Middle East and North Africa

MENA Conference on Role of Teachers Unions in Improving Quality of Education

October 7, 2015

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MIDDLE EAST AND NORTH AFRICA

Document of the World Bank
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Role of Teachers in Education Quality

Teachers, as the primary education service delivery agents, play a lead role in what, how, and how much student’s learn, including among disadvantaged populations. Yet, often governments’ education reform efforts are confronted with strong resistance from teacher unions. This global pattern is even stronger in MENA where, in many countries, the relationship between unions and Ministries of Education is characterized by lack of trust and persistent tension, resulting in little to no involvement of teachers’ representatives in the design of key education reforms.

Teacher unions’ resistance to reform is a global pattern. However, traditional unionism in education has recently begun to reinvent itself and respond to the challenges involved in education quality. There various experiences around the world showing positive outcomes of constructive collaboration with teachers’ representative organizations. Very recently, a new movement in unionism is becoming more and more evident: professional or ‘new’ unionism is based on the idea that unions can contribute to educational improvement and in this vein there are many examples from around the world pointing to innovative ways in which these organizations encourage and lead reform.

Teacher Union Workshop

Building on a growing body of evidence from around the world which reveal positive outcomes from constructive collaboration between unions and governments, the World Bank has initiated a discussion with the Arab Teacher Unions about new unionism. In collaboration with ALECSO and the Queen Rania Teacher Academy, partners in the Arab Regional Agenda for Improving Education Quality (ARAIEQ), the World Bank organized the Regional Workshop on the Role of Teachers Unions in Improving Education Quality. The workshop was financed by the Governance Accountability Fund (GAC) with complementary funding from QRTA through the Arab Program for Teacher Policies (APTP) component of ARAIEQ. The workshop took place in Casablanca, Morocco on January 8-9, 2015 with over 40 participants from 11 Arab countries (See list of participants in Annex II).

The workshop provided a platform for knowledge sharing of good practices for unions’ engagement in improving the performance of the education sector. The workshop was organized around 3 main sequences: the current status of Teacher Unions and Associations (TUA) in the Arab Region; international and regional initiatives of TUA collaboration to improve education quality; and discussion and brainstorming on the way forward for better engagement in improving education quality.

PART I: Current Status of Teacher Unions in the Region

To kick off the workshop, results from the MENA Regional SABER Teachers Report were shared with participants. The presentation described the main factors that affect teacher performance in the region and explained intent versus de facto gap in the actual implementation of teacher policies and pointed to specific issues, such as teacher absenteeism that affect the quality of education in the region. Prior to the workshop a brief participant survey was distributed to all participants. The survey included questions on
the current issues faced by TUAs in the region as well as allowed for participants to begin to explore ways forward. The survey results were shared and helped to frame the discussion around the issues faced by TUAs specific to the region (See Annex X).

PART II: International and Region Initiatives to Improve Education Quality

The second portion of the workshop included international and regional case studies of successful TUA contributions to education quality, including through enhanced TUA-government collaboration. Mark Simon, education policy analyst and long-time teacher union member, presented on the progressive new union example of teacher evaluation reform in Montgomery County, U.S.A. The Montgomery County Public Schools’ experience (MPCS) included the establishment of a teacher Peer Assistance and Review system (PAR). The main feature of the PAR, which is overseen jointly by management and the union, is a team of experienced and well qualified teachers (consulting teachers) who are tasked with supporting teacher improvement as well as teacher evaluation (they may also recommend continuation or termination of contracts). The PAR system achieved positive results with lower teacher turn-over, improved students results and narrowed achievement gaps.

Nina Bascia, Professor at the University of Toronto, discussed the importance of teacher unions in the education world and shared positive examples of proactive teacher unions in England, South Africa and Canada. She stressed the need for teacher unions to remain proactive in their roles, and led a frank discussion on the importance of building partnerships and working alongside the government. She highlighted the experience of the South African Democratic Teachers Union (SADTU) which developed a framework for teacher professional learning and is currently delivering professional learning activities across the country. She also spoke about the Alberta Teachers Association (Canada) which launched an aggressive advocacy program for education quality and eventually won additional funding for the sector.

Promising experiences from the MENA region were also shared. Javier Vaquero from the Spanish Foundation, ISCOD and Hamid Nahhass of the Moroccan Teacher Union, SNE-FDT, co-presented on an ongoing joint project between ISCOD and SNE-FDT on improving the quality of education in Morocco through the prevention of child labor and reduction of school drop outs. They shared the results of the 10-year project and detailed the two project strategies responsible for creating child labor-free zones including preventative and curative approaches. Representatives from Kuwait, Egypt and Mauritania highlighted their achievements including ongoing projects done in collaboration with the government. In Morocco, the Democratic labor federation’s teacher union teamed up with various international partners to address school drop-out in poor areas through training and support to teachers, students, parents and local NGOs. The Kuwaiti Teachers Association has put in place a program for professional development and teaching support material. In Egypt, the teachers union has an ambitious plan to build teacher training centers in every governorate.

PART III: Way Forward for Better TUA Engagement in Improving Quality of Education

One of the principal objectives for the workshop was to provide an opportunity for participants to share and develop strategies for improved TUA-government collaboration in order to improve the quality of education. Oliver Liang, Sectoral Specialist for Education (ILO), presented on the role of social dialogue and interest based bargaining in the education world. He introduced mutual gains bargaining as a more sustainable collaboration strategy between TUAs and governments, whereby both parties are actively
engaged in bargaining on shared interests instead of positions. According to Oliver, the strategy would allow for all parties to partake in joint exploration of interests, research, sharing of information, and discussion of options.

