

# EDUCATION AND SOLIDARITY NETWORK

ESN 2020 ACTIVITY REPORT



Education  
and Solidarity  
Network







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# THE ESN IN BRIEF

## Les chiffres-clés

.....



**45**  
STAFF  
MEMBERS

**5**

CONTINENTS



**28**  
COUNTRIES

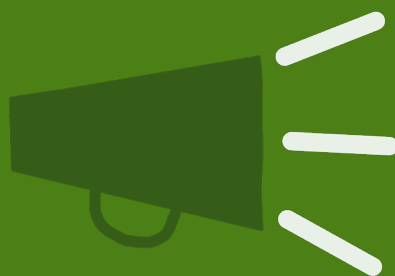
**4**

NEW  
INITIATIVES  
SUPPORTED



**11**

INTERNATIONAL  
EXCHANGE  
VIDEOS CREATED



MORE THAN  
**120**  
COMMUNITY  
ACTIONS  
CARRIED OUT



# 2020 en un coup d'œil

## MARCH

Participation in EI Development and Cooperation Meeting, Social Protection Education Day, SACHA project mission in Brussels

## JUNE

ESN Board of Directors and General Assembly held online

## JULY

ESN participation in the Colombian union Fecode's webinar on schools and the pandemic

## OCTOBER

Publication of the ESN "Memoir of the Pandemic"

## NOVEMBER

Geneva Health Forum & ESN Board of Directors online

## DECEMBER

Education and Solidarity Network Webinar for Universal Health Coverage

## PROJECTS CARRIED OUT OVER THE WHOLE YEAR



Constitution of the steering committee for the "International Barometer of Health and Well-being of Education Professionals"



Remote facilitation of capacity building activities within the framework of the SACHA project



Creation of an ESN working group on "Social Protection education"

# “A MEMOIR OF THE PANDEMIC”

“Health mutuals, Social and Solidarity Economy (SSE) companies, education unions and other civil society organisations, the members of the Education and Solidarity Network (ESN) have been at the heart of the health and education crisis and the first to respond on the ground. They analyse the challenges they have faced, the responses they have provided and explain how they want to turn this moment of crisis into an opportunity to strengthen impact projects to guarantee access to health, social protection and education for all. And now more than ever, to bring their values of solidarity to life.

## Front line carers and teachers

In just a few months, Covid-19 has affected the way humanity lives. First of all, the resilience of health systems around the world has been put to the test. In some countries, already fragile health systems have been pushed to the brink of collapse by the epidemic, with dramatic consequences for access to other health services, including reduced maternal and child health services.

The health crisis has become a social and humanitarian crisis. This happened because the human right to social security is not yet a reality for a major part of the world's population: today

55% of the world's population has no form of social protection. It is these more than 4 billion people without access to healthcare, family support and unemployment assistance who have been most severely affected by the pandemic.

The education system was immediately affected. More than 1.6 billion pupils and 63 million primary and secondary school teachers have been affected by the educational crisis resulting from Covid-19, with sometimes dramatic consequences: casualisation of education staff, mental health problems, school dropouts, increased violence, loss of access to school health services or food, and an increase in child labour. It is therefore likely that millions of children – especially girls – will not return to school as a result of the coronavirus outbreak.

Never has the interdependence between health and education been clearer. It is this link between these two worlds that has led our various SSE and civil society organisations to come together to form a network. We are convinced that a healthy student learns better and for longer. Through education, they will be able to make healthier life choices in the future. Similarly, having a physically and mentally healthy teacher contributes to the quality of education. We therefore maintain that health and safety in schools are preconditions for





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WINDOW

12 December 11 November 10 October 9 September 8 August

People who provide security at home	People who keep peace and security	Child abuse	Tools used for security
father mother uncle grandmother elder children Security guard	Parents Religious leader Police man Teacher Security guard Children	kidnapping over beating Raping child burning denying children child labour	gun baton spear bow and arrow Bible Quran

see sound a  
meet seek fee s  
see seen heel c  
keep need seem  
doop seed feet b  
weed seed week b  
speed beef beep

the creation of quality education systems, while schools are in turn privileged spaces for the promotion of health, and learning about equality and solidarity. Together as education unions and health mutuals around the world, we defend public, free, quality education, we act for access to health care, social protection, mutual care and decent work for all.

### **Maintaining “warm solidarity” to face the pandemic**

Our structures have also been affected in their daily functioning by the coronavirus outbreak. From the abrupt interruption of sources of income due to stopping all activities during lockdown (Burkina Faso), to members having difficulties in paying subscription fees to health mutuals (Republic of the Congo), to the reduction or postponement of international cooperation funding, the crisis has tested the financial strength of our organisations.

In this difficult situation, our members, true local actors, have worked to put in place the best solutions available for the benefit of students, patients, members, families, colleagues and vulnerable people. This was done to respond to the urgency of the situation, without renouncing our culture and our model of solidarity and democratic entrepreneurship.

From the beginning of the crisis, trade union organisations have supported their colleagues remotely and in the field to ensure pedagogical continuity and defend the safety of education staff, often in the absence of resources to provide education remotely, and sometimes in the face of contradictory injunctions from their relevant ministries. Unions have also been involved in organising the return to school, coping with the stress and anxiety of teachers regarding possible contamination, and often without adequate personal protective equipment.

