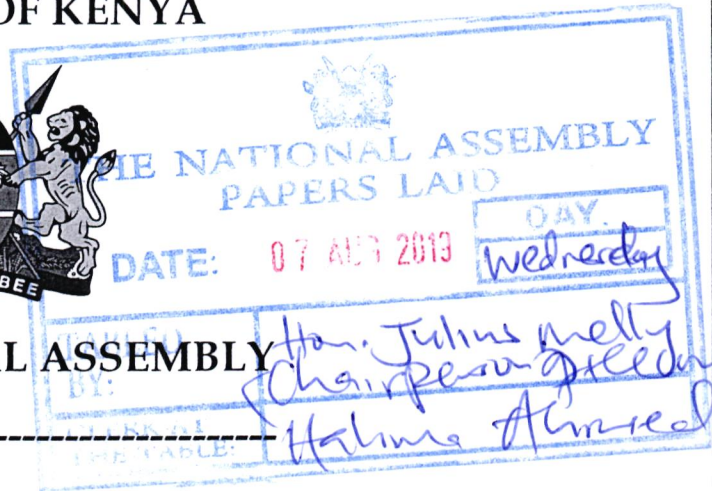


REPUBLIC OF KENYA



THE NATIONAL ASSEMBLY

TWELFTH PARLIAMENT - THIRD SESSION 2019

DEPARTMENTAL COMMITTEE ON EDUCATION AND RESEARCH

REPORT ON THE 9TH EDUCATION INTERNATIONAL (EI) AFRICA
REGIONAL CONFERENCE, HELD IN GRAND BASSAM, COTE
D'IVOIRE, FROM 6 - 9, NOVEMBER, 2018



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1.0 Preface

- The Departmental Committee on Education and Research is established under the National Assembly Standing Order 216.

1.1 Mandate of the Committee

The Committee is mandated, among others, to: -

- i) investigate, inquire into, and report on all matters relating to the mandate, management, activities, administration, operations and estimates of the assigned Ministries and departments;
- ii) study the programmes and policy objectives of Ministries and departments and the effectiveness of the implementation;
- iii) study and review all legislation referred to it;
- iv) study, assess and analyze the relative success of the Ministries and Departments as measured by the results obtained as compared with their stated objectives;
- v) investigate and inquire into all matters relating to the assigned Ministries and departments as they may deem necessary, and as may be referred to them by the House;
- vi) vet and report on all appointments where the Constitution or any law requires the National Assembly to approve, except those under Standing Order 204 (*Committee on Appointments*);
- vii) examine treaties, agreements and conventions;
- viii) make reports and recommendations to the House as often as possible, including recommendation of proposed legislation;
- ix) consider reports of Commissions and Independent Offices submitted to the House pursuant to the provisions of Article 254 of the Constitution; and,
- x) examine any questions raised by Members on a matter within its mandate.

1.2 Subjects

The Committee, according to Schedule II of the Standing Orders, examines the following subjects:

- i) Education;
- ii) Training; and,
- iii) Research.

The Committee oversees the following Ministries and Departments:

- i) The Ministry of Education;
State Departments:
 - Early Learning and Basic Education;
 - University Education;
 - Vocational and Technical Training;
 - Post Training and Skills Development; and,
- ii) The Teachers Service Commission.

1.3 Committee Membership

The Committee comprises the following Members:-

<u>Name</u>	<u>Party</u>	<u>Constituency/County</u>
1. Hon. Julius Melly, MP - Chairperson	JP	Tinderet
2. Hon. Amos Kimunya, EGH, MP - Vice-Chairperson	JP	Kipipiri
3. Hon. Moses Malulu Injendi, MP	JP	Malava
4. Hon. Geoffrey Makokha Odanga, MP	ODM	Matayos
5. Hon. (Dr.) Pamela Ochieng, MP	ODM	Migori
6. Hon. (Eng.) Nzambia Thuddeus Kithua, MP	WDM-K	Kilome
7. Hon. (Prof.) Zadoc Abel Ogutu, MP	IND	Bomachonge Borabu
8. Hon. Catherine Wambilyanga, MP	Ford-K	Bungoma
9. Hon. Eric Muchangi Njiru, MP	JP	Runyenjes
10. Hon. Eve Obara, MBS, MP	ODM	Kabondo Kasipul
11. Hon. Jackson Lekumontare, MP	KANU	Samburu East
12. Hon. Jerusha Mongina Momanyi, MP	JP	Nyamira
13. Hon. John Oroo Oyioka, MP	PDP	Bonchari
14. Hon. Joseph Kipkosgei Tonui, MP	JP	Kuresoi South
15. Hon. Lilian Cheptoo Tomitom, MP	JP	West Pokot
16. Hon. Omboko Milemba, MP	ANC	Emuhaya
17. Hon. Peter Lochakapong, MP	JP	West Pokot
18. Hon. Wilson Sossion, MP	ODM	Nominated
19. Hon. Wilson Kipng'etich Kogo, MP	JP	Chesumei

Abbreviations and Acronyms – Political Parties

ANC	-	Amani National Congress
Ford-K	-	Ford Kenya
IND	-	Independent
JP	-	Jubilee Party
KANU	-	Kenya National African Union
ODM	-	Orange Democratic Party
PDP	-	Peoples Democratic Party
WDMK	-	Wiper Democratic Party of Kenya

1.4 Participation in the 9th Education International Africa Regional Conference held in Grand Bassam, Cote d'Ivoire

The Conference was attended by a delegation of three Members of the Committee and one staff namely:-

1. **Hon. Julius Melly, MP – Committee Chairperson and Leader of the Delegation**
2. Hon. Geoffrey Makokha Odanga, MP
3. Hon. Wilson Sossion, MP
4. Mr. Daniel Mutunga – Principal Clerk Assistant/delegation Secretary

• **1.5 Acknowledgement**

- The Delegation, on behalf of the Committee, thanks the Offices of the Speaker and the Clerk of the National Assembly for the technical, logistical and financial support offered to enable the Members to travel to Grand Bassam, Cote d'Ivoire, to attend the 9th Education International Africa Regional Conference.

On behalf of the Members of the Departmental Committee on Education and Research, it is my pleasant duty and pleasure to table the Report of the 9th Education International Africa Regional Conference, held in Grand Bassam, Cote d'Ivoire, between 6-9 November 2019, pursuant to Standing Order 199(6).



05/8/2019

Sign.....Date.....

**Hon. Julius Kipbiwot Melly, MP - Chairperson
Committee on Education and Research**

2.0 Introduction

2.1 Welcoming Remarks

Mrs. Assibi Napoe, Regional Coordinator, on behalf of the Education International Africa Regional Committee (EIARC), and the President, Honourable Wilson Sossion, the EI Africa Regional Office welcomed all participants to Grand Bassam in the Republic of Côte d'Ivoire for the 9th Education International Africa Regional Conference, placed under the theme: *"Equitable, Inclusive and Quality Education in Africa: the Role of Trade Unions in the Education Sector in Achieving the Education 2030 Agenda"*.

The Sustainable Development Goals (SDGs), adopted in 2015, set out a common vision and a comprehensive framework to support countries on the road to economic and social development by 2030. For the education sector, SDG4, without which none of the 17 Objectives can be achieved, proposes in its agenda 2030, programmes and guidelines that encourage stakeholders to take action.

Likewise, the Continental Strategy for Education in Africa (CESA 2016-2025) commands a quality education and training system whose objective is to provide the African continent with African human resources capable of helping achieve the ambitions of the African Union, namely: the Africa we want.

Although the role of teachers, as the main resource for quality education, is recognized as essential to the achievement of Target 4c of Education 2030 Agenda, as well as the Strategic Objective 1 of CESA, the role of unions in the education sector is often overshadowed.

Thus, about 500 delegates, observers and guests from education personnel unions discussed issues relating to quality education. The deliberations focused on innovative strategies aiming to institutionalize an effective social dialogue with strong, dynamic unions, able to face the challenges of the implementation of Education 2030 Agenda and the Continental Education Strategy for Africa.

