings and the Higher Education and Research Conference. Looking ahead at activities to be undertaken in 2002 under the EI Programme, they discussed the strategy EI should adopt at OECD events. Draft programmes of the Istanbul Workshop for Teacher Union Leaders and of the Malta Conference were received and commented upon. The Board met with Paul-Henri Ravier, Deputy Director General of the WTO, who made a presentation on GATS and education and answered questions. KNTUTSW/Kazakhstan and KTS/Kuwait were admitted into membership. Finally, the Board adopted a series of resolutions on Terrorism, Afghanistan, Colombia, Korea and Argentina.

The Status of Women Committee (SWC) met prior to the Executive Board. Assibi Napoe (FESEN/Togo) was elected Chairperson of the SWC. The Committee reviewed the Jomtien discussions on gender mainstreaming, with the goal of implementing gender mainstreaming in all EI work. The Committee also had in-depth discussions on pay equity and the worldwide teacher shortage from a gender perspective.

The Constitution and By-Laws Committee also met before the Executive Board. The Committee initiated a review of Congress procedures, particularly dealing with Congress resolutions and the role of the Working Groups. The Committee also discussed provisions for the filling of vacancies on the Executive Board.

The EI Officers (President, Vice Presidents and General Secretary) met twice in 2002. Their first meeting took place in Brussels on 8 April, to enable them to prepare the Executive Board meeting. At their second meeting, held in Brussels on 25 September, the Officers reviewed progress accomplished since the Board meeting and discussed the strategy to be adopted at key meetings in the following weeks. They also provided guidelines to be followed in forming the Taskforce on Globalisation (Programme 5.12) and asked the Secretariat to organise a follow-up to the Istanbul Workshop held in April 2002.

The Committee of Experts on Membership met on 25 January 2002 to discuss the membership application of
TETU/Turkey following Committee Chair Bob Hawke’s visit to the union. The Committee was also briefed on other recent membership matters.

### LIST OF REGIONAL COMMITTEE MEETINGS HELD IN 2002

**AFRICA**

<table>
<thead>
<tr>
<th>Committee</th>
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<th>Date</th>
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<tbody>
<tr>
<td>Africa Regional Standing Committee</td>
<td>Lomé</td>
<td>7-8 March</td>
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<tr>
<td>Africa Regional Committee (full meeting)</td>
<td>Cairo</td>
<td>8-10 October</td>
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**ASIA-PACIFIC**

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<tbody>
<tr>
<td>Asia-Pacific Regional Committee</td>
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**EUROPE**

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<tbody>
<tr>
<td>European Regional Committee</td>
<td>Brussels</td>
<td>21 January</td>
</tr>
<tr>
<td>European Regional Committee</td>
<td>Brussels</td>
<td>23 September</td>
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**LATIN AMERICA**

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<thead>
<tr>
<th>Committee</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>Latin American Regional Committee</td>
<td>Sao Paulo</td>
<td>22-24 March</td>
</tr>
</tbody>
</table>

**NORTH AMERICA AND THE CARIBBEAN**

A Planning Group meeting was held in St. Lucia in March 2002.

The adoption of a new approach to the Programme and Budget, based on EI’s Principal Aims and Strategic Objectives, required a new approach to the structure of the Secretariat. This part of the report summarises the work of the departments established within the new structure:

1. The Secretariat operates from a Head Office, three Regional Offices and one sub-Regional Office.

2. The Head Office co-ordinates and supervises all activities. The (sub-)Regional Offices are entrusted with the implementation of the (sub-)regional activities, including providing assistance to cooperating organisations, maintaining contacts with member organisations and organising meetings of the regional governing bodies.

3. The Head Office is divided into Departments. These Departments, which are supervised by Deputy General Secretaries or Chief Coordinators, are allotted tasks deriving from the Programme and Budget. Regional Offices, which are supervised by Chief Regional Coordinators, assign staff to one or more Departments to assist in the implementation of “departmental tasks” in the region.

4. There are six levels of staff positions, namely: (A) Deputy General Secretary, (B) Chief Coordinator, (C) Coordinator, (D) Professional Assistant, (E) Secretary, (F) Clerical Aid. Each staff member is assigned to a Department or a Regional Office. All staff is accountable to the General Secretary.

5. The Deputy General Secretaries and the Chief Coordinators form, together with the General Secretary, the Management Team of the Secretariat.

As of 1 January 2002 the Head Office comprises three departments, namely “Advocacy”, “Membership Services” and “Administration”. The Advocacy Department and the Membership Services Department are mainly entrusted with the implementation of section 1 of the Programme 2002-2004. The Administration Department is entrusted with the implementation of section 2 as well as with the co-ordination of: 

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1. The Chief Regional Coordinators have been formally included in the Management Team on 1 January 1996. The Senior Consultant to the General Secretary is also a member of the Management Team.
of all activities listed as “policy development”. The Departments, which are headed by the Deputy General Secretaries and the Chief Administrative Coordinator, consist of two divisions. The Head Office Departments consist of the following Divisions and Units:

The tasks of the Head Office Departments are:

2. ADVOCACY

Advocacy:
- to co-ordinate the representation of EI’s policies and views in the international community
- to identify initiatives by international agencies of relevance to EI and provide (research-based) responses to those initiatives
- to develop advocacy strategies for each intergovernmental agency
- to co-operate with the Global Unions and NGOs in pursuing EI policies and views at the intergovernmental level
- to carry out programme activities

EI endeavours to be systematically present at major meetings held by inter-governmental agencies – UNESCO, ILO, UNICEF, WHO, WTO, the World Bank, OECD and the United Nations itself. EI is also present and active in non-governmental bodies such as the Global Campaign for Education, and the NGO Liaison Committee at UNESCO. EI participates in major gatherings such as the World Social Forum and World Education Forum in Porto Alegre, and the World Economic Forum in Davos, and maintains relations with trade union bodies working with the francophone countries and the Commonwealth. In pursuing its advocacy role, EI has given priority to questions of access to Education for All, the quality of public education, new communication technologies and their impact on education, the internationalisation of education, preventive health education, and the rights and responsibilities of educators. Co-operation with the Global Unions group has also been pursued on questions related to the defence of public services and the improvement of their image in public opinion.

