

**EDUCATION AND SOLIDARITY NETWORK**

# **2015**

## **Activities Report**



The year 2015 was a turning point for the ESN: both a time to take stock and to map out future prospects. The Ottawa GA, which was held in July 2015 on the fringes of **Education International's** World Congress, made it possible to define the scope of the ESN's activities and the major axes of its 2015-2019 multi-annual work programme. This was also an opportunity to renew the members of the BD and the Bureau. On this occasion, Matthias Savignac was elected ESN President.

## PROJECTS

In 2015, the ESN focused its attentions on the successful realisation of its priority projects, in addition to the formalisation of its scope of activity around three major issues: the promotion of health at schools; the development of social welfare in public, universal and quality health care; and the mobilisation of young generations around solidarity issues.

### (ISSUE I) Promotion of health in schooling

#### *F'acteurs Santé à l'international [Health F'Actors International]*



In 2015, the F'Acteurs Santé tool developed by **MGEN** in France was presented to the Belgian and German partners as well as at the Ottawa GA. The Belgians, **Solidaris - Latitude Jeunes**, as well as the **Landkreis de Kassel [Kassel District]** Germans wanted to test this system in pilot schools. Subsequent to the approval of the internal studies that these groups carried out, steering committees were organised with the ESN and the **MGEN** in late 2015, within the chosen schools, with a calendar providing for the implementation of the system in 2016. At the **MGEN**, legal and data protection projects for the tool were launched.



In the second semester of 2015, a student doing a masters in the promotion of health in schooling joined this project in order to analyse, within a research process, the mechanisms for adopting and adapting the tool in various national contexts.

#### *International investigation into the occupational health of education sector professionals*



ESN members have been working on this study since 2014 (**NEA, THF, CSQ, MGEN, CIESS**). In early 2015, the online questionnaire on the ESN website was circulated in numerous countries. More than 3000 responses were gathered in France, the United States, Canada, Australia, Colombia, Portugal and El Salvador. The **MGEN** temporarily provided the ESN with a statistician, who carried out the analyses and drafted a global report and the country reports in the summer of 2015.

The results were sent to members and presented at the Ottawa GA, as well as during various collaborative workshops thereafter.

### *Collaboration with the SHE network (Schools for Health in Europe)*



In early June 2015, a first meeting between the ESN and the **SHE network** took place during an international seminar on the promotion of health in schooling, organised at the **MGEN** with **EI**. Subsequently, axes of collaboration were implemented, notably translation of the “SHE MANUAL” tool into French with the **MGEN**, and the organisation of an ESN /SHE collaborative seminar for 2016, aiming to enable the members of the two networks to meet to approach the issues of promoting health in schooling for quality education.

### (ISSUE II) Development of universal and quality social protection

#### *Burkina Faso: creation of a health mutual for education sector professionals*



Following the political problems of 2014, the project was suspended. But the passing of the law on Universal Health Insurance in September 2015 by the Transitional National Council lead to the work being resumed. A meeting in late October 2015 made it possible to assess the socio-political situation, to reconfirm the commitment of the northern partners (**MGEN**, **Solidaris**, **CSQ**, **the Luxembourgish**), but also of Burkina Faso’s education trade unions collective coordinated by the **SNEA-B** and **NGO Asmade**. A road map for 2016 has been drawn up.



On the other hand, the ESN organised a collaborative seminar around the challenges of developing health insurance and the mutualist movement in Africa, with unionists and mutualists from Burkina Faso, the Ivory Coast, Guinea-Conakry, and Niger.

#### *Colombia: education on social welfare, mutuality, responsibility*



For 2015, the ESN received a grant from **Alliance for Responsibility** for this project. Throughout the year, the Colombians lead a working group (“La Mesa”) bringing together stakeholders in social welfare (**AIM**, **AMA**, **Gestarsalud**), education and government. The subjects for the education modules were chosen and responsibilities distributed.

#### *Haiti: health and social welfare education*



In 2015, the 2<sup>nd</sup> phase of PROCEDH [Collective Programme for the Development of Education and Social Dialogue in Haiti] got underway. It aims to support the implementation of “educational communities” capable of leading education improvement projects, defined on the basis of participatory appraisal. **EI** has joined the steering committee of the PROCEDH. The ESN has sustained discussions surrounding the challenges

of promoting health in schooling for the Port-Au-Prince educational community with the **MGEN**, and advocacy for social protection from the education unions with the **CIESS**.

### (AXIS III) Mobilisation of young generations around solidarity issues

#### *International and virtual community of young teachers*



In 2015, an assessment was made regarding the online community pilot. Although some projects have been created, such a platform cannot be sustainable without substantial financial and human resources to develop the digital tool, motivate the community on a day to day basis, and to offer serious support to project leaders.

