

DO'S & DON'TS FOR EDUCATION CHALLENGES

Only quality public education will bring progress and sustainable development

Education International strongly supports efforts to make Education for All a reality. In Washington in 1998 and subsequently at the EI Congress held in Jomtien in 2001, EI members declared that a campaign for Quality Public Education for All should be a focal point of our action for the coming years.

The Education for All (EFA) plans of action which governments are to present by the end of 2002 have, in too many instances, come about without the direct participation of the teacher unions (see article pages 20-21). In too many countries EFA documents are not shared, let alone discussed.

EI and its affiliates believe that only well-trained and well-motivated teachers can best serve students and society. Teaching is a profession, not a voluntary service. Teachers deserve a living wage. Quality education is served best by teachers who work in an environment conducive to learning and teaching. Measures taken to date in developing countries, such as reducing teacher training, hiring of voluntary and contract teachers, do not address the issue of provision of quality services. The shortage of teachers that many industrialised countries face has been caused by lack of recognition and deterioration in the status of teachers, overcrowded classes and inadequate payment (see article pages 28-31). It is only when adequate training, remuneration and facilities are in place that the quality education we all want to provide will become a reality.

EI and its affiliates urge all governments to increase their investments in education. EI considers 7% of the GNP as the minimum investment to deliver education of an acceptable standard (see article pages 24-25). EI considers the launch of the Fast Track initiative by the World Bank as an encouraging step to

accelerate the EFA process. However, the benchmarks are reasons for concern. Setting teachers salaries at 3.5 times per capita GDP will not only further demoralise and demotivate teachers and those wishing to enter the profession, but setting salaries and conditions other than through collective bargaining is an infringement on the right of education personnel to free collective bargaining.

Achieving increased access while maintaining or improving quality of education is a major challenge (see article pages 16-17). Research shows that school fees are the major impediment to the access to education. Neglecting the public education sector is a dangerous trend with grave social consequences. EI and its affiliates strive for a PUBLIC school system, which guarantees that all children and adolescents can attend school. Privatisation leads to exclusion, particularly of the most vulnerable in society: poors, girls, migrant children, child labourers, indigenous children, special needs students, etc.

EI and its affiliates find it unacceptable that girls and women still do not benefit equally from education (see article pages 18-19). The gap between girls' and boys' enrolment – 14 percentage points – is much too high. In too many countries there is a lack of gender analysis and planning in the preparation of specific policies to tackle the cultural, social and economic aspects identified as barriers. All education policy development must be viewed through a gender lens. Girls' education and women's literacy should be at the heart of education strategies.

Education unions seek to discuss these matters with their Ministers of Education. EI calls upon governments and intergovernmental organisations to strengthen the dialogue and consultation with the education community. Only through working jointly and with a concerted effort can the goal of Quality Public Education for All be achieved. ♦

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EDUCATION CHALLENGES

Accepting children into the school system is not the same as teaching them, let alone educating them

In quantitative terms, access to education cannot on its own meet the challenge of achieving Education for All (EFA), the movement launched by the international community at the World Education Forum, Dakar in April 2000.

The priority currently given simply to accepting children into the school system may provide a short-term solution to the failure to educate millions of children. It may also mask a social, and therefore political, problem that undermines the credibility of the governments of developing countries and of international governmental institutions. However, by not making the quality of education a priority, national and local public authorities, donors, parents, and pupils themselves, will invest time and money at a loss, because results will not match expectations.

Within the framework of the Global Campaign for Education (GCE) – a unique alliance of non-governmental organisations (NGOs) and teachers' trade unions – quality and access are both recognised as vital conditions for the genuine and effective achievement of EFA.

What is quality?

The quality of education is not the outcome of some mysterious process. It may be achieved as soon as teachers are trained, supported and employed on decent conditions; when every class is equipped with textbooks, desks and teaching materials in sufficient quantities; when schools provide a welcoming, secure environment; and, when a constructive dialogue is established between teachers and local communities.

The quality of education improves when governments and civil society succeed in mobilising the political will that gives priority to quality public education for all; and, measures are employed to improve the working conditions of teachers and pupils in the poorest communities, and of girls and children in particular.

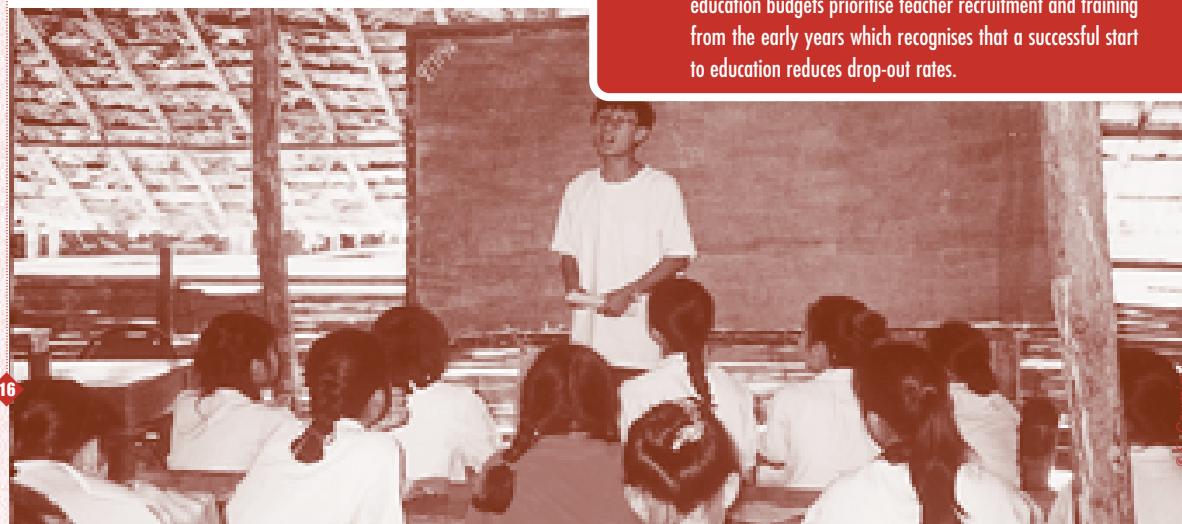
We do not just want to bring more children into our schools, we also want them to learn! That can only be accomplished with adequate investments in teacher's training, with qualified teachers and with proper wages and working conditions.