Research:
- to co-ordinate and undertake research activities
- to develop networks of member organisations and experts
- to carry out programme activities listed

While political advocacy work has been conducted on the basis of the resolution adopted by the EI World Congress and the decisions of the Executive Board, it has also become evident that EI advocacy requires the support of research and studies undertaken through the EI and a network based on member organisations and partner institutions. The establishment of a research unit within the Secretariat as from the beginning of 2002, with a mandate to undertake such studies is intended to reinforce EI’s political work, and that of the member organisations, in the years ahead.
3. MEMBERSHIP SERVICES

Assistance and Training:
• to identify infringements of international conventions and to undertake legal and other action in support of member organisations, including the lodging of complaints, interventions at national and intergovernmental levels etc.
• to organise solidarity campaigns
• to co-ordinate recruitment and retention programmes
• to promote and monitor the implementation of the International Code of Ethics
• to assist regional offices organising (sub-) regional training programmes
• to co-ordinate trade union education and professional development programmes
• to raise extra budgetary funds and develop and maintain contacts with donor organisations
• to administer the EI Solidarity Fund and all extra budgetary programmes
• to carry out programme activities

Promoting the rights of education personnel - both human rights and trade union rights – is the focus of the work of the membership services department. This requires a multi-faceted approach to issues of concern to members. The work ranges from policy development to intervention, information and training, and to strengthening organisational approaches. The essential perspective is that EI must not only act but must be seen to act, helping colleagues when they are most in need or suffering persecution. In that way the Secretariat strives to meet the expectations expressed in EI resolutions and polices.

The membership services department is responsible for EI’s work on gender, trade union rights, minority rights and other aspects of human rights, support to members especially those in crisis situations, information and training and assistance. Secretariat support is provided to the EI Status of Women Committee and to the EI European Equal Opportunities Committee. In 2002 work on gender included studies and a training package on pay equity, a draft issues paper for consideration by the Status of Women Committee as well as a joint campaign with PSI and the ICFTU on maternity protection. EI is present at the UN Commission on the Status of Women, working to strengthen the policies adopted by governments on gender.

Complaints are filed with the ILO on violations of trade union rights of education personnel and regular follow-up is assured with both the ILO and the member organisations concerned. Programmes with both ACTRAV and IPEC of the ILO on the elimination of child labour continue as part of EI’s work to raise awareness and to help find solutions to violations of human and trade union rights. Missions are undertaken to examine the on-the-ground situation in problem areas and to recommend a course of action to the Executive Board. Support to members in crisis situations has involved extensive work in the Balkans and through our regional offices work has been done with colleagues in Sierra Leone, Central African Republic, Cote d’Ivoire, Indonesia, East Timor and Afghanistan among others. Training and assistance programmes are undertaken in co-operation with EI member organisations either on a bilateral or multilateral basis. Training programmes have taken place in 96 countries in the last year, with a focus on strengthening the capacity of unions in developing countries to serve their members and to provide professional development. Emergency assistance is also provided to organisations on the basis of evaluation of a crisis, whether political or military, or due to a natural catastrophe. An important contribution is being made through the EI/WHO/UNESCO programmes to promote school health and education against HIV/AIDS. Work in the area of minority rights, indigenous rights, exclusion from education and the rights of lesbian and gay education personnel have all been addressed.

Information:
• to co-ordinate the production and dissemination of all information material
• to develop and maintain contacts with the press and carry out public relations
• to carry out programme activities

For the Information Unit, 2002 was a year of transition and 2003 will be a year of consolidation. Following the 3rd World Congress, the Secretariat undertook with the Executive Board an examination of ways in which EI could pursue its mission more adequately within an environment of new technologies and globalisation. For the information work that means more advanced use of such technologies has become indispensable in order to respond to and even anticipate the expectations of member organisations. In 2002 the Executive Board adopted a new communication strategy based on the multilingual Internet site www.ei-ie.org, electronic bulletins, and a new attractive bi-monthly publication in colour. This new strategy is now in place, and member organisations are already seeing the results as 2003 begins. Also in 2002, efforts focused on better integrating press-work into the EI’s overall programme, with the creation of a network of media officers from EI member organisations.

4. ADMINISTRATION

Governance:
• to prepare meetings of the Management, Officers, the Executive Board and the World Congress;
• to monitor internal communications and the planning of activities
• to provide assistance to the President
• to assist the Committee of Experts on Membership
• to provide a monthly information sheet for members of the Executive Board
• to co-ordinate “policy development activities”2
• to liaise with the Regional Offices

Administration:
• to provide administrative, technical and clerical support, including travel arrangements, translation services, copying, mailing, faxing etc. to departments and staff
• to manage and further develop the data communication network
• to monitor and distribute all correspondence
• to maintain the EI archives and develop and maintain data-banks
• to conduct the financial and membership administration
• to handle all personnel matters

Regional Offices

The general tasks of the regional offices in Lomé, Kuala Lumpur, San Jose and St. Lucia are

• to maintain contact with member organisations in the regions,
• to monitor and report on regional developments and educational and trade union developments in the region
• to organise regional committee meetings and conferences
• to co-operate with the regional bodies of the ICFTU, GUFs and other regional organisations
• to liaise with the regional branches of intergovernmental agencies
• to assist co-operating organisations and member organisations in carrying out assistance programmes
• to carry out the regional components of the Working Programme in co-operation with the Head Office Departments

In the past three years the regional budgets have been increased in order to facilitate the fulfilment of the above tasks. Further increases have been projected to ensure that the offices are adequately equipped to undertake a growing number of activities in the regions.