#### *“Youth and Solidarities” workshop in Ottawa*



Plans were made for a “youth and solidarity workshop” throughout 2015 by a small group of young unionist and mutualist teachers from Québec and France. This workshop, which took place at the EI World Congress in Ottawa, aimed to give young people a position and a voice on the issue of obstacles to and incentives for their commitment within solidarity organisations.

## MOBILISING TOOLS

In 2015, the ESN formalised its mobilisation tools, on the basis of the recommendations resulting from the workshop conducted with the African education unions in Kenya. Communication should allow information-sharing. The universities should contribute to raise awareness around our projects and to facilitate their replication elsewhere. An online and offline tool box should make it possible to publish resources useful to ESN members. Collaborative workshops should make it possible to raise awareness and share experiences. Finally, a project leader support programme should be put in place.

### Communication



The ESN’s logo, graphic charter and institutional brochure were updated in late 2014 - early 2015.

In the first half of 2015, communication was intense, with the publication of numerous articles on the ESN website, in addition to the monthly dispatch of the newsletter. The ESN was also active on social networks, with the promotions of its Facebook page and the creation of a Twitter account used for the first time during the Ottawa GA.

In late 2015, with the ESN’s human resources having been scaled back, communication activities were less significant.



### Tool box/mobilisation kit



For the Ottawa GA, the ESN developed its tool box with the creation of a dozen sheets: member sheets, project sheets, action sheets, methodology sheets. These sheets were formatted and incorporated into a “mobilisation kit” box distributed at Ottawa. This box also contained a booklet summarising all EI resolutions on the subject of health in schools; the ESN’s institutional brochure in addition to the ESN’s activities programme for Ottawa.

### Collaborative workshops

Over 2015, the ESN put in place a collaborative methodology to enliven its workshops. Collective intelligence methods have made it possible to organise meetings in which participants actually became stakeholders, and could really get to know each other and have real deep conversations.



These methods were tested, firstly in Nairobi in Kenya during EI’s annual meeting for the Africa region in February 2015, then during the GA of the AIM in Liège in June 2015, and finally during the ESN’s GA in Ottawa in July 2015, with the organisation of an Open Forum of 150 participants, and various collaborative workshops throughout EI’s World Congress.



### Action-research



In partnership with **CLEERESS** (*Cluster Education Teaching Research in Social and Solidarity Economy*), the ESN instigated some initial reflection on action-research. In 2014-2015, a first pilot study was carried out on the “study on the workplace health of education sector professionals” project. Subsequently, a young student doing a masters on the promotion of health in schools was chosen to carry out her research thesis on the “F’Acteurs Santé à l’International” project.

### Advocacy

The ESN should fuel the advocacy campaigns lead by its members. The year 2015 saw the adoption of the Sustainable Development Objectives which include quality education, good health and well-being, but also social welfare promoting decent employment, economic growth and the reduction of inequalities. The issues surrounding the privatisation of the education and health sectors are also at the heart of the battles lead by the ESN’s members.

## LIFE OF THE ORGANISATION

### Governance



Since the EGM of September 2014, the ESN has committed itself to a dynamic which aims to mobilise its members, with greater strength, within projects but also within the life of the organisation.



The Ottawa GA demonstrated there is an interest in coming together again in a manner that is less institutional and more collaborative and open.

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### Finances



For 2015, as for 2014, the ESN drew from the reserves it had built up over previous years in order to successfully complete its pilot projects and to prepare for a large GA in a position to significantly mobilise participants. In Ottawa, the ESN together with the **MGEN** held a very visible stand which made it possible to welcome a large number of people and to organise demonstrations of F’Acteurs Santé.

The deficit recorded by the ESN over 2014 and 2015 therefore corresponds to a desire to invest, after several years of surplus. This deficit cannot however become structural, and the ESN's members made a commitment to finding new members and economic models in order to ensure the financial sustainability of the organisation.

### Memberships and partnerships

In 2015, the ESN welcomed as members and partners:

- Costa Rican education union, **ANDE**
- Filipino education union, **ACT**
- Nigerien education union, **SYNAFEN**
- Luxembourg education union **OGBL-SEW**
- The NGO **Solidarité Laïque**
- The association **Essentiel**

### Human resources



In the first half of 2015, the ESN had two salaried employees: Its General Delegate, Thierry Weishaupt, made available and paid for by the MGEN, and project leader, Danaë Desplanques, made available by the MGEN and paid for by the ESN.

In the second half of 2015, following the growing involvement of the ESN's General Delegate in one of MGEN's strategic projects in China and the integration of the ESN's project leader into the Cabinet of the MGEN President, the ESN found itself lacking in human resources. Solutions have been devised with the MGEN as from late 2015.

## CONCLUSION

The year 2015 has seen the successful conclusion of years of intense work to realise the ESN's priority projects and to make an impact during the EI World Congress in Ottawa. The ESN has thus been able to clarify its remits and its scope of activity and to plot out its major areas of development for the years to come. The main difficulty has resided in the lack of human resources over the second half of 2015, as well as in ESN's financial sustainability following two years of heavy investment.