## Contents

**Introduction**  
Part A - Working to Achieve EI's Principal Aims  
Aim 1: Quality Education For All  
Aim 2: Improving the welfare and status of teachers and education personnel  
Aim 3: Ending discrimination in education  
Aim 4: Promoting democracy, sustainable development and solidarity  
Aim 5: Strengthening EI and membership participation  

**Part B - Summary of EI operations**  

**Appendices**  
Financial Reports  
List of member organisations  
Acronyms
Last year, the introduction to the 2002 Annual report ended with the words: “...the external pressures on our profession and our movement will continue to challenge us in the year ahead”. As the events of 2003 unravelled, these words turned out to be all too close to the mark.

For even as globalisation became more real to everyone, the global system of peace and security dating back to the Second World War was badly shaken. The United Nations was divided then sidelined over intervention in Iraq, then destabilised by the assassination of dedicated humanitarian staff in Baghdad. The Middle-East peace process fell victim to intractable extremisms and cycles of terrible violence. Global trade talks in Mexico broke down to be replaced by a series of bilateral deals. Global insecurity increased. A new disease, SARS, created economic havoc, while the global epidemic of AIDS/HIV continued to spread.

Throughout the year we continued working to achieve EI’s Principal Aims. We maintained the campaign for Quality Education for All, with the Biggest Lesson in the world’s history, on the education of girls. We worked hard to improve the welfare and status of teachers and education personnel. Towards the end of the year, we made progress in Ethiopia on recognition of the ETA. But in Colombia killings of teachers continued. Our work to end discrimination in education continued with more country level programs and more effective networking. More member organisations than ever from both industrialised and developing countries cooperated on solidarity programmes. Important work on education against AIDS/HIV continued in Africa.

These were all key features of our first four Principal Aims, and in all these ways, EI and its member unions made their contribution to the building of better communities around the world. But the external political
and economic context meant that governments and the media directed their attention elsewhere. Governments have agreed to our EFA targets – at the G8, at the OECD, when they adopted the UN Millenium Development Goals. But there was little or no movement – governments were "marking time". We have much unfinished business. To achieve the 2015 goals, concrete political decisions on funding will have to be made by mid 2005 – less than 18 months away. In 2004, leading up to our World Congress, we need a new sense of urgency to mobilise political support for our goals.

Even the business world is speaking out on the need to invest in education. But what are the implications of the growing interest in education of corporations? Where will the new involvement of hi-tech companies take us?

2003 was a year when the pressures for commercialisation of education became clearer. EI was present as an advocate for public education where it counted – such as at meetings of government representatives to promote GATS, especially in higher education. That advocacy has been of crucial importance with the World Bank which shared our goal of Education for All, but showed a worrying tendency to look for short cuts that would lower quality and downgrade the work of our members. Parts of the Bank’s World Development Report released this year were unacceptable, and we made this clear to the Bank’s President. We expect the new consultative mechanism set up with him to produce concrete results at the country level in the new year.

2003 was also a year for strengthening our organisation. Much time and effort went into developing a new structure for the new Europe – stretching from the Mediterranean to the Urals, with an expanding European Union that is increasingly active in education. Globally, we moved further down the path to unity of teachers and education employees so as to strengthen our capacity for advocacy. We were active participants in important talks about the future of the Global Unions. When key players on the world economic scene met, in Washington, in Paris or Davos, EI was present and the case for education was put to them.

But it is precisely here that we see the dilemma. Key economic advisers to Presidents on both sides of the Atlantic agree with us on the importance of education. Key leaders of industry say the same things. So do the heads of the major international agencies, including the financial ones. But all those good intentions can come to nought because of factors such as volatility of exchange rates, tax breaks for the wealthy, persistent unemployment and lack of consumer confidence, or trade deals that protect the financial rights of patent holders but ignore the negotiating rights of employees.

That is the context in which we have been striving to implement our fifth Principal Aim – strengthening EI and its membership participation. On that front we progressed in 2003 - the European restructuring was an example, the new EI information strategy was another. But we still have a way to go. We must involve
young people more. We must strengthen our links with the civil society organisations in which many of our members are active locally. We must work more on global research and information services that respond to the concrete needs of EI member organisations. We all know today that global events and trends impact on local communities. EI and its member unions must work harder to strengthen the link between the global and the local parts of our work. Like our colleagues in other sectors, we must be on guard against allowing external factors such as volatile exchange rates to weaken our global federations, including EI, at the very time when we need them most.

Principal Aim 5 is about building our capacity to have an impact on the externalities that challenge us. That impact can be achieved by combining mobilisation with advocacy, backed up by competent research and information capacities. And it is also about democracy and membership participation. At the end of the day, these are the essential strengths of our international.

EI’s World Congress will be the occasion to ask “How well have we done?” and then to determine our action for the next three years.

With our coalition partners from civil society, we have worked hard to get the international community, governments, even the world of business, to accept critical goals such as Quality Education for All by the year 2015. The crunch time for key political decisions will come in 2005. We must pursue the tasks we have set ourselves with a new sense of urgency. And we must remain strong.

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.

Strategic objectives:

a. To contribute to the accomplishment of basic education for all by 2015, as specified in the Framework for Action of the Dakar Education for All Forum in April 2000, and the mobilization of the necessary increased resources for education, by allocating at least 6% of the Gross National Product to national education budgets, by writing off the debt of low-income countries, increasing national efforts and Official Development Assistance from OECD countries for basic education, and by allocating credits through the World and Regional Development Banks.

b. To work for the elimination of child labour through full implementation of ILO Conventions 138 and 182, and the mainstreaming of child labour issues into education policies.

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.

EI is one of the participating organisations of the Global Campaign for Education (GCE) created in October 1999, some months before the Dakar World Education Forum in April 2000 and EI is represented in its Steering Committee. The GCE Secretariat is temporarily based at EI’s premises in Brussels, with the aim of transferring it to a developing country, probably in Africa.

The GCE represents a unique synergy between education unions and NGOs active on education. The legitimacy and the credibility of the campaign grouping are recognised by intergovernmental agencies such as UNESCO, the World Bank and UNICEF.
However, although the goals for Education For All (EFA) may be shared, opinions on how to achieve them differ and create difficulties in working with some NGOs at national and community levels. Trade unions defend the improvement of teacher salaries and conditions of service, free collective bargaining and the professionalisation of teaching. Hence the use of fixed contracts or the employment of voluntary or unqualified teachers are unacceptable strategies for reducing the costs of education.

NGOs are not always aware of the importance of these issues. Disagreement has arisen concerning the World Bank’s Fast Track Initiative (FTI) to finance EFA. Some aspects of this plan are inimical to the improvement of teachers' status and include criteria such as curbing teachers' remuneration (limited to a maximum of 3.5 times the GDP per capita), increasing class size and reserving 50% of funds for basic education. With regard to the fixing of teacher’s salaries, EI believes that it has to be left to collective negotiations between national social partners. Concerning the 50% of funds reserved for basic education, EI is favourable towards increasing the budget for basic education, but warns that this would lead, in the absence of new resources, to the decrease of present funding for other sectors such as secondary or higher education.

Meetings were requested with the World Bank (see below), as well as with other GCE partners to clarify emerging disagreements. Meetings were organised with Oxfam International and ActionAid.

Both EI and the GCE were represented at a meeting organised by Volunteer Services Overseas (17 February, London, UK). VSO presented a policy research report on teachers’ motivation in developing countries, "What Makes Teachers Tick?" as part of its ongoing "Valuing Teachers" project.

**EI/AOB/FNV EDUCATION FOR ALL PROJECT**

EFA is becoming a key area of interest in the development co-operation programmes implemented by EI donor organisations. EFA is either integrated into existing activities or launched as a separate project. Contacts have been established with donor organisations such as AEU (Australia), CTF (Canada), Utdanningsforbundet (Norway) and Lararforbundet (Sweden) seeking their involvement. An important activity is a programme jointly organised by EI, the Dutch national trade union centre, FNV, and the Dutch teacher union, AOb, which began in November 2002. Teacher unions from Kenya, Tanzania, Uganda, Ethiopia, Mali, Burkina Faso, Niger, India, Peru, Ecuador and Bolivia participated in this programme which will last till November 2005. The programme focuses on strengthening the capacity of the unions in the area of EFA which includes the following four elements: research, membership training, policy development and publicity. Each union then developed their own plan of action based on these four elements, in accordance with their specific needs and capacity. This is indicative of the fact that the achievement of EFA has to take into account country-specific pre-conditions. The teacher unions in India focused their attention on high dropout rates. Three teacher unions in francophone Africa focused on the quality of teacher training. In East Africa, unions concentrated on developing a more comprehensive policy.

The EI survey showed that involvement of teacher unions in the EFA process has not been satisfactory. First of all, teacher unions are often not consulted by their governments on EFA policies, despite governments having pledged to do so at the Dakar World Education Forum. Secondly, none of the unions involved had a clearly defined vision of the challenges that EFA poses to the education sector.

To overcome such barriers, EI is committed to strengthening
its EFA programmes through close co-operation and consultation between its headquarters, regional offices and participating affiliates. EFA seminars have been held to raise awareness of the importance of EI’s involvement in EFA, such as in **India** (December 2002 with follow-up in June 2003, Hyderabad), **Ethiopia** (February), **Burkina Faso** (March), **Ecuador** (13-17 August) and **Bolivia** (18-20 August), **Guatemala** (2-3 September). During an international EFA conference in **Ethiopia** (July 29-30), the EI President met with the Ethiopian Deputy Minister of Education and the Dutch and UK ambassadors. The EI regional office in Africa also undertook a mid-term assessment visit to **Kenya, Uganda** and **Tanzania**. (See regional programmes 1.7). The Dutch Ministry of Development Co-operation, which funds the programme through the FNV, has shown great interest in getting feedback on the project. In May, EI was invited to speak to the Dutch Embassy staff members working on education policies and programmes in 18 countries.

Support from affiliates was overwhelming: two-thirds of all the participating organisations were EI affiliates! Bangladesh, India and Brazil boasted the largest number of participants registered for the event.

EI participated in the development of all the visual materials and official publications for international donors, the press, and our affiliates. EI also co-ordinated an event geared to raise the awareness of EU institutions by sending them the materials. This year’s Global Action Week was by far the most successful in terms of the number of individuals participating. The validation certificates for the Largest Lesson Ever have been sent to all participating schools. A video and booklet documenting GAW 2003 events are also available.

With respect to the advocacy work on girls’ education, EI participated in several meetings with GCE partners to advocate the improvement of girls’ access to education in the World Bank’s Fast Track Initiative. EI also held a meeting with G8 authorities working on education for the G8 Summit in Evian, France in June 2003 (See 1.3).

### 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.

The highlight of this year’s **Global Action Week for Education** (6-13 April) was the world record for the largest lesson ever! Over 1 500 000 pupils, teachers, and government officials from more than 150 countries participated in the **Big Lesson** on girls’ education. The Big Lesson was about the promises made in international agreements by governments worldwide to bring about gender equity in education. The purpose of this attempt to set a Guinness world record, initiated by EI and the **Global Campaign for Education**, was to raise awareness among both citizens and world leaders about the need to fulfil that promise.

The **Big Lesson** about gender equity in education.

**Argentina**’s national union CTERA involved more than 20,000 students and 5,000 teachers in the Big Lesson. In addition to this, thousands of petitions were presented to the national legislature. There were special TV and radio programmes as well as public events to raise awareness on the lack of access to education for girls, the link between poverty, barriers to education and child labour. Follow-up sessions were planned with teachers to reflect on the issues of the Global Action Week.

Statistically, **Bangladesh** produced the most impressive number of participants, with at least 450,000 children and adults taking part. The Secretary of State for Education had written to 85,000 schools across the country, asking them to join the World Record attempt. Vice-chancellors of all the universities have added their signatures
to an Action Week leaflet. 500 volunteers distributed Action Week stickers (in Bengali) in buses, train stations and other public places. Rallies, discussion meetings and public performances took place even in the most remote regions of the country.

In Brazil, the most significant events took place in São Paulo, where the Big Lesson was conducted in open air for youths from the local "hip-hop" community. In Brasília, a celebration was held at the Câmara Federal (Federal House of Representatives) while in Pernambuco, the world record event included indigenous Xukuru Indian communities. The lesson in São Paolo rounded off with a splendid performance by rap songwriter and singer, Sharylane, an outspoken activist for women's rights. The Campanha Nacional pelo Direito à Educação (National Campaign for Education Rights) reminded Brazilians that 15 million people in Brazil, both children and adults, are illiterate, and that 33 million others have studied for less than four years.

In Canada and the United States, thousands of pupils participated in the Big Lesson on Gender Equity. By 17 April, AFT alone reported about 3,623 pupils from Florida to Maine participating in the Lesson. In Washington DC, international soccer star Mia Hamm joined her team-mates to kick off the Big Lesson at the Benjamin Murch Elementary School. Mia Hamm and her team won the Women's World Cup in 1999.

In Denmark, the Big Lesson was publicised on children's TV and some 27,000 students joined the attempt to set a world record, including 2 schools in Greenland.

In East Timor, a National Conference on Education took place during the Action Week. Teachers, students, activists, aid agencies, government, religious and cultural institutions started a dialogue on policy and programme proposals for the East Timorese education system, teacher training, adult literacy, popular education and basic formal education. Issues discussed included education financing, girls' education, policy reform, marginalised groups, access and quality.

In El Salvador, 20,000 students from three academies, two universities and numerous schools took part in the Big Lesson. The Vice-Minister for Education took part in a lesson with 28 pupils in San Salvador.

In Gambia, the EFA Campaign Network organised the lesson in Banjul and in two rural regions. FAWE, a partner in the GCE, also arranged for the Big Lesson to be taught in a number of classrooms all over the country. In the Greater Banjul area, the Big Lesson was conducted by an 11-year-old girl, who impressed upon decision-makers, parents, National Assembly members and donors why it is important for girls to be educated. Coming from a poor family, the girl has to sell peanuts after school to supplement the family income. The event was broadcasted nation-wide.

In Germany, no less than 28,000 children took part in the Big Lesson which was aired live on German radio stations.

In Ghana, the Big Lesson opened with testimonials from articulate young women of the same ages from similar backgrounds - except that some had had the chance to finish their education, while others had been forced to drop out. Their moving stories echoed Nelson Mandela’s words: "Education is the most powerful weapon which you can use to change the world."

In Hungary, teachers were mobilised by their unions to write letters to the Prime Minister regarding the poor situation of public education in the country.

In India, the Big Lesson was a part of a programme of lectures, debates, drama, musical performances, organised by EI affiliates AIACHE, AIFTO and AIPTF in numerous cities and villages across India, involving more than 100,000 children. In a small village in Andhra Pradesh, children from the government school followed up the lesson by visiting the houses of some of their peers who had been forced to drop out. They discussed with the parents what they had just learned on the importance of education. Girls and women also marched to state parliaments or local government
offices, to present community petitions and declarations to state and national leaders, calling for specific actions to achieve the 2005 goal of achieving gender equality in education. Women’s and student groups were mobilised to carry out a ‘gender audit’ on the state of girls’ education and female literacy in India.

In Jakarta and other cities in Indonesia, activities organised for the event included street campaigns, "open space schools" for street children, drawing, story-telling and oratorical competitions. Some 45,000 persons on the island of Lombok alone participated in the Big Lesson. Education NGOs also held their first dialogue with the Indonesian EFA committee.

In Ireland, dozens of schools from all over the country participated in the Big Lesson.

In Kenya, emphasis was put on district level mobilisation with the Big Lesson and public forums and processions taking place in towns across the country, as well as in Nairobi’s informal settlements. National impact was achieved through press articles and supplements in major newspapers.

In Liberia, local posters were produced for distribution in schools, hospitals, etc. The week ended with a workshop attended by government officials and a national forum where girls and women chaired the discussions.

In Malawi, FAWE organised the Big Lesson in literacy classes for women and adolescent girls, with girls as the teachers. In addition, debates on girls' education took place on all radio stations and in many rural villages. Both the Minister of Gender in Lilongwe and the Minister of Education in one of the rural districts conducted the Big Lesson. The Week was launched on national television with a live press conference with the Minister of Education, and a children’s press conference.

In the Netherlands, about 1000 schools and 30,000 children took part in the event. Due to the co-operation of AOb and SADTU (South Africa), pupils from the Hague and Johannesburg chatted with one another via video conferencing.

In Nicaragua, anti-child-labour activists, children and community members presented official complaints from non-educated children to local municipal councils. They also distributed materials calling for free education and held mass meetings with parents.

In Niger, the Big Lesson commenced with a song specially written for the occasion by Nigerian rap group, Kay dan Gaskiya, who performed it in the Niamey’s Seyni Kountché Stadium. "Since eight in the morning, youths swarmed towards the stadium in more than 20 coaches. At nine, the President of the Youth Parliament, Halima Hima Moussa, conducted the Big Lesson in front of 2500 persons, which ended in resounding applause," recounted SNEN.

In Nigeria’s Enugu State, children not only debated the causes of girls' exclusion from education, they agreed on action points to get more girls into school. The various presentations, drama performances, songs, poetry recital, debates, marches and discussions showed strong support for girls' education. Children identified issues that hinder girls' education, such as household chores, early marriages, preference for boys over girls, teenage pregnancy, large families, and child trafficking.

In Romania, about 10,000 children participated in the Big Lesson. Meetings were organised with teachers and local decision makers to draw attention to the importance of primary education in a child’s development and the need for involvement of all key decision-makers in preventing child labour and child sexual exploitation.

In Senegal, the Big Lesson was taught to children of the upper levels from all primary schools. A special event was held, attended by the Prime Minister, the Minister of Education and many prominent women in Senegal. In addition, 250 working children from 30 African countries - shoe-shiners, domestic servants, apprentices and others - who were attending a meeting of self-employed youth
in Dakar took a break from their conference proceedings to join in the world record attempt.

In Sierra Leone, President Kabbah taught the Big Lesson in the National Stadium. A march then took the participants from the stadium through the streets of Freetown. 124 parliamentarians were then informed about the Global Campaign for Education and the Education for All goals, as well as the need for legislators to participate in the attempt to set the world record for the largest simultaneous lesson ever. The week also featured daily radio and TV coverage of issues related to girls' education, and two national thanksgiving services on the same theme (one Muslim and one Christian).

In South Africa, SADTU managed to get Nadine Gordimer, Nobel laureate for literature, to join teachers and students from over 300 schools and institutions that who took part in the Big Lesson. 160 students from the Netherlands also attended the lesson via video conferencing. GCE-SA kicked off the week with a conference which gave girls the opportunity to speak about the challenges they experienced. The Action Week also focused on a review of school fees.

More than 60,000 schoolchildren in the United Kingdom took part in the Big Lesson. At Wembley Hall, some 2500 children attended 'girl power' music concerts. The GCE report on girls' education, "A Fair Chance", was launched at a seminar in the House of Commons by Oxfam's director and TUC's Deputy General Secretary.

In Vietnam 45,000 pupils participated in the Big Lesson. A group of street and working children from informal education programmes planned the Action Week's activities, including peer workshops for other street and working children and the designing of the campaign T-shirt. Children in informal education centres across Hanoi were asked to contribute drawings and to do "write-ups" on girls' education, which were presented in a public forum on 9 April.

Planning for Global Action Week 2004 (19-25 April 2004) started in September. Explanatory circulars and graphic material have been sent to all EI offices and affiliates. The GAW 2004 theme is “Children Missing an Education” and its main activity will be a children’s lobby to lend a voice to excluded children. Classroom activities have been prepared and forwarded to all EI affiliates.

EFA EUROPE

This short campaign was carried out in collaboration with the European Parliament’s Development Committee in order to push for the adoption of a resolution, initiated by Max van den Berg, Member of the European Parliament. The resolution called for the doubling of both EU and national development cooperation budgets for education. A public hearing was organised with the European Parliament (18 March, Brussels) where GCE chairperson Kailash Satyarthi as well as GCE Co-ordinator Emanuel Fatoma talked about the need for increased budgetary support for Education For All. A rally involving over 100 pupils, UNICEF ambassador Khadjia Nin, EI officials and the President of the European Parliament was held on May 16. The resolution was adopted by an overwhelming majority. It is in the process of being implemented, as the necessary funds have been allocated by the European Commission. Follow-up work on this campaign is being done in order to monitor the implementation of the Resolution to double EU aid towards education.

In November, the GCE released a report card ranking donor countries according to their co-operation spending on education. Prior to the release of this publication, the information gathered was used to support the EFA European lobbying.
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.

In order to prepare the advocacy work in view of the G8 summit (June, Evian, France) and lobby the G8 on the need to increase aid towards the Fast Track Initiative for Education For All, EI met the Education Advisor of the World Bank’s President, Jean-Pierre Patat, on 23 April. He explained that France would increase support to basic education through debt relief mechanisms and study scholarships for women’s education and for teacher training, as well as provide extra support to the French-speaking Fast Track countries (Guinea, Burkina Faso, Niger, and Mauritania) (see also 4.3).

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.

Part of EI’s lobbying activities in 2003 focused on getting support from GCE partners on defending the teaching profession. Discussions on practices in education and their relevance for quality education show that some NGOs have opinions on these issues different from those of EI.

Too many teachers and education personnel do not have enough information on the goals of Education For All and their implications for education and the teaching profession. The lack of involvement of teachers and their unions in the preparation and implementation of EFA national plans is still a matter of great concern. As part of EI’s intensified campaign for EFA, seminars and workshops were organised in a number of countries (See regions).

EI also deplores the fact that many countries ignore the ILO/UNESCO recommendation on the status of teachers. A major concern is the increase in the delay in payment of teachers’ salaries and reluctance of some education authorities to implement negotiated conditions of service. Teachers in Indonesia, Cambodia, in the Central African Republic, Liberia, Togo and Guinea-Bissau were not paid for months. Another worrying development addressed by EI is the recruitment of contract and temporary teachers in many countries, especially those under the World Bank’s Fast Track Initiative. This has led to falling salary scales. EI also expressed concern that in many countries the duration of the teacher training has been sharply reduced, sometimes cut in half. Officially governments indicate that these are temporary measures, without indicating how temporary.

COLLECTIVE CONSULTATION OF NGOS ON EDUCATION FOR ALL (CCNGO)

The Collective Consultation of NGOs on Education for All (CCNGO/EFA) is a thematic partnership mechanism created by UNESCO to facilitate consultations between UNESCO and NGOs, which is working with more than 500 organisations around the world, including EI. EI participated in the CCNGO/EFA Assembly (19-23 January 2003, Porto Alegre, Brazil), represented by EI President Mary Futrell on its panel, EI staff and representatives on the Co-ordinating Committee and the UNESCO NGO Liaison Committee. Representatives from EI affiliates from Brazil, France, Guinea and Niger participated as delegates. In total, about 150 participants from different types of NGOs (regional, national and international) took part in the Assembly, which expounded on four major themes: Civil society participation in EFA; Quality and alternative discourse in edu-
Education; Information, consultation and discussion on recent and planned activities related to EFA; EFA partnership between UNESCO and civil society.