2. The Administration Department is entrusted with the co-ordination of all EI meetings that bring together member organisations with the purpose of developing EI policy with the exception of meetings concerning sectors and groups (see above). The input of departments in “policy development activities” is to be determined by the management team. The Regional Offices are responsible for organising all regional and sub-regional events.
## EI SECRETARIAT on 1 January 2003

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Secretary</td>
<td>Fred van Leeuwen</td>
</tr>
<tr>
<td>Deputy General Secretary (Advocacy)</td>
<td>Elie Jouen</td>
</tr>
<tr>
<td>Deputy General Secretary (Membership Services)</td>
<td>Sheena Hanley</td>
</tr>
<tr>
<td>Chief Administrative Coordinator</td>
<td>Georges Kux</td>
</tr>
<tr>
<td>Chief Regional Coordinator for Africa (Lomé)</td>
<td>Tom Bediako</td>
</tr>
<tr>
<td>Chief Regional Coordinator Latin America (San José)</td>
<td>Combertty Rodriguez</td>
</tr>
<tr>
<td>Chief Regional Coordinator Asia-Pacific (Kuala Lumpur)</td>
<td>Aloysius Mathews</td>
</tr>
<tr>
<td>Coordinator Governance (Adm. Dept)</td>
<td>Duncan R. Smith</td>
</tr>
<tr>
<td>Coordinator Advocacy</td>
<td>Monique Fouilhoux</td>
</tr>
<tr>
<td>Coordinator Advocacy</td>
<td>Frédérique Boni</td>
</tr>
<tr>
<td>Coordinator Research</td>
<td>Ulf Fredriksson</td>
</tr>
<tr>
<td>Coordinator Information</td>
<td>Dominique Marlet</td>
</tr>
<tr>
<td>Coordinator Assistance and Training</td>
<td>Wouter van der Schaaf</td>
</tr>
<tr>
<td>Coordinator Assistance and Training</td>
<td>Marta Scarpato</td>
</tr>
<tr>
<td>Coordinator Assistance and Training</td>
<td>Rebeca Sevilla</td>
</tr>
<tr>
<td>Coordinator for Africa</td>
<td>Victorine Djitrinou</td>
</tr>
<tr>
<td>Coordinator for Africa</td>
<td>Nana Ababio</td>
</tr>
<tr>
<td>Coordinator for Africa</td>
<td>Samuel Ngoua Ngou</td>
</tr>
<tr>
<td>Coordinator for Latin America</td>
<td>Vacancy</td>
</tr>
<tr>
<td>Coordinator for Latin America</td>
<td>Nicolas Richards</td>
</tr>
<tr>
<td>Coordinator for Pacific</td>
<td>Susana Tuisawau</td>
</tr>
<tr>
<td>Coordinator for Asia-Pacific</td>
<td>Rey Dolot</td>
</tr>
<tr>
<td>Coordinator for Asia-Pacific</td>
<td>Sagar Nath Pyakuryal</td>
</tr>
<tr>
<td>Coordinator for Asia-Pacific</td>
<td>Shashi Bala Singh</td>
</tr>
<tr>
<td>Coordinator for the Caribbean</td>
<td>Virginia Albert</td>
</tr>
<tr>
<td>Professional Assistant General Services Unit</td>
<td>Kristel Berghmans</td>
</tr>
<tr>
<td>Professional Assistant ICT Unit</td>
<td>Edwin Pijman</td>
</tr>
<tr>
<td>Professional Assistant ICT Unit</td>
<td>Fréderik Destrée</td>
</tr>
<tr>
<td>Professional Assistant Advocacy</td>
<td>Florence Trauscht</td>
</tr>
<tr>
<td>Professional Assistant Research</td>
<td>Catherine Tinnin</td>
</tr>
<tr>
<td>Professional Assistant Information</td>
<td>Anabel Vallines</td>
</tr>
<tr>
<td>Professional Assistant Information (temporary)</td>
<td>Véronique Miccolis</td>
</tr>
<tr>
<td>Professional Assistant Information</td>
<td>Harold Tor</td>
</tr>
<tr>
<td>Professional Assistant Assistance &amp; Training</td>
<td>Claire Degbomont</td>
</tr>
<tr>
<td>Professional Assistant Assistance &amp; Training</td>
<td>Antonia Arbona Bernat</td>
</tr>
<tr>
<td>Position</td>
<td>Name</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Professional Assistant Assistance &amp; Training</td>
<td>Delphine Sanglan</td>
</tr>
<tr>
<td>Professional Assistant Research (50%)</td>
<td>Isabelle Vanden Bemden</td>
</tr>
<tr>
<td>Secretary General Services Unit</td>
<td>Serge Kikangala</td>
</tr>
<tr>
<td>Secretary ICT Unit</td>
<td>Paul Del Blanco</td>
</tr>
<tr>
<td>Secretary Advocacy Department</td>
<td>Giulietta Vella</td>
</tr>
<tr>
<td>Secretary Assistance, Training &amp; Information</td>
<td>Sasha Chambeshi</td>
</tr>
<tr>
<td>Clerical Aid (General Services Unit)</td>
<td>Odette Green</td>
</tr>
<tr>
<td>Senior Consultant to the General Secretary (Geneva)</td>
<td>Robert Harris</td>
</tr>
<tr>
<td>Consultant to the General Secretary (Honduras)</td>
<td>Napoleón Morazán</td>
</tr>
<tr>
<td>Consultant to the General Secretary (London)</td>
<td>Peter Dawson</td>
</tr>
</tbody>
</table>
### Membership List (as of December 23, 2002)

#### ALBANIA
**Trade Union Federation of Education and Science of Albania, FSASH**
- Mr Lumturi MATAJ, General Secretary
- Mr Xhafer DOBRUSHI, President
- Rr. Ali Kelmendi
- Tirana, Albania
- Tel: +355-42-56 532
- Fax: +355-42-56 532
- fsash@icc-al.org

