

**Education For All and
consultations with teacher
unions -
Report on the questionnaire
on participation of teacher
unions in the EFA process**

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Education For All and consultations with teacher unions - Report on the questionnaire on participation of teacher unions in the EFA process

1. Introduction

In The Dakar Framework for Action on Education for All (EFA), several recommendations were made as to how governments should proceed with the work

related to EFA. The Dakar Framework for Action stated that countries "will prepare comprehensive National EFA Plans by 2002 at the latest" (paragraph 16). The Framework also stated that "Each National EFA Plan will be developed by government leadership in direct and systematic consultation with national civil society ..." (paragraph 16) and that "National EFA Forums will be strengthened or established to support the Achievements of EFA" (paragraph 16).

In order to get an idea about the extent to which this has really happened and to make it possible to discuss the improvement of the participation of teachers unions in EFA, Education International (EI)¹ needed some information from member organisations. A questionnaire was developed containing three questions:

- Whether teacher unions were aware of the existence of EFA forums in their countries and if their answers were yes, to which extent they had participated in the National EFA Forums.
- Whether teacher unions were aware of the existence of National EFA Plans or the active work to establish such a plan. If their answers were yes, in what ways had they participated in consultations on the National EFA Plan.
- Whether the teacher unions had taken any initiative related to EFA.

The questionnaire was sent to all EI member organisations² in the African, Asian/Pacific, Latin American and Caribbean Regions. The organisations were asked to complete the questionnaire and return it to the EI Secretariat before 15 May 2002.

2. Answers to the questionnaire

On October 2, 2002, answers to the questionnaire had been received from a total of 42 organisation from 35 countries (21 in Africa, 8 in Asia/Pacific, 5 in Latin America and 1 in the Caribbean).

Table 1 shows the unions which responded to the questionnaire and the answers they gave to the three questions in the questionnaire.

¹ Education International is a world-wide trade union organisation of education personnel, whose 25 million members represent all sectors of education from pre-school to university, through 311 national trade unions and associations in 159 countries and territories.

² The list of all 311 member organisations can be found on EI's website: <http://www.ei-ie.org/main/english/index.html>

Table 1. Teacher unions which have responded to the questionnaire

Country	Organisation	Aware of existence of an EFA forum		Aware of existence of an EFA plan		Any initiative taken related to EFA?	
		Yes	No	Yes	No	Yes	No
Africa							
Benin	SNEP	x		x		x	
Botswana	BTU		x		x	x	
Burkina Faso	SNEAB	x		x		x	
	SNESS	x		x		x	
Burundi	STEB		x		x	x	
Cameroon	FESER		x	x		x	
Egypt	GTUESR	x		x		x	
Gabon	SENA		x	x		x	
Gambia	GTU	x		x		x	
Kenya	KNUT	x		x		x	
Mauritius	GTU	x		x		x	
Namibia	NANTU	x		x		x	
Niger	SYNAJECS		x		x		x
Nigeria	NUT	x		x		x	
São Tomé & Príncipe	SINPRESTEP	x		x		x	
Senegal	SNEEL		x	x		x	
South Africa	SADTU		x	x		x	
Swaziland	SNAT		x		x		x
Tanzania	TTU	x		x		x	
Tunisia	SGERS	x		x		x	
Uganda	NUEI		x		x	x	
	UTA	x		x		x	
Zimbabwe	ZIMTA	x		x		x	
Asia-Pacific							
Australia	IEUA		x		x		x
Cambodia	CITA	x		x		x	
Fiji	FTU	x		x		x	
India	AIACHE		x		x	x	
	AIFEA		x		x	x	
	AIFTO		x		x	x	
	AIPTF	x		x		x	
	AISTF	x		x		x	
New Zealand	NZEI Te Riu Roa		x		x		x
Pakistan	APGSTA		x	x		x	
Philippines	ACT		x	x		x	
Sri Lanka	ACUT (Gov.)		x		x		x
	ACUGET	x			x	x	
Latin America							
Argentina	CTERA		x	x		x	
Brazil	CNTE		x		x	x	
Costa Rica	ANDE		x		x		x
Guatemala	STEG		x		x		x
Honduras	COLPROSUMAH		x		x	x	
Caribbean							
Dominica	DAT		x		x		x

Explanation: When the **x** is in bold in the columns, it means that the organisation has added a comment to its answer in the questionnaire. See Acronyms for a full name of the EI member organisations.

Based on the table above the awareness of the existence of EFA forums nationally are summarised in table 2.

Table 2. Awareness among responding organisations of the existence of EFA forums

	<i>Aware of the existence of EFA forums</i>		<i>Total number of organisations</i>
	<i>Yes</i>	<i>No</i>	
Number of organisations	20	22	42

A majority of the teacher unions which responded to the questionnaire were not aware of the existence of these forums in their countries (52%). Only one of the unions which were aware of the existence of an EFA forum had not added a comment to their answer. Seven of the unions not aware of an EFA Forum added a comment.

Based on table 1 the awareness of the existence of EFA plans nationally are summarised in table 3.

Table 3. Awareness among responding organisations of the existence of EFA plans

	<i>Aware of the existence of EFA plans</i>		<i>Total number of organisations</i>
	<i>Yes</i>	<i>No</i>	
Number of organisations	25	17	42

A majority of unions were aware of the existence of EFA plans, but as much as 40% of the unions had not heard about national EFA plans. All unions aware of the existence of an EFA plan had added a comment to their answer.

3. Participation in EFA Forums

Table 4 presents the answers given by the unions to the question whether they were aware of the existence of a National EFA Forum. When the unions have added a comment to their answer, this comment has been shortly summarised in the far right column.

Table 4. Awareness among responding organisations of the existence of EFA forums and their comments in short