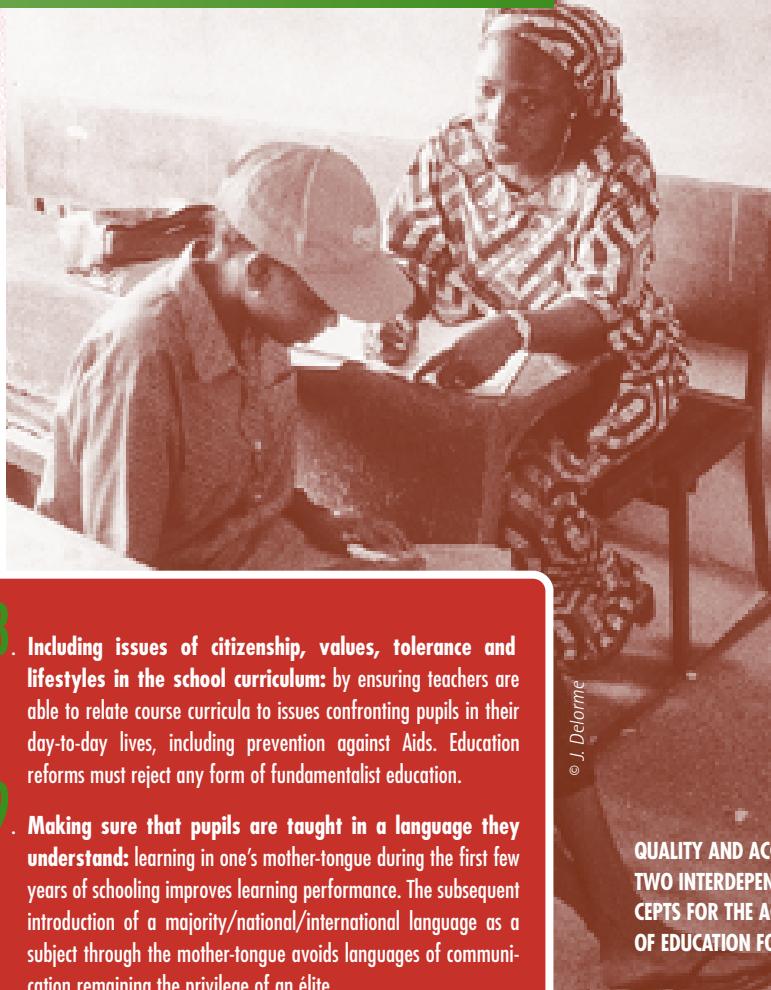
Fred van Leeuwen, third EI Congress, July 2001

10 RECOMMENDATIONS FOR IMPROVING THE QUALITY OF EDUCATION

In 2002, the GCE published ten recommendations for improving the quality of education at the Special Session of the United Nations General Assembly on Children's Rights held in New York. They form a basis for intervention for all organisations of civil society that want to contribute to setting up and implementing national action plans for EFA.

- 1. Making sure that all classes have a trained teacher who comes to work every day to teach:** by guaranteeing teachers' status and conditions of service, and the payment of a decent, regular salary to encourage their motivation. This involves disciplining, including dismissing, teachers who do not come in to work. The practice of moving teachers who have incurred disciplinary penalties to rural areas should be stopped. Instead, governments should offer specific benefits to teachers who agree to work in rural areas as a pedagogical and social challenge.
- 2. Making sure that all classes are equipped with sufficient quantities of textbooks and appropriate learning materials:** by identifying a significant proportion of budgets for this purpose. By establishing budgets that cover little more than teachers' salaries, governments and donors bear the responsibility for preventing qualitative improvements.
- 3. Negotiating into the national plan a teacher:pupil ratio that should not exceed 1:40:** by ensuring that education budgets prioritise teacher recruitment and training from the early years which recognises that a successful start to education reduces drop-out rates.





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**QUALITY AND ACCESS:
TWO INTERDEPENDENT CON-
CEPTS FOR THE ACHIEVEMENT
OF EDUCATION FOR ALL**

4. **Encouraging participative learning:** pupils learn by doing and observing rather than by listening passively. Teachers need training in this approach to learning, and advice and support from more experienced teachers, head teachers and inspectors.
5. **Supporting local communities to make education more responsive to local needs and to the needs of marginalised groups of children:** by increasing the level of autonomy in schools and promoting a new vision of decentralisation. To achieve this, local leaders will require training in managing financial resources, discussing educational issues with teachers, and taking account of the general interest with a view to halting practices linked to corruption.
6. **Placing local communities and children at the centre of the qualitative process of education:** by involving all concerned groups, educational communities, parents' associations, women's groups and associations of elected representatives, to make schools an integral part of the local community, and not a structure at the margins of that community.
7. **Making schools safe and ensuring they are seen to be safe:** by ensuring local areas have officials responsible for guaranteeing schools are free from abuse of children. Teachers who sexually abuse pupils must be dismissed and punished by law. Ministries of Education must support codes of conduct drawn up by teachers' trade unions. Local authorities must involve communities and children in identifying the risks faced by pupils, particularly girls, and develop appropriate strategies for limiting these risks as far as possible. Corporal punishment must be declared illegal, and teachers trained to use alternative forms of discipline.
8. **Including issues of citizenship, values, tolerance and lifestyles in the school curriculum:** by ensuring teachers are able to relate course curricula to issues confronting pupils in their day-to-day lives, including prevention against Aids. Education reforms must reject any form of fundamentalist education.
9. **Making sure that pupils are taught in a language they understand:** learning in one's mother-tongue during the first few years of schooling improves learning performance. The subsequent introduction of a majority/national/international language as a subject through the mother-tongue avoids languages of communication remaining the privilege of an élite.
10. **Providing the most vulnerable children with all necessary assistance in qualitative terms:** with the aim of reducing school drop-out rates, initiatives must be taken to enable influential groups of adults (e.g. parents, teachers of very young children and social and medical workers) to use methods of learning through play or, more broadly, strategies based on the children's everyday environments, to facilitate school transition and integration.