Furthermore, the conclusions of the conference would contribute, on the one hand, to formulate guidelines for the teacher trade union movement in Africa; and on the other hand, to enrich the debates of the next EI World Congress to be held in 2019 in Thailand.

The Regional Office sincerely thanked the EI affiliates in Côte d'Ivoire, especially CEPENS-CI, CNEC, SNEPPCI, SYNADEEPCI, SYNESCI, SYNAFETP working together under the banner of «Internationale de l' Education Section Côte d'Ivoire (IESCI)», for the efforts made in the organization of the Conference.

On behalf of EI President, Susan Hopgood; the General Secretary, David Edwards; the Education International Africa Regional Committee (EIARC), and the entire regional Education Trade Union Family, expressed their gratitude to His Excellency, Alassane Ouattara, President of the Republic of Côte d'Ivoire, for authorizing the organisation of this Conference.

Sincere gratitude to His Excellency Mr Daniel Kablan Duncan, the Prime Minister, for his patronage.

Sincere thanks to her Excellency, Mrs Kandia Camara, Minister of Education, Technical Education and Vocational Training, for being part of the team throughout the preparations for this conference.

Appreciation was extended to the valiant hospitable people of Côte d'Ivoire, and also to all those who contributed to the good organization of this continental forum.

All the participants were wished fruitful deliberations and a good stay in the historic city of Grand Bassam.

2.2 Background

2.2.1 Summary

Education International (EI) is the voice of teachers and other employees in the education sector around the world. EI is a Global Union Federation (GUF), comprising 400 unions in 170 countries and territories worldwide, and represents more than 32 million teachers and education employees from preschool to higher education.

EI Head Office is located in Brussels, Belgium and has regional offices in each continent. The Office of Education International for Africa Region (EIRAF) is based in Accra, Ghana, and coordinates EI activities in 52 African countries with a total of 122 affiliated unions.

2.2.2 EI's missions as set out in its constitution:

- *promoting human and trade union rights through the defence and protection of the interests of teachers and other education personnel;*
- *promoting the right to quality education for all, without discrimination, by ensuring the establishment of education and cultural systems, open, funded and regulated by the public sector,*

- *promoting the professional freedoms of teachers and other education personnel and the right to participate in the formulation and implementation of educational policies through their trade union organizations;*
- *promoting peace, democracy, social justice and equality by using the collective strength of teachers and other education personnel;*

Priorities guiding EI work include protecting the school from the effects of economic crises and indebtedness; the fight against the tendency to deprofessionalize the teaching profession; resistance against attacks on education unions; the pursuit of the human rights agenda and equality; and the strengthening of its member organizations.

Like Education International at the global level, the EI Africa Region functions with two structures: the Education International Africa Regional Committee (EIARC) is the political structure whose members are elected by the Regional Conference and the Secretariat or the Regional Office which is in charge of the implementation of EI policies and programmes in the Region.

3.0 THE CONFERENCE

In conformity with the Constitution of Education International, the Africa Region organizes its Regional Conference once every four years, preferably nine to six months before the EI World Congress.

The Regional Conference aimed to:

- *elect members of the Regional Committee (EIARC);*
- *propose amendments to the By-Laws;*
- *Assess the implementation of policies of programmes pertaining to the organizational development of the education sector unions;*
- *review and adopt a four-year programme of activities;*
- *adopt recommendations and policy resolutions specific to the Region to be submitted to the EI World Congress.*
- *discuss topics relevant to the world of education with a view to achieving quality education;*

The Conference will consist of plenary meetings, group work and roundtables on specific themes. Discussions were anchored on the main theme of the Conference: "Inclusive and Equitable Quality Education in Africa: The Role of Education Sector Unions in Achieving the Agenda 2030". The sub-themes included:

- From CESA to SDG4: Challenges in implementing inclusive and equitable quality education in Africa;

- Towards a vibrant trade union movement in the education sector in Africa; Education sector unions, actors and partners in effective social dialogue, and
- Unionization of: Higher Education, School Management, Supervision and Education Support Personnel: An Imperative.

Participants had an opportunity to discuss thematic areas such as

- Child labour: a challenge to achieving SDG4.
- School Related Gender Based Violence (SRGBV).
- Research, a tool for effective union advocacy.
- Education in Crisis Situations: Migrants, Refugees and Displaced Education Personnel.
- Consolidating the Foundation: Early Childhood Education (ECE).

Side meetings on Development Cooperation offered the opportunity to delegates and partners to discuss programmes and projects as well as other issues of common interest. At the end of the Conference, it was expected that:

- EI Africa Regional Committee (EIARC) was renewed;
- A four-year programme of activities was recommended;
- Trade union leaders were better informed about Agenda 2030 and CESA 16-25 and commitment to the implementation;
- Strategies to revitalize the trade union movement in Africa were identified and the call for action for mobilizing for effective social dialogue adopted.

4.0 PRE- CONFERENCE EVENTS

4.1 Young teachers seminar

Introduction

The recruitment and participation of young members have been identified as a priority for the work of the EI OrgNet Network. EI member organizations from different regions have shown real enthusiasm for the mobilization and recruitment of young teachers, due to the obvious benefits for both parties: teacher unions can play a crucial role in providing vocational training to unskilled teachers. Unions can also represent and protect the interests of young teachers (both private and public) by involving them in collective bargaining processes. In return, education unions can also benefit from the recruitment of young teachers, as young members contribute to the union's sustainability and legitimacy in a crisis-ridden world, austerity and precariousness of employment.

4.2 Women Roundtable

Theme - "Access of Women Educators to Decision-making Positions: From Words to Actions"

Background

Gender inclusion and equality have been greatly linked to higher social-economic growth. Equal access of women to education and the field of work significantly increases productivity and reduces poverty. The benefits accrued as a result of the greater involvement of women in education has continued to take centre stage in development discussion forums. Working to achieve gender equity in teacher unions, the education sector and society at large is one of Education International's (EI) core work priorities since its creation in 1993. At the global level, Education International is working to improve the participation of women educators in trade union activities in order to strengthen teacher organization. Despite the many efforts made over the past decade, gender inequalities persist in trade unions and in education, as evidenced by the report of EI's 2010-2014 quadrennial survey on the status of women in unions and education.

The session aimed at facilitating discussions and experience sharing on how to address barriers of women participation in education and the union activities in particular. The AWEN evaluation report 2018 formed the basis to enable participants to analyse progress and reflect on the challenges related to the representation of women at all levels of the teacher trade unions and in the education sector in general.

5.0 CONFERENCE BEGINS

5.1 Plenary – EI Policy on Quality Terms of Employment and work conditions of Teachers

Background

Education International advocated for the highest professional standards. This included professional development opportunities and for the improvement of pay and employment conditions in the education sector. Guidelines stipulated in the ILO/UNESCO Recommendations concerning the Status of teachers (1966) and the UNESCO Recommendation concerning the Status of Higher Education Teaching personnel (1997) have however been abused or ignored world over at the peril of the teacher. Research on best practices indicated that many governments were yet to meet the threshold of implementation of the recommendations for the standards of teacher employment and protection of the profession to be realized. A homegrown advocacy

tool was critical for EI to move this agenda in a more structured way. The goal was to engage each other on the elaboration of the EI Policy.

This session ensured that EI developed a policy brief through a broad consultation process that engaged members across the globe. The goal of the policy brief reflected the reality of work in the education sector in Africa and provided a solid base for advocacy, at national, regional and global level.

Moderator: Mrs Mariama Chipkao - EIARC Vice Chair

Facilitator: Mr Jefferson Pessi

Coordinator: Ms Lucy Njura B.