The workshop concluded with an activity that allowed for participants to brainstorm on “way forward” strategies for successful TUA-government collaboration. Participants were allotted time to discuss and vote on the most essential areas of future collaboration with the government and civil society. The three priority areas included: establishing criteria for teacher selection and deployment; participation of the unions in framing educational policies; and establishment of an effective partnership with civil society.

The regional workshop in Casablanca was an eye-opener in more than one way: it showed that teacher unions in MENA are changing the way they perceive their own role as a key stakeholder in the education sector. Instead of just confronting government education reforms, teacher unions can choose to be a partner of reform efforts or even a source of the reforms themselves. A growing commitment to improving education quality appears to be the common ground for such a paradigm shift in education unionism. This is reflected in three specific directions for the future: increasing participation in teacher professional development activities; taking a leadership role in facilitating and disseminating education innovation among practitioners in schools; and contributing to a richer and better informed public debate on education.
Workshop Supporting Material

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ANNEX II: Speaker Bios
ANNEX III: Participant List
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ANNEX V: Presentation, Mark Simon, The Role of Teacher Unions in Education Reform
ANNEX VI: Presentation, Nina Bascia, Teacher Unions and Educational Reform
ANNEX VII: Presentation, Oliver Liang, Social Dialogue and Interest Based Bargaining in Education
ANNEX VIII: Presentation, Hamid Nahhass, SNE/FDT Presentation on Child Labor and Education
ANNEX IX: Presentation, Javier Vaquero, ISCOD: Commitment to Solidarity from the UGT (General Union of Workers)
ANNEX X: Results from Participant Survey
# ANNEX I: Workshop Agenda

## Day 1 (Thursday, Jan. 8)

<table>
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<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9h00-12h30</td>
<td>Part I: Introduction, Teacher Policies and New Unionism</td>
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<td>9h00-10h30</td>
<td>Opening Session, Teacher Policies (World Bank)</td>
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<td>Presentation on regional results of SABER Teachers, critical teacher policy issues in the MENA region for improving quality of teaching</td>
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<td>10h30-11h00</td>
<td>Coffee break 1</td>
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<tr>
<td>11h00-12h30</td>
<td>Nina Bascia, Governmental Relations in the Context of Educational Reform: An International Perspective</td>
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<td>History of New Unionism and the role it plays today around the globe</td>
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<td>12h30-14h00</td>
<td>Lunch</td>
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<tr>
<td>14h00-17h30</td>
<td>Part II: International and Regional Best Practices on Teacher Union Contribution to Quality Education</td>
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<tr>
<td>14h-15h30</td>
<td>Mark Simon, Innovative approaches to teacher evaluation – The case of US</td>
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<td>Successful US model on supporting teachers through the development of highly collaborative teacher evaluation system</td>
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<td>15h30-16h00</td>
<td>Coffee break 2</td>
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<tr>
<td>16h-16h45</td>
<td>Representative, Morocco Teacher Unions Role in Shaping Education</td>
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<td>Role of SNE-FDT in teacher capacity building and outreach efforts through government collaboration in improving quality of education</td>
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<td>16h45-17h30</td>
<td>ALESCO, Teachers Charter Draft</td>
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<td>Presentation by ALECSO representative</td>
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End of Day 1

## Day 2 (Friday, Jan. 9)

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<tr>
<td>9h00-13h30</td>
<td>Part III: Way Forward- Improving the Quality of Education through Successful Teacher Union-Government Collaboration</td>
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<td>9h00-9h45</td>
<td>Oliver Liang (ILO), “Win-Win” Bargaining</td>
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<td>Mutual Gains Bargaining as a means for successful teacher-employer collaboration; seeking common ground</td>
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<td>9h45-11h00</td>
<td>Mutual Gains Bargaining, Role Playing Exercise (ILO)</td>
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<td>Exploring the mutual gains bargaining approach</td>
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<td>11h00-11h30</td>
<td>Coffee break 3</td>
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<tr>
<td>11h30-13h00</td>
<td>Way Forward, Group Exercise</td>
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<td>Groups brainstorm “way forward” strategies for successful teacher union-government collaboration using SABER Teachers regional results. Groups will vote on best strategies and present on “way forward”</td>
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<tr>
<td>13h00-13h30</td>
<td>Closing remarks</td>
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<tr>
<td>13h30-14h30</td>
<td>Lunch</td>
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End of Workshop
### ANNEX II: Participant List

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<tr>
<td>Mme Monica Chavez</td>
<td>Consultant en Education</td>
<td><a href="mailto:mchavez@worldbank.org">mchavez@worldbank.org</a></td>
</tr>
<tr>
<td>Mme Fatiha Bouamoud</td>
<td></td>
<td><a href="mailto:fbouamoud@worldbank.org">fbouamoud@worldbank.org</a></td>
</tr>
</tbody>
</table>
ANNEX III: Speaker Bios

**Nina Bascia** is Professor and Chair of the Department of Theory and Policy Studies in Education at the Ontario Institute for Studies in Education at the University of Toronto, Canada. Professor Bascia’s research interests include, among many other areas, TUAs. She is the author of *Unions in Teachers’ Professional Lives* (1990) and the far-reaching and comprehensive article “Teacher Unions and Educational Reform” (2005). Her latest article “Teacher Union—Governmental Relations in the Context of Educational Reform: an International Perspective” (in draft form) offers case studies that reveal the impact and successes of new unionism in England, the countries of Scandinavia, the province of Alberta in Canada, and South Africa. Professor Bascia would be able to talk on the History of New Unionism and also on New Unionism around the World. In addition, she would be able to recommend one or more speakers from the countries discussed in her case studies. She suggests, for instance, a representative of the Alberta’s Teachers Association (ATA). Under the oppositional Klein government, the ATA recognized that their usual approach would no longer work, so they began a Public Education Campaign that was so successful the government relinquished its hostile stance and began to work with the ATA.

