

# TEACHERS RIGHTS

## PROTESTS

### Zimbabwe

El wrote to President Robert Mugabe to condemn the dismissal of 625 striking teachers and the arrest of trade union leaders. The Secretary General of the Progressive Teachers' Union of Zimbabwe (PTUZ) was arrested and injured while in police custody. With a monthly salary of US\$360, teachers are the worst paid civil servants in Zimbabwe.

El urged the government of Zimbabwe to enter into serious negotiations with the teachers' unions as well as to rescind the dismissal notices, so as to ensure a swift and peaceful end to this dispute.

### Lebanon

El wrote to President Emile Lahoud on 23 October 2002 at the request of teacher organisations in the country. Teachers are protesting government plans for the budgetary year 2003, which will have a serious impact on their working conditions and the quality of education they can provide.

### Cambodia

El has written to the Cambodian Minister of Education, following information provided by its affiliate, the Cambodia Independent Teachers' Association (CITA) about teachers being forcefully transferred to rural areas, due to teacher shortage. El urged the Cambodian government to meet with CITA to negotiate the best possible options. "Transferred teachers should not be prejudiced," insisted El.

**Cover:**  
Going to school turns out to be dangerous in certain places of the world. Here, a Palestinian boy attempts to climb through the new gate of his Bethlehem school, where an El mission visited in October 2002.

## KENYA - Denial of teachers' salaries and social rights

**T**he Kenya National Union of Teachers (KNUT) launched an unlimited general strike on 23 September 2002 following the failure of the Government to fully implement the 200% pay increase for teachers agreed in 1997. Since the beginning of the strike, teachers have been subjected to intimidation, harassment and threats. In order not to affect the students, KNUT decided to call off the strike to enable teachers to supervise the national examinations in October.

*"KNUT will not be the same after this strike action,"* said El regional coordinator Nana Henne Ababio after his mission to the country in early November. Because the Trade Union Disputes Act bars the employer from deducting union dues from workers on strike, KNUT has lost 70 million Kenyan Shillings (US\$800,000) in membership subscription fees during the strike.

Since 1997, this is the third national teachers' strike aimed at putting pressure on the Government to implement the salary increase agreement. The Kenyan Government's denial of the teachers' social rights and its interference with the union's operations contravene international labour agreements to which Kenya is a signatory. El addressed a protest letter to the President of Kenya and the Education Minister on these issues. In its letter to the President Moi, Fred van Leeuwen stated: "We urge you to order the resumption of the dialogue with the KNUT in order to implement the pay rises without further delay. (...) Teachers have a right to decent pay conditions and the government must abide by its commitment made five years ago."

On 4 October, El launched an international Urgent Action Appeal to support Kenyan teachers. "Letters of protest from affiliates flooded the State House in Nairobi," acknowledged KNUT secretary-general Francis Ng'ang'a.

## EI WELCOMES ITS LATEST AFFILIATE: UNATU

The El African Regional Office was present at the inaugural congress of the newly merged teacher union Uganda National Union (UNATU) on October 31. All delegates are relieved that teacher unity is at last materializing in Uganda. There were also worries as to whether delegates who had to cross the rebel territory of the Lord's Resistance Army (LRA) lines would make it. By midnight, it was announced that all delegates from far and wide had arrived safely to participate in the inaugural meeting. The two teacher organisations UNUT and UTA had signed a Memorandum of Understanding on April 15, 2002. The UNATU Constitution clearly spells out that the Interim National Executive Council will be in office for two years. Mrs. Margaret Rwabushaija will be the National Chairperson, while Mrs. Teopista Mayanja-Birungi was elected General Secretary. *"There is every hope that Ugandan teachers having buried their differences will now pull together in their attempt to build a broad-based member-driven, sustainable organisation,"* said El regional coordinator Nana Henne Ababio.



Ethiopian Teachers Association's President Taye Woldeismate, accompanied by El officers, met with representatives from the ILO and IBE on 17 October. Dr Taye is pleading for a sound education reform in Ethiopia. In the picture, ILO Director General Juan Somavia with Dr Taye.