5.2 Official Opening and Key Note Address: Equitable, Inclusive and Quality Education in Africa: The Role of Education Sector Unions in the Realization of Agenda 2030"

Background

Achievement of SDGs could not be realized without the recognition of the important role of the teachers. Identifying and scaling up best practices in terms of initial training, recruitment, deployment, workload, career pathways, professional development, remuneration and motivation of teachers has remained topical over the years and taking different forms across the globe. Professional autonomy and freedom of association for enhanced social dialogue necessary for the continued improvement of terms and conditions of work for the teachers was critical.

The conference brought participants to reflect not only on the challenges of the classroom teacher but also offered an opportunity to redefine the roadmap for African Teacher unions to move in a bid to advocate for the professionalization of teaching profession.

Chair: Honourable Wilson Sossion, President EIARC

Moderator: Secretary General CONFEMEN

Speaker: Mrs Ann Therese Ndong-Jatta, Director, UNESCO Regional Office for Eastern Africa

Coordinator: Mrs Assibi Napoe - Chief Regional Coordinator Africa

5.3 Break - out Sessions

This session covered four Sub-themes designed to enhance the conference theme and led to conference resolutions that would facilitate the growth of education teacher unions as a catalyst for teaching. The generic topography of the education sector in Africa was mirrored against the Continental Education Strategy as the guiding principle leading to social-economic growth.

6.0 SUB THEMES

6.1 From CESA to SDG4: challenges in the implementation of equitable, inclusive and quality education in Africa

Introduction

The urgency to address the glaring post-Millennium Development education gaps was critical in moving forward the 2030 agenda. Targeted, systematic and well-funded actions would be required to ensure that future generations had the knowledge, skills values and attitudes that would lead to shared peace, prosperity and in a better planet.

The signing of the 2016 Continental Education Agenda for Africa (CESA) by the heads of states provided a framework of turning the continent into 'the Africa that we want' through the implementation of the SDGs. This was not only a commitment on parts of governments but a wakeup call to stakeholders and education partners to rethink on systems that would indeed provide relevant and quality education in the next decade for Africa.

The session sought to enhance the understanding of member organization on their role in turning SDGs 4 into a reality. The education sector workers and their unions would strive to establish their space in the education policy tables to lobby governments to honour their CESA commitments to ensure Africa moves at the expected pace with the rest of the world.

Moderator: MoE CI

Facilitator: HRST/AUC

Speakers: Omar Diop IICBA, Tobie Mbassi/FECASE

Coordinator: Ms Lucy B.

6.2 Towards a dynamic education sector trade union movement in Africa

Introduction

There were many changes in the education sector because of many factors. The list is long but glaring was the changing Technology and hence increased access to information. Due to globalisation and changes in international trends, there were many education reforms in curricula, education management including; decentralisation, employment terms, Teacher Training, Teacher Management, Free Education, and many others. The attacks on unions were increasing as evidenced in the Casualisation, reduced status of teachers, victimisation and increased rights abuse. Africa required a united vibrant teacher movement that could stand the test of the time.

Participating in this session was instrumental in identifying with the dynamics within the education sector and trade union movement with a view to enabling unions to effectively cope with the changes.

Moderator: Mariama Chipkaou

Facilitator :

Speakers: Mr Mamadou Soro; Mrs Gifty Apanbil

Coordinator: Mr Richard E.

6.3 Education sector unions as actors and partners in effective social dialogue

Introduction

Trade union organizations at local, national, regional and international levels were the major means by which workers participate in the social dialogue. ILO recognizes social dialogue as instruments which aim at promoting and realizing standards and fundamental principles and rights at work; creating structures and processes, have the potential to resolve important economic and social issues, encourage good governance, advance social and industrial peace and stability and boost economic progress.

However, in the majority of the African countries, Social Dialogue has been downplayed and degraded resulting in crisis and social unrest as evidenced by frequent industrial actions by unions. The session created an opportunity for participants to exchange ideas on best practices of having organizational structures that facilitate continuous social and policy dialogues in the unions.

Moderator : Mr Fridolin Mve Messa

Facilitator : Mr Jefferson Pessi; Mr Anatole; ILO

Coordinator : Mrs Anais D.

6.4 Unionization of Higher Education, School Leadership and Education Support Personnel: an Imperative

Introduction

The ILO/UNESCO Recommendation concerning the status of Higher Education Teaching Personnel (1997) instructs that Higher Education teaching personnel should enjoy the right to freedom of association, and this right should be effectively promoted. However, today Higher Education in Africa is experiencing a series of attacks that are threatening the principles of academic freedom and collegiality. The global trends towards commercialization and marketisation threaten to compromise not only access and quality but also mechanisms for the promotion and protection of labour rights. EI was highly concerned by the education system personnel who are not well represented among the affiliated unions.

The session created an opportunity for education unions and partners to reflect on the challenges facing the Higher Education personnel and the impact of continued denial to freedom of association on quality of education. Strategies for greater involvement of all school leaders and Higher Education personnel in the union were discussed.

Moderator : Mr Yohannes Benti;

*Speaker : Mr Sylvester Mutindindi; Mrs Helene NeKarmbaye;
Mr Constantin Wesonga; Mr Christopher Youkulanda*

Coordinator: Pedi Anawi

6.5 Privatization and Commercialization of Education

Introduction

Education is a fundamental human right recognized in the following international agreements: The Universal Declaration of Human Rights, The Convention on the Right of the Child, The International Covenant on Economic Social and Cultural Rights, etc. Governments are primarily responsible for the provision of public education. Lack of public facilities opens the door to the private operators to offer education violating basic human rights. The onset of low-cost for profit in Africa is of great concern as it targets the poor and widens inequalities in society. Edu-entrepreneurs view education neither as a right nor a public good but as a commodity for sale. The activities undermine the right to education, entrench and exacerbate inequalities as well as exploit teachers and education support personnel (ESP's) labour rights and working conditions. The continued expansion gives governments an opportunity to relinquish the responsibility of creating access to education for all. The EI Global Response Campaign to edu-business and the commercialization of education is an answer to the exponential expansion of education for-profit activities globally.

The session was an opportunity to learn the steps taken by EI affiliates in Africa in a bid to expose, halt and reverse the expansion of profit-making activities at the expense of the public. The role of educators in enhancing the campaign should remain high.

Moderator: Wilson Sossion

Facilitator: Angelo,

Speakers: Mrs Phillipa Larsen; Dr Koutou; MoE

Coordinator: Dr Pedi Anawi

6.6 Report of Group work on Sub-themes

6.7 25 Years of EI

Time was geared towards reflecting on where EI was as a body of educators, the lessons we learnt and how best to reform our strategies moving to the future.

Moderator: Hon. Wilson Sossion, Chairperson EIARC

Speaker: Mr Fred Van Leeuwen, Retired EI General Secretary

Coordinator: Mrs Assibi Napoe

6.8 Education International Policies and Programs

Moderator: Hon. Wilson Sossion, Chairperson EIARC

Speaker: Mr David Edward, General Secretary, EI

Coordinator: Mrs Assibi Napoe

7.0 THEMATIC SESSIONS

The session was dedicated to four thematic areas based on the impact on the access and provision of inclusive quality education.

7.1 Child Labor: A challenge to the achievement of SDG4

Introduction

The dream of the African continent regarding the rights of children was to have a child-friendly, quality, free, and compulsory education for all children in Africa. Yet, it was estimated that there were five million children who were currently working instead of going to school. Many of these children help their parents run the family business. Many children were forced into exploitative labour due to family economic difficulties, which, in reality, contributes to the ongoing poverty circle. It is common to see children working at a young age throughout Africa. In Africa, children are often seen as a natural labour force and a source of income for their families. A large number of these children work in agriculture. This number increases during the time of harvest. Other types of child labour include: domestic work, working in commercial plantations, begging, mining, and informal sector such as shoe shining. Despite the many international instruments put in place in an effort to stop child labour and currently the SDGs adopted in 2015, whose target 4.1; 8.7 and 16.2 are related to the fight against Child Labour the vice has continued to thrive cutting short the school life of many children. Unless something was done to stop child labour, the achievement of SDG4 on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all will remain a vain dream.