Country	Organisation	Aware of existence of an EFA forum		Comments in short
		Yes	No	
Africa				
Benin	SNEP	x		Have organised own meetings.
Botswana	BTU		x	-
Burkina Faso	SNEAB	x		SNEAB is a member of the National EFA Forum.
	SNESS	x		There is no specific EFA Forum.
Burundi	STEB		x	There is no Forum, but the government has organised workshops.
Cameroon	FESER		x	-
Egypt	GTUESR	x		There are many forums for EFA in the country.
Gabon	SENA		x	There is no National EFA Forum.
Gambia	GTU	x		GTU is an active member or the National EFA Forum.
Kenya	KNUT	x		KNUT has been involved in consultations with the Ministry of Education.
Mauritius	GTU	x		GTU is working hard to organise activities and sensitise the public opinion.
Namibia	NANTU	x		NANTU is a member of the forum.
Niger	SYNAJECS		x	-
Nigeria	NUT	x		NUT has been part of the team that took part in the deliberation for the EFA week celebration.
São Tomé & Príncipe	SINPRESTEP	x		A National Forum has recently been established.
Senegal	SNEEL		x	-
South Africa	SADTU		x	No EFA Forum exists.
Swaziland	SNAT		x	-
Tanzania	TTU	x		There is a committee dealing with basic education where TTU is represented.
Tunisia	SGERS	x		There have been a series of regional conferences followed by a national conference.
Uganda	NUEI		x	-
	UTA	x		UTA knows about the EFA Forum.
Zimbabwe	ZIMTA	x		ZIMTA has participated in the EFA Forum
Asia-Pacific				
Australia	IEUA		x	-
Cambodia	CITA	x		CITA knows about the EFA Forum, but has not participated.
Fiji	FTU	x		FTU is part of the National Forum.
India	AIACHE		x	AIACHE is not aware of the existence of a national EFA forum.
	AIFEA		x	-
	AIFTO		x	-
	AIPTF	x		AIPTF co-operates with Sarva Shiksha Abhiyan.
	AISTF	x		AISTF has been invited to a National EFA Forum.

New Zealand	NZEI Te Riu Roa		x	There is no National EFA Forum.
Pakistan	APGSTA		x	-
Philippines	ACT		x	No national EFA Forum has been established.
Sri Lanka	ACUT (Gov.)		x	-
	ACUGET	x		ACUGET has not been invited to the Forum.
Latin America				
Argentina	CTERA		x	There is no EFA Forum.
Brazil	CNTE		x	-
Costa Rica	ANDE		x	-
Guatemala	STEG		x	-
Honduras	COLPROSUMAH		x	A Forum has existed earlier.
Caribbean				
Dominica	DAT		x	-

Explanation: When the **x** is in bold in the columns, it means that the organisation has added a comment to its answer in the questionnaire. See Acronyms for a full name of the EI member organisations.

Table 5 summarises both awareness of National EFA forums and participation in such forums.

Table 5. Awareness among responding organisations of the existence of EFA forums and participation in the forums.

	<i>Are not aware of the existence of an EFA Forum</i>	<i>Are aware of the existence of an EFA Forum</i>
Have not participated in the Forum	22	11
Have participated in the Forum	-	9

Out of the 20 unions which were aware of the existence of a National EFA Forum, 11 have not participated in these forums and 9 have. Among the 11 unions which have not participated in the National EFA Forums, there are some which have clearly indicated that they have not been part of such forums. But there are also several which have given an ambiguous answer. They refer in some cases to meetings which they have organised themselves. It seems likely that they have interpreted the wording "National EFA Forums" more widely than intended in the questionnaire. The meaning of the concept "National EFA Forums" as used in the Dakar Framework should be interpreted as a kind of forum where unions, non-governmental organisations (NGOs) and other stakeholders meet the government regularly to discuss questions related to EFA, not as a forum where different organisations meet to discuss without any government participation.

4. Involvement in preparation of EFA plans

Table 6 presents the answers given by the union to the question whether they were aware of the existence of a National EFA Plan. When the organisations have added a comment to their answer, this comment has been shortly summarised in the far right column.

Table 6. Awareness among responding organisations of the existence of EFA plans and their short comments

Comments

Country	Organisation	Aware of existence of an EFA plan		Comments in short
		Yes	No	
Africa				
Benin	SNEP	x		SNEP has organised own activities.
Botswana	BTU		x	-
Burkina Faso	SNEAB	x		SNEAB has been invited to consultations.
	SNESS	x		SNESS has participated in consultations.
Burundi	STEB		x	There is no plan and there have so far not been any consultations.
Cameroon	FESER	x		There have been consultations, but not in sufficient way according to FESER.
Egypt	GTUESR	x		GTUESR participate in forums, seminars and conferences held by the Ministry of Education.
Gabon	SENA	x		There have been consultations.
Gambia	GTU	x		The Government has promised to consult civil society.
Kenya	KNUT	x		KNUT has been involved in consultations about the EFA Plan.
Mauritius	GTU	x		The Minister of Education is implementing reforms.
Namibia	NANTU	x		NANTU has received a draft of the plan.
Niger	SYNAJECS		x	-
Nigeria	NUT	x		NUT has been involved in discussions with NGOs.
São Tomé & Príncipe	SINPRESTEP	x		SINPRESTEP has been involved in consultations.
Senegal	SNEEL	x		SNEEL has been involved in discussion on the National EFA Plan.
South Africa	SADTU	x		Working groups have been appointed which are to meet.
Swaziland	SNAT		x	-
Tanzania	TTU	x		The coalition TEN/MET has been involved in discussions.
Tunisia	SGERS	x		SGERS has been involved in discussions on education reforms.
Uganda	NUEI		x	-
	UTA	x		UTA has been invited to one meeting.
Zimbabwe	ZIMTA	x		ZIMTA has been involved in consultations.
Asia-Pacific				
Australia	IEUA		x	IEUA has not been involved in discussions with the government on EFA.
Cambodia	CITA	x		CITA has not participated in consultations.
Fiji	FTU	x		FTU has participated in consultations.
India	AIACHE		x	AIACHE is not aware of a national EFA plan.
	AIFEA		x	-
	AIFTO		x	-
	AIPTF	x		Government officials have participated in panel discussions with AIPTF.

	AISTF	x		AISTF has not been invited to any consultations on a National EFA Plan.
New Zealand	NZEI Te Riu Roa		x	-
Pakistan	APGSTA	x		APGSTA has not been consulted about the National EFA Plan.
Philippines	ACT	x		ACT has not been consulted.
Sri Lanka	ACUT (Gov.)		x	-
	ACUGET		x	ACUGET has not been consulted.
Latin America				
Argentina	CTERA	x		CTERA is aware of the existence of such a Plan, but has not been consulted.
Brazil	CNTE		x	There is a national education plan, but CNTE has not been consulted.
Costa Rica	ANDE		x	ANDE does not have any specific information about an EFA plan.
Guatemala	STEG		x	-
Honduras	COLPROSUMAH		x	There is an education plan, but COLPROUAMAH do not have any information about it.
Caribbean				
Dominica	DAT		x	-

Explanation: When the x is in bold in the columns, it means that the organisation has added a comment to its answer in the questionnaire. See Acronyms for a full name of the EI member organisations.

Table 7 summarises both awareness of National EFA plans and participation in consultations on these plans.

Table 7. Awareness among responding organisations of the existence of EFA plans and participation in consultations.

	<i>Are not aware of the existence of an EFA plan</i>	<i>Are aware of the existence of an EFA plan</i>
Have not participated in consultations about the plan	17	8
Have participated in consultations about the plan	-	17

Most of the unions aware of the existence of an EFA Plan have also been involved in some type of consultations on these plans. Several unions make critical comments about the way in which these consultations have been organised.