#### ALGERIA
**Syndicat Autonome des Travailleurs de l’Education et de la Formation, SATEF**
- Mr Alfrim SPAHIM, General Secretary
- Mr Bajram KRUJA, President
- Rruga “Qemal Stafa” Nr 226
- Tirana, Albania
- Tel: +213-26 2-321 57
- Fax: +213-26 2-321 57
- irada@albaniaonline.net

#### ANGOLA
**Sindicato Nacional de Professores, SINPROF**
- Mr. Miguel Joao Manual FILHO, General Secretary
- Avenida Lenin Rua da Missao No. 71, 4º andar, apt. 401
- Luanda, Angola
- Tel: +244-2-39 08 98
- sinprof@angonet.org

**Anguilla Teachers’ Union, ATU**
- Mr Leroy HILL, General Secretary
- Mr Bernard WATTLEY, President
- P.O. Box 196
- The Valley, Anguilla
- Tel: +1-264-497 5043
- Fax: +1-264-497 2501
- info@atu.ai
- www.atu.ai

#### ARGENTINA
**Confederación de Educadores Argentinos, CEA**
- Ms Ana M. RAVAGLIA, General Secretary
- Hipólito Irigoyen 1578 – 2 piso – Dto. 6
- Buenos Aires 1408, Argentina
- Tel: +54-11-4328-0180
- Fax: +54-11-4372-9478
- ana_ravaglia@arnet.com.ar

**Confederación de Trabajadores de la Educación de la República Argentina, CTERA**
- Ms Marta MAFFEI, General Secretary
- Chile 654 (1098)
- Buenos Aires, Argentina
- Tel: +54-11- 4300.5414
- Fax: +54-11- 4865.3588
- ctera@ctera.org.ar
- www.ctera.org.ar

#### AUSTRALIA
**Australian Education Union, AEU**
- Mr Robert DURBRIDGE, Federal Secretary
- St. John’s, Antigua and Barbuda
- Tel: +1-268-462.3750
- Fax: +1-268-462.3750
- teachersunion@candw.ag

**Independent Education Union of Australia, IEU**
- Ms Lynne ROLLEY, Federal Secretary
- Mr Richard SHEARMAN, President
- P.O. Box 1301
- South Melbourne Vic 3205, Australia
- Tel: +61-3-9254.1830
- Fax: +61-3-9254.1835
- ieu@ieu.org.au
- www.ieu.org.au

**National Tertiary Education Union, NTEU**
- Mr Denis FITZGERALD, Federal President
- 120 Clarendon Street
- Southbank, Vic 3006, Australia
- Tel: +61-3-9693 1800
- Fax: +61-3-9693 1805
- aeu@aeufederal.org.au
- www.aeufederal.org.au

#### AUSTRIA
**Gewerkschaft Öffentlicher Dienst / Bundessektion Pflichtschullehrer, GOD**
- Mr Hermann HELM, President
- Wipplingerstrasse 35, 3rd Floor
- A - 1010 Vienna, Austria
- Tel: +43-1-534.444.38/534.444.36
- Fax: +43-1-534.444.55
- annemarie.wintner@goed.at
- www.aps-fsg.at

#### AZERBAIJAN
**Independent Trade Union of Education Workers of the Azerbaijan Republic, AITUCEW**
- Mr Hakimali Mirza JAFAROV, General Secretary
- Ms Adila Kh. HEYDAROVA, President
- 3 Youth Square
- 370015 Baku, Azerbaijan
- Tel: +994-924 553 / 925 519
- Fax: +994-12 92 72 68

#### BAHAMAS
**Bahamas Association of School Administrators, BASA**
- Mr Willard BARR, President
- P.O. Box CB-12868

---

**Membership List (as of December 23, 2002)**
Syndicat National de la Recherche et de l’Enseignement Supérieur, SYNARES
Mr. Messou N’Guessan NYAMIEN, General Secretary
22-B.P. 180, Abidjan, Ivory Coast
Tel: +225-22-44 11 49
Fax: +225-22-44 14 07
home fax: 22-47 13 95
synares@cariari.ucr.ac.cr / synares@yahoo.fr

Syndicat National des Enseignants du Second Degré de Côte d’Ivoire, SYNESCI
Mr. Mamadou Soro, General Secretary
09 B.P. 1807, Abidjan 09, Ivory Coast
Tel: +225-21-37 81 15
Fax: +225-23 52 19 25
synesci@yahoo.fr

Syndicat national des Enseignants de l’Education Permanente de Côte d’Ivoire, SYNADEEPCI
Mr. Lassiné DIOMANDE, General Secretary
Tour E Porte 22, 20 BP 590, Abidjan 20, Côte d’Ivoire
Tel: +225 20 22 78 03 / 07 69 60 87
synadeepci@yahoo.fr

CROATIA
The Croatian Teachers’ Union, CTU
Ms. Ivancica BENAKOVIC, General Secretary
Mr. Dalimir KUBA, President
Trg. Marsala Tita 4 / II 10000 Zagreb, Croatia
Tel/Fax : +385-1-485.5722/485.5724
sindikah@shu.hr
www.shu.hr

Independent Trade Union of Workers in Secondary Education of Croatia, ITUWEC
Ms. Andrija PULJEVIC, President
Trg. Marsala Tita 4/II 10000 Zagreb, Croatia
Tel/Fax : +385-1-485.5798/485.5723

Czech Republic
Czech and Moravian Trade Union of Workers in Education, CMOS-PS
Mr. Jirí VALENTA, Vice-President
Mr. Jaroslav RÖSSLER, President
Nam. W. Churchilla 2
113 59 Prague 3, Czech Republic
Tel: +420-2-244.622.57
Fax: +420-2-244.622.57
cmos.skolstvi@cmkos.cz