The discussions on civil society participation in EFA showed that there are still many problems related to consultations and participation at the national level. The situation may be improved by programmes for capacity building. From EI's perspective it is important to involve teacher unions in all consultations related to EFA.

UNESCO

EI is part of the High Level group meeting on EFA which acts as a lever for political commitment. EI President Mary Hatwood Futrell represented EI at the 2003 meeting (10-11 November, New Delhi, India). Very few civil society organisations are part of that group, and EI representation is a recognition of the teacher union movement's involvement in the EFA process.

EI is also part of UNESCO's EFA Working group (22-23 July, UNESCO Paris) which scrutinises each year international EFA initiatives, based on case studies. Panel discussions held focused on four major initiatives and, in particular, on the Fast-Track Initiative in which the World Bank plays a leading role. The GCE made a presentation on "Tracking progress of the Fast Track Initiative: a review of the FTI and indicative framework for education reform".

EI is also represented on the editorial board of UNESCO's 2003-2004 Global Monitoring Report on Education For All. UNESCO's Report evaluates the progress made each year in both international programmes and national strategies to achieve EFA. In 2003, the chief focus of the report was gender parity in education, in view of the 2005 EFA deadline. The monitoring report stresses clearly that the parity goal will not be met in more than 70 countries. The EI representative on the board contributed to the improvement of the report, both in terms of its content and presentation. EI also proposed to focus on teachers as a future theme, ideally in 2006 to celebrate the adoption of the Recommendation on the Status of Teachers in 1966.

EI participated in the 32nd Session of the UNESCO General Conference (29 September - 17 October, Paris, France), which marked the return of the United States to membership. The Conference saw the adoption of five declarations, including the International Declaration on Human Genetic Data, as well as two ministerial round tables - one on "The Quality of Education" and another on "Knowledge Societies". In his speech, EI’s General Secretary called for respect for the 1966 UNESCO-ILO Recommendation on the Condition of Teaching Personnel, when recruiting the several millions of new teachers needed for the achievement of EFA. With regard to the stakes and challenges that globalisation has for education, he reminded the participants that EI "insists that education, as with other essential public services in our societies such as health care, should be excluded from any GATS engagement."

WORLD BANK

EI conducted several meetings with World Bank officials to raise the concern of EI affiliates about the Bank’s Fast Track Initiative. The EI Executive Board instructed the secretariat to convene these meetings as there seemed to be a growing gap between the declarations made by the Bank's leadership and what seems to be promoted by the Bank’s operational staff in the field. Namely, the Bank’s policy to encourage the recruitment of unqualified contract teachers and the limitation of teacher salary to 3.5 times the GNP per capita. For most affiliates, the Bank is perceived to promote private input into education through the levying of local tuition fees, to favour the reallocation of resources from higher to basic education, and
to support basic schooling provided by NGOs. Bank staff are often perceived to be anti-union. Consultations on education policies and programmes between the Bank and governments take place behind closed doors without consultation with education unions.

On 17 February, EI met with the World Bank EFA Coordinator, Bob Prouty who presented a pro-teachers argument, insisting that EFA will not succeed without them. However, he described the EFA Fast Track Initiative as a trade-off between teachers’ rights and children’s rights in order to explain the Framework’s negative position on teachers’ salaries.

On 18 March, EI met with World Bank’s Director for Education, Ruth Kagia, who agreed that teachers are an important actor in the achievement of EFA objectives and therefore any disagreement ought to be resolved. The World Bank took note of the concerns raised by teacher unions and promised to respond shortly.

On 26 March, EI participated in a Fast Track Initiative "Debriefing Session" hosted by the French Foreign Affairs Ministry in Paris. Of particular interest was a presentation by Barbara Bruns, Head of the FTI Secretariat, who indicated that Fast Track Donors are "inventing the wheel as they go along", but promised civil society organisations greater transparency and regular information on Fast Track developments.

In September, EI issued a joint statement with PSI and the International Council of Nurses (ICN), to criticise the contents of the World Bank’s World Development Report 2004 "Making Services Work for the Poor". "The focus is on the negative rather than on looking at how to make workers partners in this essential task and on how to build on their demonstrated motivation to work for what is often very poor pay and under very bad working conditions," deplores EI, adding that "The World Bank report undermines current campaigns to achieve Education For All and Quality Public Services."

On 14 October, an EI team of Vice-Presidents and senior staff met with the World Bank Vice-President for Human Resources and other Bank staff to dispel a number of misunderstandings that had arisen with respect to some of the Bank’s policies. There was a growing concern among EI member unions in low-income countries about the Bank’s views on quality education, the teaching profession and education unions. These concerns were prompted by the Bank's World Development Report 2004, which is highly critical of the organised teaching profession.

Subsequently, a meeting was organised on 16 December between EI Officers and World Bank President James Wolfensohn. The meeting was described as constructive. EI and the World Bank agreed to establish a consultation mechanism that will facilitate communication between the two organisations on education policy issues and on education programmes funded by the Bank. Mr. Wolfensohn insisted that the Bank supports quality public education provided by qualified teachers. It does not want to be perceived as promoting the hiring of unqualified teachers, the levying of school fees or the reallocation of resources from higher to basic schooling, according to Mr. Wolfensohn. He stressed that the Bank’s staff is expected to follow its policies. Wherever this is perceived not to be the case, he should be informed so that the appropriate corrections can be made. Wolfensohn stressed the importance the Bank attaches to partnerships with education unions, at both the national and international levels.

EI President Mary Futrell said that Education International considers the World Bank an ally and not an adversary in achieving the objectives of Education For All and in creating better conditions for teachers around the world.

A number of concerns raised by EI will be the subject of further study and discussion with Bank officials in the coming months.
Another meeting with Mr. Wolfensohn is scheduled before July 2004.

In the regions, regional offices and member organisations maintain relations with field offices of inter-governmental organisations (UNESCO, ILO, UNICEF and the World Bank). However, some of these agencies are still reluctant to keep teacher unions informed of their activities.

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.

Encouraged by the success of the programme on eliminating child labour, the ILO-ACTRAV project was renewed in India. The ILO-IPEC activities continue in Nepal and the Philippines. In Bangladesh, the child labour project now is being held under the national time bound projects. The project has been renewed for 2004 and an agreement to this effect was signed between the EI member organisations in Bangladesh, the EI regional office and the ILO-IPEC Dhaka Office. The head of the IPEC Education unit, Ms. Urmila Sarkar, promised during a meeting in October that IPEC will organise a meeting on the eradication of child labour with trade unions and major acting NGOs, in Spring 2004. The matter is being pursued with by EI.

Regarding the involvement of teachers on the issue of child labour in India, several meetings were organised with local representatives of ILO/IPEC, the MV Foundation (EI Award for Education in 1998), the India Committee of the Netherlands and local EI affiliates.

On 12 June, EI attended the Global March Against Child Labour’s press conference marking the International Child Labour Day. Plans to collaborate with Global March’s European organisations on the 2004 Child Workers Congress in Milan were established. Tracking of policy documents and events is ongoing.

EI took part in a meeting for education stakeholders organised by the Education Unit of the European Commission’s DG for Development. The purpose of the meeting was for the EU to gain better insight into the different stakeholders’ position on Child Labour. EI’s views of re-integrating child labourers into the formal education system were highly appreciated.

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.

Member organisations in Africa have been asked to provide research and researchers on the impact of Structural Adjustment Programmes (SAP) on education. With the help of member organisations in Burkina Faso and Uganda among others, agreements have been made with researchers in these two countries.

EI also provided input for a research project by Utdanningsforbundet (Norway) on structural adjustment and education in Nicaragua, led by a researcher from the University of Managua.

The first Education International Report entitled "Education for All: Is Commitment Enough?" was released in May. The report covers all issues related to the EFA process, including the impact of structural adjustment.

A series of research documents called EI Working Papers, containing research work either originally written by EI staff for conferences, round tables, seminars and other EI activi-
ties, or specially commissioned for certain research projects is also published on the EI website (see 5.3).

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.

AFRICA

The Africa regional office took specific steps to strengthen co-operation with civil society organisations and regional networks. Teacher organisations are encouraged to form or join national GCE coalitions. Consultations were held with the Africa Network Campaign on Education for All (ANCE-FA) on possible areas of co-operation in intensifying advocacy campaigns.

The EI African Regional Advisory Committee meeting in May said that African governments need to involve teachers and other stakeholders in education at all stages of developing, implementing, monitoring and evaluating EFA programmes. The Committee also encouraged African member organisations to aspire for unity of purpose and co-operate with NGOs and other civil society organisations in order to enhance their networking, outreach and effectiveness.

EI member organisations in Africa participated in a GCE Workshop on Capacity Building for NGOs and teacher unions. The objective of the workshop was to develop common platforms for education advocacy within civil society organisations, and to expand collaboration with other actors e.g. youth movements, women’s groups, chamber of commerce etc.

Regional staff members participated in the pre-summit conference of African heads of state (27 June – 2 July, Maputo, Mozambique) organised by African civil society organisations in 25 countries. The focus was on the African Union and NEPAD. Even though the eligibility of EI as a regional network was challenged at the beginning, the contribution of EI/AATO participants was greatly appreciated. Their inputs on the Maputo Declaration of African Civil Society Organisations, especially on educational issues, were seriously considered.

ASIA-PACIFIC

Due to the SARS epidemic, several EFA activities scheduled on the first half of the year were postponed. However, a planning seminar on Education For All (See 1.1.) was held in India in the states of Andhra Pradesh and Karnataka (7-9 June, Hyderabad), attended by affiliates AIPTF and AIFTO. A policy development meeting on EFA held in Tashkent on 7-8 November.

A number of grass-root awareness seminars activities were held by the affiliates of the AIPTF and the AIFTO. In Andhra Pradesh, the PRTU organised awareness campaigns in two locations distributing pamphlets, organising Rickshaw rides, playing songs and developing tapes and CDs encouraging people to send their children to schools. The materials were distributed to teachers and to the community leaders. The PRTU made recommendations to the State government on revising curriculum, text books and teachers’ training manuals to facilitate Education for All and are in the process of negotiating on these matters.

EUROPE

Regular updates and information exchanges are taking place within the UNICEF-NGO Western European network on children’s rights.
LATIN AMERICA
The Latin America regional office is following up on the EFA national plans through a project funded by NEA/United States. In Colombia, Dominican Republic, El Salvador, Honduras, Nicaragua, Peru and Venezuela, meetings were held with teacher unions so as to meet the requirements of the Dakar Framework of Action on EFA.

On 1 September, the EI regional office held a meeting with the Executive Board members of the Salvadorean teacher union, Andes 21, to discuss strategies to interact with the government on the EFA process. On September 2-3, similar meetings were held with the Executive Board members of the teacher union of Guatemala, STEG.

Two regional seminars on EFA were also organised (13-17 August, Quito, Bolivia) for CTEUB/Bolivia, UNE/Ecuador and SUTEP/Peru, funded by the EI/FNV EFA project. From 21-25 April, the regional office participated in a meeting with Utdanningsforbundet/Norway on a project to analyse the effects of the World Bank’s policy in Nicaragua, and further analyses of the impact of World Bank policies on EFA in Honduras and Bolivia will be carried out, supported by Utdanningsforbundet/Norway.

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.

In Africa, the Ghana teachers’ union GNAT managed, through collaboration with BUPL/Denmark and EI, to have the government include Early Childhood Education as part of the EFA national plan. To prepare teachers for early childhood education, a training handbook was published.

The initial training of representatives/organisers took place in March.

In Asia, a workshop was organised for EI members in the SAARC region (8-9 September, Colombo, Sri Lanka) to review national EFA efforts since 2001, when the first such meeting was held. Earlier in the year, a SAARC sub-regional round table (5-7 September) had focused on the effects and consequences of trafficking and sexual harassment of girls and women on girls’ education, retention and dropout rates.

A round table on "EFA-Progress, Obstacles and Future Actions" was held during the EIAP Conference (10-12 December, Taiwan). A conference from 20-28 August 2002 was held in Nadi, Fiji on “Teachers: the way forward for Quality Education and Quality life for all in the Pacific”. During the conference, workshops on “Assessing Progress of Quality Education for All by 2015 Across All Sectors of Education” were also held.

In India, after the initial EI seminars, the AIPTF held marches for Education For All around the country. The AIFTO campaigned with the members of parliament for a parliamentary bill on Education For All, and the AIACHE published and distributed information material on Education For All earlier this year. Education For All activities to increase enrolment now include press conferences, mass rallies, door-to-door campaigns and teacher training. Cultural troupes, mothers’ associations, community, religious groups and focus groups on girls’ education are being established. The EFA, Child Labour and HIV/AIDS issues are now included in all development co-operation activities in India. The anti-child labour activities in India are now focused on increasing enrolment and decreasing dropout at the school level in some northern, eastern and southern districts.
**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).**

**1.9→ Focus advocacy work with the international financial institutions, the OECD and other relevant intergovernmental agencies on the responsibility of national governments to levy taxes that will generate public funds required to develop and maintain high quality public school systems; to develop and establish, in consultations with education unions, national standards for education quality and teachers' qualifications; to enable school reforms meeting new demands resulting from technological, economic and social change.**

EI advocacy at the OECD is undertaken through close cooperation with the Trade Union Advisory Committee (TUAC). In April, EI participated in the TUAC delegation to the Annual Meeting of the Ministerial Council, OECD’s governing body, and addressed the Council on public responsibility for education, implementing the Cologne Charter on Life-Long Learning, and the G8 commitment to education for all. These remarks were explicitly supported by the Chair of the 2003 meeting, Prime Minister Helen Clarke of New Zealand, and by OECD Secretary General Donald Johnston. EI had also participated actively in the drafting of the TUAC statement to the OECD Ministerial Council and to the G8 summit held in Evian, France, which included strong messages based on this EI strategic objective.

At the November meeting of the TUAC Economic Policy Group, EI and other union representatives had a discussion with an advisor to President Chirac of France on proposals under consideration by G8 countries to raise funds internationally for global development needs, including education. France and Canada have supported a study of the "Tobin Tax" concept (tax on international financial transactions) while the UK Chancellor is promoting the concept of global development bonds. At the same meeting, EI participated in a discussion with the principal economic advisor to President Bush of the USA, who also chairs the OECD Economic Policy Committee, and with the OECD’s Chief Economist. The US official maintained that tax cuts were stimulating the US economy. However, while recognizing the importance of investment in education, he did not accept that tax levels should rise again in order to finance that investment.

EI’s advocacy for adequate funding for education was also pursued at the OECD Conference on Globalisation of Higher Education in Trondheim in November (see 1.11).

For action taken at the World Bank, see 1.4. EI has maintained contact with the ICFTU/Global Union Federation’s Washington office and with the ICFTU Economics Department regarding advocacy at both the Bank and the International Monetary Fund (IMF), where ICFTU consistently supports EI policy on public responsibility for education.

EI attended the 15th Conference of Commonwealth Education Ministers (27-30 October, Edinburgh, UK). EI and its partners in the Global Campaign for Education
called on the Commonwealth Ministers to ensure the removal of charges and hidden costs that prevent access to school and increased efforts to ensure girls' participation in education.

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.

EI was invited to present comments and suggestions to the meeting of the Expert Committee on the Application of the ILO/UNESCO Recommendation on the Status of Teachers and the Recommendation on the Status of Higher-Education Teaching Personnel (CEART) at the UNESCO headquarters in Paris on September 15-16. In a report submitted to the meeting as well as in the presentations made in the informal session held after, EI expressed concerns about teacher shortage, teacher salary, hiring of unqualified teachers, lack of consultation with teacher organisations and issues related to academic freedom and tenure of teachers.

For several years now, EI has participated in the Interagency Consultative Group on Secondary Education organised by UNESCO, in which EI leads a project on the "Changing Role of Teachers, School Leaders and Other School Personnel at Secondary Level".

EI participated in the UNESCO-Norway’s Conference on "Globalisation and Higher Education: Implications for North-South Dialogue" (May, Oslo, Norway). Discussions were based on the Action Plan proposed by the Global Forum on International Quality Assurance, Accreditation and the recognition of Qualifications (October 2002, Paris). In the debate, EI emphasised the effects of trade agreements on different higher education systems and on academic staff, and reiterated its strong commitment in favour of policy guidelines concerning trans-national higher education on the basis of EI’s Jomtien resolution.

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).

One of EI’s objectives is to have public services, such as education and health, excluded from the scope of the General Agreement on Trade in Services (GATS). To fulfil this mandate, EI works on a number of fronts in coalition with the Global Unions and civil society organisations. For example, the Global Unions Task Force on Trade and Labour Standards was formed after the first WTO Ministerial Conference (1996, Singapore). EI sent a delegation to the 5th Ministerial Conference (September, Cancun, Mexico) with representatives from CTF/Canada, SNES/France, CAUT/Canada, CSQ/Canada and AFT/USA.

Apart from other lobbying efforts at Cancun, EI also took part in a Global Unions meeting on September 9 with Supachai Panitchpakdi, WTO’s General Director, Pascal Lamy, European Commissioner for Trade, Josette Shiner, Deputy Representative of the United States of America for Trade, and Ian Goldin, Vice-President of the World Bank.

Prior to the conference, EI had consulted closely with Public Services International (PSI), which shares EI’s concerns about the implications of GATS for other public services, particularly health services. PSI and EI continued their earlier co-operation in sharing analysis and research and in the production of a joint publication, and by exchanging
detailed information on the progress of negotiations leading up to the Cancun Conference. One of the issues addressed related to new proposals from the European Union and the United States for a WTO investment agreement. EI attended a seminar on that topic convened in Geneva in March by PSI, Oxfam International, the Third World Network, the Worldwide Fund for Nature and a number of research institutes. EU and US trade representatives presented their arguments, with responses from NGOs, researchers and a number of other government representatives. Although the proposals were not pursued in Cancun because of the breakdown over agricultural subsidies, EI and PSI noted that they were based on the same underlying philosophy as GATS, serving private interests in the industrialised countries by trying to remove national regulations and restrictions in the developing countries.

EI’s policy on GATS was asserted at the second of a series of international conferences convened by the OECD. This forum was hosted by the Norwegian government in Trondheim, 3-4 November, on the theme “Managing the internationalisation of post-secondary education”. A number of EI affiliates were represented. Invited as a panellist, the EI General Secretary pointed out that the GATS agenda speaks only for providers and does not consider the educational needs of students, while posing risks for quality standards, the public service and the professional rights and conditions of staff. He underlined that EI supports the internationalisation of higher education based on educational, not commercial values and objectives. The third forum in the series will be held in Sydney, Australia in October 2004.

In February, EI wrote a protest letter to the Prime Minister of New Zealand, expressing its concern about the government's initiative, under the General Agreement on Trade in Services framework, to request 24 countries to open up their education services. EI urged the Prime Minister to ensure that the views of EI colleagues in the education sector in New Zealand are given high consideration in the consultation that will take place on the New Zealand offers under the GATS.

EI has also a section dedicated to the discussion of GATS on its website.

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

Over the past five years, the OECD/INES Task Force on Teaching and Learning has developed indicators on learning outcomes, learning environment and the organisation of schools, so as to develop a long-term data strategy to increase the information available on teachers, teaching, and the impact that teachers have on student learning. EI participated in one of OECD's working groups on indicators (16-17 May 2003, Copenhagen, Denmark) and proposed the development of a teacher survey within the OECD Programme For International Student Assessment (PISA) Study.

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

Work in this area is still ongoing. Currently, information is gathered on a weekly basis, on various events, reforms, and positions and has been dispatched through the EI newsletters and website. Further structuring is underway as to maximise this resource and make it widely available through the development of an EI IRIS database. EI member organisa-
tions were also requested to contribute working papers on their experiences related to recent education reforms.

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.

In Chile, affiliate CPC helped EI contact a researcher to work on a national study on types of privatisation in Chile and their effects on education.

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.

The EI website reports on developments in the education sector worldwide.

The Latin America regional office is assessing the impact of free trade agreements on the education sector in the region, and is working with affiliates on neo-liberal policies that aim to jeopardise public education.

The theme of the EI Asia Pacific Regional Conference (see part B) was "Challenges to Education and Teacher Organisations in a Globalised Society". Round tables focused on the effects of WTO/GATS on education, and the role of teacher organisations in a globalised society. A survey had been conducted on these issues for the member organisations in developing countries in the 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.

Representatives from the Asia-Pacific regional office and other Global Union Federations attended a seminar organised by Friedrich-Ebert-Stiftung (FES) on the accession of China to the World Trade Organisation (7-8 April, Singapore). An EI/PSI seminar on GATS was also conducted for affiliates of New Zealand and Australia (9-10 December, Sydney, Australia).

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

The World Bank is preparing a Fast Track Initiative specifically designed for Early Childhood Development. Information was exchanged with the EI Regional Office for Africa on the possibility of submitting a proposal to assess the level of organisation of education professionals in the early childhood sector in Africa. The proposal would also entail the comparison of both private and public systems.
1.18 → Undertake a study on the use of new technologies in education in selected countries with particular emphasis on financing and teachers’ training.

The background report of the EI-Europe Round Table on "New technologies in education: trends, risks and opportunities" (14-15 November 2002, Amsterdam, Netherlands) has been put on the EI website as a working paper. The national report provided for the conference by EIS (UK/Scotland) "E-learning for teachers: The Educational Institute of Scotland and the University of Paisley" is also accessible on the EI website. Member organisations were invited to deliver papers on the use of ICT in schools as well as the problems and challenges related to this. A questionnaire was also circulated among the ASEAN sub-region to survey the use of new technologies in education.

The EI regional office also organised a Round table on "ICT in Education - Role of Teachers and their Organisations" for the ASEAN sub-region (12-14 November, Kuala Lumpur, Malaysia).

EI participated in preparatory activities related to the World Summit on Information Society (Geneva, 8-12 December). EI has submitted a project to collect information on the use of ICT and its relation to the EFA process in some developing countries.
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.

EI action addresses deep concerns about a number of global trends that affect trade union and human rights, such as:
- Neo-liberal policies that threaten public education;
- Gross violation of human and trade union rights in all regions;
- Epidemics (such as AIDS and malaria) and armed conflicts that destroy education and the quality of life of all people;
- Lack of access to, deterioration and privatisation of, basic services such as drinking water supply, public health services and quality public education.

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.