Participation in this session increased clarity on the concept of child labour and determined the role of teacher unions in the fight against the phenomenon. Unions participating in initiatives against Child Labour shared information on strategies that worked. This gave an opportunity for unions and partners to develop actions targeted towards stopping of child labour.

Moderator : M/S Marie-Jeanne Kombo

Facilitator : Mali ; AOB; UNATU

Coordinator: Mr Richard E

7.2 School Related Gender Based Violence

Introduction

Quality public education was the foundation of a progressive democratic society and a basic human right enshrined in the Universal Declaration of Human Rights. Many governments have committed to the provision of rights to education in a safe environment within the framework of Quality Education for All. Millions of children were however reported to have dropped out of school, due to the effects of SRGBV. It is defined as any form of threats of sexual, physical or psychological violence that takes place in or around schools and educational settings as well as on the way to and from school. It also includes acts of bullying (including cyber-bullying), sexual or verbal harassment, non-consensual touching, rape and assault.

According to EFA Global Monitoring Report 2015, SRGBV was preventing millions of children from exercising their rights to safe, inclusive and quality education. Advocacy against SRGBV had become even more subtle with unprecedented access to information and communication, resulting in new forms of intimidation, cyberbullying and sexual harassment. If undeterred, SRGBV will remain a serious barrier to the achievement of SDG4.

During the session, the role of the teachers and education personnel in the fight against SRGBV were expounded. Organizations involved in the UN Girls' Education Initiative (UNGEI) and Education International (EI) partnership on SRGBV project titled 'Education Unions Take Action to end SRGBV' shared experiences. Unions and partners found a niche to commence the fight against SRGBV.

Moderator: Mrs Antoinette Corr GTU, Gambia

Facilitator: Rex Fyles, Nina, G@W

Speakers: Bangura (SLTU), Angela (BETUZ)

Coordinator: Madeleine Macfoy

7.3 Research: The need for evidence-based advocacy in education

Introduction

Research was of great use to teachers and their unions as it provided them with the knowledge and information they needed to meet the many challenges facing public education systems. Through research, unions can attain trade union and professional

goals with better assurance and contribute to the development and implementation of sound professional labour policies.

The education sector was currently facing several threats resulting from reforms dictated by international financial institutions as a way of solving economic and financial crises affecting the globe. The subsequent poor quality of education was often blamed on teachers. Education sector unions were under constant attack of different kinds. All these needed to be investigated in view of preparing teacher organisations to refine and correct the narrative about the provision of inclusive quality education. While EI and member organizations were involved in education research, there was need for a more structured research approach by member organizations.

Attending this session created an opportunity to share experiences on the situation of evidence-based advocacy within EI member organizations. An opportunity was offered for organizations to borrow on great practices.

Moderator: Yohannes Benti ETA

Facilitator: Nguessan-CNEC; Wesonga-UASU

Coordinator: Mr Pedi A.

7.4 Education in a crisis situation: Migrants, Refugees and the Displaced

Introduction

According to the ILO, large movements of refugees and persons forcibly displaced by violence, conflict, human rights abuse, deprivation of social and economic rights, disasters and environmental change, were creating considerable challenges for countries of first asylum, transit and destination, as well as countries of origin. UNESCO also emphasizes the fact that violent conflicts which were widespread throughout the world had severe adverse effects on the education system overall and the supply of quality education in particular. In Africa, many countries bore the burden of refugees and internally displaced persons. Reports from several conflict-affected countries showed that schools, teachers and students were often targeted by violent attacks (O'Malley, 2010; UNESCO 2011). Many schools close down as a result of violence in areas affected by violence or else, school children are recruited as soldiers, male teachers are killed, female teachers and girls are victims of sexual abuse by groups like ISIS and Boko Haram. Therefore, guaranteeing the right of all to education poses challenges in the education sector and public services while the quality of education in host countries is impacted. EI was committed to defending the rights of the marginalized and displaced persons.

This session enabled participants to get familiarized with the EI Policy and Strategies on Migrants and Refugees and opened discussions on how education unions could

work within their own structures and with other stakeholders, (governments and intergovernmental agencies) to overcome challenges related to education in conflict areas.

Moderator: Dr Nasir Idris Muhammed-NUT

Speakers: Mrs Cecile Tshiyombo (SEYCO); Mr Ali Abdi Hussein (KNUT), Somalia,

Coordinator: Mrs Anais D.

7.5 Activity Report

The session brought into focus the activities that the regional office had undertaken for the last 4 years as mandated by the 2015 Congress. This was in line with EI areas of operation and includes the collaborative activities with the partners.

Participants and partners got an opportunity to reflect on the achievements as the basis for further planning and collaborations reflectively.

Presentation document – See Activity Report (document) ANNEX

Moderator: Wilson Sossion

Speaker: Chief Regional Coordinator

7.6 Development Cooperation

This session brought together the cooperating partners and EI affiliates. The session aimed at creating a greater understanding of the rules of engagement. Fundamentally the session was geared towards creating an enabling environment for all to engage in helping the EI affiliates meet their mandates in the service to teachers.

Moderator: Mrs Marieme Sakho.

Speaker/Panellist: Nicolas Richard; Tore Asmussen; David Maw; Michael Olukoya; Daniel Martins-CTF; Bjorg-UEN

Coordinator: Mrs Anais Dayamba

7.7 Reports from thematic discussions

Rapporteurs from the different thematic discussions presented the group findings to the plenary. The purpose was to bring participants onboard on the different thematic areas. This enhanced consensus building as the conference moved forward into the resolutions for the EI world conference and the EIRAF activity plan in the follow-up years.

Coordinator: Pedi A.

7.8 Trade Union Unity in Africa

Introduction

Trade unions are workers organizations formed for the protection and promotion of their economic professional and social interests. Unity and solidarity are imperatives that must exist in national unions and federations for unions to adequately address the concerns of their members and effectively engage in national policy dialogue and implementation. According to the International Labour Organization (2010), workers ability to negotiate, promote and defend their rights and conditions largely depends on their opportunity and ability to act collectively. Fragmentation and disunity detract from the strength, influence and the ability of trade unions to achieve their objectives. Division and scattering of this collective strength weaken workers' position towards their employers and diminish the possibility that trade unions will represent workers' interests in an optimal way. Trade union fragmentation in Africa is of great concern. The vice was presenting real challenges to teacher unions diminishing the impact of collective bargaining and industrial actions. Every day, implementation of education policies is comprised and there was general lack of common voice to address the plight of workers.

This session was an opportunity for unionists to reflect on the worrying status caused by divisions within the organizations. It presented a chance to map out strategies for facilitating stronger education unions in Africa.

Moderator: Mugwena Maluleke - SADTU

Speaker: Kwesi Adu A.; ITUC; Arizika-SNEN; Opportuna Mapetla-LAT

Coordinator: Richard E.

7.9 Conference Committee Meetings

- By-Laws
- Elections
- Finance: Dues
- Recommendations: 2019 - 2022 Activities
- Resolutions

7.10 Election of EIARC Chair and Vice Chair

7.11 EI World Congress & AOB

Moderator: Hon. Wilson Sossion, Chairperson EIARC

Facilitators: Marieme Sakho, Mugwena Maluleke

7.12 Election of EIARC Members

Moderator: Chairperson of the Elections Committee.

7.13 Adoption of:

- Recommendations on the 2019-2022 Activities
- Conference Resolutions and Recommendations
- Conference Declaration

Installation of EIRAC committee

Summary and conclusions

Closing

8.0 Conference Resolutions and Recommendations

8.1 Child Labour, a challenge to the achievement of SDG4

- a) Aware that Child labour remains a menace that keeps children out of school because families feel that their labour is more profitable than schooling and yet conscious that education is the most plausible solution to poverty.
- b) Conscious that combatting child labour will contribute to the achievement of SDG4 and improve individuals and communities, and schools.
- c) Observing that unions have benefitted from unions that have engaged in anti-child labour programmes: Children have performed better, and the quality of schools has improved because the schools have become more attractive, unions have gained more members and learned new methods of work. Relations between learners and authorities have also improved.