In hospitals, health centres or care centres for the elderly, the Network's organisations have helped to ensure the continuity of health

services, to take charge of care, or to break down social isolation and support the most vulnerable members of the social security system. Digital tools have made it possible to maintain ties with members, patients and social security contributors, and have also provided tools for prevention, information, health promotion and support, such as the Mesdocteurs remote consultation services (MGEN, France) or the #EnsembleContreLeCovid (together against Covid) platform from VYV Group's stakeholders (France). In Belgium, mutual companies have committed themselves as field operators in contact tracing and monitoring with a view to break the virus' chains of transmission, while at the same time laying down the necessary markers in terms of respect for the protection of privacy.

The need to ensure pedagogical continuity remotely has also considerably highlighted educational inequalities. Although the impact of the pandemic varies from one context to another, students and education personnel who were already in vulnerable situations have been the most affected. Learners with computer equipment or family support were able to continue their learning in this unusual situation. But today, more than half of the world's students have neither internet access nor adequate equipment to benefit from distance education programmes, as the poorest households do not have access to television or radio. In the Gambia, the Gambia Teachers' Union (GTU) organised the distribution of books and more than 500 solar radios to enable learners in rural areas to access the national distance education programme via radio and television.

As far as the internal functioning of our organisations is concerned, in order to continue to maintain our democratic governance, our bodies and meetings have been held online, in shorter lengths of time but more frequently. The functionality of remote working has also been reconsidered, but this should not preclude the handling of work-life balance issues.





HOPE



## **“Human support and local solidarity”**

In education as in health, we have seen that face-to-face contact is more than essential. We will thus have to continue to find the right balance between the strength of technology and the importance of relationships, without ever falling into the “all-digital” approach, which opens the door to the commodification of education in many countries.

Innovation, both social and technological, has therefore consisted of taking care of others despite social distancing. This is our reason for being: human support, local solidarity.

In France, the MGEN embodied warm solidarity with a large campaign of appeals to its members. The sole purpose of the campaign was to check up on members, especially those over 75 years of age, to ensure that they were not suffering too much from the isolation of lockdown. In Colombia, one of the challenges faced by health mutuals was to extend home-based services from the cities to remote areas. An operational challenge, as health care providers are not always available in remote areas and the network of public providers does not offer home care. The Costa Rican union Asociación Nacional de Educadores (ANDE) has provided daily food aid to members who have lost their source of income due to the crisis, as well as financial assistance to any members who have been infected with the coronavirus. Finally, in Belgium, the association “Un Pass dans l’Impasse”, created by the health mutual Solidaris, has set up a free telephone helpline for self-employed workers in distress.

## **Revaluing the subjects of prevention, mental health and our types solidarity action**

In this crisis situation, social dialogue and trust in education and health workers are now more important than ever. The coronavirus outbreak will consecrate our organisations’ social performance. We have proven that our organisations are resilient and capable of finding solutions to critical challenges, thanks

to the first-rate professional and human skills of our staff, activists, employees and partners. We will have to continue to fight to ensure that our agility and expertise, but also the specific nature of our professions and our models of solidarity-based entrepreneurship, are recognised and enhanced.

Within our organisations, the health crisis will also have confirmed our positioning and converted certain subjects for action into priorities.

This period will highlight the importance of creating a culture of prevention, and in particular the key role of health education through educational communities.

In terms of prevention, lessons learned from the crisis have focused on how to disseminate messages to best reach our audiences and encourage new behaviours. They include the co-creation of messages, the importance of the relationship to personal experiences (testimonies of close relatives), the fight against fake news or the promotion of a scientific culture.

The psychological trauma generated by the pandemic has brought the issue of mental health to the forefront. Issues related to stress at work, overwork and burnout were already on our organisations’ agenda, and they continue to develop psychological support systems for their beneficiaries. Ensuring the well-being of teachers and students is also a priority for education systems and teachers’ unions today.

In Colombia, the organisation Gestarsalud sees this as an opportunity to accelerate projects that enable action to be taken on the main determinants of health, including food and nutritional sovereignty and security. In this way, the aim is to have an impact not only on improving health itself, but also on the generation of income for families and communities.

Finally, from an operational and strategic point of view, the crisis has highlighted the need for some of our organisations to strengthen their operating model and their capacities for action



(new communication and intervention tools for beneficiaries, search for new funding), or even the interest in accelerating collaboration, to the point of coming together in groups in order to cushion such shocks as much as possible.

### **International exchange and cooperation to return to the fundamentals of co-existence**

Can this crisis help us to build tomorrow's society together?

In contrast, the Covid-19 crisis exposed some central findings: the global interdependence of states in the face of the threats of pandemics and climate change, the dangers of neo-liberal policies, the inequalities caused by the privatisation of education and health, the urgency of putting in place comprehensive, universal and collectively financed social protection systems.

This health catastrophe was a real wake-up call. It reminded us that health, education and solidarity against the risks of life are the cornerstones of our societies and, by the same token, reminded us of the essential role of health care workers and educators. It also demonstrated that a model favouring cooperation for the common good is best suited to tackle these health, social and environmental crises.