5. EFA Forums and plans in different countries

This section contains a summary of the reports received from the 42 teacher unions in the 35 different countries covered in the report. In most cases only one union has reported from a country, but in some cases there are reports from more than one union in the same country.

5.1. Argentina

Confederación de Trabajadores de la Educación de República Argentina (CTERA) has replied to the questionnaire.

There is no National EFA Forum. Argentina is in a serious economic, social and cultural state. The Ministry of Education practically does not exist, and even the national government has made various attempts to make it disappear or to transform it into a simple secretariat for coordination.

CTERA is aware of the existence of a National EFA Plan, but has not been invited or consulted with regards to it. A letter has been sent to the Ministry of Education asking for information on this subject. The response from the Ministry was that they assured CTERA that the union as well as other organisations related to education should be given the possibility to participate in consultations, but nothing has happened.

5.2. Australia

Independent Education Union of Australia (IEUA) has replied to the questionnaire.

IEUA is not aware of the existence of an EFA Forum and has not been involved in any discussions with the government on EFA.

There has been no general discussion with the education community about EFA. IEUA has taken a policy position about the situation regarding the right to education of asylum seekers / refugees.

5.3. Benin

Syndicat National de l'Enseignement Primaire Public du Bénin (SNEP) has replied to the questionnaire.

SNEP is aware of the existence of an EFA Forum and of a National EFA Plan, but does not refer in their answer to any participation in an EFA Forum which have been organised by the government or in any kind of consultation on EFA Plans organised by the government. According to SNEP the Government did not organise anything due to lack of funds.

SNEP has participated in a three-day seminar in Cotonou in April 2002 on EFA organised by EI. SNEP has also taken other initiatives related to EFA such set up of a theatre group to present "tableaux vivants" on EFA for the public and the media; work with adult literacy; and founding a non-profit community school in Doutou.

5.4. Botswana

Botswana Teachers' Union (BTU) has replied to the questionnaire.

BTU is not aware of the existence of an EFA Forum or an EFA Plan in Botswana.

BTU has planned to organise a forum before the end of July 2002 to discuss EFA in general and more specifically questions related to cost sharing and cost effectiveness at primary, secondary and tertiary institutions.

5.6. Brazil

Confederação Nacional dos Trabalhadores em Educação (CNTE) has replied to the questionnaire.

CNTE reports that there is a national education plan in Brazil, according to the law approved in 1996. The government did not consult Civil Society Organisations (CSOs). CNTE, jointly with CSOs, trade unions, and scientists will establish a national education plan through the involvement of millions of persons, the National Education Congress. This is going to appear in the form of a proposal which will be submitted to the chamber of deputies, in order to trigger the debate on the government's national education plan, its financing, and the inclusion and valorisation of teachers.

5.7. Burkina Faso

Syndicat National des Enseignants Africain du Burkina Faso (SNEAB) and Syndicat National des Enseignants du Secondaire et du Supérieur (SNESS) have replied to the questionnaire.

SNEAB has been invited to the National EFA Forum as a trade union in the field of education. This forum includes all education stakeholders: decision-makers, education partners, NGOs, civil society, parents of schoolchildren and representatives of public life. This forum aims to address issues that undermine education and block the process leading to Education for all. Its task is to propose solutions to reduce or overcome difficulties in this sector in the attempt to achieve Education for all.

According to SNESS there is no specific EFA forum, but there is a 10-year plan for the development of elementary education, which will be integrated into the national EFA plan in order to take into account secondary education.

SNEAB was invited to consultations on the national EFA plan to contribute to the amendment of the initial document entitled "10-year plan for the development of basic education 2001-2010". SNESS reports that a consultation framework has been set up to develop a national EFA plan. A meeting was planned in August to convene all stakeholders and especially trade unions to collect the various views and to finalise the national plan. This meeting will be a workshop and will take the place within the National Forum, which means that the plan is being developed and will be submitted, shortly to education partners for discussion.

SNEAB reports that the objective of the 10-year plan is to implement political measures resulting in better management as well as a major investment programme to:

- bring the school enrolment to 70% in 2010;
- develop and intensify actions to increase the literacy rate up to a 40% level in 2010; and
- improve the quality, relevancy and efficiency of basic education and non-formal education.

To achieve all this, in terms of investment, the 10-year development plan 2001-2010 has budgeted for building and equipment of approx. 20,130 new classrooms, over

4,000 literacy and training centres, 3,000 non-formal basic education centres and recruitment of approx. 20,671 new teachers.

In April, SNESS and SNEAB jointly launched the Global Action Week on EFA. There were conferences on the EFA objectives and the role of trade unions. SNEAB takes every opportunity to increase public awareness of girls' education and fights for a quality education through meetings with the authorities in charge of education. SNEAB supports the creation of bilingual schools with the assistance of the Oeuvre Suisse d'entraide ouvrière. Bilingual schools have the advantage of teaching in both national and French language and of reducing the duration of schooling from 6 to 5 years, thus enabling to recruit 8 and 9 year-old children who were not lucky to be recruited in the normal type of schools. SNESS is in the process of reorganising UPA (Université populaire africaine), one of the institutions dealing with the education of school dropouts or underprivileged children. This reform aims at taking into consideration the concerns of a maximum of students.

5.8. Burundi

Syndicat Libre des Travailleurs de l'Enseignement (STEB) has replied to the questionnaire.

STEB is not aware of the existence of a National EFA Forum. Thanks to pressure exerted by STEB during the Global Action Week in April 2002, the ministry organised in May a national workshop on the theme: Upgrading the profession in the framework of EFA. STEB made a presentation on the theme: The special status of teachers as a way to upgrade the profession. Associations from the civil society were invited, but the EFA national plan or other themes were not addressed.

Within the ministry of education there is a national commission on EFA which co-ordinates work directly with UNESCO (United Nations Educational, Scientific and Cultural Organization) and UNICEF (United Nations Children's Fund). This commission only includes representatives of some ministries. There are no representatives of civil society or trade unions. The commission has already held preliminary sessions and a workshop. As far as STEB knows, there is no national EFA plan, but the ministry envisages holding consultations in the provinces.

During the campaign week for EFA, STEB organised a drawing competition on the theme: "What I will do when I grow up" and also a panel on the theme: "Does EFA concern the State only or everybody?" to show the role of civil society in the success of EFA. Through the media, STEB lobbied civil society and United Nations (UN) agencies. At the same time, STEB mobilised parents, key ministries in charge of social issues and media. STEB also organised a round table on the two themes: "Steps taken by the Government of Burundi in the implementation of EFA" and "EFA: a fundamental right of mankind."