As part of the Workers’ Group, EI participated in the 91st Session of the International Labour Conference (3-19 June, ILO Geneva) and closely followed the examination of complaints by the Committee on Application of Standards. The Workers’ Group welcomed the results of the ratification campaign on the Fundamental ILO Conventions (particularly Convention 182 on the Worst Forms of Child Labour) but emphasised the distinction between the ratification of Conventions and their application in reality by governments.

EI also took part of the internal discussion of the Workers Group on the cases of Colombia and Ethiopia and below are

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.
the decisions taken by the ILO Freedom of Association Committee:

**Ethiopia:** The Freedom of Association Committee urged the Ethiopian government to adopt rapidly the necessary modifications of the Labour Law in order to bring it fully in line with the provisions of ILO Conventions. The Committee strongly urged the government to adopt special provisions to guarantee the right of teachers and civil servants to form unions and the free functioning of their organisations. The Committee also urged the government to guarantee that these workers could exercise their union rights in full security. The Committee addressed an urgent request to the government to furnish, in this year’s report, detailed information on the concrete measures adopted to ensure full conformity of the national law and practice with the Conventions. Finally, it urged the government to take measures to enable trade union leaders to return from exile.

**Colombia:** The Freedom of Association Committee examined the complaints concerning a very large number of assassinations (189 trade unionists killed in 2002), acts of violence against unionists, the absence of prosecution of their perpetrators and specific legal infringements of the right of Colombian workers’ organisations to freely exercise their activities. The Workers’ Group reiterated, unsuccessfully, its request for a Commission of Inquiry to put an end to the climate of violence against workers and trade unions. The Workers’ Group also deeply regretted that the adopted conclusions were not highlighted in a special paragraph that would have been encouraging and an act of solidarity.

Earlier in March, EI presented 2 cases to the ILO Freedom of Association Committee:

**Cambodia:** EI affiliate, the Cambodian Independent Teachers’ Association’s (CITA) through EI, requested the ILO Committee that the Cambodian government abide by the ILO convention on the Freedom of Association;

**Canada:** On behalf of its affiliate, Canadian Teachers’ Federation (CTF), EI lodged a complaint against the government of British Columbia for violations of freedom of association. Decisions of the ILO committee concluded in March 2003 that “the provisions of Bill No. 18 which make education an essential service are in violation and should be repealed...” The British Columbian government was requested to keep the Committee informed of developments in this respect.

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.

This issue has been raised with the World Bank, which has recently published conflicting views. On the one hand, the Bank published an account of the positive contribution of trade unions to development. On the other hand, the 2004 World Development Report makes negative and unacceptable comments about the role of education and public service unions (see 1.4). Development cooperation programmes
include information for member organisations on the ILO/Unesco Recommendation on the Status of Teachers, and how it can be used to defend teachers’ union rights at the national level. However, this matter could be given more attention at the next development cooperation consultative meeting with EI member organisations in November (see 4.11).

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

EI presented a report to the 2003 CEART meeting (15-19 September, UNESCO Paris). The EI report focused on five issues: teacher shortage, teacher salaries, consultation with teacher organisations, academic freedom and tenure, decentralisation and privatisation. EI then took part in a consultation held by the committee on the first day of its meeting. CEART will present a report to the ILO Governing Body and the UNESCO Executive Board. There is every reason to believe that the Experts will be as forthright as they have been in previous reports in presenting evidence for the continued decline in the status and conditions of teachers around the world. The report was not released in 2003 but as soon as it is, EI will ensure that it is made available widely for use by affiliates.

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.

In preparation for the CEART meeting in September, a study on academic freedom in Asia was undertaken by NTEU Australia, with the financial support of UNESCO. The EI Dakar Higher Education Conference at the end of October adopted a set of recommendations to EI and UNESCO to increase the respect for academic freedom.

As part of the communication effort for World Teachers’ Day, reference is always made to both the 1966 and the 1997 recommendations.

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

On the occasion of the June 2003 ILO Conference, EI participated as part of the Workers’ Group in a discussion concerning the revision of the Human Resources Development Recommendation. The General Conference adopted the general conclusions and decided that the issue of "Human resources development and training" shall be included in the agenda of the 2004 Conference for further discussion, with a view to developing it into a Recommendation.

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 work to produce the third edition of the Barometer has begun, and basic information on each country is being collected.
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.

All Urgent Action Appeals and protest letters are available for downloading from the EI website. Copies of letters sent by EI member organisations are also put online on the EI website.

Bosnia and Herzegovina
EI wrote to the Government of the Sarajevo Canton on 18 December to express its solidarity with the Independent Trade Union of Secondary School Education (ITUSS) section in the Sarajevo Canton, which has been on strike since December 10 because it could not reach an agreement with the Ministry of Education on a salary adjustment for teachers. Negotiations with the Ministry of Education have resumed and on 7 January EI thanked the Prime Minister of the Canton for reinstating dialogue with the teacher union.

Cambodia
On 6 January, EI wrote to the Prime Minister of Cambodia to protest against the intimidation and harassment that members of EI affiliate CITA face, since the creation of the union in 2000. This time, specifically, unionists who wanted to establish a local CITA branch in the Kampong Chhnang province have been intimidated. Teachers were also prevented from teaching by authorities following the 16 December demonstration for the increase of teachers’ minimum salary. EI urged the Prime Minister to respect ILO Conventions 87, 98, 100 and 111, to reinstate teachers in their jobs and to start salary negotiations with teacher leaders.

Again on 31 July, EI sent a protest letter to the Prime Minister of Cambodia in support of CITA, demanding action to be taken against those who continued to threaten and intimidate teacher unionists. These offences were committed not only by local officials and members of the security forces, but also by village and commune chiefs.

On 29 December, EI was informed that teachers had not received their salaries for at least three months and some for up to a year. The only recourse for the union was to undertake strike action. EI will monitor this case closely.

Colombia
On 17 January, EI sent a protest letter to the new President of Columbia and to the Minister of the Interior and Justice, about the continuing killings of teachers, and more specifically the assassination of educator and President of Colombian teacher union COLDIT on 13 January. EI affiliates were urged to write similar letters to the Colombian government to demand an in-depth investigation and necessary measures to ensure the safety of all Colombian education workers.

On 21 February, upon receiving news of three new assassinations and one disappearance of Colombian teachers, EI launched an Urgent Action Appeal to its members to write to the Colombian government to denounce the abhorrent situation, to demand that the culprits be captured and sentenced, and to call for appropriate measures to be taken to ensure teachers’ protection.
On 7 May, the appeal was re-launched when killings of teachers continued to take place. Support from affiliates was overwhelming, many wrote to the Colombian Government to condemn the killings. Workers in Colombia are routinely murdered and tortured just because they are members of trade unions. Those most at risk are members of education trade unions, with the main teaching trade union, FECODE, losing 70 members in 2002.

EI is disappointed that the ILO Committee on Freedom of Association which met in June 2003 rejected the request of the Workers’ Group for an independent enquiry on Colombia, to be conducted by the ILO Commission of Inquiry.

The EI Executive Board adopted a resolution on Colombia at its meeting on 21-23 October, leading to a circular to all affiliates requesting them to show solidarity with Colombian teachers on 10 December - International Human Rights Day. EI took part in a special session at the ILO together with ICFTU, PSI and Amnesty International. Together with these organisations, EI called into the Colombian Permanent Mission to the UN in Geneva, and will continue with joint efforts to persuade the Colombian Government to accept an ILO mission. At the same time a mission was organised by EI to Colombia. The Latin America Regional Office, officers from EI’s Latin America Regional Committee, EI’s Development Cooperation Unit team from Brussels along with AFT, SEC from Costa Rica, CNTE Brasil and SUTEP Peru had meetings with high officers from the Colombian government, all the leaders from FECODE (EI’s member in Colombia), the Trade union Centres and PSI Subregional office. The government promised EI that they will revise the policy applied to displaced teachers, in order to act in a more efficient way and that they will give assistance to the investigation of assassination, disappearance and threats towards teacher unions’ leaders.

**Costa Rica**

The EI Regional Office wrote to the President of Costa Rica on 2 June to call for the payment of salaries to teachers, among other requests made by ANDE and SEC and left unanswered by the government. Both EI affiliates initiated a strike. EI is also seriously concerned about a bill that would decentralise responsibility for education services to municipalities.

**Croatia**

EI sent a letter on 10 February to the Prime Minister of Croatia to protest against a bill amending the country’s labour law which was submitted to the Croatian parliament, without prior consultation with the trade union confederation. This bill would substantially increase the insecurity of workers, including teachers. EI urged the government to take into account international labour standards and to suspend the proposed bill.

**Cyprus**

On 13 February, EI wrote to the leader of the Turkish Cypriot Community urging him to ensure that the goals of the platform “This country is ours” to promote peace and fundamental human rights standards, be respected.
EI wrote to the Prime Minister of the Czech Republic on 21 February, to protest against the proposed changes to the current legislation governing education which would alter the current system of financing education and would create disparities in the standards of education provision among the different regions. EI urged that its affiliate CMOS PS be consulted. Again on 17 September, further to the strike in which 68% of the 72,000 teachers and education personnel participated, EI wrote to the Czech Prime Minister to enter into full negotiations with CMOS PS. As a result, the Prime Minister agreed to postpone the vote on the bill to allow for the discussion of the teacher union’s proposals.

**Ecuador**

EI wrote three times (on 29 May, 29 November and 12 December) to the President to protest against the government’s failure to implement the National Agreement for Education approved by the National Congress. The agreement included a transfer of $165 million to the education budget and a pay increase for teachers. This agreement had been reached following a strike organised by the Ecuadorian teacher union UNE. On 10 December, thousands of teachers, students and parents marched from the 20 provinces towards the capital city, Quito, to claim their rights. They were stopped before they could enter the city; several people were injured and others detained. Moreover, there were warrants out for the arrest of Ernesto Castillo and Teresa Bolaños, respective National President and Vice-president of UNE. EI urged the government to respect the freedom and rights of trade union leaders in Ecuador and to take immediate measures to resolve the current conflict.

**Ethiopia**

The 21st EI Executive Board (21-23 October) passed a resolution on Ethiopia. On World Teachers’ Day, the Ethiopian government forcefully prevented celebrations of the event. EI wrote a letter to the Ethiopian government on 24 October to protest against the violation of trade union rights of Ethiopian teachers. Due to support from EI and other EI affiliates, the Ethiopian Teachers’ Association (ETA), finally got legal recognition of its status after ten years of court proceedings. The verdict delivered by the Federal High Court on 28 November overruled the legality of the government-installed ETA. It not only recognised the legal existence of the authentic ETA (EI affiliate), but also ruled that the latter’s assets be released, its offices be opened and that it is entitled to claim compensation for all damages caused by the lengthy litigations since 1993. ETA is once again having difficulty with implementation of the court ruling.

**Guatemala**

On 29 January, EI wrote to the President of Guatemala asking the Ministry of Education to negotiate with affiliate STEG. When the conflict escalated, EI wrote to him once again requesting him to seek a solution. Later on 13 and 19 February, additional protest letters were addressed to him in support of the strike launched by EI affiliates in the country. Both STEG and CMG submitted a total of 34 requests to the government, including an increase in the
education budget and in teacher salaries. EI reminded the President that teachers have the right to collective bargaining without facing any threat and that the conflict could only be resolved through negotiations with teacher union representatives.

**Guinea**

During a general strike which was held from 10 to 15 November, seven union leaders from the Intersyndicale FSPE-SLECG, including the General Secretaries of both unions, were arrested and interrogated. Several spent a night in detention. Teachers who took part in the strike have been threatened with dismissal. Two of them were suspended. On 18 December, EI reminded Guinean authorities that the right of teachers to strike is legitimate, and urged them to resume negotiations with the teacher unions and to reinstate those who had been suspended.

**Guinea-Bissau**

On 14 May, EI wrote to the authorities to express its concerns about wage arrears of eight months. EI condemned the government’s attitude towards teachers and demanded swift resolution of the situation.

**Haiti**

On 29 January, EI sent a letter to the Haitian President urging him to resume negotiations with affiliate CNEH. CNEH organised a two-day strike on 16-17 January to demand repayment of 64 months’ salary arrears. EI urged the government to increase the wages as well as to reinstate teachers who were dismissed following the 1999 strike. On 19 December, EI wrote again to President Aristide condemning aggressions against teachers. The CNEH General Secretary Jean-Frederick Lavaud received numerous death treats. Subsequent events resulted in his temporarily fleeing the country and in efforts to evacuate his family.

**Hungary**

On 20 May, EI wrote to the Prime Minister and the Minister of Education concerning proposed changes to the legislation governing education in Hungary. According to affiliate PDSZ, the government intended to extend lesson hours without taking into consideration teachers’ current working hours.

**India**

On 14 July, EI issued an Urgent Action Appeal as the Tamil Nadu government took "mass disciplinary action" over the indefinite strike by all public employees of the Indian State. More than 2500 teaching staff members and 800 non-teaching staff members in 160 government colleges were served with dismissal orders. The strike was launched by more than 1 million state employees, including teachers, after talks with the state’s Chief Minister broke down on 27 June, when the latter decided to cut pension benefits without any prior consultation. EI wrote a letter of protest to the Chief Minister on 14 July, and demanded the release of 2,400 people who were detained, including S. Anbalagan, General Secretary of the Tamil Nadu Elementary School Teachers’ Federation (TESTF).

**Indonesia**

EI wrote a letter to the President of Indonesia on 3 October, joining the international community in expressing its deep concern about the impact on civilians of renewed hostilities in the province of Aceh. EI was particularly concerned by the vio-
ence and insecurity affecting teachers and school children. According to credible sources, education in Aceh has been devastated as a result of the endless armed conflict and widespread burning of schools, and EI is in possession of concrete information about teachers being killed or permanently disabled, suffering from traumas and losing their houses to arson. An Urgent Action Appeal was launched on the same day to all affiliates and partners, asking them to voice their protest about the crimes committed against teachers and children in Aceh.

Iraq

The EI Executive Board meeting on 21-23 October passed a resolution on Iraq mandating the EI Secretariat to continue to monitor the situation in the country. EI is appalled that six months after the end of major military operations in Iraq, not a day goes by without more people being killed or injured. On December 17/18 the ICFTU organised a meeting with Iraqi trade unionists in Amman, Jordan. The meeting was intended to get insight into the developments in Iraq, in particular the situation of the workers and their organisations. EI attended the meeting and met a representative of the teachers’ union which is associated with the Iraq Federation of Trade Unions. It was concluded that ongoing contacts would be established.

Kosovo

On 15 September, EI wrote to the Special Representative of the UN Interim Administration Mission in Kosovo (UNMIK), urging him to consider the demands put forward by affiliate SBASHK. On 1 September, a strike was launched by teachers in both primary and secondary schools to request that the implementation of the fundamental right to collective bargaining under the Education Law and the back-dated monthly salary increment as agreed by the government take effect as of 1 January 2003.

Nepal

EI affiliate NNTA launched a two-month protest programme which lasted from 22 July to the second week of September. These activities included country wide interaction with different stakeholders, boycott of government-organised activities, organisation of district-level teacher meetings, wearing of black bands in class, and a protest meeting in the capital. NNTA and another EI affiliate NTA presented a 7-point ultimatum to the Ministry of Education, which included the following requests: to increase the number of permanent contracts for teachers, to provide free public education, to stop sending teachers back to areas where they lived under constant threat, to stop the transfer of schools to the community without sufficient preparation, and to grant professional security to private school teachers. However, on 12 September, 300 teachers who marched in the capital to protest against the murder and abduction of teachers as well as for the permanent placement and decent treatment of teachers on short-term contracts were arrested on charges of violation of the ban on mass gatherings. EI, together with its Nepalese affiliates NTA and NNTA, called for the immediate unconditional release of the teachers. Among those arrested were NTA General Secretary Mohan Oyanwall, NNTA President Madhav Adikari and General Secretary Babu Adhikari.
**New Zealand**  
EI wrote a protest letter to the Prime Minister on 18 February, expressing its concern about the government’s initiative, under the General Agreement on Trade in Services framework, to request 24 countries to open up their education services. Not only did New Zealand ask countries with existing schedules of commitments under GATS to further liberalise their trade in education services, but, where trading partners have no GATS commitments in education it is seeking new commitments. It is unclear why New Zealand makes requests of others that it is not prepared to accept for itself. EI urged the Prime Minister to ensure that the views of our colleagues in the education sector in New Zealand be given high consideration in the consultation that will take place on the New Zealand offers under the GATS.

**Nicaragua**  
On 13 October, EI wrote to the Minister of Finance to demand the implementation of the salary increase in the agreements reached between affiliate CGTEN-ANDEN and the Ministry of Education between 27 June and 3 July.

**Peru**  
On 26 May, an Urgent Action Appeal was sent to all members asking them to send letters of protest to the Peruvian government to support an indefinite nation-wide strike launched by Peruvian colleagues on 12 May. Teachers demanded respect for the teaching profession and restoration of trade union rights. Clashes between teachers and the authorities grew so intense that the government declared a state of emergency to quell the violence. The strike was suspended on 13 June when the government finally entered into negotiations with EI affiliate SUTEP.

**Russia**  
On 21 February, EI urged the President of the Russian Federation to take the necessary steps for genuine negotiations to take place between the government and workers’ representatives, including the Education and Science Employees’ Union of Russia (ESEUR). Mass actions were organised between February 26-28 to demand reform of the wage system in the public service sector, as well as increases in pay and the minimum stipend for student scholarship. The government postponed the reform of the pay system, and agreed to consult the unions.

**Slovakia**  
EI sent a letter to Slovakia’s Minister of Labour, Social Affairs and Family on 23 January, to protest at 180 proposed amendments to the labour code, which were unacceptable to EI affiliate OZPSAV. These amendments would reduce workers’ rights to an extent that they fully disregarded internationally accepted labour standards guaranteed by the ILO Conventions.

**South Korea**  
EI is particularly concerned about the violation of trade union and human rights in South Korea. In February, the EI Executive Board issued a resolution to condemn the persecution of unionists by the South Korean government. For example, Dan Byung Ho, President of ICFTU’s Korean affiliated organisation KCTU, was released on 1 April after spending 20 months in prison. In August 2003, EI urged its affiliates to send solidarity messages to support
KTU (Chunkyojo) members in their collective leave on June 20 and to protest against the implementation of a national on line school-date system. Chunkyojo maintained that the system would lead to the violation of students' privacy and human rights. As a result, six of Chunkyojo’s leaders were prosecuted and its President, Young-Man Won, was put in prison from July 24 to Aug 21. He was released on US$25,000 bail. As for the former President (Mr Lee) and 5 other leaders, they were dismissed from school effective 1 July, and were found guilty and imprisoned for one year. They are appealing to the High Court. EI condemned the violations of the Korean teachers’ rights, and appealed to all affiliates to voice their protest by writing to the President and Minister of Education of South Korea. More than 30 affiliates responded to the appeal.

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

**AFRICA**

The Africa Regional Office has intensified its efforts to ensure fair treatment of teachers and other education personnel. Special solidarity missions were sent to **Zimbabwe**, **Kenya**, **Cote d’Ivoire**, **Central African Republic** and **Ethiopia**. A mission was organised to meet the **Cameroon** Ministers of Higher Education and Research, Technical Education and Labour in order to harmonise the national legislation on fundamental principles and rights at work for civil servants and teachers in particular.

**ASIA-PACIFIC**

The Regional Office conducted solidarity missions in the Asia-Pacific region. In May 2003, together with the Asia-Pacific offices of the other Global Unions the regional office participated in a mission to Afghanistan, organised by the Friedrich Ebert Stiftung organisation (FES). The office also alerted headquarters to complaints filed by member organisations, such as the case of CITA in Cambodia and KTU in South Korea.

**CARIBBEAN AND NORTH AMERICA**

The intention of the Dominica government to cut teachers’ and other public officers’ salaries, due to measures imposed by the International Monetary Fund (IMF), was the subject of discussion between the EI Caribbean regional office and the Dominica authorities in March. Subsequently, EI and its Dominica affiliate DAT made radio and television interviews to protest against the government’s move.

**EUROPE**

EI participated in the ICFTU mission on 8 September to Sarajevo, Bosnia, to discuss the ICFTU affiliation criteria with two candidate unions, SSSBIH and SSRS. EI met with its two
affiliates on 9 September to discuss current activities and concerns. From 9-11 May, EI conducted a short mission to Kosovo to conduct a training seminar on negotiation skills, co-organised by Dutch affiliate AOb (Algemene Onderwijsbond). EI representatives also met with leaders of both local affiliates SOK (Sindikat Obrazavanja Kosovo) and SBASHK (Sindikata e Bashkuar e Arsimit, e Shkencës dhe e Kulturës e Kosoves).

**LATIN AMERICA**

In 2003, contacts were developed with Unión Nacional de Educadores de Ecuador (UNE), the Confederación de Trabajadores de la Educación Urbana de Bolivia (CTEUB), the Federación Nacional de Profesores de Educación Secundaria de Uruguay (FENAPES), the Federación Uruguaya del Magisterio (FUM) and the Federación de Trabajadores del Magisterio de Venezuela (FETRAMAGISTERIO). Contacts were also initiated with the Confederación Nacional de Maestros de Educación Rural de Bolivia (CONMERB). Furthermore, EI and NEA/United States launched an ambitious solidarity programme with FECODE/Colombia.

In co-operation with PSI, EI held a series of Trade Union Rights Network project activities for member organisations in Southeast Asia. The success of the project led to its one-year extension, which involves national campaigns of 28 EI and PSI member organisations in Thailand, Malaysia, Philippines and Indonesia. Two joint meetings were held (12-16 November, Jakarta, Indonesia, and 2-4 December, Manila, the Philippines).

**LATIN AMERICA**

The EI regional office and the ILO Bureau for Workers’ Activities (ACTRAV) organised a regional workshop (24-26 November, Buenos Aires, Argentina) to promote a better understanding of the ILO Declaration on Fundamental Principles and Rights at Work, which is the commitment of governments, employers’ and workers’ organisations to uphold basic human values. The following organisations took part in the workshop: CTERA/Argentina, CPC/Chile, CTEUB and CONMERB Bolivia, UNE/Ecuador, SUTEP/Perú and FECODE/Colombia. Labour and Education ministers of those countries had also been invited by the ILO.

### 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.

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**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.

**ASIA-PACIFIC**

On the request of Afghan teachers, the Asia-Pacific Regional Office assisted in drafting the constitution of the Afghan Teachers’ Association (ATA) when it was first established. EI held a seminar for ATA and was pursuing possibilities of ATA’s participation in teacher training programmes in collaboration with Oxfam Netherlands (NOVib).
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.

Since January, a monthly email is sent to the regional offices and affiliates to monitor and inform one another on the loans made by the World Bank and other international financial institutions which have direct impact on teachers’ conditions and Education For All. Close attention is paid to the Fast Track Initiative’s grants. However, in 2003, the Fast Track Initiative lost some of its momentum, as expenditures earmarked for education were diverted due to Iraq.