**Kamel Braham** is the Program Leader for Education, Health and Social Protection for the Maghreb in the Middle East and North Africa Region of the World Bank. He joined the World Bank in 2006 and worked on education and capacity building issues in North Africa and the Middle East, Sub-Saharan Africa and East Asia. He was successively the Administrator of the World Bank Institute Scholarship Program and the Task Team leader for the World Bank education program in Iraq and in Yemen. Before joining the Bank, he worked for UNESCO and held several senior positions in the Tunisian Ministry of Higher Education, and Economic and Social Council.

**Oliver Liang** is the sectoral specialist for education, culture and media in the Sectoral Policies Department of the International Labour Organization (ILO) in Geneva, Switzerland. He coordinates the secretariat of the Joint ILO/UNESCO Committee of Experts on the Status of Teaching Personnel and promotes standards on education and teachers. Most recently, he served as Executive-Secretary of the Meeting of Experts which adopted the ILO policy guidelines on the promotion of decent work for early childhood education personnel. Oliver also works on employment aspects of the media and culture industries. Oliver previously served as manager of development cooperation policy at ILO, and as coordinator of the information services on international labour standards. Oliver holds a PhD from the Johns Hopkins University in the United States and has taught history and language at various educational institutions.

**Mark Simon** serves as co-coordinator of the Mooney Institute for Teacher and Union Leadership, working in the state of Maryland with the George Washington University Graduate School of Education and Human Development on supporting and cultivating National Board for Professional Teaching Standards candidates in high need schools. He could present a very interesting discussion on the different ways two geographically-close school districts (Washington, DC and Montgomery County, Maryland) chose to support teacher improvement. His excellent article, “A Tale of Two Districts,” describes these two contrasting approaches which reveal valuable insights into the new ways unions can act.
ANNEX IV: Presentation by Kamel Braham, Study on Teacher Policies in MENA Countries

Study on Teacher Policies in MENA countries

KAMEL BRAHAM
WORLD BANK, JAN 2015

Presentation’ agenda

1. Why the focus on teacher policies?
2. The System Assessment and Benchmarking for Education Results (SABER)
3. Trends in teacher policies in MENA
4. Next steps
1. Why focus on Teacher Policies?

- Teachers are the most important school-level factor in student outcomes
- Limited information and evidence exists as to what are the most effective policies to attract, motivate, and retain qualified teachers
- SABER intends to fill this gap:
  - by collecting
  - analyzing
  - synthesizing, and
  - disseminating comprehensive information on teacher policies in primary and secondary education across different systems

2. Introducing SABER-Teachers

Goal:

Develop knowledge & tools to systematically help countries:
- make better policy and program choices based on better evidence and analysis
- to get better educational results

➢ Fills a major gap in the availability of policy data, information, & knowledge on what matters most to improve the quality & relevance of human development policies, especially in education
Conceptual Framework

- First, review of already existing efforts:
  - OECD Teaching and Learning International Survey (TALIS);
  - Eurydice’s publications of teacher policies across Europe, 2002-2004;
  - International Review of Curriculum and Assessment Frameworks (INCA) database for European countries;
  - Education Week’s Quality Counts 2008;

- To assess how well are education systems succeeding in attracting, retaining, and motivating effective teachers, we identified 8 teacher policy goals
Analysis of Top-Performing Systems

- Grouped top-performing education systems into three groups:
  - Group A: high-performers & rapid improvers
  - Group B: high-performers
  - Group C: rapid improvers

- Analyzed their teacher policies in detail to identify benchmarks for the 4 levels of development: Latent, Emerging, Established, Mature

Policy Goal 8. Motivating Teachers to Perform

**Actions**

- Are there minimum mechanisms to hold teachers accountable?
- Are there rewards for high-performing teachers?
- Are there sanctions for low-performing teachers?

**Indicators**

- Do requirements to remain in teaching exist?
- Can teachers be dismissed for misconduct or child abuse?
- Are there penalties (in terms of evaluation, salary, or dismissal) for teacher absenteeism?
- Is there a public authority in charge of reporting to the public on the performance of teachers?
- Do high-performing teachers get higher salaries?
- Do high-performing teachers get better chances of promotion?
- Do high-performing teachers get more public recognitions?
- Is there a mandatory probation period for teachers before they are granted open-ended appointments?
- Is job performance used to grant open-ended appointments?
- Are job evaluations used to dismiss ineffective teachers?
3. Teacher Policy Trends in MENA

A Quick Picture.....