Obviously, these ten recommendations are not exhaustive. They represent a contribution from organisations of civil society which, while espousing humanist values, are fundamentally committed to the success of the

Education for All process. We present them for the consideration of all, in the hope that they will help everyone who genuinely wants to contribute to the establishment of *quality public education for all*. ♦



Elie Jouen
Deputy General Secretary

Getting girls into school – are we really serious?

The United Nations Girls' Education Initiative (UNGEI) is a 10-year initiative to help national governments fulfil promises made - and not kept - in Jomtien in 1990 and again in Dakar in 2000, to eliminate gender disparities in education.



To anyone who looks at the research on the benefits of educating girls, it should be self evident that devoting resources to girls' education is one of the best investments any society can make. Girls' education is also a fundamental human right, underpinning all other rights and is an essential element of sustainable human development.

Led by UNICEF, UNGEI comprises eleven UN agencies¹ working together to assist governments to provide quality education for all girls worldwide. UNGEI is also required to partner with NGOs and other groups in civil society to achieve the following five strategic objectives:

- Build political and resource commitments for girls' education;
- End the gender gaps in attendance and completion;
- Eliminate gender bias within national educational systems;
- Support girls' education in areas affected by or recovering from armed conflict, natural disasters or external shocks;
- Eliminate social and cultural discrimination that limits the demand for girls' schooling.

UNGEI was launched in 2000. An immediate priority for UNGEI is to progress achievement of the 2005 deadline set in Dakar to eliminate gender disparity in education.

Deadlines come and go

Achieving action on girls' education is no small order. It has been discussed ad-infinitum in international conferences, symposia and gatherings for at least the last thirty years. The biggest drawback remains lack of political will. In 2001, a UN assessment reported that only 35 out of 123 governments officially mention girls' education in their reports on the status of girls.

The Dakar Framework for Action 2000 established deadlines for ending gender gaps. By 2005 gender disparity in education should be eliminated. At a meeting in June 2002, UNGEI identified that unless effective, concerted action is taken now to advocate for national

plans to achieve the 2005 target, then once again we will see deadlines come and go.

UNGEI, in cooperation with civil society, must become a catalyst to ensure the 2005 target for gender equality is clearly identified in all government plans. In the context of government reports on Poverty Reduction Strategies, for example, it is already clear that the 2005 target gets little attention.

There are obvious ways to proceed. These include country by country assessments of the finance and policy gaps that must be bridged to achieve the 2005 target. To date, it does not appear such assessments are being undertaken by any agency responsible for achieving gender parity in education. The 2003 Monitoring Report on EFA will have gender equality as its central theme. Still, I believe, it will not do the analysis that is required so we can advocate for change in specific government plans.

In June 2002, UNGEI identified donor governments as having a responsibility to ensure the EFA plans they fund must identify what is required to achieve gender parity in education. Once policies and plans of action are clearly spelled out a co-ordinated flow of resources will be needed to make sure the plans are translated into action. The last thing we need is another round of separate and competing initiatives, at any level, if we are serious about getting girls into school. UN agencies and donor governments can also help open up the political space for genuine participation by civil society in the formulation and implementation of national action plans.

There are many organisations devoted solely to the education of girls in developing countries. Examples of good practice abound. In many countries it is civil society that has pushed governments to pay any attention to gender parity in education. EI and its member organisations have been part of this movement. We have worked at the international level within the United Nations system to make sure the issue is raised in as many fora as possible.

We have also held training programmes on girls' education with our members. However, too often this is confined to training programmes for women members and not built into the regular training for union leadership. Unions have policy on girls' education but how much time do they actually spend promoting this issue?

LESSONS FROM THE PAST

Devoting resources to girls' education is one of the best investments any society can make.

Educating girls supports:

- Protection of their human rights and an improved quality of life;
- Greater participation of girls and women in leadership and decision making roles;
- Real and significant reductions in national levels of poverty;
- Increased ability of girls to protect themselves from HIV/AIDS and other diseases, sexual violence, economic exploitation, poverty and hunger;
- A gender perspective that draws attention to the specific needs of boys as well as girls;
- Later marriages, smaller family size, reduced maternal mortality, and healthier and better nourished babies;
- Increased household income and resources spent on children;
- Lasting benefits to future generations and all of society.

What can we do?

EI and its members must make a determined effort to ensure that the 2005 deadline for achieving gender parity in education does not come and go like so many others. We call on our members to:

- Raise this issue with government. If yours is a donor government to education in developing countries meet with the people responsible – including the minister - to insist that gender parity targets are taken seriously and funded.
- Raise the issue with your government's representatives at the World Bank and the International

Monetary Fund. Arrange a meeting and make sure they are aware of the 2005 target. Find out what they are doing to ensure gender parity becomes a reality in education. Let them know you will report back to your members and that you want to be regularly kept informed on progress. Make sure they understand yours is not a one-off visit.

- In developing countries, make sure your government is aware that you are monitoring their policies and plans on gender parity in education. Women in unions must make sure gender parity is on the union's agenda. Once again, follow-up on a regular basis.
- In all countries, make contact with the national UNESCO Commission and let them know that as the lead agency in promoting the Dakar Framework for Action they have a special role to play in making sure government reports include the 2005 target. Emphasise that they must be actively lobbying for its implementation. Do the same with the World Bank if there is an office in your country. If there is no national office then contact the regional office.