Recommend

- a) That Governments are compelled to provide free education to make schooling accessible to all.
- b) Governments should provide programmes to improve household livelihood to reduce poverty.
- c) Unions engage in the fight against child labour to get stronger.
- d) Unions should engage governments to adopt very strong legislation to prevent child labour and prevail on Governments to abandon policies that favour child labour.
- e) Develop a strategic partnership to discourage child labour.

8.2 School Related Gender Based Violence (SRGBV)

The 9th Education International Africa Regional Conference meeting in Grand Bassam, Abidjan, Cote d'Ivoire from 6th to 9th November 2018:

1. Recognising that school-related gender-based violence (SRGBV) has been defined by UNESCO and the UN Girls' Education Initiative (UNGEI) as including *threats or acts of physical violence, bullying (including cyber bullying), verbal or sexual harassment, non-consensual touching, sexual coercion, assault and rape that occurs in and around schools and other educational settings, and also on the way to and from schools and other educational settings, and is a result of gender norms and stereotypes that is enforced by unequal power dynamics between men and women, and between teachers and students*; and also that in contexts where corporal punishment is used as a form of discipline in schools, this often manifests in gendered and discriminatory ways;
2. Further recognizing that everyone in educational settings is affected by SRGBV when it occurs: students, teachers and education support personnel alike can be both victims and perpetrators of SRGBV, and that while men and women, girls and boys can all be affected, girls and women are most vulnerable to this type of violence, and that it occurs all over the world;
3. Deploring the fact that SRGBV is a critical barrier to the right to education not only because of its serious physical and psychological health implications, but also because it leads to the deterioration of the learning environment as a whole, often resulting in irregular attendance, dropping out of education, truancy, poor school performance and low self-esteem, and reduces the chances of successful transition into the labour market later in life;
4. Noting the fact that the occurrence of SRGBV also means that teachers and education support personnel are deprived of their right to a safe working environment that is free from violence, and that sexual harassment also occurs within education unions;
5. Applauding the work of EI member organisations in Africa that have been participating in the joint EI/UNGEI initiative *Education Unions Take Action to End SRGBV* since 2016;
6. Recalling the 2009 EI Declaration *Schools Shall be Safe Sanctuaries* and the Resolution on SRGBV adopted by the 7th EI World Congress in 2015;
7. *The 9th EI Africa Regional Conference calls on EI to continue with the implementation of the 2015 Resolution on SRGBV;*
8. *And calls on EI member organisations in Africa to:*

- a. Adopt union policies on addressing SRGBV and sexual harassment within education unions;
- b. Organise their own campaigns and to participate in campaigns organised by their partners to raise awareness about SRGBV at the school, community, national and regional levels;
- c. Organise training on SRGBV for union officials, their members, and the wider school community where appropriate;
- d. Organise training on sexual harassment in the work place for union officials and members;
- e. To advocate for the adoption of national legislation specifically addressing SRGBV in countries where none exists;
9. **Mandates the EI Africa Regional Committee (CRAIE)** to monitor and evaluate the implementation of the 2015 EI resolution on SRGBV by the EI Africa regional office (EIRAF) and by EI member organisations in Africa.

8.3 Research: the need for evidence-based advocacy in Education

The EIRAF 9th Conference held in Grand Bassam, Abidjan, Côte d'Ivoire from 6th to 9th November 2018:

1. Reaffirming EI's commitment to evidence-based advocacy by teacher unions;
2. Recognising the importance of research to provide education unions with the knowledge and policy tools they need to meet everyday challenges to public education systems.
3. Further recognizing the urgent need for education unions to keep abreast of developments and trends across the education sector and the need for unions to develop solid fact-based arguments for the advancement of quality education worldwide;
4. Noting, however, that in the Africa Region, many education unions do not have internal research facilities and do not make use of research in their advocacy;
5. Further noting that In order to have an impact on policy decisions at the global level, there is need to empower Education International affiliates through independent and critical research;
6. Observing the acute lack of information about trade unions and what they do for the teaching profession;
7. Referring to the EI 2001 Congress resolutions on EI's commitment to research and the development of a Research Policy;
8. **The 9th EI Africa Regional Conference:**

a. **Calls on EI to:**

- develop the research capacity of member organizations in the Africa Region;
- **calls on EIRAF to** organise regional research network meetings for experience sharing among education unions in the Region.

b. **Calls on all EI member organisations in Africa to:**

- Set up research departments or strengthen existing ones that will help generate evidence needed by unions for advocacy;
- collect and disseminate information on studies of strategic importance for education unions;
- develop dialogue and cooperation with research institutions, scholars, and researchers;
- provide budgets for research.

8.4 Education in crisis situations: Migrants, Refugees and Displaced

Safe Schools

- a) Schools are supposed to be the safest place for children and education personnel in the delivery of quality education. However, schools have become one of the most dangerous places for children and education personnel;
- b) Acknowledging that quality education delivery is part of the sustainable development goals;
- c) Noting that quality education can only be delivered in a safe, conducive and peaceful environment;
- d) Further recognising that there have been frequent attacks on schools, students and education personnel in countries like Nigeria, Cameroon, Burkina Faso, Mali, Liberia, Sierra Leone, Sudan, Somalia, and many others. We are worried about the potential spread of these violent attacks on schools, students, and education support personnel.
- e) Noting that Governments have failed in many cases to protect and defend schools and bring the perpetrators to justice.
- f) Acknowledging that some of these heinous crimes are committed by education personnel and or students in the school environment.

Recommend

1. EI engage Government to formulate proper legislation to protect schools from heinous attacks and crimes by terrorists and kidnappers, etc.

2. EI affiliates engage Government and School Management committees to provide securities on all school campuses to ensure the safety of schools, students, and educational personnel EI and affiliates ensure attacks and insecurity be fully investigated and the perpetrators be brought to face the full weight of the law.
3. That EI and its affiliates should ensure that school safety policies are formulated and adequately implemented to ensure a safe learning environment for all.

8.5 Consolidating the foundation: Early Childhood education

Introduction

The session titled 'Consolidating the foundations of Early Childhood Education (ECE)' was beached on the fact that ECE is the backbone of quality inclusive education for all and thus a basic human right. The session attracted about 30 participants drawn from across Africa, Denmark and America.

The moderator made an introduction on the status of ECE in Africa pointing out that despite its importance, the sector had been neglected in most countries. She explained that the sector had been left to private providers and more often than not seen as a luxury only affordable by the rich in the society.

Revisiting the emphasis placed on international declarations, EFA, MDGS, ILO policy Guidelines, and current SDGs ' the participants from different teacher organizations shared country experiences on the status of ECE: the union interventions, achievements and visible challenges facing the sector and made recommendations that could ground the sector as part and parcel of basic education.

Education International (EI) recognizes the importance of ECE as the foundation of Quality Education . EI seeks to promote ECE that is publicly funded and universally accessible, advocating for integration of ECE into education . High on the agenda is a call for continuous professional development for teachers and other ECE personnel. EI has a Task Force that aims at advising EI on various aspects of early childhood education including strategies for the effective implementation of the 1998 resolution on ECE, policy, practice, and activities. EI was involved in development of the ILO guidelines on decent work for ECE personnel. **EIRAF, recently launched a ECE Network** in Nairobi Kenya. The aim to provide quality free ECE to a well remunerated ECE personnel and advocate for a friendly working environment

In Nigeria, ECE had previously been disregarded. By 1997 ECE was a private affair until when NUT started collaborating with BULP which mentored the union into the importance of ECE and now all public schools in Nigeria have ECE. There was no specific funding for the sector and the infrastructure was generally poor. There were Shortage of professional teachers and was basically seen as a sector of women. The

working conditions were poor. Through an intervention between NUT and BUPL, the sector has become vibrant. All public schools had ECE classrooms and there was no training for the teachers. ECE had also been recognized as part of the basic education. The working conditions are however not decent enough and there is lack of continuous development. There is stigma about working as an early childhood personnel. Remuneration is not adequate, teachers are still not confident that they want to be ECE teachers when they achieve higher qualifications; they move to other sectors.