Trade Union of Science and Research Workers, TUSRW
Mr. Petr. MICHALICKA, General Secretary
Mr. Ladislav PROKUPEK, President
nám. W. Churchilla 2
113 59 Prague 3, Czech Republic
Tel: +420-2-227.157.23
Fax: +420-2-227.157.23
balacova.anna@cmkos.cz

Czech and Moravian Trade Union of Workers in Education, CMOS-PS
Mr. Jirí VALENTA, Vice-President
Mr. Jaroslav RÖSSLER, President
Nam. W. Churchilla 2
113 59 Prague 3, Czech Republic
Tel: +420-2-244.622.57
Fax: +420-2-244.622.57
cmos.skolstvi@cmkos.cz

Trade Union of Science and Research Workers, TUSRW
Mr. Petr. MICHALICKA, General Secretary
Mr. Ladislav PROKUPEK, President
nám. W. Churchilla 2
113 59 Prague 3, Czech Republic
Tel: +420-2-227.157.23
Fax: +420-2-227.157.23
balacova.anna@cmkos.cz

Democratic Republic of Congo
Fédération Nationale de l’Enseignement Supérieur, Science et Culture, FENESCU/UNTC
Mr. Fidèle FULUMEYA MANGUNDUGIPOY, General Secretary
B.P. 10504 Kinshasa 1, Democratic Republic of Congo
Tel: +243-22-148.23
Fax: +243-22-706 5667
info@mail.aton.cd

Fédération Nationale des Enseignants du Congo, FENECO/UNTC
Mr. Louis G. TOTO LWENDELA, General Secretary
B.P. 8814 Kinshasa I, Democratic Republic of Congo
Tel: +243-22-148.23
Fax: +243-22-706 5667
fenecosyndic@yahoo.fr

Syndicat des Enseignants du Congo, SYECO
Mr. Norbert BOTIKALI BONGO, General Secretary
B.P. 14611 Kinshasa 1, Democratic Republic of Congo
Tel: +243-12-21245 / 892 5059
Fax: +243-12-33 563
syeco@caramail.com
synecass@kinpost.espmail.com

DENMARK
The Danish National Federation of Early Childhood Teachers and Youth Educators, BUPL
Mr. Andy ANDERSEN, General Secretary
Ms. Bente SORGENFREY, President
Blegdamsvej 124
2100 Copenhagen O, Denmark
Tel: +45-354-650.00
Fax: +45-354-650.39
bupl@bupl.dk
www.bupl.dk

The Danish Union of Teachers, DLF
Mr. Hans Ole FROSTHOLM, General Secretary
Ms. Anni HERFORT ANDERSEN, President
Vandkunsten 12
1467 Copenhagen K, Denmark
Tel: +45-33-69 6300
Fax: +45-33-69 6333
dlf@dlf.org
www.dlf.org

Dansk Magisterforening, DM
Mr. Peter KOROT, General Secretary
Ms. Ingrid STAGE, President
Nimbussparken, Peterbangsvej 32
2000 Copenhagen, Denmark
Tel: +45-38-156 600
Fax: +45-38-156 666
dm@magister.dk

Danish Federation of Teachers of Technical Education, DTL
Mr. Soren KURE, General Secretary
Ms. Nina HULT APPLETON, President
Rosenvængets Park, Peterbangsvej 32
2000 Copenhagen, Denmark
Tel: +45-38-156 600
Fax: +45-38-156 666
dm@magister.dk
6/8, rue Gaston Lauriau
93513 Montreuil Cedex, France
Tel: +33-1-56 93 22 22
Fax: +33-1-56 93 22 20
fnecfpfo@dial.oleane.com

Fédération des Syndicats Généraux de l’Éducation Nationale et de la Recherche, SGEN-CFDT
Mr Jean-Luc VILLLENEUVE, General Secretary
47-49, avenue Simon Bolivar
75950 Paris Cedex 19, France
Tel: +33-1-56.41.51.10
Fax: +33-1-56.41.51.11
fede@sgen-cfdt.org
www.sgen-cfdt.org

Syndicat National des Chercheurs Scientifiques, SNCS
Mr Jacques FOSSEY, General Secretary
1, place Aristide Briand
F-92195 Meudon Cedex, France
Tel: +33-1-45.07.58.70
Fax: +33-1-45.07.58.51
sncs@cnrs-bellevue.fr
www.cnrs-bellevue.fr/sncs

Syndicat National de l’Enseignement Physique, SNEP-FSU
Mr Jean LAFONTAN, General Secretary
76, rue des Rondeaux
75020 Paris, France
Tel: +33-1-44.62.82.10
Fax: +33-1-43.66.72.63
secretariat@snepfsu.net
www.snepfsu.net

Syndicat National des Enseignements de Second Degré, SNES-FSU
Mr Jean-Marie MAILLARD, General Secretary
1, rue de Courty
75341 Paris Cedex 07, France
Tel: +33-1-40.63.29.00
Fax: +33-1-40.63.29.34
internat@snes.edu
www.snes.edu
GUINEA

Sindicato Nacional dos Professores, SINAPROF
Mr Joao INSALI, International Secretary
Ms Venca MENDEZ, President
C.P . 765
Bissau, Guinea Bissau
Tel: +245-204 070
Fax: +245-204 271
sinaprof@hotmail.com

GUYANA

Guyana Teachers’ Union, GTU
Ms Shirley HOOPER, General Secretary
P .O. Box 10996
Georgetown, Guyana
Tel: +592-2-631.83
Fax: +592-2-704.03
guy.teachunion@solutions2000.net

HAITI

Confédération Nationale des Educateurs d’Haiti, CNEH
Mr Jean LAVAUD FREDERICK, General Secretary
Avenue Magloire Ambroise, Impasse 117
Port-au-Prince, Haiti
Tel: +509-224-4482
Fax: +509-224-4486
ajolibois@caramail.com
lavaud10@hotmail.com