- Contact your Status of Women Committee to see what they are doing to make sure the government meets its commitment on the 2005 target.
- Participate with others in joint campaigns and lobbying to raise awareness.

Policy is not worth the paper it is written on if we do not put it into action. Political will can be created but it requires concerted, sustained action. If we believe that educating girls is important, and not just something that is politically correct. We must begin now to make sure that the 2005 target will have at least a chance of being achieved. ♦

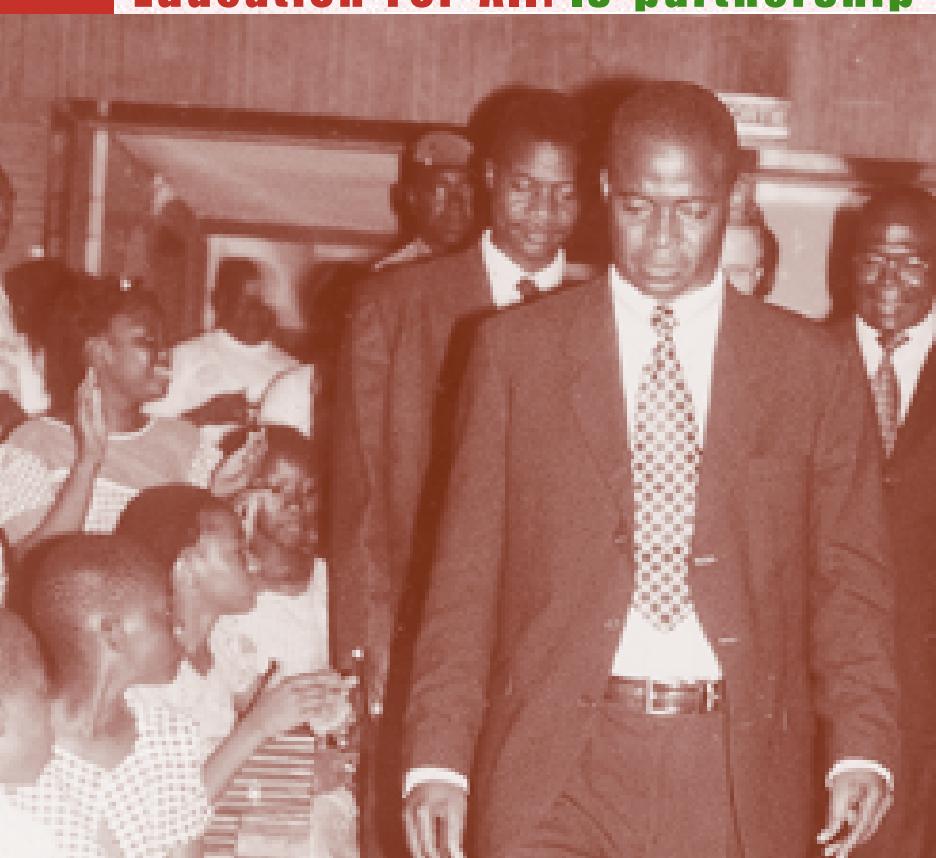
The first step is for societies to recognise that educating girls is not an option it is a necessity. We must ensure that the families get the support they need from their local communities and from Governments, backed by the wider world. This initiative is a test of all of us who call ourselves the international community. And it is a test we shall pass only if all children all over the world can pass the tests of basic education and go on to pass the tests of life.

Kofi Annan UN Secretary General



Sheena Hanley
Deputy General Secretary

Education For All: Is partnership merely being paid lip service?



Education Minister takes part in teachers' celebrations for Global Action Week 2002.

There was Jomtien in 1990, then Dakar in April 2000. Between these two dates, formal education has gained ground, with certain countries making considerable progress in the eradication of illiteracy. Some have already attained the objective of Education For All, whilst others have rather witnessed a decline, with the numbers in school education falling in relative and/or real terms. Sub-Saharan Africa finds itself in this latter category.

There are many reasons for this situation. It may be said that the political setting in which the Jomtien commitments were implemented has been an important contributory factor. Indeed, before then, governments were ill-disposed to involving civil society in political consideration and in the definition of strategic objectives in areas which could bring about major changes in people's living conditions.

To avoid a repetition of previous errors, the Dakar World Education Forum ensured that its Framework for Action clearly stated that *"Education For All can only be achieved if it is supported by a broad-based movement involving not only governments but also organisations of civil society. These include NGOs and various campaign networks, teachers' unions and religious organisations, community associations and research networks, parents' associations and professional bodies, student organisations and women's groups"*.

Commitments in favour of consultation

As far as we are concerned, the recognition at Dakar of the need to fully involve teachers' trade unions in all stages of EFA implementation flags up a fundamental change in the approach to problems linked to the failure of past educational policies. Indeed, this provides grounds for hope that the misconceptions at the root of the hostile reaction of teachers and parents to certain reforms, even where they are desirable, can be allayed or substantially reduced.

Furthermore, UNESCO, in corroborating this key approach, recognises in its follow-up report on EFA (2001) that organisations of civil society have the *"advantage of being more flexible than the State, closer to the grassroots and local cultures, and more innovative"*.

Despite this assertion and many others in the same vein, and despite the commitments made by all the stakeholders at Dakar, events do not seem to be moving in the way expected. In most countries in Sub-Saharan Africa where national EFA action plans have been initiated, organisations of civil society are still not being officially invited to make contributions. Teachers' unions even less so. Yet these national plans constitute the very basis of the work being carried out to realise the ambitious EFA project, and should, as the Dakar Framework for Action suggests:

- be integrated within a broader effort involving development and the alleviation of poverty;
- be designed in line with more transparent and more democratic processes, involving the various partners, notably non-governmental organisations of civil society;
- define the budget priorities which mark a determination to achieve the aims and objectives of EFA;
- map out clear strategies for addressing the specific problems of people who are marginalised and excluded from the educational system, together with a special commitment to ensuring girls' education and gender equality at school.