EI affiliates have been invited to provide EI with a feedback on the projects occurring in their countries. More effective use of this information gathering and dispatching is to be expected through the IRIS database. Discussions held at the Donors Consortium meeting in Oslo showed that affiliates wish that EI would mobilize more resources to inform and build capacity with affiliates in the countries concerned by the Fast Track Initiative.

The EI regional office for Latin America organised a meeting (2-3 December, Nicaragua), sponsored by Utdanningsforbundet/Norway, to assess the impact of World Bank policies on education systems. The purpose was to draw up a proposal for countries in the region targeted by the Fast Track Initiative to prepare a detailed assessment of the World Bank policies.

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.

International comparative studies may produce important data for member organisations and help them improve their members’ employment terms and conditions. A number of EI member organisations have stressed the need for EI to secure funds for the expansion of EI activities in this field.

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’s Declaration on Professional Ethics is a document that should be available to every classroom teacher. For that reason, it should ultimately be translated into every language.

The leaflet was produced in three new languages: Arabic, Chinese and Portuguese. This publication, now available in 8 languages – French, English, Spanish, German and Russian - as well as the 3 new ones, can be downloaded from the website. The Russian version is particularly appreciated by member organisations from the former Soviet Union.

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 (WTD)
Preparation for this major event were made well in advance: member organisations received preparatory materials (theme, material to be made available, participation forms, etc.) in early May. In June, bulk posters and leaflets were sent by post. In June and July, over 50 member organisations were contacted to remind them about WTD and to raise further awareness. In this way, EI kept close contact with members with regard to the activities they planned for WTD 2003.

A special section of the EI website was also dedicated to WTD to supply both members and the public with ample information and resources on WTD, such as images files, documentary resources, national plans, downloadable material, and electronic postcards: www.ei-ie.org/wtd/

EI was approached by several bodies (Ministries, NGOs, associations, etc.) to co-operate on the promotion of WTD. As a result of the communication efforts, the EI theme (Teachers Opening Doors to a Better World) was adopted as the official common WTD theme worldwide.

Regional Programmes

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

AFRICA
Increasing awareness of the EI Declaration on Professional Ethics continues. EI members in Africa are encouraged to adopt the contents of the document.

LATIN AMERICA
A seminar on the EI Declaration on Professional Ethics was held in Nicaragua on 22-24 September, with affiliates from Costa Rica, Curacao, El Salvador, Guatemala, Honduras, México and Nicaragua. The purpose of the seminar was to discuss the principles and rights defined in the Declaration and encourage the implementation of it in their respective countries.
Aim 3 - Ending discrimination in education

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.

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.

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.

47TH SESSION OF THE UN COMMISSION ON THE STATUS OF WOMEN

As in previous years, EI attended the 47th session of the UN Commission on the Status of Women (3-14 March, New York) in order to lobby for the implementation of the Beijing Platform of Action. At this year’s session EI was supported by a representative from the Argentinean affiliate CTERA. The session mainly focused on two topics: the access to and participation of women in the media, and violence against women. EI lobbied for emphasis on the role of education in addressing gender disparity in access to information technologies, and in addressing the problem of violence. The original text of the document on violence against women did not mention violence at the workplace.
EI and ICFTU lobbied and achieved the inclusion of a Paragraph which calls on governments to “take measures to prevent and eliminate all forms of violence against women in the workplace; including physical, sexual and psychological violence, as well as sexual harassment, and to remove all barriers, as well as stereotypical attitudes and behaviours to ensure the full enjoyment of rights by women in the workplace.” In the conclusion of the meeting, the Commission agreed that increasing women’s participation in information and communication technologies is vital for women’s empowerment. It also affirmed the critical role of education (see paragraphs G, H, I and J of the document). EI also addressed a statement to the UN Commission on behalf of the Global Unions.

87TH MEETING OF THE ICFTU WOMEN’S COMMITTEE
EI attends meetings of the ICFTU Women’s Committee to fine-tune joint campaigns, such as lobbying for the ratification of ILO Convention 183 on Maternity Protection.

A meeting held at the ILO International Training Centre in Turin (26-27 September) was preceded by a seminar on the follow-up of the Global Report on Equality at Work, presented by the ILO Director General. Pay Equity will be included as a theme in the 2004 ICFTU Congress and a draft resolution on pay equity will be presented to the next ILO International Labour Conference (June 2004).

PSI WOMENS’ COMMITTEE
As part of the co-operation agreement between EI and PSI (See 4.5), EI also attends the PSI Women’s Committee. EI and PSI share two campaigns on Gender Equality: Pay Equity, and Maternity Protection (ratification of ILO Convention 183). On the EI/PSI Pay Equity campaign, it was agreed that a Pay Equity panel discussion be held at an ILO Conference in June, jointly sponsored with ICFTU. EI and PSI will submit a resolution on Pay Equity to the ILO Conference in June 2004 and lobby for its adoption. The Pay Equity document was released in September.

Regarding the ICFTU/EI/PSI Campaign for the ratification of the Maternity Protection Convention 183, the Convention came into force with the ratification of Slovakia and Italy. It is understood that a number of other European countries are considering ratifying the Convention but only after the amendment of national legislation. EI continues to work with PSI, ICFTU and the International Baby Food Action Network (IBFAN) on the ratification campaign.

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 questionnaire was mailed out to all member organisations in August. A reminder was sent given the low number of responses.

Regional Programmes

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

AFRICA
EI member organisations in Africa organised a number of activities on girls’ education during the Global Action Week in April. The Pan-African Teachers’ Centre conducted two studies on girls’ dropout rates at the primary and junior secondary levels in Ghana and Cameroon. The Ghana National Association of Teachers (GNAT) has organised follow-up activities in a local community in Ghana.

CARIBBEAN AND NORTH AMERICA
EI attended a regional Women’s Conference (27-30 May, Guyana) organised by the National Democratic Institute on the
theme of "50/50 - Increasing Women’s Political Participation in the Caribbean".

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

Together with member unions, EI regional offices co-ordinate awareness and capacity building activities for women. In 2003, there has been an increase in the participation of women in the regular activities of both regional and national organisations.

AFRICA

There was a review of the Promotion of Women in Education project (PWE) in West Africa in May. The meeting was attended by members of the co-ordinating committee and representatives of sponsor organisations (Lararforbundet/Sweden, CTF/Canada and Utdanningsforbundet/Norway). The Co-ordinating Committee and development partners met and approved the 2003 and 2004 PWE budget.

The African regional office, as part of its preparations of the women’s regional forum in January 2004, received a lot of data on the work done by women in various unions in the area of maternity protection, Education For All, HIV/AIDS, women leadership promotion, and child labour. The responses came from affiliates in Algeria, Burkina Faso, Benin, Cote d’Ivoire, Sierra Leone, Ghana, Uganda, Zimbabwe, Senegal, Niger, Gabon and Rwanda.

In southern Africa, member organisations are active in the area of capacity building for women and are keen to ensure the visibility of women within their ranks. For example, the Southern Africa Teachers’ Organisation (SATO) encourages equitable and adequate women’s representation in all its activities.

ASIA-PACIFIC

In the Asia-Pacific region, teacher organisations are often headed by men though 80% of the membership are women. Activities implemented in the ASEAN & SAARC aimed at empowering women members through awareness and self-confidence building, union skills development and enhancement of professional competences. An EI/SAARC sub-regional Round Table on “Trafficking of Women and Children and Sexual Harassment in the Workplace” was held (5-7 September, Colombo, Sri Lanka) to discuss the impact of trafficking and sexual harassment on the achievement of EFA in the sub-region as well as to devise action plans to address the problems.

Two state-level awareness workshops for women were held in India (16-19 February and 24-27 May). In addition, a union skills and leadership development workshop for women was held on 18-21 May and a Project Committee-cum-Planning Meeting was held on 24-26 June in New Delhi. The Sri Lanka Women Teachers’ Network Committee had their meetings in February and March. A Women Empowerment Seminar was conducted in Indonesia on 3-5 January. NTTU in Thailand held a Basic Leadership and Union Development Workshop in Chiangmai on 5-7 January. These activities were held with the assistance of FNV/Netherlands, Utdanningsforbundet/Norway and AEU/Australia. NUTP Malaysia, in co-operation with CTF/Canada, conducted a seminar for women educators (3-5 May, Perak, Malaysia) under the auspices of the ASEAN Women’s Network.

CARIBBEAN AND NORTH AMERICA

EI works jointly with the Caribbean Union of Teachers (CUT) Status of Women’s Committee in implementing the Women’s Network Training Programme in the Caribbean. Top women leaders from the region’s teacher unions were provided with advanced training (19-25 February, St. Lucia) funded by CTF and EFTO Canada. Participants were from Jamaica, Guyana, Trinidad & Tobago, Grenada, St. Vincent & the Grenadines, St. Lucia, Barbados, Dominica, Antigua & Barbuda.
A conference of the CUT Status of Women’s Committee was held during the CUT Biennial Conference (4 August, St. Vincent and the Grenadines). 75 delegates from 15 teacher unions attended the conference, entitled “Teachers’ Conditions of Service: Relevance to Quality Education”. Issues discussed included male underachievement in education and teacher training on gender equality. A workshop focused on how to motivate women members to attend union meetings. The following options were identified: assessment surveys, opportunities for social interaction, provision of child care services, assignment of roles to members prior to meetings and recognition of participants’ involvement.

Following a women’s training programme in St. Lucia in February, EI met the women’s committee and discussed the possibility of conducting training for the women teachers in the SVGTU. In 2003, EI also attended several workshops of union’s Women’s Committees in the region: Dominican Republic on 15 March, Guyana on April 22 and Surinam on 25-28 July.

EUROPE

The meeting of the Equal Opportunities Standing Committee of the EI European Committee (22 September, Brussels) focused on the situation of women workers in Central and Eastern Europe. Guest speakers included Jasna Petrovic, from the ICFTU/CEE Women’s Network, and Evelyne Pichenot from the European Economic & Social Committee. In most countries, very few women reach managerial positions. Even highly educated women do not enjoy the same opportunities as men do. The active participation of women in the labour force in the former regime did not lead to the transformation of family patterns. Women continue to be primarily responsible for household and caring duties, regardless of whether or not they are in paid employment. After the regime change, the burden of transition weighs more heavily on women than on men, and women’s unemployment rate grows faster than that of the men’s.

The EI/E Equal Opportunities Committee strongly recommended the inclusion of the development of a women’s network in Central and Eastern Europe in EI’s next programme. The enlargement of the European Union was also on the agenda of the meeting. Participants deplored the lack of attention either from policy makers or from the public on gender equality. The Committee recommended that the EI/E Regional Committee lobby for the mainstreaming of women’s rights and gender issues in the new European Constitutional Treaty.

LATIN AMERICA

A joint EI/PSI workshop was held on Pay Discrimination (31 July, San José, Costa Rica).

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.

Education is recognised by the United Nations as the most important tool to achieve indigenous peoples’ rights. In immigration countries such as Canada and New Zealand, the teaching profession plays an active role in fighting discrimination and developing education programmes for indigenous peoples.

EI participates in the annual sessions of the UN Permanent Forum on Indigenous Issues. In the 2003 session (21-22 May, New York, USA), the EI delegation, which included a representative from CTF Canada, issued a statement concerning the self-deter-
mination and participation of indigenous peoples in EFA and indigenous teachers’ role in quality education. Both are crucial in the proposal for networking on indigenous education - a concern raised at the World Indigenous Conference on Education (4-10 August, Calgary, Canada) by the EI delegation (CTF/Canada and NZEI/New Zealand). EI’s Global Indigenous Voice on Education (GIVE) networking website has been improved. The site www.give-edu.net provides information on the work of indigenous education and aims to strengthen indigenous teacher’s participation at both regional and global levels.

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.

INDIGENOUS TEACHERS
The questionnaire on Indigenous Peoples’ Rights and Education was sent out to all member organisations in April. The results will be published in the Triennial Report to be presented to the World Congress in 2004. It will also be a unique occasion as 2004 marks the end of the International Decade of the World’s Indigenous People (1995-2004) proclaimed by the United Nations.

GAY AND LESBIAN TEACHERS
EI ensures that the fight against discrimination at the workplace continues everywhere. It will continue to lobby for changes in national legislation to prohibit any form of discrimination against gay and lesbian teachers.

Working experience with gay, lesbian, bisexual and transgender (GLBT) institutions raised the need to develop a protocol or set of guidelines on the exchange of information, improving co-ordination and ways to confront discrimination based on sexual orientation more effectively in the educational sector. Future discussion and preparation will take into account regional and national differences.

In 2003 EI intervened in the following cases involving gay and lesbian teachers:
On May 16, the Colombian guerrilla threatened a teacher because of his sexual orientation. The teacher had to leave his work, his town and even wanted to leave the country. FECODE reacted by helping him through its SOS Vida fund, and the government has also provided him protection.

On April 11, a member of the Slovakian Parliament, the Christian Democratic Movement leader Anna Zaborska said that it was "questionable whether [homosexuals] are able to fulfil all occupations," such as teachers. The statement was made during the anti-discriminatory law debates. EI affiliate, the Teacher’s Forum of Slovakia (TFS/UFS) immediately denounced the statement publicly.

ANTI-DISCRIMINATION POLICIES
In November, EI attended the Public Hearing "Sexual Orientation Discrimination at Work" organised by the European Parliament INTERGROUP on Gay and Lesbian Rights. The European Employment Framework Directive (2000/78/EC) should have been implemented by the EU member states by December 2003 for current member states, whilst future member states have until the date of accession, May 2004. Yet, of the current 15 EU member states, only 3 meet the minimum standards of implementation: Belgium, Denmark and Sweden.

The session was also useful to share information and networking for the EI/PSI International GLBT Forum to be held in February 2004.
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.

ASIA-PACIFIC
A "Round Table Conference on Indigenous Peoples' Education" was organised by COPE/Pacific for the EI Asia-Pacific Regional Office from 4-7 December in Suva, Fiji. Apart from participants from government departments, NGOs and tertiary institutions in the region, more than 80 representatives from 12 EI Asia-Pacific affiliates attended the event. A plan of action was drawn up at the end of the conference, which includes the identification of the appropriate action for teacher unions to integrate indigenous knowledge into current education systems and for lobbying for the right of indigenous peoples for self-determination. A second such conference will be organised by 2005 to compare the results obtained from each country.

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.

The final report of the EI Conference "Living and Learning Together: the Role and Responsibilities of Educators and their Unions, which was held in Malta in 2002, was widely distributed. A section of the EI website dealing with Education For Peace was developed. EI started to develop a network of individuals interested in human rights education.

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.

MONTENEGRO, SERBIA, EAST TIMOR
Activities aimed at the promotion of peace and democracy terminated at the end of 2002 when situation in these countries gradually stabilised. Focus in the activities switched to capacity building for the unions (See 4.7).

AFGHANISTAN
EI helped the newly established Afghan union, the Afghanistan Teacher Association (ATA), draft its constitution. The establishment of ATA was one of the first steps towards peace and democracy in the war-torn country where drinking water and basic education urgently need to be restored.

CROATIA
A peace-promotion activity has been planned with Croatian affiliate ETUC, co-organised by AOb/the Netherlands and GEW/Germany. It was launched in November.

ETHIOPIA
EI worked for the release of affiliate ETA’s President, Dr Taye Woldesmiate. Furthermore, EI continued to work with ETA, as well as through the ILO, to monitor human rights violations by the government, and to bring about a culture of peace through education. EI also assists ETA with regard to the implementation of Education for All.
IRAQ
A worldwide appeal for contribution to EI’s Solidarity Fund was made on 14 April for the children of Iraq. A mission jointly organised with the ICFTU, which aimed to assess the needs of the education sector there and to identify potential partners, had to be postponed till further notice following the bombing of UN mission in Baghdad.

KOSOVO
EI conducted a short mission to Kosovo from 9-11 May to conduct a training seminar on negotiation skills (co-organised by AOb the Netherlands) and met with leaders of both local affiliates SOK (Sindikat Obrazavanja Kosovo) and SBASHK (Sindikata e Bashkuar e Arsimit, e Shkencës dhe e Kulturës e Kosoves). The mission aimed to assess the development of peace and the education environment in Kosovo.

LIBERIA
The EI’s Regional African Committee, EIRAC, issued a press statement on 1 Aug about the situation in Liberia. In the statement, EI stated that it stands with EI affiliates in Liberia, NTAL and LINEWU, that the country needs peace and stated that decisive action needs to be taken because "women and children of Liberia have a right to life". All EI members in Africa were requested to urge their governments to support the peacekeeping efforts in Liberia.

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

EI was represented in a European Commission/UNICEF-sponsored event on Children in Armed Conflicts (10-11 December, Rome, Italy). The purpose of the event was to develop a human rights instrument to mainstream children’s rights in the European policy agenda. EI was instrumental in getting references to the right to education and to the quality of education and status of teachers included in the guidelines.

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

EI participated in an ILO meeting to develop a Code of Practice on violence and stress in services (8-15 October, Geneva, Switzerland). Executive Board member Eswaran attended the meeting as an expert on the issue. The meeting covered all service sectors, including education and health. A liaison has been established at the ILO’s ACTRAV unit. Workers’ representatives, including two from EI, considered this tri-partite meeting to be only a partial success, since the employer representatives refused to include the concept of stress in the proposed code. The matter will be further debated by the ILO governing body in 2004. In addition, a leaflet was jointly developed with the ILO Bureau for Workers’ Activities on the role of education in combatting all forms of discrimination.
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

Since October 2002, affiliates were requested to provide EI with accounts and reports on violence in schools. Responses received so far has enabled the identification and evaluation of the factors involved, resulting in the production of a draft policy paper on violence in schools. The draft formed the background document to EI’s European Round Table on Violence in Schools.

3.13 ➔ Organise a conference of member organisations in the OECD countries on school violence.

A Round Table on violence in schools took place on October 9-10. Some 50 representatives from the EI-Europe membership participated. A follow-up synthesis on the conclusions of the round table has been sent to the participants. Future information on good practice methods will be gathered and compiled by EI.

**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.

**AFRICA**

A joint workshop on children’s rights and the role of teacher organisations in Ghana and Nigeria was organised in December in Ibadan, Nigeria.
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' 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.

Partnership is ongoing with ICFTU’s office in Geneva and the Workers’ Group of the ILO Governing Body, which has greatly facilitated EI’s participation in the ILO sectoral work, and EI programmes on equality for women and work on the Convention on Maternity Protection. Both the ICFTU and the Workers’ Group are very supportive of the complaints lodged by EI with the ILO Freedom of Association Committee with regard to situations in Ethiopia, Colombia, Cambodia and Canada. (See 2.1)

EI contributes financially to the Global Unions Liaison office in Washington (representing ICFTU and the Global Union Federations), which not only maintains regular contact with the World Bank and the IMF, but also provides ICFTU, EI and other

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1. “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.)
Global Unions with developmental and thematic reports. The Global Unions Liaison office was instrumental in organising the working meeting with World Bank President, James Wolfensohn on December 16.

EI also takes part in the ICFTU Task Force on Trade and International Labour Standards (TILS), which was set up to ensure that all international trade agreements include provisions for the respect of fundamental labour standards. This includes freedom of association, the right to negotiate, the outlawing of child and forced labour, and the rejection of all forms of discrimination. The TILS meeting held on 23 June, Brussels, focused primarily on ICFTU and its partners’ plan of action for the 5th World Trade Organisation Ministerial Conference (10-14 September, Cancun, Mexico). EI made use of the meeting to raise awareness among other Global Unions on the negative implications of the World Bank Fast Track Initiative on the collective bargaining rights of teachers. Other outcomes of the TILS meeting were increased co-ordination of programmes on AIDS prevention and access to affordable medicine, and a call for distinguishing the functions and roles of NGOs and trade unions so as to improve potential collaboration between the two.

EI actively supported two worldwide campaigns of the Global Unions:

The first was the Global Unions May Day campaign. EI distributed a May Day poster specific to education to all its affiliates and invited them to join May Day initiatives taken by national trade union centres. EI also issued a press release on the campaign and featured its importance and implications in its magazine Worlds of Education. The Global Unions campaigns are also highlighted on the EI website.

The second is the Global Unions HIV/AIDS Prevention Campaign, in which EI plays a prominent role. As part of the Global Unions working group on the campaign that met on 15 October, EI proposed the following plan of action:

- Lobby at the international level with both UN agencies and commercial companies such as UNAIDS, WTO, ILO and pharmaceutical groups;
- Develop best practices in regional and national union programmes on HIV/AIDS prevention;
- Build partnership with employers and employers’ organisations to develop workplace programmes of action and integrate HIV/AIDS in Occupational Health, Safety & Environment (OHSE) work (to be included in collective bargaining and the framework agreements); and
- Increase communication and visibility of the campaign.

The meeting led to a concerted effort of all GUFs to highlight World AIDS Day on December 1.

Joint efforts were also invested in the field of development co-operation. A meeting between all GUF officers in charge of development co-operation and the Nordic-Dutch Trade Union Group (27-28 February, Helsinki, Finland) was held to examine new guidelines for the funding of development co-operation projects. Among the suggestions put forward in
the meeting was the training of GUF staff in each region on the new guidelines, this would facilitate both the narrative and financial reporting required by donor organisations in the Nordic-Dutch Group.

The Global Unions also released joint statements on the war in Iraq and on the 5th WTO Ministerial Conference. On several occasions, EI delivered statement on behalf of the Global Unions, such as at the UN Commission on the Status of Women.

EI participated in the General Conference of the Global Union Federations (13-14 January, London, UK). Held annually, the meeting presents an occasion for Global Unions to discuss joint strategies as well as relations with international agencies. This year, ILO's sectoral activities and the establishment of a Global Labour University were among the issues discussed. UNI General Secretary Philip Jennings was elected Chairperson and EI General Secretary Fred van Leeuwen was elected Vice Chairperson.

The annual mid-year meeting of the Global Unions was held in Geneva during the ILO Conference in June. ILO staff presented a new approach to the sectoral programme, with a new activity for education to be built on increased ILO-EI cooperation in the regions. There was an important debate on relations with the World Economic Forum (WEF) and World Social Forum (WSF) (see below), and discussions were held with the ICFTU General Secretary on the Middle East, Burma, Bosnia and Venezuela. There were also updates on WTO, the World Summit on the Information Society (WSIS) and co-ordination with WHO on AIDS/HIV campaigns. A GUF strategy meeting held in Brussels on 7 October enabled detailed discussion among the Global Unions on the concept and principles of joint campaigns, and practical aspects of coordination. The meeting also heard a report from the ICFTU General Secretary on progress with the World Confederation of Labour (WCL) towards building a unified international trade union movement. It was agreed that UNI and EI conduct a meeting with the Chairperson and Coordinator of WCL Trade Action, representing the WCL sectoral organizations. This meeting took place by video-conference on 10 October, and was expected to lead to a sharing of information between the GUFs and WCL sectoral groups.