HONDURAS

Colegio Profesional "Superación Magisterial" Hondureño,
COLPROSUMAH
Mr Salvador Orlando ARITA MEJIA, General Secretary
Mr Rafael IZAGUIRRE, President
Apartado Postal No. 154
Tegucigalpa D.C., Honduras
Tel: +504-2-37-4292/4727
Fax: +504-2-37-4548
colprosumah@interdata.hn

INDIA

All India Association for Christian Higher Education, AIACHE
Dr Mani JACOB, General Secretary
Dr Stephen MAVELY, President
Ecumenical House
39, Institutional Area, D-Block
Janapark
New Delhi 110 058, India
Tel: +91-11-555.3435/555.1039
Fax: +91-11-555.3435/555.1271
aiachteachers@yahoo.com
All India Secondary Teachers’ Federation, AISTF
SUSPENDED

IRELAND

Association of Secondary Teachers, Ireland, ASTI
Mr Charlie LENNON, General Secretary
Mr Don Mc CLUSKEY, President
ASTI House, Winetavern Street
Dublin 8, Ireland
Tel: +353-1-671.9144
Fax: +353-1-671.9039
info@asti.ie
www.asti.ie
Irish Federation of University Teachers, IFUT
Mr Daltun O’CEALLAIGH, General Secretary
Mr Patrick BURKE, President
11 Merrion Square
Dublin 2, Ireland
Tel: +353-1-661.0910
Fax: +353-1-661.0909
ifut@eircom.net
www.ifut.ie
Irish National Teachers’ Organisation, INTO
Mr John CARR, General Secretary
Mr Donal O’LOINSIGH, President
35 Parnell Square
Dublin 1, Ireland
Tel: +353-1-872.2533
Fax: +353-1-872.2462
info@into.ie
www.into.ie
Teachers’ Union of Ireland, TUI
Mr James DORNEY, General Secretary
Mr John MACGABAHANN, President
73 Orwell Road, Rathgar
Dublin 6, Ireland
Tel: +353-1-492.2588/492.2510
Fax: +353-1-492.2953
tui@tui.ie
www.tui.ie

ISRAEL

Association of Secondary School Teachers in Israel, ASSTI
Ms Nitza BAREL, General Secretary
Mr Ran EREZ, President
23 Derech Menahem Begin Street,
ITALY
CISL-Scuola, CISL-S
Ms Daniela COLTURANI, General Secretary
Via Bargoni 8
00153 Roma, Italy
Tel: +39-06-583.10923
Fax: +39-06-583.20944
cislscuola@cisl.it

ITALY
KFTU (Chung-Ku)
Ms I-TAE LEE, General Secretary
Park 3-7, Seoul 137-739, Korea
Tel: +82-2-566.5959
Fax: +82-2-566.5959
ktfu@ktfu.or.kr

KOREA

KAZAKHSTAN
Kazakhstan National Trade Union of Teachers and Scientists Workers (KNUTSW)
Ms Amantaeva MAIRA TURGANOVNA, President
Teltoksan St.-37, index-480004
Almaty City, Kazakhstan
Tel: +7-8-3272-39 24 73
Fax: +8-3272-39 97 18

KENYA
Kenya National Union of Teachers, KNUT
Mr Francis NG’ANG’A, General Secretary
Mr John Musambay KATUMANGA, President
P.O. Box 30407
Nairobi, Kenya
Tel: +254-2-33 46 74
Fax: +254-2-22 27 01
knut@nbn.net.co.ke

KUWAIT
Kuwait Teachers’ Society, KTS
Dr Mohsen H. AL-SALHI (M), General Secretary
Mr Al Kandari Abdullah, President
Dasma – block 3 Kasma Street
P.O. Box 3208, Safat, Kuwait
Tel: +965-820 000
Fax: +965-257 1028
info@kutescuola.org

LIBERIA
Liberia National Educational Workers Union, LINEWU
Mr Patrick ANDERSON, General Secretary
Mr Paul KOMEINE Jr, President
P.O. Box 4824, 89 Perry Street
Monrovia, Liberia
Tel: +231-22 78 38 / 22 52 17
rudolphmarschsin@yahoomail.com

LUXEMBURG
Syndicat National des Enseignants, SNE
Ms Yola HILD, General Secretary
Mr Michel CLOOS, President
11-13 Rue des Ardennes

SINDACATO NAZIONALE AUTONOMO LAVORATORI SCUOLA, SNALS
Mr Nino GALLOTTA, General Secretary
Via Leopoldo Serra 5
00153 Roma, Italy
Tel: +39-06-588.931
Fax: +39-06-589.7251
info@snals.it

SINDACATO NAZIONALE SCUOLA CGIL, SNS-CGIL
Mr Enrico PANINI, General Secretary
Via Leopoldo Serra 31
00153 Roma, Italy
Tel: +39-06-585.480
Fax: +39-06-585.48434/431
organizzazione@cgsiscuola.it
www.cgsiscuola.it

SINDACATO NAZIONALE UNIONE DEI LAVORATORI SCUOLA, UIL-S
Mr Massimo DI MENNA, General Secretary
Via Marino Laziale 44
00179 Roma, Italy
Tel: +39-06-784.6941
Fax: +39-06-784.2858
uilmail@uni.net
www.uit.it/uilscuola/
FORMER YUGOSLAVIAN REPUBLIC OF MACEDONIA
Trade Union for Education, Science and Culture in the Republic of Macedonia, SONK
Mr Dolcin CVETANOVSki, General Secretary
Mr Aco JANKULOVSKI, President
Rabotnicki Dom bb
Skopje 91000, Former Yugoslavian Republic of Macedonia
Tel: +389-2-224.638
Fax: +389-2-224.638
ei@cg.yu