Clearly, these national plans of action are of undoubted importance, and must be the basis of any strategic planning and future reforms. The mobilisation of human and financial resources, both national and international, necessary for the success of the pro-

gramme is expected to depend on the credibility of these plans. In sub-Saharan Africa where teachers' unions are still seen by governments and international financial institutions as conservative and opposed to any reform, the proposed partnership offered trade unions an opportunity to prove the contrary by presenting their views.

Can we really talk of credible national action plans when they have been cobbled together in the absence of all the partners involved in the Dakar Framework for Action? Particularly given that those who will implement the education system have been excluded from the process? Surely this is a defect that will prejudice the achievement of the desired outcomes.

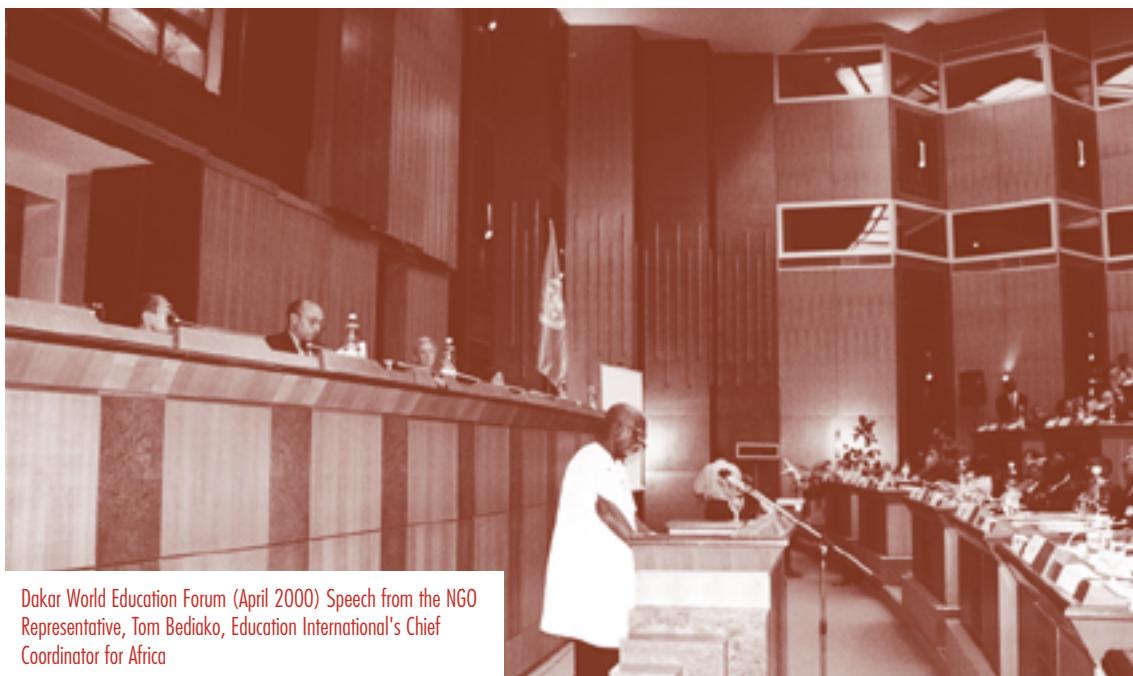
Apart from a few countries, so far as we are aware, such as Sierra Leone, Benin, Gambia, Gabon, South Africa, Chad and Ghana, where EI member organisations are involved as full partners in drawing up EFA national plans, governments continue to snub the representative organisations of civil society, especially when they do not bear the vital "friend of government" seal. In Cameroon, for example, the government has refused to listen to persistent demands by FESER to be involved in the process. UNESCO and the World Bank found nothing wrong with this during the national seminar to approve the EFA national action plan, which they both attended in Yaoundé last April.

A similar situation prevails in Rwanda. Here, the World Bank and Belgian and French cooperation agencies are engaged, without any dialogue based on the Dakar process, in carrying out major educational projects in this country. In so doing, they are bypassing the EFA national plan.

In June, a World Bank representative in Africa argued that Africa could do without qualified teachers. He quoted the example of Senegal, where part-time and other contract teachers are more efficient and competent than teachers employed by state. He believed the reason for this was that the former were under an obligation to produce results to keep their jobs (for which the salary was a pittance that guaranteed no more than a subsistence existence), whilst the latter simply settled for a routine. A series of demands by these contractual teachers in Senegal proved him wrong.

If the African teachers' union movement wants to be heard and taken seriously, it should not only prove itself scientifically and technically competent in discussions that are prompted by challenges linked to EFA, but it should also seize the initiative at an ideological level. In the past, trade union struggles have caused some shifts in the liberal dogmatism of the international financial institutions. But our partners have visibly weakened without actually giving way. It is for us to make them change their views. ♦

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Dakar World Education Forum (April 2000) Speech from the NGO Representative, Tom Bediako, Education International's Chief Coordinator for Africa

Samuel Ngoua Ngou
EI Regional Co-ordinator
for Francophone Africa

EI supports GIVE, the Global Indigenous Voice on



Cree Dancers at the WIPCE Parade of Nations performed by delegations from around the world. Delegates were also honoured that the Maori Queen from Aotearoa (New Zealand) attended the conference.

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WIPCE

The 6th World Indigenous Peoples Conference on Education was held August 4th to August 10th, 2002 on Nakoda Nation land near Calgary, Alberta in Canada.

More information on

<http://www.fnahec.org/wipce2002/>

"The Answers Are Within Us" expressed the theme of the 6th World Indigenous Peoples Conference on Education (WIPCE) in August. WIPCE celebrated the achievements of Indigenous peoples in transmitting their heritage from generation to generation and welcomed the sharing of successes in the use and enhancement of Indigenous languages and culture in all areas. Twenty-two hundred educators registered for the conference and several hundred volunteers were on-site to assist in making it a success.