General Secretaries of the other Global Union Federations – ICFTU, IFJ, ITGLWF, PSI and UNI and of the Trade Union Advisory Committee to the OECD were present at the ceremony to mark EI’s 10th anniversary.

WORLD FORA

EI attends three major World Fora annually which provide the opportunities to forge contacts and rally support for the values and positions we defend.

For the second time, EI attended the World Economic Forum (23-28 January, Davos, Switzerland). Since 2002, General Secretaries of the Global Unions are invited to the Forum, which aims to bring leaders of the business community, civil society and governments together. This year in Davos, Global Unions General Secretaries held face-to-face meetings with representatives of the international financial institutions, the Director General of ILO and the newly elected President of Brazil, Lula da Silva. EI used the occasion to reaffirm its position that the achievement of Education For All requires skilled teachers with decent pay and employment conditions.

EI also attended the World Education Forum (19-22 January) and World Social Forum (23-26 January) held in Porto Alegre, Brazil. EI affiliates from no less than 17 countries formed the EI delegation. Despite the difficulties of putting EI’s views across to all participants in view of the sheer
number of participating NGOs and logistical problems that entailed from this, the two fora are an important occasion where all social forces seeking change come to exchange ideas.

The Global Unions followed up their participation at Davos with a meeting with the WEF President, Klaus Schwab and senior officials at their headquarters near Geneva during the ILO Conference in June. Trade union leaders emphasised growing discontent among employees over the current economic system, widening income gaps, insecurity of employment, restructuring and corporate corruption. They called for improved CEO-union dialogue to address these issues. The WEF President stressed the importance of education and proposed to explore co-operation with EI. Following this contact EI was invited to participate in a WEF meeting on a new education initiative in Jordan supported by major IT companies. EI was represented through a colleague from GEW, Germany, with experience of the host country and of e-learning in the classroom.

EI is part of the Union Contact Group which maintains contact with the WEF, helping to increase union input into the Annual Meeting in Davos, and into WEF regional events. A meeting of this group was held at WEF headquarters in Geneva on 13 October, and succeeded in obtaining increased participation of union representatives in the Davos programme, so as to ensure that the Global Unions’ voice is heard on behalf of their world-wide memberships. EI was invited to provide a speaker at a workshop on education and globalisation.

EI participates in the **TUAC Plenary meetings**, held twice yearly, to plan interventions at OECD. Work at TUAC reinforces the trade union movement’s interventions with the international financial institutions and the WTO.

The April meeting focused on the meeting of trade union leaders from G8 countries with French President Chirac, prior to the G8 summit in Evian, 1-3 June, followed by the OECD Ministerial Council. EI also attended a round-table debate on "the future of multilateralism" with guest Gareth Evans, former Foreign Minister of Australia and present President of the Brussels-based International Crisis Group. TUAC’s December Plenary Session reviewed the OECD Labour Ministers’ meeting in September, and the G8 Labour Ministers’ meeting to be held the following week in Stuttgart, Germany. The importance of life-long learning and quality public education figured strongly in the presentations made by TUAC at both meetings.

Important work is undertaken by TUAC to press for OECD member governments to initiate policy changes aimed at creating the necessary macro-economic conditions for growth and employment. EI participated in a meeting of the TUAC Economic Policy Group on 12-13 November, and in a consultation with the OECD’s Chief Economist and the Chair of the US President’s Council of Economic Advisors, who also chairs the OECD’s Economic Policy Committee. Education was highlighted in this consultation.

TUAC has been very active on the subjects of corporate governance, globalisation and core labour rights, sustainable development and climate change. In December, EI participated in a TUAC delegation which met with OECD’s top officials and ambassadors from member countries following
the failure of the WTO conference in Cancun. Important exchanges were also held with the OECD Secretary General on the organisation’s strategic objectives and priorities for 2004/2005. OECD also has a number of areas of common interest with the ILO, including vocational education and respect for freedom of association, and TUAC participated in a meeting between the two organisations in Geneva on 24 November.

EI chairs the **TUAC Working group on Education, Training and Employment Policies**, which meets twice a year. This group represents TUAC at both the Directorates for Education and for Employment, Labour and Social Affairs (ELSA), and at their respective committees composed of government representatives. The May meeting highlighted the prominence given to education at the OECD Ministerial Council and the G8 Summit, but noted the need for governments to move from rhetoric to action. The group prepared input on OECD’s strategic priorities on education. There was a presentation on education for the disabled. There was useful linkage with work on the ILO’s Human Resources recommendation. A meeting with the ELSA Director prepared TUAC participation in OECD Labour Minister’s meeting in September, and the group also prepared a joint meeting with BIAC under OECD’s Labour/Management program (LMP) for the week prior to the Ministerial meeting. Affiliates were urged to join national delegations to an OECD conference on Trade in Educational Services, held in Norway in November (see 1.11).

EI was represented at a number of meetings with the recently established **Directorate for Education**, in order to influence the OECD’s education programme. EI Vice-President Charlie Lennon was also invited to meet informally with top civil service of Education Ministries from OECD countries (February, Dublin, Ireland), while a similar meeting was held at OECD headquarters in Paris between the new Directorate, the Chair of OECD’s Education Committee and TUAC and EI member organisations (19 February). There was a wide-ranging exchange on the strategic directives of OECD, quality and equity in education, the results of the PISA (Programme on International Student Achievement) study, the risks of trade in education services, the resources for education, and adult education and training. OECD showed appreciation of the level and quality of participation of EI member organisations.

Education and training issues were highlighted at the **OECD Labour Ministers** meeting Towards more and better jobs (29 September-1 October, Paris, France). EI led the OECD delegation in consultations held by the French Minister for Labour, and attended by all OECD governments as well as the BIAC, which represents employers. The joint TUAC/BIAc statement on lifelong learning aroused much interest. Ministers recognised that governments have the chief responsibility for initial and further education aimed at overcoming socio-economic inequities and disadvantages, and that the development of lifelong learning is a responsibility to be shared with social partners, i.e. employers and trade unions.

EI attended the OECD Forum "Schooling for Tomorrow" (12-14 February, Poitiers, France). Discussions centred on scenarios developed to facilitate national debates on the future of education and schooling. England, the Netherlands and Canada provided reports on how they had used the OECD scenarios to stimulate national discussions.
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.

In 2003, EI intensified co-operation with NGOs on a number of important issues:

EI is part of the coalition that forms the **Global Campaign for Education** (GCE) (See 1.1 and 1.3), together with Oxfam International, Action Aid and the Global March against Child Labour.

**Amnesty International** strongly supported EI’s work on cases of the violation of human rights, notably the campaign to protect teachers in Colombia (See 2.1 and 3.6).

EI is represented in the steering committee of the **Global March Against Child Labour** and its work with the group functions at two levels. At the multilateral level, both EI and the Global March are two important international organisations that form part of the driving force of the Global Campaign for Education (See 1.1 above). At the bilateral level, EI is represented on the Executive Board of the Global March, which held its last meeting in June in New Delhi, India. EI will also assist in the organisation of the next World Congress on Child Labour in May 2004 in Florence, Italy.

Co-operation with NGOs was also developed on the work on World Teachers' Day. EI held a one-day working session with **Education Action International** (former World University Service) on 29 August, Brussels, Belgium on training programmes and joint promotion of World Teachers' Day. Another NGO partner working on World Teachers' Day is the **Enseignants sans frontières**.

Partnership with **Transparency International** (TI) was maintained and EI helped to promote TI’s Global Corruption Report among its affiliates. Together with a faith-based NGO, Bread for All (BFA), EI co-ordinated a workshop on "**Strengthening Values and Morals in combating corruption: Role of Education and Religious Faith**" at the 11th International Anti-Corruption Conference (IACC) organised by TI from 25 - 28 May in Seoul, South Korea. EI presented the need to include anti-corruption as part of school curricula and teacher training, as well as the need for teacher unions to address issues related to professional ethics.

As part of its HIV/AIDS prevention campaign, EI attended ActionAid’s Symposium on School-based HIV/AIDS Education (14 March, London, UK).

EI also held various meetings with **Voluntary Services Overseas** on joint advocacy activities. The latter produced a report on teachers' motivation in developing countries, "**What makes teachers tick? A policy research report on teachers' motivation in developing countries**", which was quoted by EI on several occasions.

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 meet regularly. Meetings were held this year at the EI office in Brussels in March and November, and at the PSI office in Ferney-Voltaire in June. It was agreed to pursue joint work with the regional offices on mutually supportive strategies to retain and recruit member organisations, and to constitute a joint Working Group on Gay and Lesbian rights. EI and PSI also held joint activi-
ties at various intergovernmental agencies. At the ILO, joint EI-PSI actions were taken at the recent expert meeting on violence and stress in services, the Action Day on Colombia on 10 December, and with regard to the ILO’s new approach to sectoral activities. At the WTO, particularly on the issue of GATS, the two internationals worked particularly closely at the staff level. Furthermore, EI and PSI also collaborated on issuing comments on the drafts of the World Bank’s World Development Report for 2004 “Making services work for the poor” (See 1.5).

Both organisations offer mutual support for each other’s campaigns: PSI’s 5-year campaign for Quality Public Services (See 4.2) and EI’s ongoing Education For All campaign (See Aim 1). In addition, staff from both organisations meet regularly on common issues such as development co-operation, gender equality, globalisation and GATS, publications, World Bank policies etc. EI also cooperates with PSI on the Trade Union Rights Campaign in Southeast Asia (the Philippines, Indonesia, Malaysia and Thailand).

EI and IFJ worked jointly on the World Summit on the Information Society through an on-line consultation in January aimed to make proposals for the Summit Declarations.

EI participated in UNI’s Journalists and Webmasters’ Forum (9-11 April, Nyon, Switzerland). The Forum was an opportunity for all GUF webmasters to meet and discuss about future directions for the Global Unions website (www.global-unions.org). To a large extent, EI incorporated strategies and methodologies discussed in the workshop into its web-based and electronic communications.

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.

ASIA-PACIFIC

EI participated in a FES/GUF consultation meeting (13-14 November, Singapore) aimed at co-ordinating activities in the region. Issues discussed included Burma, China, Afghanistan, the effects of the WTO Cancun meeting on the trade unions in the region, and the upcoming World Social Forum to be held in Mumbai in January 2004.

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.

4.7 ➔ 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.

A growing network of colleagues, from the EI headquarters and regional offices, and from EI member organisations work together on development programmes. Generally speaking, they have the impression that more national
teacher organisations have grown in stature, become self reliant, and are working towards sustainability and self-sufficiency. However, they have also expressed the need for evaluation of the progress made and better coordination.

A new programme focusing on Education for All funded by the Dutch trade union centre FNV started in November 2002. It involves EI affiliates in 11 countries - Mali, Burkina Faso, Niger, Ethiopia, Kenya, Tanzania, Uganda, Peru, Bolivia, Ecuador and India. The programme focuses on strengthening the skills of education unions in their efforts to influence national education policies. The capacity building program consists of the development of a union plan of action including membership training, research, policy development and information. Despite the fact that the Dakar Framework of Action emphasises the need to consult education stakeholders, most teachers unions are not involved by their governments in consultation and negotiation mechanisms.

Furthermore, several consultative meetings on development programmes were held with co-operating organisations not only to assess the progress made, but also to find ways to help EI affiliates in low-income countries to become more self-reliant. In 2003, such meetings were organised with:

- Utdanningsforbundet (25 February, Oslo, Norway)
- OAJ (26 February, Finland)
- DLF and LO/FTF (15 March, Kenya)
- AOb, FNV and NOVIB (19 June)
- Lärarförbundet (3 April, Swaziland)
- CTF (11-13 & 14 November)
- NEA (29 September)

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.

The EI Solidarity Fund is used to provide assistance in response to collective or individual requests. In 2003, two requests for contributions were made to all affiliates: education needs of children in Iraq (14 April) and the earthquake in Algeria (27 May). Contributions to the Solidarity Fund from EI affiliates amounted to 100,002 Euros this year.

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.

EI's contribution to the Solidarity Fund amounted to 132,163.45 Euros this year.

The Fund was deployed for the following cases: to assist teacher victims of the civil war (Côte d’Ivoire); to support the union programme (Kosovo); to assist teacher victims of the Santa Fé floods (Argentina); to purchase a vehicle for ETA (Ethiopia); to assist refugee teachers (Liberia); to assist teacher victims of floods (Mozambique); and to help organise the founding congress of the teachers’ union in Afghanistan. The rest of the Solidarity Fund was channelled to gender equality projects in Central and Eastern Europe and to joint activities with the Global March Against Child Labour.
4.10 ➔ Publish a quarterly bulletin reporting on all multilateral and bilateral programmes; maintain a databank on current and planned programmes.

Apart from the two issues of the development co-operation bulletin released in June and November, information on the development co-operation programmes is available on the EI website.

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.

EI headquarters and chief co-ordinators from all regional offices attended the EI development co-operation meeting (12-13 November, Brussels), together with 35 participants from 15 affiliates from Australia, Canada, Denmark, Finland, France, Germany, Japan, the Netherlands, Norway, Spain, Sweden and the USA. The discussions were very open and constructive. Participants approved a consultation methodology involving co-operating partners, host unions, regional offices and EI headquarters in order to define the objectives and strategies, identify the needs and establish the roles of each partner. Co-operating organisations also agreed to maintain an ongoing communication to avoid duplication and increase transparency. Finally, it was felt that preparatory missions are needed to help identify the needs of the beneficiary unions.

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

Development co-operation missions were organised in:

- **Uganda** (28 January-1 February), a two-year membership recruitment and leadership training project was launched by UNATU and supported by DLF/Denmark and Lärarförbundet/Sweden. UNATU is aiming at recruiting 107,000 members by the end of 2004.
- **Kenya** (15-21 March) Development co-operation seminar was held in Kenya with participants from KNUT/Kenya, UNATU/Uganda, TTU/Tanzania, ZATU/Zanzibar, supported by DLF and LO/FTF from Denmark.
- **Swaziland** (3-8 April) Development co-operation meeting held between SNAT/Swaziland and Lärarförbundet/Sweden.
- **Zimbabwe** (9-13 April) Development co-operation meeting held between ZIMTA/Zimbabwe and Lärarförbundet/Sweden.
- **Ethiopia** (April-May) A union capacity-building activity was organised for ETA/Ethiopia, funded by Lärarförbundet/Sweden.
- **Congo Brazzaville** (April) EI/NEA/UNSA-Education mission was organised to assess the needs of FETRASSEIC and to set up a co-operation programme.
- **Namibia** (August) Development co-operation seminar was held for NANTU/Namibia, supported by Utdanningsforbundet/Norway, CTF/Canada and OAJ/Finland.
ASIA-PACIFIC
EI provided support for building infrastructure, leaders training and capacity-building in various activities carried out in Afghanistan, Cambodia, East Timor, India, Indonesia, Mongolia, Nepal, Sri Lanka, Thailand and Vanuatu in cooperation with the following donor affiliates: AEU/Australia, the British-Irish Group of Teacher Unions (BIGTU), CTF/Canada, IEU/Australia, JTU/Japan, Lärarförbundet/Sweden, NEA/ USA, Utdanningsforbundet/ Norway, the Dutch national centre FNV and the Friedrich Ebert Stiftung (FES).

- **Afghanistan** (May) The founding congress of the Afghanistan Teacher Association (ATA) was made possible through the financial assistance of Lärarförbundet/Sweden and EI.

- **Cambodia** (19-20 June) A Project Committee Meeting and two basic union training was held for CITA/Cambodia supported by Lärarförbundet/Sweden.

- **East Timor** (April) Capacity-building activities were organised for ETTU, funded by BIGTU/UK-Ireland, FENPROF/ Portugal, IEU/Australia and Lärarförbundet/ Sweden.

- **India** (8-17 March): Co-operation between AIPTF/India and Lärarförbundet/Sweden have lasted 19 years. Agreement was reached on activities to be held in 2003-2004 activities and on a Memorandum of Understanding for 2004-2006, with extension of the programme to two more Indian states. Following a planning meeting, a strategic workshop was held for the Assam State Primary Teachers’ Association, with strong emphasis on self-reliance and independence.

- **Indonesia** (January-June): Eight district Congress delegate seminar were conducted by PGRI/Indonesia in co-operation with Utdanningsforbundet/ Norway, Lärarförbundet/ Sweden, AEU/Australia, NEA/ USA and JTU/ Japan.

- **Mongolia** (14 January) A union leadership training course was held for MEFTU/Mongolia, supported by CTF/ Canada, JTU/Japan and Utdanningsforbundet/ Norway.

- **Nepal** (on-going) Seminars and workshops were organised for Nepalese union leaders from NTA and NTTA, supported by CTF/Canada, Utdanningsforbundet/ Norway and AEU/Australia.

- **Sri Lanka** (25 January) A women’s network was organised supported by Utdanningsforbundet/ Norway.

- **Thailand** (5-7 January) Training programmes were organised for NTTU/Thailand, supported by BIGTU/UK-Ireland.

CARIBBEAN & NORTH AMERICA

- **British Virgin Island** (March) A leadership training programme was organised for BVITU supported by BIGTU/UK-Ireland.

- **Haiti** (on-going) Development co-operation activities of CNEH were supported by EI, SNES/France, Lärarförbundet/ Sweden, NEA/ United States and CTF/ Canada.

- **Surinam** (March) A communications programme was held for VL, funded by BIGTU/UK-Ireland.

EUROPE

- A meeting was held by EI and AOb/the Netherlands, with ITUESCM/Montenegro, BUT/Bulgaria, UEWS/Serbia, SVIZ/Slovenia, ETUC/Croatia, SONK/Macedonia, SBASHK/Kosovo and SOK/Kosovo (24-27 June, Macedonia).

- **Georgia** (on-going) A capacity building seminar will be held for the leadership of EWTUG, supported by BIGTU/UK-Ireland.

- **Kosovo** (1-3 March) A three-day seminar was organised by
EI and AOb/the Netherlands for the newly-formed Serbian Education Union of Kosovo (SOK) in Gračanica, one of the five Serbian enclaves of Kosovo. Representatives from the United Nations administration in Kosovo (UNMIK) attended the seminar, which sought to develop trade union strategies on issues currently affecting teachers in the enclaves. Among those issues are low salaries, poor school conditions, security concerns and the lack of a pension system in the context of an education reform. Further meetings were organised for SOK (10-11 May and 24-27 June). Activities focused on leadership training at different levels of the union. EI also assisted SBASHK/Kosovo to develop a strategy for collecting dues. This activity was financed by the EI Solidarity Fund with additional financial support provided by AOb/the Netherlands and Utdanningsforbundet/Norway.

• **Macedonia** (27-28 March) A Round Table was organised by EI and AOb/the Netherlands for teacher union SONK/Macedonia and the Minister of Education of Macedonia on education reform.

• **Moldavia** (on-going) Capacity-building activities to develop communication and negotiation skills was organised for PESTU, funded by UNSA Education/France.

• **Russia** (on-going) EI is co-ordinating a review of the trade union structures of ESEUR, funded by BIGTU/UK-Ireland.

The EI Latin America regional office also co-ordinates national-level activities:

- **Chile** (on-going) Project "Movimiento Pedagógico" to consolidate CPC’s training centre is funded by Lärarförbundet/Sweden, NEA/USA, and SNES/France.

- **Colombia** (on-going) The human rights programme "SOS Vida" for FECODE is supported by NEA/USA.

- **Ecuador** (on-going): The activity to increase the involvement of women teachers in the trade union structures of UNE is supported by Lärarförbundet/Sweden and BIGTU/UK-Ireland.

- **Honduras** (May) A seminar for secondary schoolteacher members of COPRUMH was held, funded by BIGTU/UK-Ireland.

- **Panama** (July-August) A workshop on the reform of the education system and training of trade union leaders for MPU were supported by BIGTU/UK-Ireland.

**Latin America**

In 2003, EI co-ordinated several programmes funded by donor affiliates in various countries.

A programme was developed, funded by NEA/USA, to assist EI affiliates in Latin America to involve themselves in the Education for All (EFA) Framework of Action adopted in Dakar in 2000. Countries involved are **Colombia, Dominican Republic, El Salvador, Honduras, Nicaragua, Peru** and **Venezuela**.

**Strategic objectives:**

f. To promote education as one of the four essential components of emergency relief.

g. 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 co-ordinate education services in refugee camps and emergency situations.

It is important that children in refugee camps be given the opportunity to attend classes. Not only would this prevent their education from being interrupted for too long, it would also bring camp conditions closer to their home con-
ditions in peaceful times. EI’s role would be to mobilise member organisations in the concerned countries to encourage their members to be teachers in these camps.

Following the symposium on post-primary education for refugees organised by the Refugee Education Trust (RET) in September 2002, a task team was created under the auspices of the Interagency Network for Education in Emergencies (INEE) based at UNESCO. The team is to develop a plan of action for the ongoing work of the network of agencies working on education for refugees. The network will share information on education in emergency situations. EI was officially invited in August to participate in the team.

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 held preparatory with the World Health Organisation (10-11 June) and with Centers for Disease Control and Prevention/EDC/WHO (16-17 September, Atlanta, USA). An awareness campaign was launched among affiliates in OECD countries so as to increase their involvement in programmes that support the prevention of HIV/AIDS in low-income countries.

EI is also partner in the Inter-Agency Task Team (IATT) on HIV and AIDS. IATT (headed by UNAIDS) convenes all UN agencies, the World Bank and some other international agencies to achieve a concerted action against HIV and AIDS in the education sector. One major achievement is that the GCE succeeded in getting national civil society organisations recognised as partners and getting them consulted in the IATT Global HIV/AIDS Education Sector Readiness Survey. This survey maps out the current HIV/AIDS situation in the education sector and serves as guide for future action. EI has contributed information to a “mapping survey” undertaken by ICFTU in order to lay out the action on HIV/AIDS taken by members of the Global Union group.

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.

A leaflet on HIV/AIDS was developed and widely distributed amongst all affiliates. It contains information and recommendations to both unions and teachers on their roles to assist in the prevention of HIV/AIDS in school and in the society at large. Many articles on this topic were also released in the EI magazine Worlds of Education and on EI’s web section on HIV/AIDS: www.ei-ie.org/aids.htm. For more details see Regional Programmes below.
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.