5.9. Cambodia

The Cambodian Independent Teachers' Association (CITA) has replied to the questionnaire.

The Ministry of Education, Youth and Sport has organised consultative meetings on EFA. The Forum contained representatives of different ministries, UNESCO, UNICEF and some organisations. CITA was not invited. CITA has sent a letter to the Ministry requesting to be invited to the consultations and will ask UNESCO to talk with the Ministry.

CITA has demanded increased funding to education, increased teacher salaries and actions to deal with street children and children in remote areas. CITA has also suggested that more schools need to be built.

5.10. Cameroon

Fédération des Syndicats de l'Enseignement et de la Recherche (FESER) has replied to the questionnaire.

FESER is not aware of the existence of a National EFA Forum. In January 2001, the local UNESCO office and the Government organised a workshop for EFA partners, most probably on the initiative of UNESCO. FESER was invited, together with other NGOs. During this workshop, the national commission to work on EFA was set up by the Minister of Education, who had arbitrarily decided that this only concerned his ministerial cabinet and UNESCO's support. Several letters from FESER reminding of the partnership between the government and the union were ignored. When FESER expressed its concern over the silence surrounding the National Action Plan on EFA, the UNESCO representative assured that work on EFA was indeed in progress. In May, the local UNESCO took the initiative to invite FESER to take a copy of the draft National Action Plan on EFA, to study it, and propose amendments within a 10-day deadline. This document is according to FESER very insufficient. EFA partnership is not mentioned and the document is lacking coherence. FESER has made some proposals in relation to the document.

The minister of education, who is also President of the national UNESCO Commission, is ignoring the mail from FESER and has not responded to requests from FESER to meet. FESER has turned to local UNESCO authorities that have applied pressure on the government to improve the situation.

Cameroon was named to receive financial support to organise a seminar with the aim to create an EFA forum. FESER had started exploring the issue with national NGOs. Unfortunately, FESER had to cancel the seminar because of other commitments. The delay of the seminar on the EFA forum turned out to be good since it enabled FESER to realise that the government does not seem to accept any partnership or a national EFA forum that would allow participating in the financial and political management of the EFA process. Since the national forum has to be a structure recognised by public authorities, FESER continues to believe that means have to be found to force the government to go along with the idea of partnership.

5.11. Costa Rica

Asociación Nacional de Educadores (ANDE) has replied to the questionnaire.

ANDE is not aware of a National EFA Forum and has no information about a specific EFA plan. The Ministry of Education has some projects and tutorial sessions for adults as well as open learning and alphabetisation programmes. There are also some private institutes which provide children and young people with the opportunity to obtain academic degrees and technical learning opportunities.

5.12. Dominica

Dominica Association of Teachers (DAT) has replied to the questionnaire.

DAT is not aware of a National EFA Forum or a National EFA Plan.

5.13. Egypt

General Trade Union of Education and Scientific Research (GTUESR) has replied to the questionnaire.

GTUESR reports that the National Authority for Adult Education has paid great attention, through different means to make EFA available in all pre-university levels, including programmes to eliminate illiteracy. There are forums held at work places, in factories and foundations everywhere to encourage people to benefit from EFA programmes.

GTUESR participates in all forums, seminars, conferences and workshops held by the Ministry of Education. GTUESR also carefully examines and discuss all plans related to EFA.

EFA has been discussed at the GTUESR congress and recommendations concerning EFA have been submitted to the education authorities.

5.14. Fiji

The Fiji Teachers' Union (FTU) has replied to the questionnaire.

The National EFA Forum consists of Teachers Union, Ministry of Education, private sector and tertiary institutions. The forum is looking at ways and means to accomplish the Dakar goals. Within the Forum the EFA goals of Fiji have been established and goals have been prioritised. Problems and constrains for each goal have been discussed.

FTU has participated in awareness campaigns concerning EFA, which have included panel discussions and poster competitions.

5.15. Gabon

Syndicat de l'Education Nationale (SENA) has replied to the questionnaire.

SENA is not aware of the existence of a National EFA Forum. SENa believes that the authorities do not take EFA seriously enough. It is the trade unions that push the ministry to consider EFA. There is an EFA Plan and SENa has been consulted. SENa regards itself as an initiator of EFA discussions and the authorities have involved them in everything that concerns EFA. A forum, which took place in September 2002, was prepared jointly by the government and SENa.

SENA has started work on EFA and campaigned for free schooling (books, notebooks, and uniforms). They have also worked to raise the awareness of the authorities so that they introduce in schools education on sexual relationship, HIV/AIDS and Sexually Transmitted Diseases (STDs).

5.16. Gambia

The Gambia Teachers' Union (GTU) has replied to the questionnaire.

GTU is an active member of the National EFA Forum. The EFA Forum consists of members from stakeholder organisations in education. It was initiated by Action Aid.

GTU in collaboration with the EFA NETWORK has raised concerns over the inability of the Department of State Education to produce a National EFA Action Plan. The Department has promised to produce a draft for discussions with civil society.

GTU has visited different regions in Gambia and found that the provision of quality education leaves much to be desired, the percentage of qualified teachers is very low in some regions, some teachers are asked to handle two classes at the same time, guidelines on multigrade teaching is often not followed, salaries and allowances for teachers are not paid on time and teacher morale in some regions is deteriorating.

5.17. Guatemala

Sindicato de Trabajadores de la Educación de Guatemala (STEG) has replied to the questionnaire.

STEG is not aware of a National EFA Forum or a National EFA Plan.

5.18. Honduras

Colegio Profesional "Superacion Magisterial" Hondureño (COLPROSUMAH) has replied to the questionnaire.

In 1999 a national forum was created whose first action was to produce a proposal of transformation of the national education. This proposal, which was prepared with the participation of representatives of the civil society, was made public in June 2000. No further notice was given. The Forum has continued to work, but no serious decision has been taken regarding the Dakar commitments.

COLPROSUMAH knows that the Ministry of Education has produced a plan for education for the period 2002-2006. COLPROSUMAH has not been invited to any

discussion and is not aware that the Dakar commitments have been acknowledged in the plan.

COLPROSUMAH has tried to establish a national forum with participation from civil society, with the intention to make the Dakar commitments better known. COLPROSUMAH is trying to set up a meeting with the Ministry of Education to discuss a plan of education based on the Dakar commitments.

5.19. India

AIACHE (All India Association for Christian Higher Education), AIEFA (All India Federation of Educational Associations), AIFTO (All India Federation of Teacher Organisations), AIPTF (All India Primary Teachers Federation), AISTF (All India Secondary Teachers Federation) have replied to the questionnaire.