- MENA countries are between the emerging and the established stages
- Egypt, Jordan and Tunisia are the closest to the established stage
- Policy areas where MENA countries are better off (1, 6 and 7)
- Policy areas where MENA countries need to improve (2, 3, 4, 5 and 8)

Setting Clear Expectations to Teachers

- Teachers are guided by clear expectations and performance goals
- Working hours are below what is observed in top-performing countries (1245 to 1960 hours/year) for most countries
- Amount of hours that teachers are expected to devote to non-teaching tasks are not well defined
Attracting the Best into Teaching

- Large numbers of teachers do not meet the requirements
- Screening processes to enter pre-service teacher training are often not selective
- Starting packages are competitive, but the evolution of salaries overtime is relatively moderate

Preparing teachers with useful training and experience

- Standards for pre-service training are generally below than international standards
- The required periods for classroom experience are below what is observed in best performing countries (12 to 24 months)
- Induction and/or mentoring programs to ensure a smooth transition from pre-service training to their first job for periods are generally below best practices

<table>
<thead>
<tr>
<th></th>
<th>Required Period, Primary (month)</th>
<th>Required Period, Secondary (month)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&gt; 0 &amp; &lt; 3</td>
<td>3 &amp; 6</td>
</tr>
<tr>
<td>Djibouti</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Egypt</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Jordan</td>
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</tr>
<tr>
<td>Lebanon</td>
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<td></td>
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<tr>
<td>Tunisia</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>West Bank and Gaza, Yemen</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>
Matching teacher’s skills with students need

- There are limited incentives in place for teachers to work in hard-to-staff schools areas
- Only three countries have identified critical shortages for specific subject areas and none has incentives in place
- The main selection criterion used in deciding transfer requests is teaching experience

<table>
<thead>
<tr>
<th></th>
<th>Djibouti</th>
<th>Egypt</th>
<th>Jordan</th>
<th>Lebanon</th>
<th>Tunisia</th>
<th>West Bank and Gaza</th>
<th>Yemen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are teachers entitled to monetary incentives or higher compensation package for working in hard-to-teach subjects?</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Is teaching experience used in deciding transfer priorities?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Are critical shortage subject identified?</td>
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<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Are teachers entitled to monetary incentives for teaching critical shortage subjects?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
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</tbody>
</table>

Leading teachers with strong principals

- Most countries have established clear requirements to become a principal
- Principals are offered competitive pay but, in most cases, not provided with strong incentives to perform well
- Principals play generally a role in teacher’s evaluation, but they have little room to make decisions to improve teaching at the school level

<table>
<thead>
<tr>
<th></th>
<th>Djibouti</th>
<th>Egypt</th>
<th>Jordan</th>
<th>Lebanon</th>
<th>Tunisia</th>
<th>West Bank and Gaza</th>
<th>Yemen</th>
</tr>
</thead>
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<td>○</td>
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<tr>
<td>Firing teachers</td>
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<td>○</td>
<td>○</td>
<td>○</td>
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<td>○</td>
<td>○</td>
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<tr>
<td>Evaluate teacher performance</td>
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<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</tbody>
</table>
Monitoring teaching and learning

<table>
<thead>
<tr>
<th>OECD Systems</th>
<th>Students' work</th>
<th>Teaching process</th>
<th>Parents' feedback</th>
<th>Students' feedback</th>
<th>Colleagues' feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
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<td>✔️</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Austria</td>
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<tr>
<td>Chile</td>
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<tr>
<td>Denmark</td>
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<td>✔️</td>
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<td>Yes</td>
<td>No</td>
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<tr>
<td>Ireland</td>
<td>✔️</td>
<td>✔️</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Malta</td>
<td>✔️</td>
<td>✔️</td>
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<td>Yes</td>
<td>Yes</td>
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<tr>
<td>South Korea</td>
<td>✔️</td>
<td>✔️</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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</tbody>
</table>

- Sources of information for teachers evaluation are relatively limited
- Although teacher evaluations are done at least on an annual basis there is little evidence on follow up actions
- All the countries have student achievement data at the national level but student scores are not matched with individual teachers

Supporting teachers to improve instruction

- Although teacher performance evaluations are generally used to inform classroom practice, there is disconnect with follow up actions
- In general, there is no clear linkage between the inputs (professional development) and outcomes (impact on performance)
- Number of required days of professional development is far below international standards (up to a maximum of 28 days)

<table>
<thead>
<tr>
<th>Are teachers required to participate in professional development?</th>
<th>Djibouti</th>
<th>Egypt</th>
<th>Jordan</th>
<th>Lebanon</th>
<th>Tunisia</th>
<th>WBG</th>
<th>Yemen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many days/ hours of professional development are teachers required to complete per year?</th>
<th>Djibouti</th>
<th>Egypt</th>
<th>Jordan</th>
<th>Lebanon</th>
<th>Tunisia</th>
<th>WBG</th>
<th>Yemen</th>
</tr>
</thead>
<tbody>
<tr>
<td>64 hours for primary education teachers; 32 hours for secondary education</td>
<td>50</td>
<td>20</td>
<td>Not specified</td>
<td>10 hours max</td>
<td>Not specified</td>
<td>Not specified</td>
<td></td>
</tr>
</tbody>
</table>
Motivating teachers to perform

- Relative absence of a performance standards framework to guide teachers to constantly improve their skills
- Insufficient mechanism and weak implementation of performance-based incentives
- Ineffective teachers are rarely sanctioned or dismissed