The EI HIV/AIDS prevention programmes, supported by the World Health Organisation (WHO), has expanded and now covers 14 countries (4 more in 2003): Botswana, Burkina Faso, Guinea, Haiti, Ivory Coast, Malawi, Mali, Rwanda, Senegal and Zambia. Following bottle-necks encountered with the Indian government, funds released for the launch of the programme in India had to be reallocated to Guyana, South Africa, Zimbabwe and Tanzania. Dutch trade union centre FNV joined in EI’s programme by funding activities in Namibia, Lesotho and Swaziland. US affiliate AFT also started an HIV/AIDS prevention programme in Nigeria, continued in Kenya and cooperates with EI in Zimbabwe and South Africa.

In 2003, the EI-WHO teams made a series of assessment missions to undertake:

Mid-term evaluations in Zambia (1-4 April); Lesotho and Malawi (4-7 April); Botswana and Namibia (7-10 April); Burkina Faso (27-30 May); Mali (30 May-1 June); Guinea (1-6 June) and in Haiti (September 18-21). A Fact finding mission was undertaken to Zimbabwe, South Africa and Tanzania from 30 June to 6 July.

EI’s HIV/AIDS prevention programmes focus on training teachers with skills in HIV/AIDS/STI prevention, so as to avoid infection themselves, help others (children, parents, colleagues, the community at large) avoid infection, to eliminate related discrimination and to open up discussions on sexually transmitted disease and to advocate the implementation of effective HIV/AIDS/STI prevention programmes in unions, schools and communities.

The EI HIV/AIDS prevention programmes differ from other programmes formulated for the education sector, in that they focus on behavioural change instead of medical jargon, and they aim to empower teacher unions, teachers, students and schools through the transmission of life skills, promotion of open discussion, elimination of discrimination and encouragement of mutual respect and assistance. Another unique feature of this programme is that unions work in close co-operation with Ministries of Education and of Health. The unions' role is to get the programme implemented in an increasing number of schools, while the Ministries provide technical and administrative support.

An evaluation and planning meetings involving nine countries from Southern Africa (17-21 November, Johannesburg, South Africa) made it clear that the expansion of the factors mentioned above is an absolute necessity for the substantial impact of the programmes on the education sector. To that end, in co-operation with WHO, CDC and EDC, EI developed a number of evaluation tools to measure impact and multiplication. All unions participate in this evaluation process.
Aim 5 - Strengthening EI and membership participation

The strengthening of Education International, the participation of all affiliated organisations in the life of the organisation and the promotion of unity in the education sector.

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.

Progress has yet to be achieved with regard to research projects in this area. Both affiliates and research foundations were approached.

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 2002 Annual Report was mailed out in April to all member organisations and partners - Global Unions, intergovernmental and non-governmental organisations, libraries etc. It is also available for download on the EI website.
EI launched its new Information and Communication Strategy in 2003. The strategy aims to get the EI message across more effectively by making better use of new technology, with a revamped website (See 5.5) and electronic communication.

WORLDS OF EDUCATION
The magazine was completely reviewed in terms of content, appearance and periodicity. Worlds of Education is published every two months. A feedback form was sent to all member organisations after three issues and 32 member organisations requested more copies of the new magazine. WoE is designed to be very readable, and is also cheaper to produce and lighter to mail out to anywhere in the world. Furthermore, it is also available for download on our website. Six issues of WoE were released in 2003.

ELECTRONIC NEWSLETTERS
Since almost all member organisations now have access to e-mail, EI developed an electronic newsletter to send out to both member organisations and people who register on the EI mailing list through the website. So far, the English newsletter is mailed to more than 3000 contacts. The monthly electronic newsletter highlights new items available on the EI website, and archive copies are likewise available on the EI website.

EI REPORT
The EI Report No 1 "Education for All: Is Commitment Enough?" was released in May. The report deals with all issues related to the EFA process, including issues linked to the impact of structural adjustment.

EI WORKING PAPERS
EI Working Papers are a series of research documents containing research work either originally written by EI staff for conferences or specially commissioned for certain research projects. They are intended to supplement ongoing discussions and research in EI and do not necessarily reflect EI’s official positions. The Working Papers are published online in their original language.

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Week, World Teachers’ Day) or to comment on major publications (OECD’s Education at a Glance, World Bank’s World Development Report). Press releases are sent by e-mail and fax, and are available on the EI website.

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

Specific web-sections have been developed to highlight major EI campaigns:
• World Teachers’ Day
• Quality Public Education for All
• Global Campaign for Education
• Europe for Education
• Higher Education
• WTO-GATS Negotiations
• HIV-AIDS Prevention
• Global Indigenous Voices on Education (GIVE Network)
• International Year for the Culture of Peace
• Global Unions May Day 2003 Campaign for Respect

5.5  Further develop and improve the EI Website.

Topical articles are regularly added to the current website to keep both members and public alike updated on EI’s activities. Members are systematically invited to keep EI informed of developments in their countries. Most EI documents (policy papers, forms, official correspondence, Urgent Action Appeals etc) can be downloaded as pdf files. EI affiliates are also encouraged to put a link to the EI website on their own websites. The EI regional office in Latin America also launched a regional section of the website.

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.

Following the success of the first EI Communication Officers’ Meeting (October 2002, Malta), a second meeting of press officers, journalists and web editors of EI affiliates was held (8 October 2003, EI Brussels). The purpose of this meeting was to assess the strategies in information flow between EI and its member organisations and was organised in conjunction with the EI Europe Round Table on violence in schools. Unfortunately, due to the limited budget, provision of participation costs was not possible. Participants also agreed to work together to promote Global Action Week and World Teachers’ Day 2004, and to inform their members about the highlights of the EI World Congress. It was also decided to create a repository of articles on the Communication Network section of the EI website.

Regional Programmes

5.7  Publish regional bulletins on a quarterly basis.

Regional bulletins are released in three regions (Africa, Asia-Pacific and Latin America) by the regional offices, and are sent to all member organisations in the respective regions as well as to trade union organisations, other GUFs, international agencies and NGOs. The Latin America regional office also produce two other bulletins: a monthly round up of news from the member organisations, Apuntes, and occasional editorial papers Tendencias. Newsletters by EI women’s networks are produced in Africa (Pro Women) and the Caribbean (Cariwomen).
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.

Although many African affiliates faced the problems of limited computer facilities, expensive connection fees or technical barriers, very few organisations have written to request the US$500 offered by EI for internet connection, despite numerous reminders. In 2003, only ONP/Mozambique has requested the assistance. Raising the awareness of organisations to the need to use the Internet meaningfully is ongoing. EI intends to mobilise more resources for the provision of information technology facilities to affiliates concerned to enhance their work.

CTF Canada and PATC have organised a special workshop on development of website for participants from Ghana, Zimbabwe, Cote d’Ivoire, Burkina Faso, Benin, South Africa, Guinea Bissau, Togo, Niger and Gabon. Another workshop is planned for 2004.

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.

At EI, we have learnt that success depends on the vital link between international advocacy and national action: a global event affects the union member, the classroom teacher, and what is done locally can have global impact. Activities such as World Teachers’ Day and the Global Action Week count on the ability and willingness of every individual teachers, every member of unions affiliated to EI to take part in EI activities. Teachers, other education personnel, and members of EI unions, interested in such activities or who would like to become involved in international solidarity work, should form EI support groups. These groups meet regularly and promote participation in EI action at the school level. This in turn leads to the maximisation of public investments in education. The contribution of individual teachers, other education personnel and members of EI affiliates is the crucial element in the success of EI’s work.

Through the development of a voluntary electronic mailing list, a growing number of individual members are updated on the major EI activities, and they respond to trade union and human rights appeals.

Strategic objectives:

d. To facilitate participation of member organisations in policy development through the establishment of networks and caucuses, and the holding of theme conferences, round tables, workshops, etc.

e. To establish and/or assist sub-regional and trans-regional groups of member organisations in countries that constitute political, economic, trade or cultural alliances of relevance to education developments.

f. To further develop membership participation in EI policy and activities with an emphasis on the grass-roots level.

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

In addition to the caucuses prior to the World Congress, a joint EI-PSI advisory body on GLBT issues was formed by the 20th Executive Board meeting in February, and endorsed by the PSI
Steering Committee in April. Called the EI-PSI International Gay, Lesbian, Bisexual and Transgender (GLBT) Forum, the first preparatory session will be held in February 2004 chaired by Bob Chase from NEA/USA. A GLBT Forum will be held prior to the World Congress in 2004.

This decision took place in a period where the legal framework of international human rights was reaffirmed more strongly. The United Nations Commission on Human Rights voted to take into consideration the resolution “Human Rights and Sexual Orientation” raised by Brazil. The resolution has been postponed until its 60th session in 2004.

In the first half of 2003, several congress resolutions, material, initiatives and discussions on the issue of gay and lesbian teachers were provided to EI affiliates (such as NUT/UK, AOb/the Netherlands, CSQ/Canada, NEA/USA, AEU/Australia), through the EI Information Unit and the Workers Out mailing list. As part of the follow-up to the Workers Out GLBT Trade Union Conference (31 October - 2 November 2002, Sydney, Australia), two informal sessions have been held between EI and PSI. Among the proposals presented was the inclusion of sexual orientation in the action points in ETUC’s 10th Statutory Congress.

The fourth EI World Conference on Higher Education was held from 30 October to 1 November in Dakar on the theme “Universities - key partners in development”. Over 80 participants discussed issues, such as the commercialisation of education, development and training, trade union solidarity, academic freedom and brain drain.

The Conference carried forward the work of the EI affiliates in the sector in a number of important ways. The venue itself was significant, giving reality to a long-expressed wish by the higher education unions to integrate unions from the South more fully in the work in higher education, and to enable their voice to be more directly expressed in global debates. EI thus demonstrated the important place of higher education and research in industrialising countries in its work, and the global solidarity of the unions in the sector.

Regarding the challenges posed by GATS, it was clear that the stand-off between the industrialised and developing countries at WTO Ministerial conference in Cancun, will lead to increased bilateral and multilateral agreements. The participants urged EI to be ready to meet the challenges of the next phase, in whatever form they might take.

The participants were pleased with the discussions, and expressed the expectation to see the proposals made carry into a policy next year at the EI 4th World Congress, giving EI and its affiliated organisations a powerful and united front for the defence of the higher education and research sectors.

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.

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.

Globalisation is affecting the higher education and vocational education sub-sectors more than any other education sub-sector. To ensure that EI policy and activities respond to the needs of the national unions that are active in these areas, an EI Taskforce on the Globalisation of Higher Education and Vocational Training was established following an Executive Board decision in February. Charged with the task of developing and recommending policies on the
globalisation of higher education and vocational education, the taskforce held its first meeting from 8-9 April in Berlin and a second meeting in conjunction with the Dakar Conference. The work was mainly dedicated to the development of a framework for future EI policies on these issues, taking into account the more complex and diffused environment which reigns after Cancun talks. The final draft and its annexes will be presented at the March 2004 Executive Board meeting.

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.

AFRICA
EI affiliate GNAT/Ghana, in collaboration with Danish affiliate BUPL and EI, succeeded in getting the government to include early childhood education as part of the plan for Education For All. To prepare teachers involved in early childhood education, a training handbook was published. The initial training of representatives and organisers began in March. Advocacy and awareness programmes for early childhood are continuing and policy on early childhood development in Ghana is being developed.

ASIA-PACIFIC
A sub-regional workshop on "Mobilising Teachers in Increasing Enrolment and Retention" was held with participants from EI affiliates in Japan, Mongolia, Korea, Hong Kong and Taiwan ROC (Ulaanbaatar, Mongolia). It aimed to design strategies in reducing dropouts and increasing enrolment especially in early childhood services and schools. Another sub-regional Round Table was held on “ICT in Education: Role of Teachers and their Organisations” (28-30 November, Kuala Lumpur, Malaysia). The Round Table discussed the role of teacher organisations in influencing national policies on curricula and content of the ICT education. A conference in Fiji focused on “Assessing progress of quality education for all by 2015 across all sectors of education”.

A roundtable on “Education for Global Progress was held during the EIAPR Conference in Taiwan (10-12 Dec).

EUROPE
A Round Table on School Violence was organised for EI’s European affiliates (9-10 October, Brussels, Belgium). Together with experts on the topic and representatives of parent and student associations, teacher union representatives devised a union strategy to common challenges, such as "how to sustain a learning-friendly classroom within a violent environment", "how to approach violence between students", "how to manage student violence towards teachers" and "how to deal with an aggressive parent". The event was the third EI European round table, after the success of the Potsdam Round Table on Teacher Shortage and the Amsterdam Round Table on ICT in Education. The theme was included in EI’s programme of action, in view of the United Nations Decade for the Culture of Peace and non-violence for all children around the world (2001-2010). The round table was preceded by the EI Editors’ Network meeting on 8 October (See 5.6).

LATIN AMERICA
A seminar to highlight EI policies was held in Santiago de Chili on 3-5 November, with representatives from CTERA/Argentina, CNTE/Brasil, CPC/Chile, FEDMYFEP/Uruguay, SUTEP/Peru, FECODE/Colombia, FETRAENS-
EÑANZA/Venezuela, SITEK/Curacao, SNTE/Mexico, STEG/Guatemala, Andes 21 Junio/El Salvador, COLPRO-SUMAH/Honduras, ANDEN/Nicaragua and SEC/Costa Rica. The workshop was organised in co-ordination with the regional committee. The purpose of the seminar was to discuss the implementation of EI policies in member organisations’ activities.

5.14 ➔ Convene, in consultation with the Regional Committees, round tables in the regions and or sub-regions on matters arising from of the theme and sub-themes of the Congress focussing on women's issues.

AFRICA
Special capacity-building programmes for women are organised by EI's Africa women’s network, "the Promotion of Women in Education" in collaboration with CTF/Canada, UEN/Norway, NEA/USA and Dutch trade union, FNV. EI member organisations in Africa are encouraged to develop strategies to increase the recruitment of qualified women teachers and to improve rural working conditions to make it safe for women teachers.

ASIA-PACIFIC
The South Pacific Women’s Network has undertaken a number of workshops, seminars and training courses for women on network-building, leadership, and human rights and advocacy in the sub-region. The ASEAN Women’s Project Committee and the SAARC Women’s Project Committees met twice and discussed various matters related to the Women’s Network activities and current issues confronted by women. An evaluation of the activities was also conducted. The women’s project facilitated joint activities of affiliates in the Philippines, Malaysia, Nepal and Sri Lanka, hence cultivated solidarity and built up stronger lobby groups.

Two sub-regional workshops on ILO Convention No. 183 on Maternity Protection Benefits were held for the ASEAN and the SAARC with the intent to raise awareness and devise strategies to launch campaigns to ratify the Convention.

A women’s sub-regional round table on "Trafficking of Women and Girls and Sexual Harassment in the workplace" was held in Colombo in September. The recommendations made by the round table were adopted by the EI Asia-Pacific Regional Committee.

5.15 ➔ Establish EI Committees of member organisations in countries co-operating in NAFTA and in MERCOSUR.

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).

5.16 ➔ 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.
5.17 → **Produce EI information material in the Arab and Russian languages.**

With the help of CNTE in Brazil, the leaflet on the *Declaration on Professional Ethics* (DPE) was produced in **Portuguese**. The DPE was also translated into **Arabic** and **Chinese**. Likewise, the EI poster for World Teachers’ Day 2003 was remarkably multilingual. With the help of member organisations, the phrase "World Teachers’ Day" was translated in over 25 representative languages.

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

The creation of EI in 1993 implied an important step towards international teacher unity. The agreement with the WCT on the establishment of an integrated structure could be the final step. In spite of the organisations’ different backgrounds, there are no major differences in the principles and policies of the two internationals. The Joint Declaration on Principles that was distributed to all member organisations in the summer of 2003 clearly shows that there are really no good reasons to continue operating as different organisations. The most important reason for establishing the integrating structure is that at the international level, the teaching profession will be represented by one organisation only.

**Regional Programmes**

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

**ASIA-PACIFIC**

The representatives of EI member organisations in the SAARC sub-region met to discuss the integration of the **SAARC Teachers’ Federation** (STF) into EI. The STF favours the integration and has made recommendations to amend its constitution.

**CARIBBEAN AND NORTH AMERICA**

EI visited possible EI candidates in **Martinique** (SNES) in February and in **Surinam** (SOB) in May.

**EUROPE**

Much attention, energy and resources were devoted to the development of a new EI Pan-European Regional Structure, integrating the EI Europe Regional By-laws and the Constitution of the European Trade Union Committee for Education (ETUCE) into a single statutory document. Meetings were held between the EIE and ETUCE Officers from May through September, with final proposals being agreed at the meetings of the European Committee and the ETUCE Executive Board, both of which unanimously endorsed the final text.

This restructuring was given impetus both by the planned enlargement of the European Union, with the adhesion of 10 new countries in May 2004, and the proposed integration of WCT in EI. The basic concept is to provide for improved cohesion and teamwork between the EI and the ETUCE in Europe. The EI Pan-European structure will cover the whole of Europe, from the Mediterranean Sea to the Ural.
Mountains, including the independent States formerly in the Soviet Union, while providing for an autonomous negotiating body - the ETUCE - composed of member organisations from the European Union and European Free Trade Association countries within the EI Pan-European structure. Sessions of the EI Pan-European Conference and ETUCE Assembly will be conducted jointly, as will elections, and meetings of the Committee and Board, and the Bureau. In December, the EI European Conference and subsequently the ETUCE General Assembly adopted the new integrated statutes, enabling the first conference of the EI Pan-European structure to be held on 8 December.

**LATIN AMERICA**

Fraternal relations have been held with the following non-affiliated teacher unions in the region: Unión Nacional de Educadores de Ecuador (UNE), la Confederación de Trabajadores de la Educación Urbana de Bolivia (CTEUB), la Federación Nacional de Profesores de Educación Secundaria de Uruguay (FENAPES), Federación Uruguaya del Magisterio (FUM) y la Federación de Trabajadores del Magisterio de Venezuela (FETRAMAGISTERIO). Contacts were also made with the Confederación Nacional de Maestros de Educación Rural de Bolivia (CONMERB).

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**Membership**

**Membership by Region as of December 2003**

<table>
<thead>
<tr>
<th>Region</th>
<th>Countries</th>
<th>Unions</th>
<th>Membership</th>
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<tbody>
<tr>
<td>Africa</td>
<td>47</td>
<td>70</td>
<td>2,066,110</td>
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<tr>
<td>Asia-Pacific</td>
<td>35</td>
<td>71</td>
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<tr>
<td>Europe</td>
<td>41</td>
<td>117</td>
<td>7,847,357</td>
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<tr>
<td>Latin America</td>
<td>18</td>
<td>28</td>
<td>3,003,060</td>
</tr>
<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>161</strong></td>
<td><strong>315</strong></td>
<td><strong>26,052,907</strong></td>
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</table>
GOVERNING BODIES

The Twentieth EI Executive Board meeting was held in Brussels on 4-6 February 2003. The Board observed a minute of silence in memory of former Chief Administrative Coordinator Alain Chantry, whose sudden death was a huge loss to EI. After considering three possible venues for the Fourth EI World Congress, the Board decided that it would be held in Porto Alegre, Brazil. The main Congress theme will be Education for Global Progress, and the three sub-themes will be: 1) Education: Public Service or Commodity, 2) The Right to Teach: The Right to Learn and 3) Recruitment and Retention of Qualified Teachers. To round off Congress discussions, the Board adopted a Draft Agenda, a Draft Budget and a Congress Assistance Scheme.

To commemorate EI’s ten years of action, the Executive Board held a special session entitled Perspectives for the International Trade Union Movement, which featured presentations by ICFTU General Secretary, Guy Ryder and TUAC General Secretary, John Evans. The Board also received the first draft of the Annual Report 2002 and discussed progress achieved in the EFA Campaign, in the cooperation with PSI and in the mobilization of EI affiliates on GATS issues. The ongoing negotiations with the WCT towards an integrated structure were discussed in-depth. SYNAPES/Benin, KPU/Korea, NTUESWU/Uzbekistan, NTTU/Serbia and Montenegro and LEETU/Lithuania were admitted into membership. Finally, the Board adopted a Declaration on Iraq and a Resolution on Korea.

In the evening of 4 February, a special EI 10th Anniversary Dinner was organized at the Hotel Metropole. The event was the occasion for Executive Board, staff and special guests from the Global Unions to share an occasion marking the achievements of the first ten years since EI’s creation while looking to the future. In her speech, Mary Hatwood Futrell explained that “10 years ago the voice of educators was struggling to be heard in policymaking arenas; today the voice of educators is united and strong and influences policy at every level of government and NGOs.” Other speakers were Philip Jennings, Chair of the Global Union Federations’ Conference, Hans Engelberts of PSI, and Bob Harris, who was one of the ‘founding parents’ of EI, together with Fred van Leeuwen, Mary Futrell and the late Al Shanker. On 5 February, another, smaller social event was organized so that the Executive Board could formally thank retiring EI Deputy General Secretary Sheena Hanley for her service and dedication to the aims of EI and to the teaching community as a whole.
As always, the **Status of Women Committee** (SWC) met prior to the Executive Board meeting. The Committee continued its discussions on pay equity and on worldwide teacher shortage. Updates were provided on progress achieved by the different women’s networks in the regions. Regarding Congress, the SWC urged the Executive Board to consider the gender dimension in the Congress theme and sub-themes to be adopted. Last but not least, the Committee also initiated a discussion on how to ensure better participation of women in Congress debates.

The **Constitution and By-Laws Committee** also met before the Executive Board meeting. The Committee continued its discussions on Congress procedures, particularly with regard to Congress resolutions and amendments and the organization of Congress Round Tables. The filling of vacancies on the Executive Board was the subject of a discussion paper, and the Committee embarked on a consideration of the size and composition of the Executive Board.

In addition to meeting prior to Executive Board meetings, the **EI Officers** (President, Vice Presidents and General Secretary) also gathered in Washington on 24-25 June. They considered proposed outlines for the Congress main theme and sub-theme discussion papers. Other major topics for discussion included the Draft EI-WCT Agreement and EI’s response to the World Bank’s controversial World Development Report, which is highly critical of teachers and their organizations. The Officers also talked about EI’s possible contribution to the re-building of Iraq’s education system.

At its Twenty-First meeting in Brussels on October 21-23, 2003, the **Executive Board** discussed draft documents for the Congress sub-themes and decided to merge them into one integrated paper with three subsections on “**Education for Global Progress**”, the main Congress theme. The Board then finalized the list of subjects for **Congress Resolutions** to be presented by the Board. After reviewing other Congress matters, the General Secretary introduced the first draft of the **Program & Budget 2005-2007**, based on the same Principal Aims and Strategic Objectives adopted by Congress in 2001. The Board also received a **Mid-Term Report** covering EI activities held since its February meeting. Much attention was given to the strained relations between EI and the World Bank and to regional developments in the Asia-Pacific region.