MALAWI
Teachers’ Union of Malawi, TUM
Mr Lucien CHIKADZA, General Secretary
Mr Bernard MANDA, President
Aphunzitsi Centre, Private Bag 11
Lilongwe, Malawi
Tel: +265-724 224
Fax: +265-727 006
tum@sdnp.org.mw

MALAYSIA
Malaysian Association for Education, MAE
Mr Ibrahim Ahmad BANJUNID, General Secretary
Dr. Awang Had SALLEH, President
Institute Aminuddin Baki
Ministry of Education
69000 Genting Highlands, Malaysia
Tel: +603-210-2422
Fax: +603-210-3344
bajunid@iab.moe.gov.my

National Union of the Teaching Profession, NUTP
Mr N. Siva SUBRAMANIAM, General Secretary
Ms Tengku HABSAHI, President
138, Jalan Murai Dua, Kompleks Batu Off Jalan Ipoh
51100 Kuala Lumpur, Malaysia
Tel: +603-625 10621/10623
Fax: +603-625 11060
mut@tm.net.my
www.mut.org.my

MAURITIUS
Government Teachers’ Union, GTU
Mr Sheik Nashir RAMJAN, General Secretary
Mr Judgish LOLLBEEHARRY, President
3, Mgr Gonin Street, P.O. Box 1111
Port Louis, Mauritius
Tel: +230-208 0047
Fax: +230-208 4943
gtunrs@intnet.md

National Union of the Teaching Professors, NUTP
Mr N. Siva SUBRAMANIAM, General Secretary
Ms Tengku HABSAHI, President
138, Jalan Murai Dua, Kompleks Batu Off Jalan Ipoh
51100 Kuala Lumpur, Malaysia
Tel: +603-625 10621/10623
Fax: +603-625 11060
mut@tm.net.my
www.mut.org.my

NETHERLANDS
Algemene Onderwijsbond, AOb
Ms Liesbeth VERHEGGEN, General Secretary
Mr Walter DRESSCHER, President
Postbus 2875
3500 GW Utrecht, The Netherlands
Tel: +31-30-298.9898
Fax: +31-30-298.9877
onderwijsbond@aob.nl
www.aob.nl

NEW CALEDONIA
Fédération de l’Enseignement/Union Syndicale des Travailleurs Kanaks et des Exploités, FE/USTKE
Mr Jacques Hoilane WABETE, General Secretary
Mr Louis Kotra UREGI, President
B.P. 4372
Noumea, New Caledonia
Tel: +687-277.210
Fax: +687-277.687

NEW ZEALAND
Association of University Staff of New Zealand, AUS
Ms Helen KELLY, General Secretary
Dr Bill ROSENBERG, President
P.O. Box 11 767
Wellington, New Zealand
Tel: +64-4-915-6690
Fax: +64-4-915-6699
national.office@aus.ac.nz

Independent School Teachers’ Association of New Zealand Inc., ISTANZ
Mr Malcolm WALKER, General Secretary
Mr Peter BOYCE, President
St. Andrew’s College
347 Papanui Road
United States of America
American Association of University Professors, AAUP
Ms Mary A. BURGAN, General Secretary
Ms Jane BUCK, President
1012 14th Street NW, Suite 500
Washington D.C. 20005, USA
Tel: +1-202-737 5900
Fax: +1-202-737 5526
aaup@aaup.org
www.aaup.org

American Federation of Teachers, AFT
Mr Edward J. McELROY, General Secretary
Sandra FELDMAN, President
555 New Jersey Ave. N.W.
Washington D.C. 20001, USA
Tel: +1-202-879.4440
Fax: +1-202-879.4502
online@aft.org
www.aft.org

National Education Association, NEA
Mr John WILSON, General Secretary
Mr Reg WEAVER, President
Office of International Relations
1201 Sixteenth Street N.W.
Washington, D.C. 20036-3290, USA
Tel: +1-202-822.7488
Fax: +1-202-822.7023
oir@nea.org
www.nea.org

Uruguay
Federación Democrática de Maestros y Funcionarios de Educación Primaria, FEDMYFEP

Vanuatu
Vanuatu Teachers’ Union, VTU
Mr Charles CALO, General Secretary
Mr Obed MASINGIOW, President
P.O. Box 287
Port Vila, Vanuatu
Tel: +678-236 79
Fax: +678-269 03
vtu.sev@vanuatu.com.vu

Western Samoa
Western Samoa Teachers’ Association, WSTA
Ms Metita VAAFUSUAGA, General Secretary
Ms Tili T. AFAMASAGA, President
P.O.Box 3443
Apia, Western Samoa
Tel: +685-219.11

Zambia
Zambia National Union of Teachers, ZNUT
Mr Philemon MWANACHINGWALA, General Secretary
P.O. Box 31914
10101 Lusaka, Zambia
Tel: +260-1-23 66 70/23 18 63
Fax: +260-1-23 19 43/22 84 88
znut@zamtel.zm

Zimbabwe
Zimbabwe Educational Scientific and Cultural Workers Union, ZESSCWU
Mr Sylvester N. MUTINDINDI, General Secretary
Ms Josephine CHIBALE, President
40 Saint Andrew’s House
Room 13-15, 5th floor
Harare, Zimbabwe
Tel: +263-4-70 47 47
Fax: +263-4-70 47 47

Zimbabwe Teachers’ Association, ZIMTA
Mr Dennis M. SINYOLO, General Secretary
Mr Leonard M. NKALA, President
Mr Peter Mabande, Chief Executive
P.O. Box 1440
Harare, Zimbabwe
Tel: +263-4-72 84 38
Fax: +263-4-79 10 42
zimta@telco.co.zw