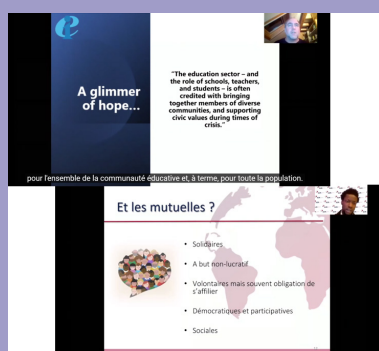
We remain vigilant in the face of the many unknowns linked to the evolution of the pandemic: we fear the health risks, the extent of the economic and social crisis, and we continue to be alarmed by political manipulation and attacks on social and environmental achievements.

Above all, however, we are confident in our collective ability to meet these social, economic and ecological challenges. We are optimistic about the capacity to mobilise young people on solidarity issues. We are confident in our organisations, which are true forces for change and which maintain in their DNA the concern for others, solidarity and democracy.

More than ever, we will continue to act to ensure quality education, access to health care and social protection for all on a global scale. To this end, we are calling for cooperation on the subjects of sustainable development in the broadest sense, for sharing good practices for the promotion of the physical and mental health of educational communities, for exchanging views in order to foster solidarity-based ways of doing business and public policies that place the human being at the centre. Let's mobilise our collective intelligence and join forces for a second wave of solidarity!"

# COMMUNITY OF VALUES

In 2020, in the context of the health crisis, the ESN continued to gather and mobilise its members internationally around an advocacy for solidarity, not-for-profit initiatives, and democracy.



## Webinar of the Education and Solidarity Network for Universal Health Coverage

Ahead of the International Universal Health Coverage Day, the Education and Solidarity Network (ESN) organised its first webinar in the form of an international panorama on Friday 11 December 2020. On the agenda: the presentation of the challenges of Universal Health Coverage and the role of educational communities in this mobilisation for #HealthForAll.

The event took place on the eve of the International Day of Universal Health Coverage (UHC), the 12th of December, which marks the anniversary of the United Nations General Assembly resolution calling on all nations to ensure access to affordable, quality health care for all people everywhere. Representatives of the founding members of the Education and Solidarity Network introduced the theme of the webinar and presented their perspectives on these topics. Three representatives of ESN member organisations, the Fédération Nationale des Enseignants et Educateurs sociaux du Congo (DRC), Gestarsalud (Colombia), and the Centrale des Syndicats du Québec - CSQ (Canada) addressed the issue of the interdependence between health and education.

This virtual meeting will be the starting point for a series of international discussions on themes at the crossroads of the worlds of education, health and the SSE. The ESN has initiated the preparation of the next webinars for 2021 on the themes of: "teachers' health and stress"; "SSE education"; "engagement and activist renewal".

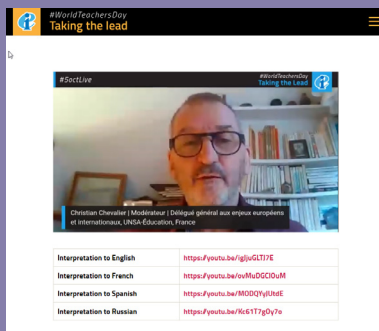
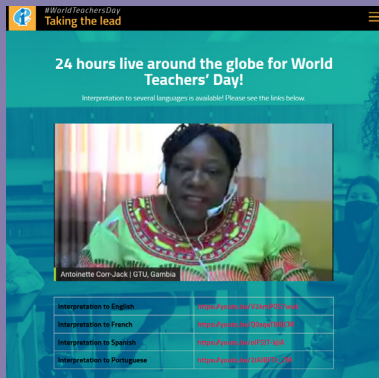


## A Memoir of the Pandemic

The ESN coordinated the drafting of an international panorama of ESN members' analyses of the challenges they faced during the pandemic, the responses they provided and what they took away from this moment in terms of confrontation, social innovation and the reaffirmation of values. Extracts from the overview are presented in the introduction to the activity report.







## Representation of members at international meetings

The ESN has participated in several international meetings, both face-to-face and online, including:

- Education International's Development and Cooperation Meeting in March 2020
- The webinar "The New Normal: Amplifying the voice of young people" organised by global unions in July 2020
- The "Young People and Social Security" award ceremony of the Ecole Nationale Supérieure de la Sécurité Sociale in July 2020
- The Mont Blanc digital meetings organised by the International Network of Social and Solidarity Economy (SSE international forum) in October 2020
- The dialogue between Civil Society Organisations and the WHO Director General around the theme "Promoting the health and well-being of young people during the COVID-19 pandemic: Fostering youth engagement in participatory governance" in October 2020
- Education International's World Teachers' Day in October 2020
- The "10th Global Forum on Health Promotion" organised by the Alliance for Health Promotion in partnership with Health Nexus and the Canadian Society of International Health in October 2020
- The Forum for Innovative Health Practices at the Geneva Health Forum in November 2020



## Facilitation the network, and creation of international links

Mostly remotely, the ESN secretariat has continued to promote bilateral meetings between ESN members and partners who share common issues, complementary tools, or different points of view.