Areas for Improvement in MENA Teacher Policies

- MENA countries need to seek more equitable distribution of teachers
- There is a need to increase the attractiveness of the teacher profession
- MENA countries need to improve standards and regulations for effective and efficient teacher training and professional development
- The role and leadership of principals need to be strengthened to improve service delivery at school
- Performance evaluations and incentive mechanisms need to be improved and used effectively to reward/sanction teacher performance
- There is a need to establish a clear career path, support system and strong recognition of “teaching as career”
ANNEX V: Presentation by Mark Simon, The Role of Teacher Unions in Education Reform

The Role of Teacher Unions in Education Reform

Lessons from US Teacher Unions
(Not a “best practice,” but some useful experiences)

Education Reform Has Shaken Up Public Education in the US

- Accountability for Student Outcomes
- Standards-based Reform
- Privatization
- Weakened Role of Union Contracts
Results of Reform

- Mixed (Continued Achievement Gap)
- Better data on which students are being left behind
- No magic improvements
- Growing teacher and parent backlash against standardized tests, narrowed curriculum, teacher and principal turnover, attacks on due process and tenure

What has been the union response to reform?

- Unions feel under attack
- NEA and AFT tried to be positive
  - AFT "Nothing is Off the Table Except Private School Vouchers" (Randi Weingarten)
  - NEA "Priority Schools Campaign" (Supported some Turnaround Strategies)
  - Unions try to do both: protect members and support some reforms
- A “Teacher Union Reform Network” (TURN) supports union led reform
- In Chicago, the union went on strike against reforms
Teachers’ expectation of their union is changing. They want their union to serve new roles

- 75% of teachers favor the union negotiating new ways to more meaningfully and effectively evaluate teachers.
- 67% of teachers favor the union leading efforts to identify ineffective teachers and retrain them.
- 68% of teachers favor the union helping guide ineffective teachers out of the profession.

What Is Progressive (New) Unionism?
It’s not a different role. It’s an expanded role.

A group activity with the Three Frames of Progressive Unionism Chart (In your packet)
Progressive Unionism

- Three distinct roles or ways to view the union
  - It protects members
  - It improves education & advances the profession
  - It connects with students and their families and builds the movement for social justice
- All three are important and valued in a progressive union
- When the union does all three well it is stronger.

A Different Emphasis Under Each Frame

- **Industrial**: Collective Power to win pay and fairness
- **Professional**: Teacher control to ensure better teaching and learning quality
- **Social Justice**: Engagement in the community so students are ready to learn

Are all three important? How much union staff time is devoted to each?
View of Management

- **Industrial Union Frame:** What is the approach?
- **Professional Union Frame:** What is the approach?
- **Social Justice Frame:** What is the approach?

Instruction, Curriculum and Assessment of Learning (last box)

- **Industrial Frame:** Who’s responsibility is improved student test scores?
- **Professional Frame:** What is the union’s role in improving student results?
- **Social Justice Frame:** What are the union’s goals in talking about student results?
Industrial Unionism

Beliefs:
- “More Pay for Less Work”
- “Teaching is private within my classroom”
- “Student Failure is Student’s Fault”
- “I Taught It, They Failed To Learn It”
- “We have a union because We’re Workers.”

Actions:
- Defend the Single Salary Scale
- Teacher Autonomy in the classroom
- Education Reform viewed as a threat from outside
- Resist Drastic Incentives for Test Scores

Professional Unionism

Beliefs:
- “We are the experts on education”
- “The role of the union is to strengthen the voice of teachers on curriculum, instruction, assessment.”
- “Collaboration with management can improve professional working conditions.”
- “Differential Pay for Different Teachers Can Respect the Profession.”

Actions:
- Welcome Efforts to Improve the Quality of Teaching and Learning
- Willing to Talk About Differentiating Pay based on Role or Teaching Quality
- Union Brings Teacher’s View to Designing Reforms
Social Justice Unionism

**Beliefs:**
- “Student achievement results are affected by poverty as much as what we do in the classroom.”
- “Build alliances with our students and parents.”
- “Re-allocate resources to get better student results for low income students.”

**Actions:**
- Unite With Parents and Community in Setting Student Learning Goals.
- Cultural Competency for Teachers a Useful Strategy to Improve Student Achievement
- Concerned that Pay Incentives Can Incentivize Some Wrong Things

With Different Frames for what it means to be a union, whether the union should be open to a new idea depends...

...on the details.
A Progressive (New Union) Approach to Teacher Evaluation In One District

The Montgomery County Case: The Union Drives Teacher Evaluation Reform

- Created a Professional Growth System
  - Overseen by Union-Management "Implementation Team"
  - Each teacher has a professional development plan
- Staff Development Teachers in Each School
- Training To Create a Thoughtful Climate About Teaching:
  - "Skilful Teacher"
  - "Observing and Analyzing Teaching"
- Union Proposed Peer Assistance and Review in 1998
Peer Assistance and Review (PAR)
How Does It Work?