AIACHE, AIEFA, AIFTO are not aware of a National EFA Forum or a national EFA Plan. What exists according to AIACHE is Sarva Shiksha Abhiyan, which is an effort to universalise elementary education by community-ownership of the school system. AIPTF has co-operated with Sarva Shiksha Abhiyan and organised discussions where government officials have participated within this framework. AISTF is aware of the existence of a National Forum, but has not been invited. AISTF is also aware of the existence of a National Plan (Sarva Shiksha Abhiyan), but has not been given an opportunity to present its opinions.

AIACHE has actively participated in the Global Action Week on EFA and has set up programmes for non-formal education for illiterate women and school drop-outs. AIEFA has organised seminars on EFA. AIFTO has written to the government asking for information about a National EFA Forum and a National EFA Plan, but has not received an answer. AIPTF has organised many activities on EFA among teachers and parents. AISTF has also organised different activities. AISTF has offered the government its participation in Sarva Shiksha Abhiyan, but has not received a response.

5.20. Kenya

Kenya National Union of Teachers (KNUT) has replied to the questionnaire.

KNUT has been involved in consultations with those responsible for mobilising support for EFA activities in Kenya. The format used in promoting EFA involves; the establishment of an EFA contact desk at the Ministry of Education Science and Technology, the mandating of the Secretary of the UNESCO National Commission to head a national team responsible for EFA activities and visits by the national team in the provinces to seek views and promote advocacy for EFA amongst stakeholders. There are also plans to organise a major national forum, to finalise the EFA National Plan for Action, in August 2002. KNUT national leaders will participate in the seminar.

The Ministry and the National Commission for UNESCO is involving KNUT in further consultations on EFA National Plan for Action. The Plan includes; mobilising key stakeholders for EFA goals, developing strategies to empower communities and stakeholders to offer quality education, devising strategies to reach all children

hitherto excluded from schooling, improving guidance and counselling in schools, reduction of schools workload through curriculum reforms, devising strategies to mitigate the effect of HIV/AIDS in the education sector and promoting gender equity in education.

KNUT organised in collaboration with EI Regional Office and another EI affiliate in Kenya - Kenya Union of Domestic, Hotels, Educational Institutions, Hospitals and Allied Workers (KUDHEIHA) - a five-day seminar on EFA in May 2002. Several stakeholders in education participated in the seminar. The seminar addressed among other items major challenges confronting Kenya in attempting to achieve EFA goals and structural reforms needed for implementation of EFA. The seminar generated several useful recommendations relevant to the achievement of EFA goals.

5.21. Mauritius

The Government Teachers' Union (GTU) has replied to the questionnaire.

GTU is working to organise activities and sensitise public opinion in the context of EFA. GTU has invited other teachers' organisations and NGOs to participate in these activities. A copy of the EI's lobby brief has been sent to the Prime Minister, the Vice Prime Minister and the Minister of Education.

The Ministry of Education is implementing reforms in the education sector and has published three reports;

- ending the rat race competition at primary level;
- a proposal for a new curriculum; and
- ZEP schools (low achieving schools).

A part of the education reforms seems to be a review of conditions of employment and salaries of primary teachers. In spite of GTU demands, the government has not made reports, on these issues publicly available.

5.22. Namibia

Namibia National Teachers Union (NANTU) has replied to the questionnaire.

NANTU is a member of the national EFA Forum and has been invited to all meetings. The EFA forum consists of 43 members, drawn from different stakeholders, for example unions. The forum is to assist the Ministry of Basic Education in its efforts to mobilise the required resources needed to attain the EFA goals.

The EFA Plan has been drafted and was ready for a final stage in June 2002. NANTU has received a copy of the plan.

NANTU has been advocating education for all in contacts with the Ministry. The NANTU position is that education is a right, not a privilege.

5.23. New Zealand

The New Zealand Educational Institute / Te Riu Roa (NZEI) has replied to the questionnaire.

NZEI reports that there is no National EFA Forum and no National EFA Plan.

5.24. Niger

Syndicat National des Agents de la Jeunesse, de la Culture et des Sports (SYNAJECS) has replied to the questionnaire.

SYNAJECS is not aware of the existence of a National EFA Forum, nor of a National EFA Plan.

So far SYNAJECS has not taken any initiative relative to EFA, but intends to do so in 2003 in co-operation with the other EI affiliate in the country.

5.25. Nigeria

Nigeria Union of Teachers (NUT) has replied to the questionnaire.

NUT has actively participated in the EFA activities in Nigeria. NUT was part of the team that took part in the deliberations of the EFA week celebration. NUT has observed all the activities of the week and attended the formal launching of EFA held at Abakaliki, Ebonyi State on May 13th 2002.

NUT has been involved in discussions with other organisations such as the Civil Society Coalition on Education for All (CSACEFA) with a view to achieving the aims and objectives of EFA and ensuring that EFA becomes a reality in the country.

NUT's involvement with EFA has largely been participatory as everything to this moment is being handled by the Government through its agencies.

5.26. Pakistan

All Pakistan Government School Teachers Association (APGSTA) has replied to the questionnaire.

APGSTA is not aware of the existence of a National EFA Forum. A National EFA Plan exists, but the Government of Pakistan did not ask teacher associations for consultations. According to APGSTA the Government chalked out an EFA Plan with the help of technocrats and announced that in 2005 the literacy rate would be increased to 80%. To achieve this goal admission to education will be compulsory up to class eight. Scholarships or allowances will be provided to girls and working class children. Local governments will be directly responsible to achieve education for all.

APGSTA has organised campaigns and other activities around EFA.

5.27. Philippines

Alliance of Concerned Teachers (ACT) has replied to the questionnaire.

ACT is aware of that a National EFA Forum was to be established in the Philippines. ACT, together with the civil society network of NGOs working for the realisation of EFA, participated in exploring ways of working together with the Department of Education. Four members of the network were elected to join the National EFA Forum which was supposed to be initiated by the Department of Education. The new Secretary of Education dropped the plan of forming a forum and to engage civil society in the planning, monitoring and evaluation of EFA. No consultation has been initiated by the new leadership of the Department of Education. ACT keeps on asserting that there needs to be consultations on EFA.

ACT has in co-operation with civil society network for education reforms continued to pressure the government to seriously address long-term problems in the education system, for example internal efficiency, access and equality. Several activities have been organised.

5.28. São Tomé & Príncipe

Sindicato dos Professores e Educadores de São Tomé e Príncipe (SINPRESTEP) has replied to the questionnaire.

Although it was not yet official in May 2002, SINPRESTEP was aware of that a National EFA Forum was in the process of being established.