In Ghana an intervention of GNAT and BUPL has led to the recognition of ECE as part of education. The union has a policy on ECE. All primary schools have an ECE class/rooms. The terms and conditions for the ECE personnel are however not good considering what they do. Sanitation is poor and the centers are not adequately equipped. The union has advocated for training of ECE teachers at the university and lobbies to have them employed by the government. The union has managed to push the government to accept ECE as part and parcel of education.

In Benin in 1990 Government closed ECE centers and currently over 3000 ECE personnel are not paid. It is only communities that try to raise some funds to pay them. The unions hope to make headways to change the status.

Formally in Tanzania, ECE was provided by private providers but the union in collaboration with EI and BUPL did a study that revealed glaring gaps in the sector. The union was able to push the government in setting up a competence profile for the teachers. The union sat together with the Ministry to equip over 500 Primary school Teachers with ECE training at Diploma level. They are now working out a formula that will ensure that teachers train up to the university level.

In Senegal ECE is for the community and ECE personnel are not professionals. They are left to the communities.

In Zimbabwe ECE was previously not recognized. The union with help of BUPL was able to push the government to incorporate the sector into the mainstream primary school. Each school has an ECE class. Unfortunately young children have to walk for 5-6 kilometers to access school. This makes ECE provision difficult as the security of children is compromised. The union is working on it to have more schools.

In Togo early childhood exists but does not cover all the population, it is a reserve for the rich. This led to the creation of an ECE union that has been able to push the government to put in place an ECE policy.

BUPL - As an organization of ECE personnel recognizes that ECE is about learning through play which leads to learning together, learning to take instructions and that grounds an individual to life skills of living with others, sharing and confidence building. It is not about figures and numbers. It is about teaching children to learn to be together to respect each other and obey order. Education becomes difficult when we do not get a good foundation and this leads to future problems. This requires well trained personnel. This is however not the case as the sector is characterized by many challenges; poor remuneration, poor working environment, discrimination etc

Building on the international declarations and treaties, the EFA, MDGs, SDGs, UNESCO Recommendations on the Status of Teachers and the ILO policy Guidelines BUPL has partnered with many organizations to promote ECE.

Recommendations

1. Teacher unions to continue lobbying for increased education funding that includes ECE.
2. The role of BULP in spearheading ECE agenda in Africa had borne visible positive fruits. This should be rivaled and supported. Other partners are encouraged to come on board and help this very neglected sector.
3. ILO guidelines should be implemented in all countries . Unions should have policies drawn alongside the same.
4. Early childhood educators should be encouraged to embrace the profession as career like any other. Even if trained up to University level, they should feel confident to work in ECE . Unions must advocate for equal pay for ECE educators equivalent to qualifications, with specific career progression as is with the other education sector.
5. Unions must advocate that governments accept to have ECE as part and parcel of the education system .
6. Training of ECE should be structured to ensure that quality ECE is imparted.
7. Collaboration between ECE and Gender as a means of reducing poverty .
8. Quality education must be seen from the start.
9. Unions must mobilize the ECE personnel to join the unions and ascertain that gender perspectives are addressed so that the many women can participate with the children.
10. There should be collaboration between the ECE and gender desk of EI to have a stronger voice to advocate for ECE, bearing in mind that most the staff in this sector are women who need support.
11. Training programs of ECE should be well structured to have clear career path for teachers in this sector.

8.6 From CESA to SDG4: challenges in the implementation of equitable, inclusive and quality education in Africa

Introduction

A background information was given on the importance of teachers in the achievement of the SDGs . 4: *'Ensure inclusive and quality education for all and promote lifelong learning'*, Target 4.c, of the SDG 4 that aims to *'substantially increase the supply of qualified teachers,'* his was discussed on the background that the greatest teacher

shortages are in Sub-Saharan Africa. The demand for teachers needed to achieve universal primary and secondary standing at 17million by 2030. Other challenges include gender imbalance of teachers, recruitment of unqualified/untrained teachers, teachers' welfare, inappropriate curriculum and poor working conditions.

A presentation was done on the role of UNESCO International institute of Capacity Building in Africa (IICBA) . The areas of focus include teacher policies, curriculum , social dialogue and discussions on how to resolve teacher crisis in Africa .

Participants reaffirmed the glaring gaps in teacher management, training, recruitment and poor working conditions. All these were seen as serious threats to achievement of education facing the implementation of SDGs and made key recommendations. The group acknowledged that there is a serious teacher shortage in most of the African countries. Children are still taught by untrained teachers. The school environments are below standard.

Considering that it is 3 years since the SDGS were adopted in 2015 and 2 years since CESA was endorsed participants expressed concern that nothing much could be recorded as change.

The move towards equating learning to test outcomes was also discussed. education is threatened by the move to equate Report on learning to test outcomes . Cognizant of the fact that education funding in Africa is still minimal , the group made the following recommendations

1. UNESCO must find ways of working with teacher unions to allow the voice of teachers who understand better the needs of the teachers.
2. Unions must compel governments to 20% education funding .
3. Unions must advocate for governments to realize that teachers agenda should be prioritized for SDGs to be achieved. This calls for a comprehensive teacher policy in all countries to address teacher issues from training through to registration, remuneration, motivation and career progression.
4. EI should mobilize members into a structured campaign that urgently works to stop governments from signing policies and reforms that equate quality to test scores and instead emphasis on holistic education that enables learners explore full potential.
5. EI affiliates should endeavor to find out the criteria being used by UN in Monitoring 2018 the implementation of SDGs and ensure government reports the correct positions.

Unions should be involved in forums discussing education budgets and be and part and parcel of monitoring the education expenditure.

8.7 Early Childhood Education

Report of the Early Childhood Breakout session

Introduction

The session titled 'Consolidating the foundations of Early Childhood Education (ECE)' was based on the fact that ECE is the backbone of quality inclusive education for all and thus a basic human right. The session attracted about 30 participants drawn from across Africa, Denmark and America.

The moderator made an introduction on the status of ECE in Africa pointing out that despite its importance, the sector had been neglected in most countries. She explained that the sector had been left to private providers and more often than not seen as a luxury only affordable by the rich in the society.

Revisiting the emphasis placed on international declarations, EFA, MDGS, ILO policy Guidelines, and current SDGs ' the participants from different teacher organizations shared country experiences on the status of ECE: the union interventions, achievements and visible challenges facing the sector and made recommendations that could ground the sector as part and parcel of basic education.

Education International (EI) recognizes the importance of ECE as the foundation of Quality Education . EI seeks to promote ECE that is publicly funded and universally accessible, advocating for integration of ECE into education . High on the agenda is a call for continuous professional development for teachers and other ECE personnel. EI has a Task Force that aims at advising EI on various aspects of early childhood education including strategies for the effective implementation of the 1998 resolution on ECE, policy, practice, and activities. EI was involved in development of the ILO guidelines on decent work for ECE personnel. **EIRAF, recently launched a ECE Network** in Nairobi Kenya. The aim to provide quality free ECE to a well remunerated ECE personnel and advocate for a friendly working environment.

In Nigeria, ECE had previously been disregarded. By 1997 ECE was a private affair until when NUT started collaborating with BULP which mentored the union into the importance of ECE and now all public schools in Nigeria have ECE. There was no specific funding for the sector and the infrastructure was generally poor. There were Shortage of professional teachers and was basically seen as a sector of women. The working conditions were poor. Through an intervention between NUT and BUPL, the sector has becoming vibrant. All public schools had ECE classrooms and there was no training for the teachers. ECE had also been recognized as part of the basic education. The working conditions are however not decent enough and there is lack of continuous development There is stigma about working as an early childhood personnel .Remuneration is not adequate, teachers are still not confident that they want to be ECE teachers when they achieve higher qualifications; they move to other sectors.