In May 1985, Indigenous peoples from around the world gathered in Vancouver, British Columbia and, as a result of this gathering, the World Indigenous Peoples Education Association was formed. In 1987, the first World Indigenous Peoples Conference on Education was held at Xwmelch'sten, North Vancouver. Since then, WIPCE has been held in Turangawaiwae, Aotearoa (New Zealand) (1990), Wollongong, Australia (1993), Albuquerque, New Mexico (1996) and Hilo, Hawaii (1999).

This year, the Opening Ceremonies for WIPCE were held on an unseasonably cold day but there was a warm welcome from the host, First Nations Adult and Higher Education Consortium, and the Chiefs of the Bear's Paw, Chiniki and Wesley Reserves of the hosting Nakoda Nation. Premier Ralph Klein of Alberta was also on hand to greet delegates. Opening day included a Parade of Nations by delegations from around the world. Delegates were also honoured that the Maori Queen from Aotearoa (New Zealand) attended the conference.

Looking at the site of the conference, you could almost imagine that you had been mysteriously transported back in time with tipis covering the Bow River valley nestled in the Rocky Mountains. The tipis were the teaching lodges used by more than 200 presenters for workshops ranging from "Aboriginal Approach to Holistic Learning" to "Apartheid: Australian Style 2002".

On behalf of Education International, Jan Beaver, Canadian Teachers' Federation, Laures Park, and Olive Hawira, New Zealand Educational Institute Te Riu Roa, made a presentation entitled "Global Indigenous Voice on Education". The presentation was done using a talking circle, which is a traditional way of discussing issues used by the Indigenous peoples of North America. Presenters provided a brief overview of the work of Education International and the Indigenous education issues in New Zealand and Canada. Then the eagle feather passed to each of the participants, who shared their work and their views on critical issues in Indigenous education in their own countries. Participants were from Hawaii, Canada, United States, Australia, Tasmania and Norway.

The presentation was a call to action to Indigenous educators to work together at local, regional, national and global levels to transform education in order to meet the needs of Indigenous and non-Indigenous learners and teachers.

The following critical issues requiring action were identified by the participants:

- Language extinction due to lack of resources for Indigenous language programmes;
- Need to educate non-Indigenous teachers and students about Indigenous peoples;
- Lack of resources, and curriculum to support Indigenous education programmes;
- Lack of involvement of Indigenous peoples in curriculum and programme development;
- Culturally inappropriate testing and labelling of Indigenous students as being "special needs" or "deficit/disorder";
- Lack of resources to support the unique needs of Indigenous students;
- Poor retention rates for Indigenous students;
- Inadequate support for cultural education for Indigenous and non-Indigenous students;
- Barriers in the teacher certification process for Indigenous peoples;
- Barriers preventing Indigenous involvement in teachers' unions;





Education

- Need for policies related to Indigenous education to be implemented in schools;
- Need to overcome racism in schools;
- Lack of recognition of Indigenous ways of knowing and world view;
- Lower expectations for Indigenous students in education system;
- Need for Indigenous cultural awareness training for all teachers as part of the certification process and in-service training.

A WEB SITE FOR INDIGENOUS EDUCATORS

TO FACILITATE THE DEVELOPMENT OF THE GLOBAL INDIGENOUS VOICE ON EDUCATION (GIVE) NETWORK, EDUCATION INTERNATIONAL IS SPONSORING THE FORMATION OF A WEB SITE FOR INDIGENOUS EDUCATORS (TEMPORARILY LOCATED AT www21.BRINKSTER.COM/GIVENETWORK) TO PROVIDE A VENUE FOR A GLOBAL DIALOGUE ON INDIGENOUS EDUCATION ISSUES. THE WEB SITE IS NOW UNDER CONSTRUCTION WITH THE ASSISTANCE OF CANADIAN INUIT, ROB LACKIE OF RSL GROUP.

THE WEB SITE WILL HAVE THE FOLLOWING KEY AREAS:

SEARCH: THIS FEATURE WILL ALLOW EDUCATORS TO SEARCH FOR SPECIFIC TOPIC AREAS WITHIN THE WEB SITE AND TO CONNECT TO OTHER WEB SITE LINKS BY SUBJECT AREA.

IALOGUE : THIS AREA WILL BE SIMILAR TO A MAILBOX WHERE INDIGENOUS EDUCATORS CAN READ AND POST QUESTIONS, COMMENTS, INFORMATION AND DISCUSSION ITEMS.

EDUCATOR PROFILES: THIS AREA WILL HAVE BRIEF PROFILES OF THE EDUCATORS ON THE NETWORK WITH THEIR TEACHING POSITION, EMAIL ADDRESS, LOCATION, AND AREAS OF INTEREST AND EXPERTISE. EDUCATORS WILL ALSO BE ABLE TO FILL OUT A PROFILE AND JOIN THE NETWORK ON-LINE.

COUNTRY PROFILES: PROFILES OF VARIOUS COUNTRIES AND/OR SCHOOLS WILL BE INCLUDED WITH RELEVANT INFORMATION ABOUT INDIGENOUS EDUCATION PROGRAMMES IN THAT COUNTRY.

CALENDAR OF EVENTS: BRIEF DESCRIPTIONS OF IMPORTANT CONFERENCES, COURSES, WORKSHOPS, AND SPECIAL EVENTS WILL ALSO BE PROVIDED WITH LINKS.

Participants at the workshop were very enthusiastic about the web site (see box) and the opportunity to network with colleagues from around the world. Many Educator Profiles have already been submitted for the GIVE Network. All agreed on the need for a network in order to allow Indigenous educators to work together and share expertise.

The answers are within us

Indigenous peoples must be able to speak for themselves and set their own course in education and all areas of life. Indigenous peoples around the world have traditional education systems that work. The elders tell us that education must meet the needs of the whole child; body, mind and spirit. We know that many of the existing educational systems for Indigenous children do not address the needs of the whole child. Indigenous children around the world are having difficulty staying in school and maintaining their Indigenous language.