- The ESN linked representatives of UNSA-Education, Fecode, Federación Colombiana de Educadores (Colombia) and Gestarsalud following the webinar organised by Fecode on school reopening.
- Through the ESN, MGEN's partner association Horizon Sport has forged connections with the NGO Essentiel and the actors of the AGIL project in Senegal.
- New links have been forged with actors in Latin America, particularly with the mutual insurance companies of CAM, Confederación Argentina de Mutualidades (Argentina).
- During the "Social Protection Education" day, the representatives of Essentiel, an ESN member, were able to meet with Latitudes Jeunes, Adosen, Cemea-Haïti and the association L'ESPER, and create new collaborations in France.
- The ESN prompted the meeting between representatives of NASUWT and Social Enterprise International (both members) who discussed the possibility of collaboration on the theme of education and SSE.
- The ESN proposed to several of its European members, including Adosen (France), the SER (Switzerland) and its partner the UNESCO Chair Global Health and Education, to take part in a round table on the theme of mobilising young people on health issues, within the framework of the Geneva Health Forum 2020 (cancelled due to the conversion to a virtual Forum).



# A COMMUNITY OF SUBJECTS

In 2020, the ESN continued to promote the exchange of good practices and expertise on the topics of:

- Promotion of occupational health for education professionals and health education
- Extension of solidarity-based social protection systems and creation of a social protection culture

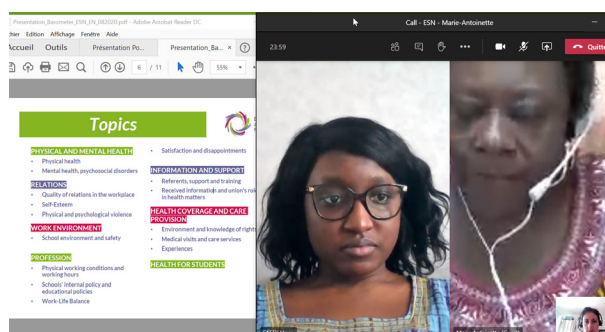
## THE HEALTH OF EDUCATIONAL COMMUNITIES

### Preparatory work for the launch of the international barometer on the health and well-being of education professionals

In 2020, the ESN began the preparatory work for the realisation of the 1st edition of the international barometer of the health and well-being of education personnel, the first edition of which is planned in 2021 in 6 countries on 3 continents.

The ESN created the project's working group in which representatives of UNSA-Education (France), MGEN (France), CSQ (Quebec), CGSP Enseignement (Belgium), GTU (Gambia), SINAADEP (Mexico) are participating. The UNESCO Chair Global Health and Education, through its representative MinChien Tsai, as well as the MGEN Corporate Foundation for Public Health are participating in the project as members of the scientific committee.

The objectives of the international barometer of the health and well-being of education personnel are to obtain data on the health and well-being of education professionals and its determinants to inform advocacy for the health and well-being of education professionals at national and international levels, and to identify common "trends" and differences between countries to learn from each other and share solutions.





## Promotion of surveys on teachers' health in France, Canada, the UK...

- The ESN participated in the webinar "Teachers' health today and tomorrow" of the MGEN Corporate Foundation for Public Health and the UNESCO Chair Global Health and Education on 3 December 2020.
- The ESN published within the network the CSQ's "C'est pas dans ta tête" (It's not in your head) campaign to raise awareness on unhealthy management practices that can lead to physical and psychological health problems.
- The Mental Health Report: Canadian Teachers' Response to the Coronavirus (COVID-19) - the Canadian Teachers' Federation (CTF) Pandemic Study has been shared with ESN members
- In mid-May, the UNESCO Chair and WHO Education and Health collaborating centre launched a knowledge-sharing process on school reopening, including a series of surveys. The Education and Solidarity Network was a partner in this action together with FNES, REFIPS, RADIX and the écoles21 network, the Schools for Health in Europe (SHE) network foundation and the EUPHA

Health Promotion section. The ESN also participated in the UNESCO Chair Global Health and Education's interactive webinar "Covid pandemic, reconciling Education and Health" in July 2020

In order to highlight this research and these campaigns, a tab on the new ESN website will be specifically dedicated to the ESN barometer and to research on the health of education personnel carried out by ESN members and partners around the world.



# SOCIAL PROTECTION

## Exchange of expertise at meetings and conferences

The ESN has participated in several international meetings, both face-to-face and online, including:

- Social Protection.org webinar “How can social protection systems respond to the COVID-19 crisis?” in April 2020
- The webinar “Post COVID-19 issues on mutualist and solidarity dynamics in Africa” by Louvain Coopération in June 2020
- The dialogue around the theme “Promoting the health and well-being of young people during the COVID-19 pandemic: Fostering youth engagement in participatory governance” between Civil Society Organisations and the WHO Director General in October 2020
- Social Protection.org's online conference “Turning the COVID-19 crisis into an opportunity: What are the possibilities for social protection?” in October 2020

## Creation of an international working group on education for social protection and solidarity

The Working Group was born out of a day of exchange around the theme of “youth engagement for social protection” which took place on 9 March 2020. Representatives from MGEN, the ILO Social Protection Department, Adosen, Latitude Jeunes, L'ESPER, EN3S, CEMEA-Haiti, and Essentiel took part in the exchanges. The participants took part in workshops in “mutual interview groups” to share and pool their experiences, needs and challenges on the themes of youth mobilisation, health education and social security. The identified topics of interest for the participants were tools to better understand the needs of young people and to involve them, to popularise the history and functioning of social protection, to communicate with the young public on their rights, as well as to evaluate the impact of educational and mobilisation mechanisms for young people on these subjects.

These moments of exchanges and presentations of their programs and tools highlighted how the resources and activities of ESN member organisations and partners complement each other on this subject. In order to organise thematic working sessions and more regular exchanges, the ESN has proposed the creation of a “Social Protection Education” working

group. The aim of the working group is to create links between the initiatives of the Network's member organisations and partners, to improve and enhance their approaches, to create collaborations or to bring them together around common projects.