SINPRESTEP has been involved in the discussions on the National Action Plan on EFA. The conclusions of the discussion of the Plan have resulted in, for example, the setting up of thematic groups, in which SINPRESTEP is a participant.

Within the Dakar Action Framework, during the 2002 World Action Week and in collaboration with the government, SINPRESTEP stopped teaching for 3 hours and implemented a national forum in all kindergartens, nurseries and elementary schools with the participation of teachers, government members, members of National Education, parents, persons in charge of children's education, and the community. The themes of the forum were: Results of the Dakar Forum, Action plan and Quality education for all.

5.29. Senegal

Syndicat National de l'Enseignants Élémentaire du Sénégal (SNEEL) has replied to the questionnaire.

SNEEL is not aware of the existence of a National EFA Forum. SNEEL was involved in the methodology as well as the approach used in drawing up the national plan as far as the content, type and duration of the Plan's implementation were concerned.

SNEEL organised a day of study on the theme "EFA, a new key for a revival" during which concepts were clarified, sterile approaches explained, and what determines a good education for all was defined. The meeting also came up with proposals concerning ways and strategies. Another day of study is planned in mid-November on elementary education that should include the following six elements: Initiation to health; Food and nutrition; Elements of scientific technology; Environment and ecology; To read, to write and to calculate; and Elements of civil education.

5.30. Sri Lanka

All Ceylon Union of Teachers (Government) (ACUT(G)) and All Ceylon Union of Government English Teachers (ACUGET) have replied to the questionnaire.

ACUT(G) is not aware of a National EFA Forum or a National EFA Plan.

ACUGET reports about a National EFA Forum at the Ministry of Education. They have not been invited to participate. The task of the Forum is to develop education policy and legal systems which will ensure free quality education for all by 2015. ACUGET has not participated in any consultation.

ACUGET has organised workshops and meetings on EFA. Letters have been sent to the Ministry objecting to the privatisation of education.

5.31. South Africa

The South Africa Democratic Teacher Union (SADTU) has replied to the questionnaire.

SADTU is part of a national coalition known as the Global Campaign for Education - South Africa (GCE-SA). All major education NGOs and CSOs including the three national teacher unions are members of GCE-SA. No EFA Forum exists, but plans exist to have meetings with the department of education to draw up national plans. The idea would be to call this the education parliament. The intention is that this should happen before September. Working groups which are to meet between the government and civil society have already been decided.

SADTU is active on EFA both as a union and through GCE-SA. SADTU is planning a separate website on EFA and has prepared campaign material in pursuance of free education.

5.32. Swaziland

The Swaziland National Association of Teachers (SNAT) has replied to the questionnaire.

SNAT is not aware of the existence of a National EFA Forum or a National EFA Plan.

5.33. Tanzania

Tanzania Teachers' Union (TTU) has replied to the questionnaire.

Earlier, Tanzania was implementing the Education Sector Development Programme (ESPD). After Dakar, the Government has come up with Primary Education Development Programme (PEDP). This is a forum, which discusses the implementation of the Dakar Framework. Other areas are Secondary School Education Programme, Tertiary as well as Adult Education, and information Technology. Within the Ministry, there is a committee which is known as Basic Education Development Committee (BEDC), composed of the Government, the Donor Community, NGOs and TTU.

The existing national EFA Plan corresponds to the documents produced by BEDC. The coalition of NGOs (Tanzania Education Network / Mtando wa Elimu Tanzania - TEN/MET) has discussed the plan with the government. TTU is a member of TEN/MET. TTU has also contributed directly to the discussions about the Plan.

TTU has developed its policy on child labour and is discussing how child labour and teacher status can be integrated within the EFA programme. TTU's problem is lack of well-trained personnel who can analyse the government's proposals

5.34. Tunisia

Syndicat Général de l'Enseignement Supérieur et de la Recherche Scientifique (SGERS-UGTT) has replied to the questionnaire.

Since 1956, education is free and elementary education is compulsory in Tunisia. However, it has very serious problems: high rate of failure, very long duration, high costs and no adaptation to the needs of the labour market. Therefore, within the EFA framework and to improve the situation, the Government organised during 2001, under the title "A school for tomorrow", regional conferences followed by a national conference. Representatives of the civil society took part in these conferences (including SGERS-UGTT). These meetings resulted in the drawing up of a national programme to reform the education system in Tunisia, which the government has started to implement as of this year (2002).

Within the framework of the national conference "A school for tomorrow," SGERS-UGTT made a number of proposals mainly on the reorganisation of higher education.

5.35. Uganda

The National Union of Educational Institutions (NUEI) and Uganda Teachers' Association (UTA) have replied to the questionnaire.

NUEI is not aware of the existence of a National EFA Forum or a National EFA Plan.

UTA heard about the existence of an EFA Forum in January 2002 and hope it will be given the possibility to give input. A national EFA plan exists. UTA was invited to a meeting in January 2002, but regards that meeting as a "pseudo consultation". They

had the feeling that they were only required to endorse the plan and not to give an input.

5.36. Zimbabwe

The Zimbabwe Teachers' Association (ZIMTA) has replied to the questionnaire.

ZIMTA has been official invited to participate in the National EFA Forum. The first meeting of the Forum was held in September 2001. The Forum includes Government officials, UNESCO, UNICEF and civil society representatives, including ZIMTA. The Ministry of Education, Sport and Culture has put together the views from the Forum into a national draft plan for achieving EFA by 2015.

ZIMTA is aware of the existence of a draft National EFA Plan. ZIMTA has had the opportunity to discuss this plan with the Ministry at several occasions and has been promised an opportunity to discuss the final draft.

ZIMTA has actively followed questions related to EFA in consultations with the Ministry, among them building of new schools. In co-operation with other organisations ZIMTA has organised activities to up grade teachers qualifications in order to improve the quality of education.

6. Concluding discussion and summary

6.1. Background

In order to get an idea about the extent to which teacher unions have been involved in the process of developing national EFA strategies and to enable discussions on how to improve teacher unions participation in EFA, EI needed information from member organisations. A questionnaire was developed containing three questions:

- Whether teacher unions were aware of the existence of EFA forums in their countries and if their answers were yes, to which extent they had participated in the National EFA Forums.
- Whether teacher unions were aware of the existence of National EFA Plans or the active work to establish such plans. If their answers were yes, in what ways had they participated in consultations on the National EFA Plan.
- Whether the teacher unions had taken any initiative related to EFA.

6.2. Replies

The questionnaire was sent to all EI member organisations in Africa, Asia the Caribbean and Latin America. The organisations were asked to complete the questionnaire and return it to the EI Secretariat before 15 May 2002.