Transformation of education is needed if Indigenous children are to be successful. Indigenous communities must be able to make the decisions necessary to determine the path to follow for their children. Pedagogies and curriculum based on Indigenous world view and ways of knowing must be developed. Many Indigenous educators around the world have already been through this process of transformation of education and they can help others to find the best trail to follow.

Like the braid of sweetgrass made up of many single strands, one strand alone is very weak but many strands braided together are very strong. Together, Indigenous educators are strong and the voices are loud. Let us work together and share what we know. Let us build a strong web around the entire world and transform it for our children, Indigenous and non-Indigenous, so that they may feel honoured and respected, so that they may see themselves reflected in their schools. The answers are within us. ♦

Looking at the site of the conference, you could almost imagine that you had been mysteriously transported back in time with tipis covering the Bow River valley nestled in the Rocky Mountains of the Stoney Park in Alberta. The tipis were the teaching lodges used by more than 200 presenters for workshops.

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Indigenous peoples must be able to speak for themselves and set their own course in education and all areas of life.

In the teaching lodge of the WIPCE, Laures Park and Olive Hawira from NZEI Te Riu Roa made a presentation entitled "Global Indigenous Voice on Education" on behalf of Education International. The presentation was done using a talking circle.
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Jan Beaver
Canadian Teachers' Federation

Education goals remain elusive in more than 70 countries

EDUCATION FOR ALL MONITORING REPORT

The Report is an independent publication commissioned by UNESCO on behalf of the international community. Its primary purpose is to assess the extent to which the benefits associated with education are being extended to all children, youths and adults around the world and whether the commitments made two years ago in April 2000 at the World Education Forum in Dakar are being met.

Published annually, the report is prepared by an independent international team based at UNESCO as part of the follow-up to the Dakar Forum. It is funded jointly by UNESCO and multilateral and bilateral agencies, and benefits from the advice of an international editorial board. EI was represented at the editorial committee.

If a combination of the three quantitative indices of primary net enrolment, levels of adult literacy, and gender parity in primary school gross enrolment is analysed, in concert with an assessment of trends, the following conclusions can be drawn for **154 countries** for which data are available:

> 83 countries have already achieved the three goals or have a good chance of doing so by 2015.

> 43 countries have made progress in the 1990s but at least one goal is likely to be missed by 2015.

> 28 countries are in serious risk of not achieving any of the three goals.

Despite the commitments made during the World Education Forum held in Dakar two years ago, some 70 countries will not achieve the goal of Education for All by the year 2015. This is what emerges from the Monitoring Report on Education for All launched mid November. 83 countries are on track to achieve Education for All (EFA) by the deadline of 2015. However, on present trends, 28 countries, accounting for over 26% of the world's population, may not achieve any of the three measurable Dakar goals: universal primary education, gender equality and the halving of illiteracy rates.

Two-thirds of these countries are in Sub-Saharan Africa, but they also include India and Pakistan. Another 43 countries, covering 35.6% of the world's population, risk falling short of at least one of these three goals.

The EFA report¹ says 57 countries are unlikely to meet internationally agreed targets for providing universal primary education (UPE) by the year 2015. "Some Central

More sustained investment is needed to help millions of children get education, says EI in reaction to the 2002 EFA Monitoring Report.

and East European nations have even been moving backwards," the report says. Most of the countries listed are in Africa - countries plagued by conflicts and the cost of fighting HIV/AIDS. But middle-income countries like Yugoslavia, Venezuela and Mauritius are also included as risking failure, alongside China. Even relatively rich Saudi Arabia may not reach the target.

The goal of gender parity was supposed to have been met by 2005. The Report points out that girls' enrolment improved in all regions during the 1990s: 86 countries have already achieved gender parity and another 35 are close to doing so. However, 31 nations remain at risk of not meeting this goal, even by 2015.

Finally, unless a much greater effort is made, a total of 78 countries will not be able to halve their rate of illiteracy by 2015. These include four of the world's most populous countries, Bangladesh, China, India and Pakistan, which alone account for 61% of the world's illiterate adults.

Well trained teachers

"Expanding access to education will have a beneficial impact on individuals and on society only if the education is of good quality," stresses the Monitoring Report.

"Well-trained teachers are critical for good quality primary education and more are needed," is one of the conclusions of the Report. Everywhere, external factors such as parental income and educational background are important in learner achievement. Other factors, such as school materials and facilities, make little difference in industrialised countries, but are significant in developing countries. Likewise, in developing countries, large in-country disparities occur such as the pupil-teacher ratio, trained and experienced teachers, full availability of textbooks and other learning material, possibility of extra instruction, and so on. The quality of teaching significantly affects pupil achievement, particularly in terms of teaching methods, subject-specific expertise, motivation and attitudes. In Brazil, only 3% of primary

57 Countries

at risk of not achieving universal primary education by 2015

Bahrain
 Barbados
 Benin
 Bhutan
 Botswana
Burkina Faso
 Burundi
CAR
 Chad
 China
 Comoros
Côte d'Ivoire
 Croatia
 Cyprus
DR Congo
 Djibouti
Equatorial Guinea
 Eritrea
 Ethiopia
 Gabon
 Gambia
 Georgia
 Guyana
 Haiti
 Indonesia
 Iran
 Jamaica
 Kiribati
 Kuwait
 Kyrgyzstan
 Lebanon
 Lesotho
FYR of Macedonia
 Madagascar
 Malawi
 Mali
Mauritania
Mauritius
Morocco
Mozambique
 Namibia
Nicaragua
 Niger
Nigeria
 Oman
Paraguay
Saudi Arabia
St.Kitts and Nevis
St.Vincent and the Grenadines
 Syria
 Tanzania
 Turkey
United Arab Emirates
 Uzbekistan
 Venezuela
 Yugoslavia
 Zambia

THE 6 GOALS OF THE WORLD EDUCATION FORUM

In April 2000, the World Education Forum agreed on six goals, which were considered to be essential, attainable and affordable given strong international commitment and resolve. The Dakar Framework for Action declared that by 2015: all children of primary-school age would participate in free schooling of acceptable quality and that gender disparities in schooling would be eliminated. Levels of adult illiteracy would be halved, early childhood care and education and learning opportunities for youth and adults would be greatly increased, and all aspects of education quality would be improved.