## GENDER EQUALITY

### Carrying out a joint interview on gender equality in the governance bodies of SSE organisations and unions

The observation that while their activist base is predominantly female, there are few women in positions of responsibility is shared by social and solidarity economy organisations and education unions. The ESN therefore coordinated a joint interview on the subject of gender equality in the governance bodies of member organisations. Mylène Bonnel (MGEN - France), Laurence Kamara (MUGEF-CI - Ivory Coast), Assibi Napoe (Education International Africa - Togo), Morgane Verviers (UNSA - Education - France), members of the Education and Solidarity Network (ESN), addressed the issue of gender equality in the governance bodies of their organisations. The interview highlighted different networks working for gender equality (African Network of Women in Education, International Network of Women in Solidarity) and educational programs (Stéréotypes Stéréomeufs campaign) of ESN members and partners.



## CLIMATE CHANGE EDUCATION

During the ESN Board meeting held in November 2020, the members stressed the importance of deepening conversation on the subject of education and the fight against climate change. In this respect, the ESN has relayed Education International's declaration calling for universal education on climate change.





## INTERNATIONAL COOPERATION AROUND SOLIDARITY PROJECTS FOR HEALTH AND EDUCATION

# A COMMUNITY OF INITIATIVES

In 2020, the ESN continued to support its members and partners, by connecting, facilitating and providing skills and experience for project development.

## REPLICATION OF THE BELGIAN GAME “SÉCURITÉ SOCIALE” (“SOCIAL SECURITY”) BY LATITUDE JEUNES IN FRENCH AND INTERNATIONAL VERSIONS

The ESN working group on social protection education's first task is to replicate the “Sécurité Sociale” game made by the partner organisation Latitude Jeunes. It is a board game developed around the 7 pillars of the Belgian social security system which aims to promote social protection to young people from the age of 14.

The members of this working group, which are the Essentiel association (France), the Ecole Nationale Supérieure de la Sécurité Sociale (EN3S - France) and Latitude Jeunes (Belgium), started working at the end of the year on the development of a version of the game adapted to the French context which should be launched in 2021. An international version will also be considered afterwards.



# PROJECT SACHA, SANTÉ DE LA COMMUNAUTÉ EDUCATIVE EN HAÏTI (HEALTH OF THE EDUCATION COMMUNITY IN HAITI)

In 2020, the ESN continued its work in the framework of the SACHA - Santé de la Communauté Educative en Haïti project, which has been deployed in Port-au-Prince since 2018. This project is coordinated locally by CEMEA-Haiti (ESN member) and internationally by the ESN. It is conducted in partnership with Solidarité Laïque (ESN member) and funded by the Belgian foreign aid service Wallonie Bruxelles International (WBI).

Through SACHA, 6 schools and 4 education unions are mobilising to empower the Haitian education community on the promotion of health and social protection at school. The aim is to encourage its stakeholders to take action on these issues with students and teachers in order to create better learning and working conditions.

In 2020, and despite the difficulties caused by the Covid-19 pandemic and the tense socio-political context in Haiti, the ESN was able to continue supporting Haitian partners in the deployment of the second phase programme of the SACHA project.



The student trainee Jean-Ricard Florestal, in charge of carrying out a study in the framework of the research-action axis of the project, travelled to Paris and Brussels from 9 to 15 March 2020. The programme of his mission included participation in the ESN Day on "Social Protection Education" organised at MGEN, meetings with the project's partners, including Education International, Solidarité, and Wallonie-Bruxelles Internationales (WBI), and participation in the Forum of the Wallonia-Brussels Council for International Cooperation. An opportunity for Jean-Ricard Florestal to talk about the successes, difficulties and latest developments of the SACHA project.

In Port-au-Prince, despite the health crisis, the activities of the Health Education, Citizenship and

Social Protection Committees ("comités d'éducation à la santé, citoyenneté et protection sociale" - CESCPS) continued with the support of the ESN and the project partners. These participatory bodies created within the participating schools have been able to carry out various initiatives on the topics of health, the sanitation of school areas and respect of protective measures against Covid for pupils and staff. The ESN also supported the actions of education unions affiliated to Education International, which organised meetings on the positive impact of healthy school spaces on the mental health of teachers and learners.



In Port-Au-Prince, during the 2019/2020 school year, schools were closed for several months due to the social crisis, and then from March 2020 in order to slow the spread of the virus. Following the reopening of schools in the country in August 2020, the ESN and the project partners carried out a survey to measure the impact of the Covid-19 pandemic on the health of the project's beneficiaries and to gather information on their needs within the project. The survey also contributed to the identification of priority themes for the organisation of capacity building training for the teaching personnel involved in the project.

In order to facilitate this training, to broaden the scope of shared knowledge and to foster the exchange of expertise at national and international level, while avoiding the restrictions linked to the health crisis, the ESN replaced a field mission in Port-au-Prince by the co-creation of video training capsules, made with several of its partners and members.

The production of these videos will take place at the beginning of 2021 on topics related to school health and prevention among young people; occupational health and well-being of education personnel; promotion of social protection; participatory project



management and collective intelligence animation; and union rights of education professionals. A training day is also planned to take place in the course of 2021 to give these capsules to the beneficiaries and give them advice, so that they can then use them as tools in their own awareness-raising activities.