- Established through collective bargaining 1998
- Required for all new teachers
- Required for veteran teachers with bad evaluations by their principal
- 36 Consulting Teachers (full time; 3 yrs)
  - Case loads of 13-20
  - Support teacher improvement
  - Recommend continuation or termination
- PAR governing Panel (8 teachers; 8 principals)

…but Education in the US is Decentralized

- No Central Ministry of Education
- Each State and District Different Degree of Implementation of National Reforms

For Example, the Two School Districts Below Are Next Door To Each Other

<table>
<thead>
<tr>
<th>Washington DC (DCPS)</th>
<th>Montgomery County, MD (MCPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implemented US Education Department Reforms Beginning in 2007</td>
<td>Created Very Different Reforms to Much Praise Over 15 years ago.</td>
</tr>
<tr>
<td>Traditional union</td>
<td>Reform minded union</td>
</tr>
<tr>
<td>Standardized Testing Incentives</td>
<td>No Charter Schools</td>
</tr>
<tr>
<td>Charter Schools</td>
<td>Focus on Teaching and Learning Conditions</td>
</tr>
<tr>
<td>Eliminated due-process language in the contract</td>
<td>High Poverty Schools get More Funding, Lower Class Sizes</td>
</tr>
</tbody>
</table>
Results of PAR After 14 Years

- More Support for Teachers to Improve
- More Due Process Rights for Teachers
- More Intervention with Teachers Doing a Bad Job
- More Teachers Identified for Dismissal
- More Teachers Dramatically Improve Practice
- Better Image for the Union – Working to Improve Teaching
- Collaboration Between Teachers, Union, Administration, Principals

Teacher Evaluation: Two Districts, Opposite Approaches

**“IMPACT” (DCPS)**
- Done To The Teachers
- “Master Educator” Inspection with a client ratio of 180/1
- Training Only On Scoring Teachers On the Rubric
- Evaluation is Numerical Score – leads to a Bonus or Firing
- High Turnover in DCPS
- Mixed student results with little improvement in DCPS

**“PAR” (MCPS)**
- Designed With the Union
- Intensive “Consulting Teacher” Support w client ratio of 15/1
- Principals & Teachers Trained in the Craft of Teaching
- Evaluation Produces a Useful Written Narrative
- Low Teacher Turnover in MCPS
- Improved Student Results and lower achievement gap
Lessons From Experience Comparing Two Districts

1. **Collaboration** works when the union and the district co-design, co-implement, and co-evaluate the system you create.
2. **Professional Culture** means strong teacher voice and focus on good teaching.
3. **A Deep Knowledge Base in Teaching** and training for all involved shows respect for the profession and means the evaluation system will be credible and respected by teachers.
4. **Integrate evaluation with Professional Development and School Culture.** The goal must not be simply to rank and rate teachers but to foster a healthy professional culture.
5. **Respond to Differentiated Needs.** Evaluation must not be one-size-fits-all.
6. **Rely on Intrinsic Rewards.** Extrinsic rewards can corrupt the system. Workers doing complex work need respect as professionals.

What Kind of Reforms Do US Unions Support?

- **Peer Assistance and Review in Teacher Evaluation;**
  - Oppose Test Scores as Dominant Measure in Teacher Evaluation
- **Less Standardized Testing**
  - Lower Stakes for test score results
- **Community Schools and Funding to Combat Barriers to Education Caused By Poverty**
- **Funding for Early Childhood Education**
- **Approaches that Respect Teachers and Teaching**
- **Broader Bolder Approach to Education**
  - Teach Full Range of Subjects, Recess, Libraries
  - Quality Measures of What Makes a Good School
What Do US Unions Do?

- Build Alliances with Parents
- Involve the Most Accomplished Teachers
- Attempt to Collaborate with Management on Good Reforms
- Engage in Efforts to Improve the Quality of Teaching
- Speak Out Against Stupid Reforms and Privatization – Attempt to Educate the Public and Politicians
- Build Membership

Discussion

1. What in this presentation resonated with you?
2. What do you want to know more about?
3. What do you disagree with?
4. What in your experience in your country is an example of something described in this presentation?
Mark Simon  marksimon@paol.com

Education Policy Analyst - Economic Policy Institute in Washington DC  msimon@epi.org

National Coordinator - Mooney Institute for Teacher and Union Leadership  http://www.mooneyinstitute.org/

Past President - Montgomery County Education Association (MCEA-NEA)  http://mceana.org/
Teacher Unions & Educational Reform

Professor Nina Bascia
Toronto, Canada

25 Years of Research on Teacher Unions

- In schools
- What union-active teachers do
- Looking inside union organizations
- Unions and educational reform
Importance of Teacher Unions

- Advocate for teachers and for education
- Provide feedback to government on realities of schooling
- Source of innovation, sometimes teacher-initiated
- Develop missing educational infrastructure

Major Challenges for Teacher Unions Worldwide

- Absence of formal authority and need to fight for existence and recognition
- Poor quality of educational conditions; poor quality of teaching conditions
- Policy makers and governments’ ignorance of the realities of schooling
- Blame placed on teachers and teacher unions for poor educational results
Proactive Teacher Unions

- Attempt to educate government to realities of schooling
- Put pressure on government for improved conditions
- Partner with government to develop policies and infrastructure
- Work on their own or with external partners on educational improvement

Some Examples of Proactive Teacher Unions

- South Africa
- England
- Alberta Canada
SADTU in South Africa

• New nation arising out of apartheid past 1994; new unions form and membership increases
• Law that government must always consult with teacher unions
• Unions work to persuade government to invest in teachers, schools
• SADTU develops framework for teacher professional learning
• SADTO delivers professional learning activities across South Africa

England

• Government hostility toward teachers and unions
• Government pushes educational reform
• General teacher strike
• Government willingness to set up “social partnership”
• Negotiate reforms that take improved conditions for teaching and learning into account. Some teachers concerned about “co-optation”
• Change of government – new government hostile to unions, goes in different reform directions
Alberta Canada