Another major Board discussion focused on the **Draft Agreement with the WCT**, which was submitted for approval. After lengthy debates on the parameters of WCT’s integration, the Agreement was approved. Four new organisations were admitted into **membership**, namely ATSA/Afghanistan, TUECRS/Bosnia&Herzegovina, ELTUS/Sri Lanka and ZATU/Zanzibar. TUS and ITUESCSM from Serbia and Montenegro were admitted as separate members following the disappearance of ATUESCPCY, a federal entity. Discussions about EI finances focused, among other issues, on a proposal that EI purchase the top four floors of the **International Trade Union House**, with the Board deciding to commission an independent analysis by a real estate expert. Finally, the Board adopted Resolutions on Iraq, on Ethiopia and on Colombia.

On October 20, 2003, the **Status of Women Committee** met to discuss activities conducted since the February meeting, particularly EI’s participation in the 47th Session of the UN Status of Women Commission in March 2003. The Committee agreed on a Recommendation on Violence against Women in the Workplace, which the Executive Board adopted three days later. The meeting also featured a presentation by Manuela Tomei from the ILO **InFocus Programme on Promoting the Declaration on Fundamental Principles and Rights at Work**, who introduced the Global Report on **Time for Equality at Work**. At the end of the meeting, Marilies Rettig was named the new Chair of the Committee. Assibi Napoe’s appointment as EI Chief Regional Coordinator for Africa rendered her ineligible to continue in the position.
The Constitution and By-Laws Committee, the other Executive Board sub-body, at its meeting on October 21, prepared advice for the Board on the matter of Congress procedures. The Committee also worked to clarify proposed Constitutional changes in the light of the EI-WCT Agreement and drafted two scenarios for the future size and composition of the Executive Board depending on whether or not that agreement was ratified by WCT. Before closing its meeting, the Committee further clarified changes in Article 10(h) adopted by the Board in February.

Because of difficulty in establishing contact with two membership applicants in Cameroon, the Committee of Experts on Membership did not meet in 2003. Its next meeting will take place in February 2004.

**REGIONAL BODIES**

In 2003 Regional Conferences were held in all EI regions but Africa. An African Regional Conference was scheduled for January 2004. The first Conference to convene in 2003 was in Latin America, where delegates from EI member organisations and observers from friendly organisations (CTEUB/Bolivia, UNE/Ecuador, FETRAM-AGISTERIO/Venezuela and FENAPES/Uruguay) gathered in La Catalina, Costa Rica on 1-4 April. They discussed a new project to be coordinated by ACTRAV and the EI Office in San José, which will focus on bipartite relations (between Ministries of Education and teachers’ unions). Amendments to the EI Latin American Regional By-Laws were approved and referred to the Executive Board. Marta Maffei (CTERA/Argentina) was re-elected as President of the Regional Committee, with Carlos Augusto Abicalil (CNTE/Brazil), Jorge Pavez (CPC/Chile), Rafael Ochoa (SNTE/Mexico), and Floribet López (SEC/Costa Rica) elected as Vice-Presidents.

EI teachers’ unions in North America and the Caribbean held their Regional Conference in Nevis on 1-2 December. Sixty participants met on the theme “Towards Achieving Quality Education in North America/Caribbean.” Resolutions were adopted on the following themes: (1) Teacher Training, Retention and Migration, (2) Accountability and (3) Research and Collective Bargaining.

About two hundred representatives of EI member organisations in Europe gathered in Luxembourg on 8 December 2003 on the occasion of EI’s European Regional Conference. The first in a complex series of meetings, the Conference was of historic importance as it adopted a proposal for new, integrated European structures. The new design arose from the proposed integration of WCT in EI, as well as from profound changes taking place in Europe including the accession of ten new countries to the European Union. The new structures are designed to prevent duplication of work and unnecessary expenditure for both EI/Europe and the European Trade Union Committee for Education (ETUCE), which comprises EI and WCT member organisations in EU and EFTA countries. Meanwhile, WCT affiliates in ETUCE were holding their own caucus, for the purpose of deciding whether to join the integrated structures. Later in the day, ETUCE held its General Assembly and it too approved the new European structures.

As a result, the inaugural meeting of the triennial EI Pan-European Conference took place the following day, 9 December 2003. Doug McAvoy (NUT/UK) was elected as President of the EI Pan-European Structure, and Odile Cordelier (SNES/France), Jörgen Lindholm (Lärarförbundet/Sweden), Marjatta Melto (OAJ/Finland), Galina Merkulova (ESEUR/Russia), Radovan Langer (CMOS-PS/Czech Republic) and Christoph Heise (GEW/Germany) were elected as Vice-Presidents. Several representatives of WCT member organisations were elected to country seats on the new EI Pan-European Regional Committee, pending the decision of the WCT World Board on the adoption of the EI-WCT Agreement in April 2004.
The Pan-European Conference adopted a Working Programme for 2004-2006 and, acting as the ETUCE General Assembly, an ETUCE Programme for the same triennium. Under the new European structures, ETUCE retains its General Secretary and procedures for dealing with the European Union.

The Asia-Pacific Regional Conference took place in Kaohsiung, Taiwan on 10-12 December 2003. It was initially scheduled for 28-30 July, but the SARS epidemic in the region had forced postponement. Two hundred and thirty-six delegates and observers participated in the Conference, which was addressed by the Minister of Education of the Republic of China (Taiwan) and the Mayor of Kaohsiung, among others. Four round tables were held on “Education for All – Progress, Obstacles and Future Actions”, “WTO/GATS and its Effects on Education”, “Education for Global Progress” and “Role of Teachers’ Organisations in a Globalised Society.” The Conference also adopted 16 resolutions on various issues, including the themes of the round tables but also the education of Indigenous Peoples, HIV/AIDS and the situation in Tamil Nadu. Yuzuru Nakamura (JTU/Japan) was elected as President of the Regional Committee, and Susan Hopgood (AEU/Australia) and Ram Pal Singh (AIPTF/India) were elected as Vice-Presidents.

In addition to meeting prior to the Regional Conferences, the different Regional Committees met on the following dates:

<table>
<thead>
<tr>
<th>AFRICA</th>
<th>ASIA-PACIFIC</th>
<th>EUROPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accra, Ghana</td>
<td>Kuala Lumpur, Malaysia</td>
<td>Brussels, Belgium</td>
</tr>
</tbody>
</table>

LATIN AMERICA

(None)
<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>Linda Asper</td>
</tr>
<tr>
<td>Chief Administrative Coordinator</td>
<td>Charlie Lennon</td>
</tr>
<tr>
<td>Chief Regional Coordinator for Africa (Lomé)</td>
<td>Assibi Napoe</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>
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<td>Frédérique Boni</td>
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<tr>
<td>Coordinator Research</td>
<td>(Vacancy)</td>
</tr>
<tr>
<td>Coordinator Information</td>
<td>Dominique Marlet</td>
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<tr>
<td>Coordinator Assistance and Training</td>
<td>Wouter van der Schaaf</td>
</tr>
<tr>
<td>Coordinator Assistance and Training</td>
<td>Nicolás Richards</td>
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<td>Marta Scarpato</td>
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<tr>
<td>Coordinator Assistance and Training</td>
<td>Rebeca Sevilla</td>
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<tr>
<td>Coordinator for Africa</td>
<td>Victorine Djitrinou</td>
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<tr>
<td>Coordinator for Africa</td>
<td>Samuel Ngoua Ngou</td>
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<tr>
<td>Coordinator for Africa</td>
<td>(Vacancy)</td>
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<tr>
<td>Coordinator for Latin America</td>
<td>Jefferson Berriel Pessi</td>
</tr>
<tr>
<td>Coordinator for Latin America</td>
<td>(Vacancy)</td>
</tr>
<tr>
<td>Coordinator for Pacific</td>
<td>Susana Tuisawau</td>
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<tr>
<td>Coordinator for Asia-Pacific</td>
<td>Rey Dolot</td>
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<tr>
<td>Coordinator for Asia-Pacific</td>
<td>Sagar Nath Pyakuryal</td>
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<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 General Services Unit</td>
<td>Isabelle Artiges</td>
</tr>
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<td>Professional Assistant ICT Unit</td>
<td>Edwin Pijman</td>
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<td>Professional Assistant ICT Unit</td>
<td>Frédéric Destée</td>
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<td>Professional Assistant Advocacy</td>
<td>Florence Trauscht</td>
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<td>(Vacancy)</td>
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<td>Professional Assistant Research</td>
<td>Catherine Tinnin</td>
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<tr>
<td>Professional Assistant Information</td>
<td>Anabel Vallines</td>
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<tr>
<td>Professional Assistant Information</td>
<td>Harold Tor</td>
</tr>
<tr>
<td>Position</td>
<td>Name</td>
</tr>
<tr>
<td>----------------------------------------------</td>
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<tr>
<td>Professional Assistant Assistance &amp; Training</td>
<td>Véronique Miccolis</td>
</tr>
<tr>
<td>Professional Assistant Assistance &amp; Training</td>
<td>Claire Degbomont</td>
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<td>Professional Assistant Assistance &amp; Training</td>
<td>Antonia Arbona Bernat</td>
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<tr>
<td>Professional Assistant Assistance &amp; Training</td>
<td>Delphine Sanglan</td>
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<tr>
<td>Secretary General Services Unit</td>
<td>Serge Kikangala</td>
</tr>
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<td>Secretary ICT Unit</td>
<td>Paul Del Blanco</td>
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<tr>
<td>Secretary Advocacy Department</td>
<td>Giulietta Vella</td>
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<tr>
<td>Secretary Assistance, Training &amp; Information</td>
<td>Petra Gwyn-Jones</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>
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<tr>
<td>Consultant to the General Secretary (Lomé)</td>
<td>Tom Bediako</td>
</tr>
<tr>
<td>Consultant to the General Secretary (Canada)</td>
<td>Sheena Hanley</td>
</tr>
<tr>
<td>Consultant to the General Secretary (Brussels)</td>
<td>Georges Kux</td>
</tr>
<tr>
<td>Consultant to the General Secretary (London)</td>
<td>Peter Dawson</td>
</tr>
</tbody>
</table>
## BUDGETARY ACCOUNTS - ASSETS AND LIABILITIES

### ASSETS

1. Fixed assets
   - 1.1. Fixed assets: **151,998 EUR**
2. Current assets
   - 1.2. Current assets: **2,405,056 EUR**
   - 1.3. Accounts receivable: **394,793 EUR**
   - 1.4. Dues receivable: **35,312 EUR**

**TOTAL ASSETS**: **2,987,159 EUR**

### LIABILITIES

2. Accounts payable
   - 2.2. Revenues received in advance: **10,217 EUR**
   - 2.3. Provisions: **362,236 EUR**
   - 2.4. European dues: **23,389 EUR**

**TOTAL LIABILITIES**: **1,504,182 EUR**

### EXCESS OF ASSETS OVER LIABILITIES (1-2)

**1,482,977 EUR**
## BUDGETARY ACCOUNTS - INCOME AND EXPENDITURES

### INCOME

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<thead>
<tr>
<th>Description</th>
<th>Budget EUR</th>
<th>Actual EUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership Dues, 2001</td>
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<td>5,619,707.78</td>
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<tr>
<td>Membership Dues, Previous years</td>
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<tr>
<td>Interest</td>
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<td>Sub let</td>
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<td>Other Income</td>
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<td>Adjustment Income</td>
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<td><strong>Grand Total</strong></td>
<td><strong>5,522,919.00</strong></td>
<td><strong>6,191,994.68</strong></td>
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</table>

### EXPENDITURES

#### 1. Governance and International Relations

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget EUR</th>
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</tr>
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<tbody>
<tr>
<td>World Congress</td>
<td>143,406.40</td>
<td>248,043.00</td>
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<td>Assistance World Congress</td>
<td>63,312.01</td>
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<td>Executive Board and Officers</td>
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<td>Committee of Experts</td>
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<td>Consultations and Representations</td>
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<td>ICFTU/ITS Action</td>
<td>33,465.63</td>
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**Regional Conferences and Committees**

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<thead>
<tr>
<th>Region</th>
<th>Budget EUR</th>
<th>Actual EUR</th>
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<tbody>
<tr>
<td>Africa</td>
<td>53,123.58</td>
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<td>Caribbean</td>
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<tr>
<td>Central and Eastern Europe</td>
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<tr>
<td>OECD Round Table</td>
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<td>Other</td>
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**Sub-Total**

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<tr>
<td></td>
<td><strong>865,148.40</strong></td>
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#### 2. Human Rights and Equality

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<td>Human Rights Programs</td>
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<td>96,991.61</td>
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<td>Women Programs</td>
<td>39,514.23</td>
<td>30,812.10</td>
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<td>Round Tables</td>
<td>26,549.40</td>
<td>18,552.38</td>
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<td>Other Programs</td>
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**Salaries and Services**

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<tr>
<th>Description</th>
<th>Budget EUR</th>
<th>Actual EUR</th>
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<tr>
<td>Headquarters Staff</td>
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**Sub-Total**

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<tr>
<td></td>
<td><strong>490,684.98</strong></td>
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### 3. Education and Employment

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<th>2002</th>
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<td>Education Programs</td>
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<tr>
<td>Round Tables</td>
<td>61,973.38</td>
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<tr>
<td>Status of Teachers’Programs</td>
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<td>Other Programs</td>
<td>13,287.09</td>
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<tr>
<td>Global Campaign for Education</td>
<td>135,275.50</td>
<td>151,135.13</td>
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**Salaries and Services**

<table>
<thead>
<tr>
<th>Category</th>
<th>2003</th>
<th>2002</th>
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<tbody>
<tr>
<td>Headquarters Staff</td>
<td>331,872.71</td>
<td>365,462.63</td>
</tr>
</tbody>
</table>

**Sub-Total**

<table>
<thead>
<tr>
<th>Category</th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>693,251.89</td>
<td>699,618.99</td>
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</table>

### 4. Development Cooperation

<table>
<thead>
<tr>
<th>Category</th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Coordination</td>
<td>26,028.82</td>
<td>40,172.14</td>
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<tr>
<td>Contribution Program Fund</td>
<td>51,313.96</td>
<td>47,298.06</td>
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</table>

**Salaries and Services**

<table>
<thead>
<tr>
<th>Category</th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headquarters Staff</td>
<td>357,833.96</td>
<td>362,589.92</td>
</tr>
<tr>
<td>Regional Staff</td>
<td>363,380.91</td>
<td>346,816.08</td>
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</tbody>
</table>

**Sub-Total**

<table>
<thead>
<tr>
<th>Category</th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>798,557.65</td>
<td>796,876.19</td>
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### 5. Information

<table>
<thead>
<tr>
<th>Category</th>
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<th>2002</th>
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<tr>
<td>Publications</td>
<td>152,404.94</td>
<td>164,314.91</td>
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<tr>
<td>EI-Website</td>
<td>45,141.41</td>
<td>30,043.68</td>
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<tr>
<td>Other program</td>
<td>44,273.78</td>
<td>44,273.78</td>
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**Salaries and Services**

<table>
<thead>
<tr>
<th>Category</th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headquarters Staff</td>
<td>400,860.44</td>
<td>359,289.36</td>
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**Sub-Total**

<table>
<thead>
<tr>
<th>Category</th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>642,680.57</td>
<td>597,921.74</td>
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</table>

### 6. Administration

<table>
<thead>
<tr>
<th>Category</th>
<th>2003</th>
<th>2002</th>
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<tbody>
<tr>
<td>Headquarters</td>
<td>877,543.08</td>
<td>806,565.44</td>
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<td>Regional Offices</td>
<td>217,749.67</td>
<td>277,922.38</td>
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<tr>
<td>Extra-ordinary Provision</td>
<td>0</td>
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**Salaries and Services**

<table>
<thead>
<tr>
<th>Category</th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headquarters Staff</td>
<td>637,693.60</td>
<td>703,663.94</td>
</tr>
<tr>
<td>Regional Staff</td>
<td>155,734.68</td>
<td>148,635.47</td>
</tr>
<tr>
<td>Consultants</td>
<td>142,538.78</td>
<td>156,476.76</td>
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**Sub-Total**

<table>
<thead>
<tr>
<th>Category</th>
<th>2003</th>
<th>2002</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2,031,259.80</td>
<td>2,351,202.61</td>
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**Grand Total**

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5,521,583.30</td>
<td>6,048,813.16</td>
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**Income over Expenditure**

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,335.70</td>
<td>143,181.52</td>
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</table>
## EXTRA-BUDGETARY ACCOUNTS - ASSETS AND LIABILITIES

### 1. ASSETS

<table>
<thead>
<tr>
<th>Description</th>
<th>2001 EUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Current Assets</td>
<td></td>
</tr>
<tr>
<td>Deferred Charges</td>
<td>21,950</td>
</tr>
<tr>
<td>Link accounts with Solidarity Fund</td>
<td>0</td>
</tr>
<tr>
<td>Advances Paid on Programs</td>
<td>88,182</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td><strong>506,735</strong></td>
</tr>
</tbody>
</table>

### 2. LIABILITIES

<table>
<thead>
<tr>
<th>Description</th>
<th>2001 EUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts Payable</td>
<td>28,409</td>
</tr>
<tr>
<td>Advances received on programs</td>
<td>478,183</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td><strong>506,592</strong></td>
</tr>
</tbody>
</table>

### 3. EXCESS OF ASSETS OVER LIABILITIES

<table>
<thead>
<tr>
<th>Description</th>
<th>2001 EUR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>143</td>
</tr>
</tbody>
</table>

## SOLIDARITY FUND - ASSETS AND LIABILITIES

### 1. ASSETS

<table>
<thead>
<tr>
<th>Description</th>
<th>2001 EUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Current Assets</td>
<td></td>
</tr>
<tr>
<td>Deposits</td>
<td>378,038</td>
</tr>
<tr>
<td>Cash and banks</td>
<td>37,744</td>
</tr>
<tr>
<td>Link account extra Budgetary</td>
<td>4,289</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td><strong>420,071</strong></td>
</tr>
</tbody>
</table>

### 2. LIABILITIES

<table>
<thead>
<tr>
<th>Description</th>
<th>2001 EUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advances received</td>
<td>368,842</td>
</tr>
<tr>
<td>Cash and banks</td>
<td>0</td>
</tr>
<tr>
<td>Link account with E.I. Budgetary account</td>
<td>15,286</td>
</tr>
<tr>
<td>Deferred Income</td>
<td>35,943</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td><strong>420,071</strong></td>
</tr>
</tbody>
</table>
1. **ASSETS**

<table>
<thead>
<tr>
<th>1.1. Fixed assets</th>
<th>2001 EUR</th>
<th>2002 EUR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>151,998</td>
<td>337,807</td>
</tr>
<tr>
<td>1.2. Current assets</td>
<td>2,405,056</td>
<td>3,198,169</td>
</tr>
<tr>
<td>1.3. Accounts receivable</td>
<td>394,793</td>
<td>400,487</td>
</tr>
<tr>
<td>1.4. Dues receivable</td>
<td>35,312</td>
<td>329,911</td>
</tr>
<tr>
<td>1.5. Link with Extra-budgetary</td>
<td>0</td>
<td>304,126</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>2,987,159</td>
<td>4,570,500</td>
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</table>

2. **LIABILITIES**

<table>
<thead>
<tr>
<th>2.1. Accounts payable</th>
<th>2001 EUR</th>
<th>2002 EUR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,108,340</td>
<td>1,051,618</td>
</tr>
<tr>
<td>2.2. Revenues received in advance</td>
<td>10,217</td>
<td>8,465</td>
</tr>
<tr>
<td>2.3. Provisions</td>
<td>362,236</td>
<td>1,457,414</td>
</tr>
<tr>
<td>2.4. European dues</td>
<td>23,389</td>
<td>23,389</td>
</tr>
<tr>
<td>2.5. Link with Solidarity</td>
<td>0</td>
<td>382,680</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td>1,504,182</td>
<td>2,923,565</td>
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</table>

3. **EXCESS OF ASSETS OVER LIABILITIES (1-2)**

<table>
<thead>
<tr>
<th></th>
<th>2001 EUR</th>
<th>2002 EUR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,482,977</td>
<td>1,646,935</td>
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</tbody>
</table>
## 2 ➔ BUDGETARY ACCOUNTS - INCOME AND EXPENDITURES

### INCOME DECEMBER 2002

<table>
<thead>
<tr>
<th>Membership dues</th>
<th>Budget</th>
<th>Actual</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership Dues &lt;1.016</td>
<td>371,730</td>
<td>408,726</td>
<td>36,996</td>
</tr>
<tr>
<td>Membership Dues 1.016 + 0.015</td>
<td>5,514,630</td>
<td>5,593,992</td>
<td>79,362</td>
</tr>
<tr>
<td>3rd World Congress Relocation Fee (0.015 per capita)</td>
<td>80,000</td>
<td>80,000</td>
<td></td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>5,966,360</strong></td>
<td><strong>6,082,718</strong></td>
<td><strong>116,358</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other income</th>
<th>Budget</th>
<th>Actual</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest</td>
<td>37,000</td>
<td>81,179</td>
<td>44,179</td>
</tr>
<tr>
<td>Sub Let</td>
<td>86,000</td>
<td>58,630</td>
<td>-27,370</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>123,000</strong></td>
<td><strong>139,809</strong></td>
<td><strong>16,809</strong></td>
</tr>
</tbody>
</table>

| **Grand Total** | **6,089,360** | **6,222,527** | **133,167** |

### EXPENDITURES 2002

<table>
<thead>
<tr>
<th>Program activities</th>
<th>Budget</th>
<th>Actual</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy</td>
<td>298,500</td>
<td>338,436</td>
<td>-39,936</td>
</tr>
<tr>
<td>Policy Development</td>
<td>235,000</td>
<td>236,131</td>
<td>-1,131</td>
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<tr>
<td>Information</td>
<td>293,000</td>
<td>243,491</td>
<td>49,509</td>
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<tr>
<td>Research</td>
<td>90,000</td>
<td>111,100</td>
<td>-21,100</td>
</tr>
<tr>
<td>Assistance &amp; Training</td>
<td>237,000</td>
<td>142,346</td>
<td>94,654</td>
</tr>
<tr>
<td>Other Programs</td>
<td>37,003</td>
<td>37,003</td>
<td></td>
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<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>1,190,503</strong></td>
<td><strong>1,071,504</strong></td>
<td><strong>118,999</strong></td>
</tr>
</tbody>
</table>

| Governance and administration | | |
| **Global Bodies** | | |
| World Congress (including assistance) | 327,000 | 462,544 | -135,544 |
| Executive Board (4 mtngs x 4700) and Officers (4 mtngs x 500) | 151,740 | 154,629 | -2,889 |
| Committee of Experts (1 mtng x 400 + missions) | 28,620 | 20,377 | 8,243 |