Finally, the ESN coordinated the creation of a Europe-Haiti scientific committee as part of the implementation of the research-action axis of the project. This committee is made up of representatives from: Education International, the ESPRIT research

centre (University of Liège), the Haitian branch of the UNESCO Chair Global Health and Education, Solidarité Laïque Haiti, the CESCPS and the Haitian education unions. The members will be in charge of analysing the evolution of the project in order to propose recommendations and to contribute together to the modelling of the project for its replication. They will also be in charge of defining the programme for the organisation of a seminar on the promotion of health and well-being of the education community in Haiti in 2021 in partnership with the UNESCO Chair Global Health and Education.

## **END OF ESN'S SUPPORT FOR THE PROJECT TO CREATE A MUTUAL INSURANCE COMPANY FOR EDUCATION PERSONNEL IN BURKINA FASO**

The ESN has reached the end of its mission to support the Burkinabe education unions in the process of creating a mutual insurance company for professionals attached to Burkina Faso's Ministry of National Education and Literacy (MENA). The Board of Directors has thus decided to end the coordination of this project by the ESN.

Since 2009, the ESN's support to the project leaders (the unions) has been multidimensional, since it has covered the creation of a team made up of national, regional and international experts; the financing of certain activities and the active search for external financing; the facilitation of working sessions between the partners; and the organisation of training sessions and awareness-raising workshops on mutual insurance for Burkinabe activists in the field.

The foundations of the mutual insurance company are now sufficiently defined to allow it to be launched, but the difficulty of maintaining the mobilisation of the project's leaders has resulted in the project's activities being halted for more than a year now, with little outreach to its future beneficiaries.

A summary was produced with the aim of capitalising on this experience by proposing an analysis and retrospective of all the actions carried out by the various actors in this process. It was made available to the partners and experts involved in the project who had the opportunity to incorporate their amendments.

The ESN will continue to make any useful information that could facilitate the relaunch of work on this project available to the project's stakeholders.

## HEALTH AND CITIZENSHIP EDUCATION CARAVAN IN WEST AFRICA



At the invitation of PASS and in partnership with Solidarité Laïque, the ESN is participating in the development of a new project based on the creation and distribution of cartoons featuring African heroes and heroines.

Deployed in Côte d'Ivoire, this project also aims to offer classroom activities based on this video content to raise awareness among children aged between 6 and 10 about issues related to health at school, citizenship and solidarity. It also plans to create pedagogical guides that can be taken over by educators in order to conduct this type of awareness-raising workshop independently and thus encourage the covering of these subjects in schools on a permanent basis.



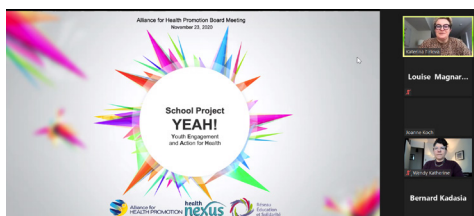
On the ESN's proposal, a research-action approach is envisaged in order to evaluate the impact of the project and to facilitate its replication in other countries of the region.

## YOUTH HUB: INTERNATIONAL INTERGENERATIONAL EXCHANGES FOR THE PROMOTION OF HEALTH

In 2020, the Network contributed to the setting up of a project focusing on the promotion of health and social protection among young people aged between 16 and 20 in partnership with the Alliance for Health Promotion (Switzerland) and Health Nexus (Canada).

Online meetings such as webinars are planned as a space for knowledge exchange and interaction, but also the supervision of the drafting of recommendations by young people to international bodies, including the World Health Organisation.

At the heart of this project is the desire to create opportunities for young people to link with experts on these topics in order to encourage intergenerational collaboration and to participate in putting forward their ideas on the proposed subjects.





## PARTICIPATION IN THE CATALYST BID SEI

The ESN was invited by its partner Social Enterprise International (SEi) to join a consortium of European SSE organisations in the framework of a call for projects by the European Social Catalyst Fund (ESCF). The project was not selected, but it allowed the ESN to discover European partners active in the field of SSE and citizenship education.

The project built on programmes initiated by SEi and its partners to create social enterprises in schools based on the Shared Wealth/FairShares model. The partners hoped to launch this initiative in schools in France, Germany, Hungary, Croatia and Greece and that it would allow children to experience the creation and maintenance of their own social enterprise, while having strong business and social links with the local community.

In 2021, the ESN will continue to collaborate with SEi on actions for education and social and solidarity economy.

## KENYA-CAMEROON HEALTH CO-OP PROJECT

In 2020, the ESN continued to contribute to the development of a pilot project based on the creation of a global digital platform for the promotion of health cooperatives (and health mutuals), and various programmes to improve health services through cooperatives in Kenya and Cameroon.

This project is supported by a consortium of international actors, including: the ESN, the International Health Cooperatives Organisation (IHCO), the Swiss Agency for Development and Cooperation (SDC), the Association de soutien aux centres de recherches d'enseignement et de formation (Association for Support to Research, Education and Training Centres; ASCRES), the International Labour Organisation (ILO), NorWest Co-op Community Health (a member of the ESN) and Health Nexus (a partner of the ESN).

Active resumption of the work is planned for 2021.