On October 2, 2002, answers to the questionnaire had been received from a total of 42 organisation in 35 countries (Argentina, Australia, Benin, Brazil, Botswana, Burkina Faso, Burundi, Cambodia, Cameroon, Cost Rica, Dominica, Egypt, Fiji, Gambia, Guatemala, Honduras, India, Kenya, Mauritius, Namibia, Pakistan, New

Zealand, Niger, Nigeria, Pakistan, the Philippines, São Tomé & Príncipe, Senegal, Sri Lanka, South Africa, Swaziland, Tanzania, Tunisia, Uganda and Zimbabwe).

6.3. EFA Forum

The table below shows how many organisations were not aware of the existence of National EFA Forums and the number of organisations which were aware of the existence of these forums.

Awareness among responding organisations of the existence of EFA forums and participation in the forums.

	<i>Are not aware of the existence of an EFA Forum</i>	<i>Are aware of the existence of an EFA Forum</i>
Have not participated in the Forum	22	11
Have participated in the Forum	-	9

This is the same table as Table 5 earlier in the text.

A majority of the organisations which had responded to the questionnaire were not aware of the existence of EFA forums and among those who were, a majority had not participated in these forums.

Several unions, among them the GTU (Gambia) and COLPROSUMAH (Honduras), have tried to establish alternative EFA forums together with NGOs. In Brazil, CNTE is working together with other organisations to set up a National Education Congress. Other unions, such as SNEP (Benin), GTUESER (Egypt) and NUT (Nigeria) referred to other types of meetings which had been organised by the unions themselves. The concept "EFA Forum" has in this context been defined in accordance with the understanding of this concept in the Dakar Framework, as a meeting place for different stakeholders and representatives of the governments. If this more narrow definition is used it is clear that only some of the responding unions have been involved in such Forums. In some cases, for example in Burundi and Cameroon, the governments seem to have organised training seminars on EFA, but not forums for discussion and consultations.

Some governments, for example in Burundi, Cambodia, Cameroon and Sri Lanka, seem to prefer to have internal committees with representatives from different ministries instead of broad based forums. In the Philippines, the government had the intention to set up a National EFA Forum, but due to changes in the Department of Education the plan was dropped.

In those cases where teacher unions have been part of National EFA Forums they report of different types of discussions in these forums. SNEAB in Burkina Faso reports about discussions trying to identify the obstacles for achieving education for all and strategies to overcome these difficulties. FTU in Fiji has within the EFA Forum been involved in discussions about ways and means to establish EFA, prioritising the goals and identifying problems and constraints related to the goals. NANTU in Namibia reports that the Forum is supposed to assist the Ministry to mobilise resources. These reports may indicate differences in how governments like to use EFA Forums. In the case of Burkina Faso and Fiji the work of the Forum seem to be more oriented towards giving policy advice, while in Namibia the stress may be on

implementation. FESER, in Cameroon, complained that it was not allowed to participate in the financial and political management of the EFA process.

6.4. EFA Plan

The table below summarises both awareness of National EFA plans and participation in consultations on these plans.

Awareness among responding organisations of the existence of EFA plans and participation in consultations.

	<i>Are not aware of the existence of an EFA plan</i>	<i>Are aware of the existence of an EFA plan</i>
Have not participated in consultations about the plan	17	8
Have participated in consultations about the plan.	-	17

This is the same table as Table 7 earlier in the text.

A large part of the unions which responded to the questionnaire are not aware of the existence of a National EFA Plan. Most of the unions aware of the existence of an EFA Plan have also been involved in some type of consultations on these plans, but there are also several unions which are aware of a National EFA Plan and which have not been consulted. CTERA (Argentina), SNEP (Benin), CNTE (Brazil) and APGSTA (Pakistan) are examples of unions which report that they are aware of National EFA Plans, but which have not been involved in consultations on these plans. In Australia and New Zealand there have not been any discussions on EFA where the unions have been involved. Like in most industrialised countries where school enrolment is around 100%, there has not been a need to discuss these things specifically. Among those which have been given the opportunity to take part in consultations, several refer to these consultations as insufficient. This is the case for FESER (Cameroon) and UTA (Uganda). FESER was invited by UNESCO to take a copy of the plan and was given 10 days to respond. UTA described the meeting they participated in as a "pseudo consultation" and they had the feeling that they were not supposed to give input. GTU, in Mauritius reports that EFA related reforms seem to have implications for teachers working conditions, but that they have not even been able to get the reports where these issues are discussed. There are also some unions which reported about consultations which seem to work in a satisfactory way, for example KNUT (Kenya). In these consultations issues concerning both education policy and implementation have been dealt with.

One problem, when the unions are reporting about the existence of an EFA plan, is the relation between such a plan and other older plans in the education sector. There seems to be some uncertainty in India, Honduras and Tanzania whether existing education plans are to be regarded as national EFA Plans or not. In India, all the organisations refer to Sarva Shiksha Abhiyan. Some regard this as the National EFA Plan, while others are more uncertain of the relation between Sarva Shiksha Abhiyan and EFA.

Some organisations seem to regard the EFA concept as mainly something related to adult education. This seems to be the case, for example, for GTUESR (Egypt) and ANDE (Costa Rica).

6.5. EFA Activities

34 out of 42 unions report about some activities which they have organised related to EFA. The following type of activities can be identified:

- campaign week; often participation in the Global Action for EFA (for example SNEAB and SNESS in Burkina Faso, AIACHE in India, NUT in Nigeria and SINTRESEP in São Tomé & Príncipe);
- get information from governments; often letters written to the government, the education ministry or the Minister of Education demanding information on EFA Forums and EFA Plans (for example CTERA in Argentina, CITA in Cambodia, FESER in Cameroon and AIFTO and AISTF in India);
- contacts with NGOs: often building broad alliances (for example CNTE in Brazil, NUT in Nigeria, ACT in the Philippines and SADTU in South Africa);
- organising education; in some cases organising adult education (for example SNEP in Benin and AIACHE in India);
- up-grade teachers: activities aiming at giving teachers better knowledge and skills to teach (for example ZIMTA in Zimbabwe);
- information to the public; organising meetings and manifestation in order to make the EFA process more well-known (for example SNEP in Benin, SNEAB in Burkina Faso, STEB in Burundi, FTU in Fiji, AIEFA in India and APGSTA in Pakistan);
- information to members; organising seminars and training activities for members on EFA or aspects of EFA (for example KNUT in Kenya, ACUGET in Sri Lanka, and SNEEL in Senegal).