In Ghana an intervention of GNAT and BUPL has led to the recognition of ECE as part of education. The union has a policy on ECE. All primary schools have an ECE class/rooms. The terms and conditions for the ECE personnel are however not good considering what they do. Sanitation is poor and the centers are not adequately equipped. The union has advocated for training of ECE teachers at the university and lobbies to have them employed by the government. The union has managed to push the government to accept ECE as part and parcel of education.

In Benin in 1990 Government closed ECE centers and currently over 3000 ECE personnel are not paid. It is only communities that try to raise some funds to pay them. The unions hopes to make headways to change the status.

Formally in Tanzania, ECE was provided by private providers but the union in collaboration with EI and BUPL did a study that revealed glaring gaps in the sector. The union was able to push the government in setting up a competence profile for the teachers. The union sat together with the Ministry to equip over 500 Primary school Teachers with ECE training at Diploma level. They are now working out a formula that will ensure that teachers train up to the university level.

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Recommendations

1. Teacher unions to continue lobbying for increased education funding that includes ECE.
2. The role of BULP in spearheading ECE agenda in Africa had borne visible positive fruits. This should be rivaled and supported. Other partners are encouraged to come on board and help this very neglected sector.
3. ILO guidelines should be implemented in all countries . Unions should have policies drawn alongside the same.
4. Early childhood educators should be encouraged to embrace the profession as career like any other. Even if trained up to University level, they should feel confident to work in ECE . Unions must advocate for equal pay for ECE educators equivalent to qualifications, with specific career progression as is with the other education sector.
5. Unions must advocate that governments accept to have ECE as part and parcel of the education system .
6. Training of ECE should be structured to have a well-structured to have
7. Collaboration between ECE and Gender as a means of reducing poverty .
8. Quality education must be seen from the start.
9. Unions must mobilize the ECE personnel to join the unions and ascertain that gender perspectives are addressed so that the many women can participate with the children.
10. There should be collaboration between the ECE and gender desk of EI to have a stronger voice to advocate for ECE, bearing in mind that most the staff in this sector are women who need support.
11. Training programs of ECE should be well structured to have clear career path for teachers in this sector.

8.8 Towards a dynamic education sector trade union movement in Africa

- a) Cognisant that the traditional functions of the trade union is to negotiate wages, salaries, and terms and condition of work; Regulates relations between workers (Union Members) and the employer; Take collective action to enforce the terms of collective bargaining; Raise new demands on behalf of its members, and Help settle members grievances .
- b) Aware that several changes have taken and continue to take place in the education sector as seen in the changing technology which results in increased access to information, Globalization and changes in international trends resulting in many education reforms in Curricula and Education Management including; Decentralization, Employment, terms, Teacher Training, Teacher management, Free education, and Public-private partnership in education management.

- c) Mindful that these changes have come along with challenges like De-professionalization of the teaching profession, attacks on unions, Reduced status of teachers, Victimization of education workers, Increased rights abuse, and Non-compliance of collective agreements. The Increased privatization and commercialization of education which constitutes a threat to quality public education.
- d) Observing that weakened National Economies have led to more competing financial demands in the countries which unions have to contend with to go up the priority ladder. Inflation erodes gains from salary negotiation and union members do not appreciate salary negotiations.
- e) Alert that there is increased demands for inclusiveness for special needs groups, Gender, persons with disabilities and other marginalized groups in the education system and that the space in the education sector has been opened to attract new actors in the form of education; NGOs, Associations (Headteachers, Science teachers, Principals), Organized student groups, Parents, Religious bodies, and Communities in general.
- f) Observing that unions are engaging themselves in unhealthy competitions , a situation that propagates weak unions, manifesting; Multiplicity of unions, Dwindling finances due to few fee-paying members, Lack of check off systems for dues collection, Union culture being eroded, Unions increasingly becoming commercial with instrumentalism taking over the core mandate unions and union activities ending up driven by fear of loss of representativeness, lack of recognition and absence of collective.
- g) Recognising That for a Dynamic Trade Union Movement to be achieved there is need for renewal to be able to cope with the changes in the 21 Century in order to maintain and improve the cause of education to enable the achievement of agenda 2030.

Recommend that;

1. Unions build their strength by promoting unity and open to dialogue in order to promote democracy within and among unions while opening democratic space especially for young teachers and women. Building democratic engagement to help develop formal and informal relationship while building strong structures.
2. Unions should increase their capacity to research, advocate, and communicate to harness the skills in empirical research, policy development, and constructive diplomacy. In so doing unions should Connect their industrial activities with the professional activities to Organise Union activities around ideas by reframing the narrative of unions.
3. Unions should collaborate among themselves to share costs of capacity building their collective membership to reach consensus building for union membership growth, retention, and service provision.

EIRAF should constructively engage with continental bodies to impact on CESA.

8.9 Education sector unions as actors and partners in effective social dialogue

Report Social Dialogue session

The context:

The prevailing perception is that we are operating a context marked by conflictual relations between workers' organizations and employers. More often than not, dialogue begins when there is a conflict. There are some key issues:

- 1- absence of a formal mechanism for social and policy dialogue
- 2- when there is such a mechanism, it is not functioning properly, or it has no decision-making power - the technocrat card
- 3- there is absence of follow up mechanisms to ensure agreements reached are enforced.
- 4- the fragmentation of the labor movement, the proliferation of unions undermines the quality of dialogue and its impact
- 5- the tension between dialogue at central versus local level in a context of growing privatization
- 6- limits to collective bargaining and the right to strike - the Benin example

The recommendations:

- 1- reinforce capacity to engage in policy and social dialogue.
 - communication with members , with employers, with society
 - data, evidence to help us navigate dialogue , reinforcing trade union research efforts & initiatives
 - policy analysis , policy development
- 2- promote a culture of social dialogue in our organizations and at national level, getting across the message that when there is more dialogue, there is less conflict
- 3- advocate for the establishment of national dialogue frameworks , which include structures that are autonomous, free from politicization
- 4- advocate for the effective implementation and strengthening of existing dialogue structures, which requires the effective, meaningful engagement of workers
- 5- reinforces the message that the status of a career in education needs to be improved through social dialogue as a way to tackle shortage of teachers, promoting communication actions , such as on WTD, to this effect
- 6- to reduce the impact of fragmentation, promote dialogue among the different unions, ensuring there is a common voice, a common vision for the long term
- 7- call for unions to invest more resources, financial and human, in social dialogue
- 8- promote sharing of experiences, success stories and lessons learned among EI members.