- Government hostility toward teachers and teacher unions
- Significant drop in funding for education
- Alberta Teachers’ Association sets and maintains consistent message that education system is good but needs government support
- ATA has democratic decision making structures
- ATA has longstanding professional learning programs for teachers
- ATA sets own direction for future of education no matter whether government is supportive or hostile

Cautions for Reform-minded Teacher Unions

- Government will always have legal authority
- Need to balance relations with decision makers and relations with teacher members
- Strength and consistency of message link reform to teaching and learning conditions
- Look for opportunities for partnership but also work independently
Social dialogue
and interest based bargaining
in education

Oliver Liang
International Labour Office

Education and decent work

- Freedom of association for teachers
- Child labour
- Skills andemployability
- Working conditions of teaching personnel
Fundamental principles and rights

- Freedom of Association and Protection of the Right to Organise Convention, 1948 (No. 87)

- Right to Organise and Collective Bargaining Convention, 1949 (No. 98)

- ILO/UNESCO Recommendation concerning the Status of Teachers, 1966

Social dialogue: basics

- Institutionalized dialogue
- Dispute prevention and resolution mechanisms
- Information
- Consultation
- Negotiation
- Overriding interests in the public sector
- Teachers: important but not essential
Types of conflict

- Interests
- Rights
- Structures
- Values
- Information
- Relationships

Conflict management approaches

- Avoidance
- Power
- Rights
- Consensus
Positional bargaining

- Advance negotiation positions (ask and reserve)
- Overstated positions
- Public commitment to positions
- Use of power tactics, dramatic language
- Lengthy negotiations
- Different sources of information
- Final agreement presented as a dissatisfactory compromise

Positions vs Interests
Mutual gains bargaining

- Interests instead of positions
- Joint training
- Joint exploration of interests
- Joint research and sharing of information
- Reduced caucusing
- Confidential negotiations (no press)
- Discussion of issues, then joint exploration of options
- Third party experts
- Agreement on procedures

Requirements

- Commitment to good faith
- Trusted, shared information
- Cohesive constituencies
Potential benefits

- Can offer new approach in stalemate
- Same wage outcomes
- Focus on policy issues
- Can lead to a better relationship
- Can lead to better public image
- Can lead to more sustainable outcomes

Potential risks

- Constituent mistrust
- Co-option
- Hug me, mug me: worse short term outcomes
- Difficult to work in a climate of mistrust
- Does not address past
Can it work?

- It’s a theory, practice may vary
- Hybrids are usual
- National context important
- IBB needs to be critically reviewed by both parties

Role play experiment

- Read the brief carefully
- Stick to the facts
- Use your imagination
- But don’t get carried away....
شكرا جزيلا

For more information:

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The SNE/FDT has decided together with its Dutch and Spanish partners (FNV/AOB, Hivos, the Stop C L Global Campaign and ISCOD) to fight school drop-outs since they and Education International recognize the crucial role education unions, like SNE/FDT, can play in accessing schools, students, parents and their communities through their members, teachers, headmasters of schools and other education staff.
The project focuses on the prevention of the child labor for children who are at risk of dropping out of schools and retaining them in school.

No eradication of child labour without Education of Quality

Teachers and school headmasters are the key players
II- “Fighting Against Child Labour by fighting Against School Drop-out” Project.

- Started in Fez in 2004 in collaboration with FNV and AOB (Dutch Unions) in 8 Schools
- Expanded to other regions in Morocco in 2008 (Meknes, El Jadida, Laarache, Marrakech) in 5 schools
- The same program implemented in other regions in collaboration with ISCOD in 2010 (Ouzanne, Laarache, Chaouen) in 5 schools

The targeted schools were chosen because of their high rate of school drop outs

The Objectives

The objectives correlate with quality education:

A- Quality of teaching

- Training teachers:
  - Reinforcing their pedagogical and didactical skills and capacities
  - Permanent monitoring
  - Individual support for weak students
  - Inclusion of all students
  - Communicating with parents, NGOS
B- Quality of the learning environment

- School environment
  - Logistic infrastructure
    - Learning materials, classrooms, sanitary, provisions
    - Libraries, sports facilities.
  - Pedagogical infrastructure
    - Counseling (& individual) help
    - Extra-curricular activities
    - Involvements of parents

C- Quality of management

- The attitude and motivation of the school headmasters is essential
  - Networking: building relations with other stakeholders around the school
  - Motivate teachers: give time for training, individual help for students, exchange of experience among colleagues, visits to some students’ homes.
  - Organize extra-curricular activities.
  - Open the school to parents
Building Partnerships

• Roles of stakeholders
  
  • The government is always responsible for the total educational infrastructure (MEN, Ministry of labour, Ministry of Family...).
  
  • The role of the civil society can be that of initiator or provider of support for specific needs. But never that of the government.

• Role of the SNE/FDT
  
  • Role with respect to:
    
    ✤ School: direct access to teachers, providers of training and information
    
    ✤ Civil society: building networks involving other unions, NGOS, authorities, parents
    
    ✤ Government/authorities: pressurizes and negotiates for a fair budget for education, quality teacher training, good work conditions for teachers, taking over the initiated improvement in education.
III – “Safi, a city without Child Labour” Project based on Child Labour Free Zone approach

- **Phase 1: Preventive:**
  - The same program as the previous one
  - To retain students in school

- **Phase 2: Curative:**
  - Area-based approach
  - The choice of the industrial zone from 4 zones where children work
  - Withdraw children from work place and (re)integrate them back into school

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Major accomplishments and results:

- The statistics showed that:
  - 90% of children have been prevented from school drop-out in the targeted schools in Fez
  - 85% in other 4 regions
  - 62% in Chefchaouen, Ouazzane
  - The number of the enrolled students in these schools has increased.
  - In the 12 selected pilot schools, no drop outs have been registered Safi
  - 12 children were withdrawn from and re-integrated in non formal classes
So, who has won?