The answers also contain information about issues which have been raised by the teacher unions in activities related to EFA:

- cost sharing and cost effectiveness (BTU, Botswana);
- girls' education (SNEAB, Burkina Faso);
- quality education (SNEAB, Burkina Faso);
- bilingual education (SNEAB, Burkina Faso);
- drop-outs (SNESS, Burkina Faso);
- HIV/AIDS (SENA, Gabon);
- free schooling (SENA, Gabon)
- teachers working conditions and teacher status (GTU, Gambia; GTU, Mauritius and TTU Tanzania);
- access and equality (ACT, the Philippines);
- health, nutrition, environment, reading, writing, arithmetic and civics in education (SNEEL, Senegal);
- privatisation of education (ACUGET, Sri Lanka);
- child labour (TTU, Tanzania); and
- reorganisation of higher education (SGERS-UGTT, Tunisia).

TTU (Tanzania) raises the problem the union has to find personnel who can analyse government proposals properly.

6.6. How representative are the results?

One important factor to take into consideration when the findings of this questionnaire are discussed is the timing of the questionnaire. The questionnaire was

sent to the teacher unions during spring 2002 and the organisations were asked to complete the questionnaire and return it to the EI Secretariat before 15 May 2002. Several unions (for example SADTU from South Africa, KNUT from Kenya and UTA from Uganda) have reported that their governments may be in the process to establish EFA Forum and/or organising consultations on a first draft of an EFA Plan. According to the Dakar Framework the EFA Plans should be ready "*by 2002 at the latest*" (paragraph 16). It cannot be excluded that many governments have presented their draft plans during the second part 2002 and then initiated broad consultations. Still, even if this cannot be excluded, a question mark can be raised concerning such a way of organising the consultations. If the aim of consultations is to involve the teachers unions and large parts of civil society it is a process which will take some time. If governments had not even presented their plans in May 2002, it is doubtful to which extent they would have been able to organise broad consultations in the reminding seven months of 2002.

The questionnaire was sent to all EI member organisations in the African, Asian/Pacific, Caribbean and Latin American Regions. 42 organisations in 35 countries answered the questionnaire. A large number of organisations did not reply to the questionnaire. It is not possible to know the reasons for them not to reply, but it seems reasonable to assume that most of those which did not reply did not have much more to tell than those which replied.

6.7. Conclusions

Based on the answers given to the questionnaire it is possible to draw some conclusions:

- More unions seem to have participated in some types of consultations on EFA than those who have participated in EFA Forums. This may indicate that governments are happier to organise ad hoc consultations instead of establishing permanent forums for on-going discussion and consultations.
- Several unions know about the existence of National EFA Plans, but have not been consulted.
- Some unions report that they have been involved in policy discussions in the EFA Forums, while others seem to have been looking mainly at how to implement EFA.
- Among those unions which have taken part in consultations several are critical about the way in which these consultations have been organised. They are critical about the time given to them to react and they have the feeling that they were not really expected to come up with critical remarks.
- Many unions have tried to get meetings with the governments to discuss the EFA process without success. Some governments have not even responded to letters from the teacher unions.
- Most of the unions which responded to the questionnaire have organised activities related to EFA.
- It is astonishing that so many governments have not bothered to organise any type of consultations with teacher unions, neither in a forum nor in any other type of meeting.
- Even more surprising, is that several countries did not seem to have even presented a first draft of a National EFA Plan in May 2002. It should be kept in mind that governments had committed themselves to present plans "*by 2002 at the latest*" (paragraph 16).

Acronyms

ACT	Alliance of Concerned Teachers (the Philippines)
ACUT (G)	All Ceylon Union of Teachers (Government) (Sri Lanka)
ACUGET	All Ceylon Union of Government English Teachers (Sri Lanka)
AIACHE	All India Association for Christian Higher Education
AIFEA	All India Federation of Educational Associations
AIFTO	All India Federation of Teacher Organisations
AIPTF	All India Primary Teachers Federation
AISTF	All India Secondary Teachers Federation
ANDE	Asociación Nacional de Educadores (Costa Rica)
APGSTA	All Pakistan Government School Teachers Association
BEDC	Basic Education Development Committee (Tanzania)
BTU	Botswana Teachers' Union
CSACEFA	Civil Society Coalition on Education for All (Nigeria)
CITA	Cambodian Independent Teachers' Association
CNTE	Confederação Nacional dos Trabalhadores em Educacao (Brazil)
COLPROSUMAH	Colegio Profesional "Superacion Magisterial" Hondureno
CSO	Civil Society Organisations
CTERA	Confederación de Trabajadores de la Educación de República Argentina
DAT	Dominica Association of Teachers (Dominica)
EFA	Education for all
EI	Education International
ESPD	Education Sector Development Programme (Tanzania)
FTU	Fiji Teachers' Union
FESER	Fédération des Syndicats de l'Enseignement et de la Recherche (Cameroon)
GCE-SA	Globla Campaign for Education - South Africa
GTU	Gambia Teachers' Union
GTU	Government Teachers' Union (Mauritius)
GTUESR	General Trade Union of Education and Scientific Research (Egypt)
IEUA	Independent Education Union of Australia
KNUT	Kenya National Union of Teachers
KUDHEIHA	Kenya Union of Domestic, Hotels, Educational Institutions, Hospitals and Allied Workers
NANTU	Namibia National Teachers Union
NGO	Non-Governmental Organisations
NUEI	National Union of Educational Institutions (Uganda)
NUT	Nigeria Union of Teachers
NZEI	Te Riu Roa New Zealand Educational Institute / Te Riu Roa
PEDP	Primary Education Development Programme (Tanzania)
SADTU	South Africa Democratic Teacher Union
SENA	Syndicat de l'Education Nationale (Gabon)
SGERS	Syndicat Général de l'Enseignement Supérieur et de la Recherche Scientifique (Tunisia)
SINPRESTEP	Sindicato dos Professores e Educadores de São Tomé e Príncipe
SNAT	Swaziland National Association of Teachers
SNEAB	Syndicat National des Enseignants Africain du Burkina Faso
SNEEL	Syndicat National de l'Enseignants Élémentaire du Sénégal
SNEP	Syndicat National de l'Enseignement Primaire Public du Bénin
SNES	Syndicat National des Enseignants du Secondaire et du Supérieur (Burkina Faso)
STD	Sexually Transmitted Diseases
STEB	Syndicat Libre des Travailleurs de l'Enseignement (Burundi)
STEG	Sindicato de Trabajadores de la Educación de Guatemala
SYNAJECS	Syndicat National des Agents de la Jeunesse, de la Culture et des Sports (Niger)
TTU	Tanzania Teachers' Union
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UPA	Université populaire africaine (Burkina Faso)
UTA	Uganda Teachers' Association
TEN/MET	Tanzania Education Network / Mtando wa Elimu Tanzania
ZIMTA	Zimbabwe Teachers' Association



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