# THE ESN'S METHODS

## ↪ FURTHER DEVELOPMENT OF ACTION RESEARCH

The ESN continues to support the development of action research approaches by multiplying and continuing to make the link between the research work of the education unions and the work of the ESN's partner international research networks (UNESCO Chair Global Health and Education, Fondation d'entreprise MGEN pour la Santé publique).

The action research process that accompanies the SACHA project in Haiti is continuing. As part of supporting its members' and partners' projects, the ESN proposes the implementation of action research approaches with the mobilisation of researchers or students.

## ↪ CREATION OF NEW COLLECTIVE INTELLIGENCE TOOLS

The Education and Solidarity Network continues to apply the philosophy of collective intelligence to its working methods and projects. The ESN promotes collective intelligence tools and processes such as the open forum, the world café, photo-language, participatory evaluation, in the project management of all the new initiatives it is involved in. A photo-language on the theme of social protection adapted to the European context is being created. In the context of the SACHA project, in order to strengthen

the capacities of the project participants in collective intelligence methods and to encourage participation in health, citizenship and social protection education committees, a training video dedicated to collective intelligence is being created. Finally, a popular education guide has been produced by the ESN secretariat and aims to share collective intelligence and mobilisation tools with ESN members (mutual interview group, consciousness-raising survey, surveying).

## ↪ INCLUSION OF THE OBJECTIVE OF MOBILISING YOUNG PEOPLE IN ALL NEW INITIATIVES SUPPORTED BY THE ESN

Through the creation of the "social protection education" group, its participation in the SACHA, Youth Hub, Health Co-op Kenya-Cameroon, and Catalyst Bid SEi projects, the ESN has provided its members and partners with cross-cutting support tools and expert networks to encourage the mobilisation of young people on the subjects of health, solidarity, social solidarity economy (SSE) and social protection.

# THE ASSOCIATION

## GOVERNANCE

### TRIBUTE TO GARETH YOUNG, ADMINISTRATOR OF THE ESN

The Education and Solidarity Network was shocked to learn in December 2020 of the sudden death of Gareth Young, Deputy Secretary General of NASUWT-The Teacher's Union, and administrator of the Education and Solidarity Network.



An active member since 2015 and administrator of the Education and Solidarity Network since 2019, he has contributed enormously to the various actions of Education International and the ESN for the health and well-being of education communities around the world. He was very involved in the association and played a major role in the governance and decision-making processes as a member of the Board of Directors, but also by mobilising the members of the Network on the issue of teachers' mental health and in providing valuable input on certain aspects of the association's communication. Members of the ESN expressed their sadness at the loss of an activist collaborator who will be missed by all, as much for his commitment as for his kindness and openness.

## ↪ ONLINE FORUMS

In 2020, given the health situation, the Education and Solidarity Network's meetings were exceptionally held remotely. The General Assembly was held online from 19 to 26 June 2020 by e-mail, with a video-conference on 19 June. The Boards of Directors meeting took place in June 2020 (via the Loomio platform) and in November 2020 (voting via Loomio and video-conference).

In such special circumstances, ESN members were keen to set aside time for video-conferencing, to share their news, work on ESN projects and issues relating to the life of the association, but also maintain connections despite the distance. Network members' discussions allowed them to address the consequences of the pandemic on their organisations, the actions of civil society and social and solidarity economy actors to tackle the crisis, and the need and urgency to continue to raise the subjects of education, health and social protection at the international level.



# COMMUNICATION

Redesign of the website, monitoring and presence on social networks... Communication efforts were stepped up in 2020 in order to better present the Network's values, missions and actions, as well as to enhance the value of members' initiatives within and outside the ESN.

## WEBSITE REDESIGN

In order to modernise its communication tools, and while continuing to update the ESN website with content in French, English and Spanish, the secretariat has initiated the project to redesign the ESN website. The new website, available in 2021, will present the initiatives and publications of interest of the Network and its members by types of subjects: school health; health of education staff; social protection education and solidarity; education and SSE; mutuality. The ESN's methods (collective intelligence, action research, and mobilisation of young people) will also be highlighted by means of tabs. The website will be responsive, making it easy to read articles from mobile phones.



## NEWSLETTERS

The secretariat sent out 9 newsletters in French, English and Spanish to approximately 1320 active recipients. The newsletter open rate amounts to 26%, which is higher than the average for newsletters from non-profit organisations (22%). 10 news briefings were sent to members in French and English.

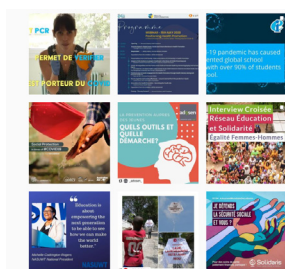


## ↪ INCREASED VISIBILITY ON SOCIAL NETWORKS

In 2020, the ESN's Twitter account passed the 1,000 followers mark. 120 tweets were published by the ESN on Twitter on the topics of health, school health, social protection, education, mutuality and international solidarity. These 120 tweets were viewed 93,655 times and the ESN twitter profile was visited 2081 times. In the same period it attracted 150 followers.

660 pieces of content were shared on Facebook in 2020, resulting in 11,203 impressions and 1,666 interactions.

75 pieces of content were shared on Instagram in 2020, mainly relaying the activities of members and the secretariat. 229 people are subscribed to the account.