Zimbabwe Teachers’ Union, ZITU
Mr Simplisio Kwangwari MATUMBA, General Secretary
Box G.V. 1 Glen View
Harare, Zimbabwe
Tel: +263-4-69 24 54
Fax: +263-4-70 89 29
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
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<tbody>
<tr>
<td>ACILS</td>
<td>American Centre for International Labor Solidarity</td>
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<tr>
<td>AATO</td>
<td>All-Africa Teachers' Organisation</td>
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<tr>
<td>ACTRAV</td>
<td>ILO Bureau for workers’ activities</td>
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<tr>
<td>ASEAN</td>
<td>Association of South-East Asian Nations</td>
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<tr>
<td>BIAC</td>
<td>Business and Industry Advisory Committee to the OECD</td>
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<td>CDC</td>
<td>Center for Disease Control</td>
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<tr>
<td>CEA</td>
<td>Confederation of American Educators</td>
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<tr>
<td>CEART</td>
<td>Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel</td>
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<tr>
<td>CIES</td>
<td>Comparative and International Education Society</td>
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<td>CONGO</td>
<td>Conference of NGOs (Economic and Social Council of the UN)</td>
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<tr>
<td>COPE</td>
<td>Council of Pacific Education</td>
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<tr>
<td>CSFEF</td>
<td>Bureau of the Francophone committee</td>
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<td>DPE</td>
<td>Declaration of Professional Ethics</td>
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<tr>
<td>EDC</td>
<td>Education Development Centre</td>
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<tr>
<td>EEA</td>
<td>European Economic Area</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
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<tr>
<td>ETUC</td>
<td>European Trade Union Confederation</td>
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<tr>
<td>ETUCE</td>
<td>European Trade Union Committee for Education</td>
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<td>EU</td>
<td>European Union</td>
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<tr>
<td>EURYDICE</td>
<td>Information network on education in Europe</td>
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<tr>
<td>FAPE</td>
<td>Federation of African Parent Associations</td>
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<tr>
<td>FES</td>
<td>Friedrich Ebert Stiftung</td>
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<tr>
<td>G8</td>
<td>Group of the eight most industrialised countries</td>
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<tr>
<td>GATS</td>
<td>General Agreement on Trade in Services</td>
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<td>GAW</td>
<td>Global Action Week</td>
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<td>GCE</td>
<td>Global Campaign for Education</td>
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<td>GDP</td>
<td>Gross Domestic Product</td>
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<tr>
<td>GIVE</td>
<td>Global Indigenous Voice on Education</td>
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<tr>
<td>GNP</td>
<td>Gross National Product</td>
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<tr>
<td>GUF</td>
<td>Global Union Federation (formerly known as International Trade Secretariat)</td>
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<tr>
<td>IBE</td>
<td>International Bureau of Education</td>
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<tr>
<td>ICFTU</td>
<td>International Confederation of Free Trade Unions</td>
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<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
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<td>IEA</td>
<td>International Association for the Evaluation of Educational Achievement</td>
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<td>IFJ</td>
<td>International Federation of Journalists</td>
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<tr>
<td>IICBA</td>
<td>International Institute for Capacity Building in Africa</td>
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<tr>
<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>ILO</td>
<td>International Labour Organisation</td>
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<td>IMF</td>
<td>International Monetary Fund</td>
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<td>INEE</td>
<td>International Network for Education in Emergencies</td>
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<td>IPEC</td>
<td>(ILO) International Programme on the Elimination of Child Labour</td>
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<tr>
<td>LLL</td>
<td>Life-Long Learning</td>
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<tr>
<td>MENA</td>
<td>Middle East and North Africa region</td>
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<tr>
<td>MERCOSUR</td>
<td>Common Market of South America</td>
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<td>NAFTA</td>
<td>North American Free Trade Agreement</td>
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<tr>
<td>NEAR</td>
<td>Network for Education and Academic Rights</td>
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<tr>
<td>NGO</td>
<td>Non-Governmental Organisation</td>
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<tr>
<td>NOVIB</td>
<td>Dutch Organisation for International Development Co-operation (member of Oxfam International)</td>
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<tr>
<td>OECD</td>
<td>Organisation for Economic Co-operation and Development</td>
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<tr>
<td>PISA</td>
<td>OECD Programme for International Student Assessment</td>
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<td>PSI</td>
<td>Public Services International</td>
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<tr>
<td>RET</td>
<td>Refugee Education Trust</td>
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<tr>
<td>SAARC</td>
<td>South Asian Association for Regional Cooperation</td>
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<tr>
<td>TI</td>
<td>Transparency International</td>
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<tr>
<td>TILS</td>
<td>Task Force on Trade and International Labour Standards</td>
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<td>TRIPS</td>
<td>Trade-related Intellectual Property Rights</td>
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<tr>
<td>TUAC</td>
<td>Trade Union Advisory Committee to the OECD</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<tr>
<td>UNAIDS</td>
<td>Joint UN Programme on HIV/AIDS</td>
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<tr>
<td>UNGASS</td>
<td>UN General Assembly Special Session</td>
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<tr>
<td>UNMIK</td>
<td>United Nations Interim Administration Mission in Kosovo</td>
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<tr>
<td>UNDP</td>
<td>United Nations Development Programme</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organisation</td>
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<tr>
<td>UNGASS</td>
<td>UN General Assembly Special Session for Children</td>
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<td>UNGEI</td>
<td>UN Girls’ Education Initiative</td>
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<tr>
<td>UNHCR</td>
<td>United Nations High Commissioner for Refugees</td>
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<td>UNI</td>
<td>Union Network International</td>
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<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
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<tr>
<td>UNWRA</td>
<td>United Nations Relief and Works Agency</td>
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<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
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<tr>
<td>WCT</td>
<td>World Confederation of Teachers</td>
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<tr>
<td>WEF</td>
<td>World Economic Forum</td>
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<tr>
<td>WHO</td>
<td>World Health Organisation</td>
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<td>WSF</td>
<td>World Social Forum</td>
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<td>WSF</td>
<td>World Sports Forum</td>
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<td>WTO</td>
<td>World Trade Organisation</td>
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<tr>
<td>WTD</td>
<td>World Teachers’ Day</td>
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