In the same year, the Millennium Development Goals were agreed, two of which – universal primary education and the elimination of gender disparities in primary and secondary education – were defined as critical to the elimination of extreme poverty.

school teachers in the states of Bahia or Para have tertiary-level training, compared to 42% in the state of São Paulo.

For many countries, pupil-teacher ratios are already at very high levels. In the least developed countries, the ratio is three times higher than in developed countries, while classes with 100 pupils are no exceptions. This suggests that further demand on teachers could be detrimental to teacher capacity and morale, resulting in diminished learning outcomes.

Shortage of teachers

In 1999/2000 there were 25.5 million teachers worldwide, with widely varying qualifications and training. Estimates of the number of additional teachers required by the 2015 target vary from 15 to 35 million.

In sub-Saharan Africa, without factoring in any improvements in efficiency or education quality, the number of additional teachers required exceeds 3 million, including more than one million in Nigeria alone.

In the United States, data suggest that in high-poverty areas, as many as half of all new teachers leave the profession in the first five years. In many countries attrition due to health reasons, such as HIV/AIDS, has an immediate and often dramatic impact. For example, in Zambia the estimated number of primary school teachers who died from AIDS in 2000 was equivalent to 45% of all teachers trained that year.

But the number of teachers that it is possible to employ depends in part on cost, which is mediated by salary levels. In education, a relatively large proportion of expenditure is spent on human resources. "If salaries are too high this will constrain capacity and if they are too low then access, equity and quality all suffer," says the Report. Both ILO and OECD have noticed that most

teachers, compared with other qualified professionals, are not paid as sufficiently².

The salary of teachers in African countries varies widely: from 1.6 times GDP per capita, to 9.6 times.

The cost of providing EFA has been underestimated

The Report says an extra \$5.6 billion will be needed annually to achieve the universal primary education and gender parity goals. UNESCO finds the cost of meeting the targets has been underestimated because of the impact of HIV/AIDS and conflicts on education. At least 73 countries are dealing with internal crises or are engaged in post-conflict reconstruction.

At the same time, the report highlights a "startling" decline in the real value of aid budgets. "Total bilateral aid to education, for example, which accounts for 70% of all such financial support, fell by 16% over the decade," said Professor Christopher Colclough, the director of the Report. The US cut official development assistance for education by 58% over the decade 1990-2000 in real terms, the UK by 39%, and France by 22%. This fall is partly explained, it says, by conflicts, the inability of national institutions to absorb funds rapidly and the reluctance of some governments to reform education systems and policies.

"Developing countries should not be overloaded with heavy commitments, without corresponding undertakings from donors to improve the quality and coordination of their aid efforts," concluded EI General Secretary Fred van Leeuwen, after the last failure of the institutional donors³ to raise additional money to fund the EFA initiative. ♦

Building union skills at the national level



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Ethiopia must educate 14 million children by 2015.

EI affiliates in eleven countries will participate in a program to develop their capacity to influence policy development at the national level. This is intended to enhance their ability to participate effectively in the development of national action plans for Education for All (EFA).

EFA is recognized internationally as a key policy to support developing nations to achieve higher standards of living. The Dakar Framework for Action 2000 requires governments to develop EFA national action plans in consultation with civil society. This includes teacher unions. To participate effectively in this process, unions need to become skilled in policy development at the national level.

To help meet this challenge, EI has developed a three-year training program involving affiliates in eleven countries. They have been grouped in to the following three clusters and reflect the diversity in the international teaching community:

- Francophone Africa, Mali, Burkina Faso and Niger;
- Anglophone Africa, Uganda, Kenya and Tanzania;
- Latin America, Peru, Bolivia and Ecuador.

In addition, two countries receive specific attention: India (with focus on two States, Andhra Pradesh and Karnataka) and Ethiopia.

The training program covers four key areas:

Research: data and background information can be hard to get in developing countries. Statistics are often out of date, unreliable or both. Unions wanting to enter into negotiations with government must have reliable data to support their views.

Leadership training: union leadership may lack broader views on government economic and financial policies, wider areas of government policy and on the role of the international donor community. Leadership training to build knowledge and understanding of these areas is a prerequisite for entering talks with government.

Consultation with union members: unions must have processes for consulting members and for incorporating members views in policy decided at Congress and Council level. The program seeks to promote strategies for effective membership consultation and policy development.

Campaigning and lobbying: to successfully influence the policy debate, unions must be able to campaign and lobby effectively, and build constructive relationships with allies among other civil society organisations.

Unions need to build skills in these areas because their main focus has been on fighting for a living wage and improved working conditions. Issues such as curricula, training and the structure of education have sometimes been further down the agenda. The absence of a tradition in shaping education policies requires teacher unions to develop new skills for effective participation in the debate on EFA at the national level.

Many of the countries where EFA is to be a high priority have little democratic tradition beyond elections every four years. Governments often only pay lip service to the requirement to consult civil society on education. Some are even less inclined to open-up a debate with unions - they consider unions a nuisance and would rather move ahead without them. The program should help improve the perception of unions as credible partners, with governments and NGOs, in the consultation process on EFA national plans of action.

The training program is a good example of government and unions working together. It is funded by the Ministry of Development Cooperation of the Netherlands and supported by the Dutch Trade Union Confederation (FNV) in cooperation with the Dutch teachers union, AOb.

The task ahead is not an easy one but it is an opportunity not to be missed. EI will keep its readers posted on the progress made. ♦



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