The LinkedIn page of the Education and Solidarity Network continued to be updated with content on the ESN's topics and relays of posts from Network members. The page has 61 subscribers.

The videos of the first ESN webinar, in French, English and Spanish, have been added to the Network's YouTube account. Video content has also been saved in various YouTube playlists: health; health education, solidarity, social security; social protection; education; education and gender equality; ESN members and partners.

## SECRETARIAT

Hawa Fatty was recruited in March 2020 as a project officer in the ESN secretariat alongside Louise Magnard. Adèle Bertier-Vernet, a sociology student, is joining the secretariat team as a project intern from September 2020 to March 2021.

In 2020, the secretariat attended training courses in popular education tools and facilitation, in order to strengthen their skills in collective intelligence animation.

## FINANCES AND ACCOUNTS

The operating income for the past year amounts to €86,485.57. Overall operating costs amounted to €72,938.20. The operating profit therefore amounts to €13,547.37.

## CHANGE OF HEADQUARTERS

Following the move of Education International's premises, the ESN has taken the necessary administrative steps to transfer its headquarters. The Association's headquarters are currently located at 15 Boulevard Bischoffsheim, 1000 Brussels.

## MEMBERS AND PARTNERS OF THE ASSOCIATION

### NEW MEMBERS

5 francophone organisations joined the Network in 2020.

**SYNDICAT DES  
ENSEIGNANTS  
ROMANDS** SER

The Syndicat des Enseignants Romand,  
the SER (Switzerland)



Le Syndicat des Enseignants du Congo, SYECO  
(Democratic Republic of Congo)

**en3s**  
ECOLE DES DIRIGEANTS  
DE LA PROTECTION SOCIALE

L'EN3S (France)



TEPCO Santé (Congo)



Francophonie (France)

### NEW PARTNERS

The ESN has strongly reinforced its collaboration with the following organisations:



The Fondation MGEN pour la Santé  
Publique (France)



CAM (Argentina)



The Belgian unions  
CGSP-Enseignement



SLFP-Enseignement



Appel



# LIST OF ESN MEMBERS BY CONTINENT

## EUROPE



Mutuelle Générale de l'Éducation Nationale (MGEN)  
France



Association Internationale de la Mutualité (AIM)  
Belgium



Internationale de l'Éducation (IE)  
Belgium



Union Mutualiste Retraite (UMR)  
France



Syndicat de l'Éducation et des Sciences (ESEUR)  
Russia



Lärarförbundet  
Sweden



UNSA Éducation  
France



NASUWT  
UK



Solidaris - Mutualité Socialiste  
Belgium



OGB-L SEW  
Luxembourg



EN3S  
France



Solidarité Laïque  
France



ESSENTIEL  
France



Le Syndicat des Enseignants Romand,  
le SER (Suisse)



Social Enterprise International  
Royaume-Uni



Association de Soutien aux Centres de Recherches,  
d'Enseignements et de Soins (ASCRES)  
Switzerland



Thierry Weishaupt  
France



ADOSEN – Prévention Santé MGEN  
France



Carmen Cabrera  
Spain



Francophonie  
France

## AFRICA



Mutuelle Générale des Fonctionnaires et  
Agents de l'Etat (MUGEF-CI)  
Ivory Coast



Mutuelle Générale de l'Éducation Nationale du  
Maroc (MGEN Maroc)  
Marocco



Mutuelle Nationale des Enseignants de  
Tunisie (MNET)  
Tunisia



Syndicat National Des Enseignants  
Africains Du Burkina (SNEAB)  
Burkina-Faso



Syndicat des Enseignants (GTU)  
The Gambia



Fédération Nationale des Enseignants et  
Éducateurs sociaux du Congo  
RDC



Syndicat de l'Éducation Nationale  
(SENA) Gabon



TEPCO Santé  
Congo



Syndicat National de l'Éducation  
(UNATU) Uganda



Syndicat SYNAFEN  
Niger



Le syndicat des enseignants du Congo, SYECO  
DRC



Cameroon Teachers' Initiative for Mutual  
Assistance (CTIMA)  
Cameroon



Syndicat Zambia National Union of Teachers (ZNUT)  
Zambia



Caisse Mutualiste  
Interprofessionnelle Marocaine (CMIM)  
Morocco

## NORTH AMERICA - LATIN AMERICA



L'Association Nationale de l'Éducation (NEA)  
et NEAMember Benefits  
USA



La Centrale des Syndicats du Québec (CSQ)  
Canada



Le Centre Interaméricain d'Études de la  
Sécurité Sociale (CIESS)  
Mexico



Le Syndicat Asociacion Nacional de  
Educadores (ANDE)  
Costa Rica



Christian Suau  
Peru



La Fondation Sistema Nacional de Desarrollo  
Profesional (SINADEP)  
Mexico



Norwest Co-op  
Canada



GESTARSALUD

GESTARSALUD  
Colombia



CEMEA-Haïti  
Haïti



## ASIA - PACIFIC



Association of Concerned Teachers (ACT)  
Philippines



Teachers' Health Fund (THF)  
Australia

The Education and Solidarity Network was created in 2009 by MGEN (the France healthcare mutual society in the public sector for education, research and culture), Education International and the International Association of Mutual Benefit Societies (AIM) with the support of the International Labour Office (ILO). The Network aims to build bridges between education actors and health and social protection actors, in order to work for the well-being of the education community worldwide.