Children: are not working anymore and the ones at risk for dropping out like to be in school
Parents: are better informed and know they are welcome in schools and trade unions gained confidence in teachers and respect SNE/FDT
Teachers: are better trained and proud of their achievements
School directors: have an attractive school and motivated teachers
Our trade union: have a growing membership and involvement of members and is more respected by the authorities

Thank you
ANNEX IX: Presentation by Javier Vaquero, ISCOD: Commitment to Solidarity from the UGT (General Union of Workers)
- Education and training
- Labour Marquet
- Migration and Development
- Transnational Enterprises
- Multiplier agents
- Development education for global citizenship
- Socio-productive projects

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ANNEX X: Results from Participant Survey

The participant survey results covered 6 main areas. Participants noted the main issues in each area as well as proposed solutions. Results from the survey are listed below for each area.

I. Area 1: Teacher Pre-service Training and Preparation

Main issues:
1. Inadequate pre-service preparation programs
2. Inadequate in-service training programs
3. There is no law which necessitates obtaining certain certificates or training programs to teach
4. Lack of qualified trainers
5. Closing most training institutions
6. Teaching methods are obsolete

Main solutions:
1. Pre-service programs need to be modernized
2. In-service training programs need to be improved
3. Teachers must have certain training programs before teaching
4. Establish a cadre of qualified trainers
5. Re-open the training institutions
6. Modernize training methods
7. Improve the criteria for selecting new teachers

II. Area 2: Recruitment and Deployment of Teachers

Main Issues:
1. Cancelation of giving graduates of the faculties of education priority to be appointed as teachers
2. Fairness of distributing teachers between urban and rural areas (urban areas get excessive numbers while rural areas get less than their need)
3. Distribution of teachers is done in a random way
4. There are no criteria for distributing teachers
5. Politicians interference
6. Distribution is done basically from the ministry's headquarters centrally
7. Many schools are located in remote areas in relation to teachers living quarters

Main solutions:
1. Giving priority for graduates of faculties of education to be hired as teachers
2. Provide incentives for teachers in remote areas
3. Establish reasonable criteria for teacher selection and distribution
4. Establish decentralization policies
5. Involve syndicates and associations of teachers in the selection and distribution processes of teachers to the different areas

III. Area 3: Teacher Workloads and Working Conditions at School (No. of classes to be taught weekly and other duties)

Main problems:
1. Over-crowded classrooms
2. Two-shift schools
3. Lack of A.V. aids
4. Number of classes to be taught, especially for new teachers) is many
5. Extra-curricular activities is an additional burden
6. School environment is not a healthy one including the school building
7. Violence at schools
8. Waste of scarce resources

Main solutions:
1. Building new schools especially in remote areas
2. Providing modern A.V. aids
3. Fair distribution of the number of classes to be reasonable
4. Appointing additional teachers to carry the extra load and the extra-curricular activities
5. Adding practical activities to the main subjects for better comprehension and learning by students
6. Improving the school environment in general

IV. **Area 4: Teachers Support and Professional Development**

Main problems:
1. Training is traditional and does not attract most teachers
2. In adequate training budget and resources
3. Some central authorities do not really believe in training as a means to improving the teaching-learning process
4. Most teachers are not covered by the available training programs
5. Absence of a clear policy for teacher training
6. There is no value for attaining Master and PhD degrees by teachers

Main solutions:
1. Make a training guide for teachers
2. Connect promotion to some important training programs
3. Provide continuous and relevant training
4. Provide modern A.V. aids for the training programs
5. Improve opportunities for teachers who attain Master and PhD degrees

V. **Area 5: Salaries, Benefits and Incentives**

Main Problems:
1. Low salaries and incentives
2. Social services are either non-existent or very limited
3. Because of the low salaries and limited social services, private tutoring comes as a natural result.
4. More work (classes) with no additional incentives
5. Inappropriate position of the teachers socially
6. Inappropriate position for the ministry of education in relation to other ministries

Main solutions:
1. Improve salaries and incentives for teachers
2. Improve social services for teachers
3. Provide additional pay for additional work
4. Improve the teacher's position socially
5. Improve the ministry of education position among the different ministries
VI.  **Area 6: Leadership and autonomy of schools and Ministry of Education**

Main problems:
1. Weak leadership at both school and ministry levels
2. Traditional management which depends mainly on central authorities and hierarchy
3. There are no criteria for selecting leaders both at school and ministry levels
4. Absence of the concept that school is not only an education entity but it is also an entity which prepares future generations for leading the country
5. Non-existent of proactive management
6. Schools do not have autonomy or an independent budget
7. Mixing the responsibilities between the center, the other administration levels and the schools

Main solutions:
1. Make a fundamental restructuring of the administration of the education system nation-wide with focusing on decentralization and school autonomy
2. School-based reform
3. Establish criteria for selecting leaders
4. Improve school management
5. Improve school autonomy and provide schools with an independent budget
6. Re-establish the school's role to become a place for preparing future leaders