<p>| <strong>(Sub) Regional Bodies</strong> | | |
| Regional Conference and Regional Committee Africa | 64,000 | 64,000 | |</p>
<table>
<thead>
<tr>
<th>Committee</th>
<th>2003</th>
<th>2002</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia-Pacific</td>
<td>60,000</td>
<td>60,000</td>
<td>0</td>
</tr>
<tr>
<td>SAARC</td>
<td>20,000</td>
<td>20,000</td>
<td>0</td>
</tr>
<tr>
<td>COPE</td>
<td>10,000</td>
<td>10,000</td>
<td>0</td>
</tr>
<tr>
<td>Regional Conference and Regional Committee Latin America</td>
<td>53,000</td>
<td>34,900</td>
<td>18,100</td>
</tr>
<tr>
<td>Caribbean Union of Teachers</td>
<td>20,000</td>
<td>11,591</td>
<td>8,409</td>
</tr>
<tr>
<td><strong>Consultations Offices/Administration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headquarters</td>
<td>175,000</td>
<td>229,547</td>
<td>-54,547</td>
</tr>
<tr>
<td>Regional Office Lome</td>
<td>912,645</td>
<td>981,894</td>
<td>-69,249</td>
</tr>
<tr>
<td>Regional Office Kuala Lumpur</td>
<td>51,091</td>
<td>50,395</td>
<td>695</td>
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<tr>
<td>Regional Office San Jose</td>
<td>48,984</td>
<td>53,740</td>
<td>-4,756</td>
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<tr>
<td>Sub-Regional Office St. Lucia</td>
<td>51,562</td>
<td>50,803</td>
<td>759</td>
</tr>
<tr>
<td>Staff meetings</td>
<td>21,914</td>
<td>40,121</td>
<td>-18,207</td>
</tr>
<tr>
<td></td>
<td>15,000</td>
<td>15,709</td>
<td>-709</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td>2,010,555</td>
<td>2,250,251</td>
<td>-239,696</td>
</tr>
<tr>
<td><strong>Salaries and services</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Program Activities</td>
<td>2,088,629</td>
<td>1,825,214</td>
<td>263,415</td>
</tr>
<tr>
<td>Governance and Administration</td>
<td>858,249</td>
<td>911,743</td>
<td>-53,494</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td>2,946,878</td>
<td>2,736,956</td>
<td>209,922</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>6,147,936</td>
<td>6,058,712</td>
<td>89,224</td>
</tr>
<tr>
<td><strong>Income over Expenditure</strong></td>
<td>-58,576</td>
<td>163,815</td>
<td>222,391</td>
</tr>
</tbody>
</table>
### EXTRA-BUDGETARY ACCOUNTS - ASSETS AND LIABILITIES

#### 1. ASSETS

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>2001 EUR</th>
<th>2002 EUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Current assets</td>
<td>396,603</td>
<td>450,345</td>
</tr>
<tr>
<td>1.2. Deferred charges</td>
<td>21,950</td>
<td>0</td>
</tr>
<tr>
<td>1.3. Advances paid on programs</td>
<td>88,182</td>
<td>1,012,117</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td><strong>506,735</strong></td>
<td><strong>1,462,462</strong></td>
</tr>
</tbody>
</table>

#### 2. LIABILITIES

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>2001 EUR</th>
<th>2002 EUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. Accounts payable</td>
<td>28,409</td>
<td>17,822</td>
</tr>
<tr>
<td>2.2. Link accounts with E.I.</td>
<td>0</td>
<td>192,839</td>
</tr>
<tr>
<td>2.3. Advanced received on programs</td>
<td>478,183</td>
<td>1,251,800</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td><strong>506,592</strong></td>
<td><strong>1,462,462</strong></td>
</tr>
</tbody>
</table>

#### 3. EXCESS OF ASSETS OVER LIABILITIES

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>143</td>
<td>0</td>
</tr>
</tbody>
</table>

### SOLIDARITY FUND - ASSETS AND LIABILITIES

#### 1. ASSETS

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>2002 EUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Current Assets</td>
<td></td>
</tr>
<tr>
<td>Deposits</td>
<td>50,611</td>
</tr>
<tr>
<td>Cash and banks</td>
<td>50,611</td>
</tr>
<tr>
<td>1.2. Link account extra Budgetary</td>
<td>389,819</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td><strong>440,430</strong></td>
</tr>
</tbody>
</table>

#### 2. LIABILITIES

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>2002 EUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. Advances received</td>
<td>368,842</td>
</tr>
<tr>
<td>2.2. Cash and banks</td>
<td>0</td>
</tr>
<tr>
<td>2.3. Link account with E.I. Budgetary account</td>
<td>71,585</td>
</tr>
<tr>
<td>2.4. Deferred Income</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td><strong>440,430</strong></td>
</tr>
</tbody>
</table>
# Financial Report 2003

## 1. BUDGETARY ACCOUNTS - ASSETS AND LIABILITIES

### 1. ASSETS

<table>
<thead>
<tr>
<th>Item</th>
<th>2002 EUR</th>
<th>2003 EUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Fixed assets</td>
<td>337,807</td>
<td>344,398</td>
</tr>
<tr>
<td>1.2. Current assets</td>
<td>3,198,169</td>
<td>3,027,268</td>
</tr>
<tr>
<td>1.3. Accounts receivable</td>
<td>400,487</td>
<td>495,244</td>
</tr>
<tr>
<td>1.4. Dues receivable</td>
<td>329,911</td>
<td>0</td>
</tr>
<tr>
<td>1.5. Link with Extra-budgetary</td>
<td>304,126</td>
<td>426,845</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td><strong>4,570,500</strong></td>
<td><strong>4,293,754</strong></td>
</tr>
</tbody>
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### 2. LIABILITIES

<table>
<thead>
<tr>
<th>Item</th>
<th>2002 EUR</th>
<th>2003 EUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. Accounts payable</td>
<td>1,051,618</td>
<td>847,191</td>
</tr>
<tr>
<td>2.2. Revenues received in advance</td>
<td>8,465</td>
<td>8,465</td>
</tr>
<tr>
<td>2.3. Provisions</td>
<td>1,457,414</td>
<td>1,408,915</td>
</tr>
<tr>
<td>2.4. European dues</td>
<td>23,389</td>
<td>371,937</td>
</tr>
<tr>
<td>2.5. Link with Solidarity</td>
<td>382,680</td>
<td>-206,013</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td><strong>2,923,565</strong></td>
<td><strong>2,430,495</strong></td>
</tr>
</tbody>
</table>

### 3. EXCESS OF ASSETS OVER LIABILITIES (1-2)

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,646,935</td>
<td>1,863,259</td>
</tr>
</tbody>
</table>

---

Annual report 2003  Education International
## BUDGETARY ACCOUNTS - INCOME AND EXPENDITURES

### INCOME DECEMBER 2003

<table>
<thead>
<tr>
<th>Membership dues</th>
<th>Budget</th>
<th>Actual</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership Dues &lt;1.057</td>
<td>371,730</td>
<td>415,667</td>
<td>43,937</td>
</tr>
<tr>
<td>Membership Dues 1.057 + 0.015</td>
<td>5,850,000</td>
<td>5,827,442</td>
<td>-22,559</td>
</tr>
<tr>
<td>3rd World Congress Relocation Fee (0.015 per capita)</td>
<td>80,000</td>
<td>80,000</td>
<td>-</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td>6,301,730</td>
<td>6,323,109</td>
<td>21,379</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other income</th>
<th>Budget</th>
<th>Actual</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest</td>
<td>60,000</td>
<td>88,401</td>
<td>28,401</td>
</tr>
<tr>
<td>Sub Let</td>
<td>40,000</td>
<td>87,402</td>
<td>47,402</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td>100,000</td>
<td>175,803</td>
<td>73,803</td>
</tr>
</tbody>
</table>

| **Grand Total** | 6,401,730 | 6,498,912 | 97,182 |

### EXPENDITURES 2003

<table>
<thead>
<tr>
<th>Program activities</th>
<th>Budget</th>
<th>Actual</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy</td>
<td>273,665</td>
<td>369,408</td>
<td>-95,743</td>
</tr>
<tr>
<td>Policy Development</td>
<td>217,800</td>
<td>172,525</td>
<td>45,275</td>
</tr>
<tr>
<td>Information</td>
<td>269,520</td>
<td>292,821</td>
<td>-23,301</td>
</tr>
<tr>
<td>Research</td>
<td>114,610</td>
<td>97,647</td>
<td>16,963</td>
</tr>
<tr>
<td>Assistance &amp; Training</td>
<td>270,895</td>
<td>234,265</td>
<td>36,630</td>
</tr>
<tr>
<td>Other Programs</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td>1,146,490</td>
<td>1,166,666</td>
<td>-20,176</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Governance and administration</th>
<th>Budget</th>
<th>Actual</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Bodies</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>World Congress (including assistance)</td>
<td>327,000</td>
<td>327,000</td>
<td>-</td>
</tr>
<tr>
<td>Executive Board (4 mtngs x 4700) and Officers (4 mtngs x 500)</td>
<td>157,810</td>
<td>157,810</td>
<td>-</td>
</tr>
<tr>
<td>Committee of Experts (1 mtng x 400 + missions)</td>
<td>29,765</td>
<td>29,765</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(Sub) Regional Bodies</th>
<th>Budget</th>
<th>Actual</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Conference and Regional Committee Africa</td>
<td>64,000</td>
<td>64,000</td>
<td>-</td>
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</table>
### Consultations Offices/Administration

<table>
<thead>
<tr>
<th>Area</th>
<th>2003</th>
<th>2002</th>
<th>2003-02</th>
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</thead>
<tbody>
<tr>
<td>Headquarters</td>
<td>182,000</td>
<td>175,197</td>
<td>6,803</td>
</tr>
<tr>
<td>Regional Office Lome</td>
<td>949,160</td>
<td>825,205</td>
<td>123,955</td>
</tr>
<tr>
<td>Regional Office Lome (Budget 2002)</td>
<td>52,636</td>
<td>53,563</td>
<td>-927</td>
</tr>
<tr>
<td>Regional Office Kuala Lumpur</td>
<td>51,967</td>
<td>39,098</td>
<td>12,869</td>
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<tr>
<td>Regional Office San Jose</td>
<td>53,813</td>
<td>69,965</td>
<td>-16,152</td>
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<tr>
<td>Sub-Regional Office St. Lucia</td>
<td>26,659</td>
<td>32,795</td>
<td>-6,136</td>
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<tr>
<td>Staff meetings</td>
<td>15,600</td>
<td>12,522</td>
<td>3,078</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>2,073,410</strong></td>
<td><strong>1,974,263</strong></td>
<td><strong>99,147</strong></td>
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### Salaries and services

<table>
<thead>
<tr>
<th>Area</th>
<th>2003</th>
<th>2002</th>
<th>2003-02</th>
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</thead>
<tbody>
<tr>
<td>Program Activities</td>
<td>2,236,581</td>
<td>2,260,488</td>
<td>-23,907</td>
</tr>
<tr>
<td>Governance and Administration</td>
<td>945,171</td>
<td>904,562</td>
<td>40,609</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>3,181,752</strong></td>
<td><strong>3,165,050</strong></td>
<td><strong>16,702</strong></td>
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### Grand Total

<table>
<thead>
<tr>
<th>2003</th>
<th>2002</th>
<th>2003-02</th>
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<tbody>
<tr>
<td>6,401,652</td>
<td>6,305,979</td>
<td>95,673</td>
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### Income over Expenditure

<table>
<thead>
<tr>
<th>2003</th>
<th>2002</th>
<th>2003-02</th>
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</thead>
<tbody>
<tr>
<td>78</td>
<td>192,933</td>
<td>1,509</td>
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## 3 ➜ EXTRA-BUDGETARY ACCOUNTS - ASSETS AND LIABILITIES

<table>
<thead>
<tr>
<th></th>
<th>2002 EUR</th>
<th>2003 EUR</th>
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<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1. Current assets</td>
<td>450,345</td>
<td>923,939</td>
</tr>
<tr>
<td>1.2. Advances paid on programs</td>
<td>1,012,117</td>
<td>509,239</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>1,462,462</td>
<td>1,433,177</td>
</tr>
<tr>
<td><strong>LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1. Accounts payable</td>
<td>17,822</td>
<td>18,361</td>
</tr>
<tr>
<td>2.2. Link accounts with E.I.</td>
<td>192,839</td>
<td>426,845</td>
</tr>
<tr>
<td>2.3. Advanced received on programs</td>
<td>1,251,800</td>
<td>987,972</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td>1,462,462</td>
<td>1,433,177</td>
</tr>
<tr>
<td><strong>EXCESS OF ASSETS OVER LIABILITIES</strong></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
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## 4 ➜ SOLIDARITY FUND - ASSETS AND LIABILITIES

<table>
<thead>
<tr>
<th></th>
<th>2002 EUR</th>
<th>2003 EUR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1. Current Assets</td>
<td>50,611</td>
<td>576,014</td>
</tr>
<tr>
<td>1.2. Link account extra Budgetary</td>
<td>389,819</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>440,430</td>
<td>576,014</td>
</tr>
<tr>
<td><strong>LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1. Advances received</td>
<td>368,842</td>
<td>370,001</td>
</tr>
<tr>
<td>2.2. Link account with E.I. Budgetary account</td>
<td>71,588</td>
<td>206,013</td>
</tr>
</tbody>
</table>
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Fax: +242-831.565
Email: fetrasseic_congo@yahoo.fr

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Ms Floribeth LÓPEZ UGALDE, General Secretary
Lourdes de Montes de Oca, Apartado 6534
1000 San José, Costa Rica
<table>
<thead>
<tr>
<th>Country</th>
<th>Organization</th>
<th>Address</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALawi</td>
<td>Teachers' Union of Malawi, TUM</td>
<td>Mr Lucien CHIKADZA, General Secretary</td>
<td>Tel: +687-23-224-638</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mr Bernard MANDA, President</td>
<td>Fax: +687-23-224-638</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aphonuntsi Centre, Private Bag 11</td>
<td>Email: <a href="mailto:trudbenikssm@mt.net.mk">trudbenikssm@mt.net.mk</a></td>
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<tr>
<td></td>
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<td>Lilonqwe, Malawi</td>
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<tr>
<td></td>
<td></td>
<td>Tel: +265-1-724 224</td>
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<td>Fax: +265-1-727 006</td>
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<td></td>
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<td>Email: <a href="mailto:tum@sdpniorg.mw">tum@sdpniorg.mw</a></td>
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</tr>
<tr>
<td>MALaysia</td>
<td>Malaysian Association for Education, MAE</td>
<td>Mr Ibrahim Ahmad BANJUNID, General Secretary</td>
<td>Tel: +603-210-2422</td>
</tr>
<tr>
<td></td>
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<td>Mr Tan Sri Prof. Dato Dr. Awang Had SALLEH, President</td>
<td>Fax: +603-210-3344</td>
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<td></td>
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<td>Institute Aminuddin Baki</td>
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<td>Ministry of Education</td>
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<td></td>
<td>Tel: +603-210-2422</td>
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<td>Fax: +603-210-3344</td>
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<td></td>
<td>E-mail: <a href="mailto:bajaranid@jab.moe.mo.gov.my">bajaranid@jab.moe.mo.gov.my</a></td>
<td></td>
</tr>
<tr>
<td>MALta</td>
<td>Malta Union of Teachers, MUT</td>
<td>Mr Joseph P. De GIOVANNI, General Secretary</td>
<td>Tel: +356-23-78 15/22 26 63</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mr John BENCINI, President</td>
<td>Fax: +356-24 40 74</td>
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<tr>
<td></td>
<td></td>
<td>213 Republic Street</td>
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<td></td>
<td>Valletta VLT 03, Malta</td>
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<td>Tel: +356-23-78 15/22 26 63</td>
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<td>E-mail: <a href="mailto:mut1@maltanet.net">mut1@maltanet.net</a></td>
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<tr>
<td>MAURITIUS</td>
<td>Government Teachers' Union, GTU</td>
<td>Mr Sheikh Nashir RAMJAN, General Secretary</td>
<td>Tel: +230-208 0047</td>
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<tr>
<td></td>
<td></td>
<td>Mr Judghid LOLLBEEHARRY, President</td>
<td>Fax: +230-208 4943</td>
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<tr>
<td></td>
<td></td>
<td>3, Mgr Gonin Street, P.O. Box 1111</td>
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<td>Port Louis, Mauritius</td>
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<td>Fax: +230-208 4943</td>
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<td></td>
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<td>E-mail: <a href="mailto:gtu@internet.mt">gtu@internet.mt</a></td>
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<tr>
<td>MOROCCO</td>
<td>Syndicat National de l'Enseignement, SNE</td>
<td>Mr Abderrahman CHENNAF, President</td>
<td>Tel: +212-22 44 47 39</td>
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<tr>
<td></td>
<td></td>
<td>President</td>
<td>Fax: +212-22 44 47 64</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 rue Mohamed Diouri</td>
<td>E-mail: <a href="mailto:sne.cdt@caramail.com">sne.cdt@caramail.com</a></td>
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<td>B.P. 11116 Bandoeng</td>
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<td>Casablanca, Maroc</td>
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<td>E-mail: <a href="mailto:sne.cdt@caramail.com">sne.cdt@caramail.com</a></td>
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<tr>
<td>NEPAL</td>
<td>Nepal National Teachers' Association, NNTA</td>
<td>Mr Babu Ram ADHIKARI, General Secretary</td>
<td>Tel: +977-14-52 75 81</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mr Madhav Prasad ADHIKARI, President</td>
<td>Fax: +977-14-53 84 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P.O. Box 107, Kathmandu, Nepal</td>
<td>E-mail: <a href="mailto:nenata@hons.com.np">nenata@hons.com.np</a></td>
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<td>Tel: +26-4-61-26 22 47 / 21 54 34</td>
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<td>Fax: +26-4-61-26 19 26</td>
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<tr>
<td>NAMIBIA</td>
<td>Namibia National Teachers’ Union, NANTU</td>
<td>Mr Ndapewa NGHIPANDULWA, President</td>
<td>Tel: +26-4-61-26 22 47 / 21 54 34</td>
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<tr>
<td></td>
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<td>P.O.Box 6100, Windhoek, Namibia</td>
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<td>Nepal National Teachers’ Association, NNTA</td>
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<td>Fax: +26-4-61-26 19 26</td>
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</tbody>
</table>
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<table>
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<tr>
<th>Acronym</th>
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<tbody>
<tr>
<td>ANCEFA</td>
<td>Africa Network Campaign on Education for All</td>
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<tr>
<td>ACTRAV</td>
<td>ILO Bureau for workers’ activities</td>
</tr>
<tr>
<td>ADEA</td>
<td>Association for the Development of Education in Africa</td>
</tr>
<tr>
<td>ASEAN</td>
<td>Association of South-East Asian Nations</td>
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<tr>
<td>BFA</td>
<td>Bread For All</td>
</tr>
<tr>
<td>BIAC</td>
<td>Business and Industry Advisory Committee to the OECD</td>
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<tr>
<td>CDC</td>
<td>Center for Disease Control</td>
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<tr>
<td>CEART</td>
<td>Joint ILO/UNESCO Committee of Experts on the Application of the Recommendation concerning Teaching Personnel</td>
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<tr>
<td>CONGO</td>
<td>Conference of NGOs (Economic and Social Council of the UN)</td>
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<td>COPE</td>
<td>Council of Pacific Education</td>
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<tr>
<td>DPE</td>
<td>Declaration of Professional Ethics</td>
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<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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<td>EFA</td>
<td>Education For All</td>
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<td>EI/AATO</td>
<td>Education International / All-Africa Teachers’Organisation</td>
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<td>EIAL</td>
<td>Education International Latin America</td>
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<td>EIAP</td>
<td>Education International Asia Pacific</td>
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<td>EI/E</td>
<td>Educational International Europe</td>
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<td>EIRAC</td>
<td>Education International Regional African Committee</td>
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<td>ELSA</td>
<td>Employment, Labour and Social Affairs</td>
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<td>ETUC</td>
<td>European Trade Union Confederation</td>
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<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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<td>FES</td>
<td>Friedrich Ebert Stiftung</td>
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<td>FTI</td>
<td>Fast Track Initiative (World Bank)</td>
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<td>G8</td>
<td>Group of the eight most industrialised countries</td>
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<td>GATS</td>
<td>General Agreement on Trade in Services</td>
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<td>GAW</td>
<td>Global Action Week for Education</td>
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<td>GCE</td>
<td>Global Campaign for Education</td>
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<td>Gross Domestic Product</td>
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<td>GIVE</td>
<td>Global Indigenous Voice on Education</td>
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<td>GLBT</td>
<td>Gay Lesbian Bi-sexual Transgender</td>
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<td>GNP</td>
<td>Gross National Product</td>
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<td>GUF</td>
<td>Global Union Federation (formerly known as International Trade Secretariat)</td>
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<td>IACC</td>
<td>International Anti Corruption Conference</td>
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<td>IATT</td>
<td>Inter Agency Task Team</td>
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<td>IBFAN</td>
<td>International Baby Food Action Network</td>
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<td>ICFTU</td>
<td>International Confederation of Free Trade Unions</td>
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<tr>
<td>ICN</td>
<td>International Council of Nurses</td>
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<td>ICT</td>
<td>Information and Communication Technology</td>
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<tr>
<td>IFJ</td>
<td>International Federation of Journalists</td>
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<tr>
<td>ILO</td>
<td>International Labour Organisation</td>
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<tr>
<td>IMF</td>
<td>International Monetary Fund</td>
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<td>INEE</td>
<td>Interagency 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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<td>LMP</td>
<td>OECD’s Labour/Management Programme</td>
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<td>NEPAD</td>
<td>New Partnership for Africa’s Development</td>
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<td>NGO</td>
<td>Non-Governmental Organisation</td>
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<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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<td>OECD/INES</td>
<td>Organisation for Economic Co-operation and Development /International Indicators of Educational Systems</td>
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<tr>
<td>OHSE</td>
<td>Occupational Health, Safety and Environment</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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<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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<td>SAP</td>
<td>Structural Adjustment Programmes</td>
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<td>SARS</td>
<td>Severe Acute Respiratory Syndrome</td>
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<td>TILS</td>
<td>Task Force on Trade and International Labour Standards</td>
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<tr>
<td>TUAC</td>
<td>Trade Union Advisory Committee to the OECD</td>
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<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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<td>UNMIK</td>
<td>United Nations Interim Administration Mission in Kosovo</td>
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<td>United Nations Educational, Scientific and Cultural Organisation</td>
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<td>VSO</td>
<td>Voluntary Services Overseas</td>
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<td>WCL</td>
<td>World Confederation of Labour</td>
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<td>World Trade Organisation</td>
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