8.10 Unionization of Higher Education, School Leadership and Education Support Personnel: an imperative

The 9th Education International Africa Regional Conference meeting in Grand Bassam, Abidjan, Cote d'Ivoire from 6th to 9th November 2018:

1. Reaffirming the ILO/UNESCO Recommendation concerning the status of Higher Education Teaching Personnel (1997) instructing that Higher Education teaching personnel should enjoy the right to freedom of association, and this right should be effectively promoted;
 2. Recognising that the education workforce is inclusive of teaching and non-teaching personnel from Early Childhood Education to Higher Education;
 3. Further recognising the complementarity in the work chain including all the education workforce;
 4. Noting, however, that:
 - (i) Higher education personnel have specific needs that require specific attention,
 - (ii) Higher Education in Africa is experiencing a series of attacks that are threatening the principles of academic freedom and collegiality,
 - (iii) The global trends towards commercialization and marketisation threaten to compromise not only access and quality, but also labour and human rights;
 5. Further noting that:
 - (iv) School Leadership personnel often find it difficult to reconcile union work with administration work,
 - (v) School Leadership personnel is sometimes seen as standing apart from union activities intended to obtain better conditions of work for all,
 - (vi) Non-teaching personnel often face difficulties in the classification of industry, and also suffer marginalization by academic peers;
 6. Observing that quality inclusive education require the contribution of all education workforce,
 7. Referring to the 2015 EI Resolution on Young and Early Stage Teachers, Researchers and Education Support Personnel adopted at the 7th EI World Congress;
 8. Further referring to the EI Resolution requesting the establishment of a working group on the "Position and Role of School Principals and School Leadership in Secondary Educational Establishments and other relevant resolutions that include the Resolution on Stable Education Jobs, Resolution on Collective Bargaining, and the Resolution on Trade Union Rights;
1. **The 9th EI Africa Regional Conference:**
 - c. **calls on EI to:**
 - implement the 2015 EI Resolution on Young and Early Stage Teachers, Researchers and Education Support Personnel;

- work towards increasing the participation of Higher Education, School Leadership and Education Support Personnel at the EI activities and events.

d. calls on EI member organisations in Africa to:

- revise their constitutions to unionise and ensure representation of Higher Education, School Leadership, and Education Support Personnel in their structures at all levels;
- develop trade union policies in support of union and professional rights of Higher Education, School Leadership and Education Support personnel;
- organize regional events to share best practice and to collectively confront the global challenges threatening the world of education.

8.11 Gender Equality

The 9th Education International Africa Regional Conference meeting in Grand Bassam, Abidjan, Cote d'Ivoire from 6th to 9th November 2018:

1. Reaffirming the principal aims of Education International (EI) since it was founded in 1993 and expressed in its constitution, which include combatting *all forms of racism and of bias or discrimination in education and society due to gender, marital status, sexual orientation, age, religion, political opinion, social or economic status or national or ethnic origin* (Article 2h); and giving *'particular attention to developing the leadership role and involvement of women in society, in the teaching profession and in organisations of teachers and education employees* (Article 2i);
2. Further affirming the three priorities of the current EI Gender Equality Action: promoting the gender equality in unions, girls' access to, and participation in education, and women's economic empowerment – with violence against women and girls as a cross-cutting priority;
3. Acknowledging the important work to advance gender equality within EI member organisations in Africa through the EI African Women in Education Network (AWEN) and its derivative sub-regional networks (RESAC, SAWEN, WAWEN and WNEA) and the women's networks at the national level;
4. *The 9th EI Africa Regional Conference calls on EI member organisations in Africa to:*
 - a. *Ensure gender equality is included in their constitutions, and policies with targeted and adequate budget lines to advance gender equality are adopted and fully implemented;*
 - b. *Provide training on gender equality for union officials and members at all levels of the union;*
5. *Mandates the EI Africa Regional Committee to:*
 - a. Monitor and evaluate implementation of the recommendations of the 10-year review of AWEN and the sub-regional women's networks in Africa.

8.12 Young teachers social dialogue: The context

The prevailing perception is that we are operating a context marked by conflictual relations between workers' organizations and employers. More often than not, dialogue begins when there is a conflict. There are some key issues:

- 1- absence of a formal mechanism for social and policy dialogue
- 2- when there is such a mechanism, it is not functioning properly, or it has no decision-making power - the technocrat card
- 3- there is absence of follow up mechanisms to ensure agreements reached are enforced.
- 4- the fragmentation of the labor movement, the proliferation of unions undermines the quality of dialogue and its impact
- 5- the tension between dialogue at central versus local level in a context of growing privatization
- 6- limits to collective bargaining and the right to strike - the Benin example

The recommendations:

- 1- reinforce capacity to engage in policy and social dialogue
 - communication with members , with employers, with society
 - data, evidence to help us navigate dialogue , reinforcing trade union research efforts & initiatives
 - policy analysis , policy development
- 2- promote a culture of social dialogue in our organizations and at national level, getting across the message that when there is more dialogue, there is less conflict
- 3 - advocate for the establishment of national dialogue frameworks , which include structures that are autonomous, free from politicization
- 4- advocate for the effective implementation and strengthening of existing dialogue structures, which requires the effective, meaningful engagement of workers
- 5- reinforces the message that the status of a career in education needs to be improved through social dialogue as a way to tackle shortage of teachers, promoting communication actions , such as on WTD, to this effect
- 6- to reduce the impact of fragmentation, promote dialogue among the different unions, ensuring there is a common voice, a common vision for the long term
- 7- call for unions to invest more resources, financial and human, in social dialogue
- 8- promote sharing of experiences, success stories and lessons learned among EI members

9.0 Delegation's Observations

1. Child labour was still rampant in many countries across the African continent. It was estimated that there were five million children who were currently working instead of going to school. Many children were forced into exploitative labour due to family economic difficulties, which, in reality, contributes to the ongoing poverty circle. A large number of these children work in agriculture.
2. The importance of ECE as the foundation of Quality Education cannot be gainsaid. Many governments in Africa sought to promote ECE that is publicly funded and universally accessible, advocating for integration of ECE into education.
3. In many African countries, social dialogue has been downplayed and degraded resulting in crisis and social unrest as evidenced by frequent industrial actions by unions. The Conference created an opportunity for participants to exchange ideas on best practices of having organizational structures that facilitate continuous social and policy dialogues in the unions.
4. Millions of children have been reported to have dropped out of school due to the effects of Sex Related Gender Based Violence (SRGBV). According to EFA Global Monitoring Report 2015, SRGBV was preventing millions of children from exercising their rights to safe, inclusive and quality education. Advocacy against SRGBV had become even more subtle with unprecedented access to information and communication, resulting in new forms of intimidation, cyberbullying and sexual harassment. If undeterred, SRGBV will remain a serious barrier to the achievement of SDG4.
5. The education sector was currently facing several threats resulting from reforms dictated by international financial institutions as a way of solving economic and financial crises affecting the globe. The subsequent poor quality of education was often blamed on teachers. Education sector unions were under constant attack of different kinds. All these needed to be investigated in view of preparing teacher organisations to refine and correct the narrative about the provision of inclusive quality education.
6. There have been frequent attacks on schools, students and education personnel in many countries. The likelihood of the spread of these violent attacks on schools, students, and education support personnel was real. The Government has been unable to prevent attacks on schools and bring the perpetrators to justice.

10.0 Delegation Recommendations

1. In order to reduce child labour, the Kenya Government should endeavor to not only provide free education to make schooling accessible to all; but also introduce programmes to improve household livelihood to reduce poverty. Further, the Government should strengthen the existing strategic partnerships with key players to discourage child labour.
2. The government should adopt concrete policies to address Sex Related Gender Based Violence (SRGBV) and sexual harassment within schools; Incessant campaigns should be sustained by partners to raise awareness about SRGBV at the school, community, national and regional levels.
3. Early childhood educators should be encouraged to embrace the profession as a career like any other. Even if trained up to University level, they should feel confident to work in ECE . The Government should ensure there is equal pay for ECE educators equivalent to qualifications, with specific career progression as is with the other education sector. Training programs of ECE should be well structured to have clear career path for teachers in this sector.
4. The Government should ensure that the 20% financing of education is sustained. The Government should strive to realize that teachers agenda is prioritized for SDGs to be achieved. This calls for a comprehensive teacher policy to address teacher issues from training through to registration, remuneration, motivation and career progression.
5. The Government, the Ministry of Education, the Teachers Service Commission and all other stakeholders should promote a culture of social dialogue in our organizations and at national level, getting across the message that when there is more dialogue, there is less conflict. This should be done though advocacy for the establishment of national dialogue frameworks, which include structures that are autonomous and free from politicization.
6. The Government should strengthen the current legislation to protect schools from all forms of heinous attacks and crimes. School Management committees should provide securities on all school campuses to ensure the safety of schools and students. The Ministry of Education should ensure school safety policies are formulated and adequately implemented to guarantee a safe learning environment for all.