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# EDUCATION INTERNATIONAL WORLDS OF EDUCATION



1 December 2002



Dear reader,

You are discovering a new EI publication. With the aim of reaching out to you in the most factual and rapid way possible, the EI Executive Board has endorsed a new no-frills communication strategy relying on information and communication technologies. EI's website [www.ei-ie.org](http://www.ei-ie.org) is your best source of information on EI events, activities and policies. However, we make it a point to keep a printed publication, and you have just discovered it! This full-colour, 16-page newsletter will henceforth replace the quarterly magazine and the Monitor, and be published 6 times a year. Together with the next mailing in February 2003, we shall attach a questionnaire about the publication, so as to help us meet your expectations better. Enjoy the reading!

Fred van Leeuwen  
General Secretary



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*The challenges facing us today are no less formidable nor any less demanding in terms of our civic responsibility as union leaders and as citizens in a global society. Our support for the UNHR and the ILO conventions reaffirms our conviction that democracy and respect for human rights and fundamental freedoms are interdependent and mutually reinforcing.*

**Dr Mary Hatwood Futrell**  
President of  
Education International

*Dialogue-based teaching methods must bring to life the dynamic concept of "knowledge of the other" – this being the only means of eliminating stereotypes and clichés we use to label others. The September 11th tragedy has replaced dialogue between civilisations, cultures and religions at the centre of our questionnings.*

**Rosa Maria Guerreiro**  
Project Specialist,  
UNESCO Division of  
Intercultural Dialogue

*Human rights education is an action-oriented learning and participatory process, whose fundamental role is to empower individuals to assume their shared responsibility to make human rights a reality in their own lives and in their communities. If people are aware of their rights, they will be better prepared to promote and protect them.*

*Sergio Vieira de Mello*

**Sergio Vieira de Mello**  
United Nations  
High Commissioner for  
Human Rights

*In Iran, Guatemala, Colombia and Ethiopia, but also elsewhere in many countries, there is a high casualty rate among teachers who try to promote human rights education and challenge official dogma.*

**Katarina Tomasevski**  
UN Special Rapporteur for  
the right to education

# EI CONFERENCE

## “Living and Learning Together”: The role and responsibilities of teachers and their unions

**In November, over 150 representatives of teachers' unions in 47 countries and territories met in Malta at a conference convened by EI to discuss the role of education in promoting respect for human rights and tolerance.**

Benefiting from the experience of leading international experts – among them, Katarina Tomasevski, United Nations Special Rapporteur on the right to education, Rosa Maria Guerreiro, of UNESCO's Division of Intercultural Dialogue, Professor K.P. Forrester of Leeds University, Elena Ippoliti of the UN Office of the High Commissioner for Human Rights (OHCHR), Dr. Louis Galea, Education Minister of Malta, John Bencini President of the Malta Union of Teachers, and EI President Dr Mary Hatwood Futrell – delegates to this conference, including representa-

tives of the teaching profession as well as students (a first – see box), showed a high degree of convergence in their approach to education and human rights.

### Educate to combat ignorance

“Our lives should not be built on 'beliefs', but on 'knowledge',” said Agnès Breda from UNSA Education (France), “because ignorance generates stereotypes and over-generalisations.” “Without an opportunity to come together, differences can lead to suspicion and stereotypes and a culture of insiders and outsiders. But, bringing children of different communities together doesn't necessarily engender acceptance,” emphasised NEA's Lily Eskelsen (USA). “Acceptance takes an enlightened and skilled teacher, an educator who appreciates the talents of every child, in such a way that those children become valued by the group”, added Lily, who received the Teacher of the Year award in 1999.

“It is only through dialogue that we can mitigate and smooth out the conflicts in our increasingly globalised world, where the mixing of peoples and cultures is more intense than in the past,” explained Rosa Maria Guerreiro from UNESCO's Division of Intercultural Dialogue. “These interactions can become sources of tension, but they also represent an opportunity to learn to live together and to achieve harmonious coexistence between societies with different cultural, ethnic and religious origins.”

### The quest for meaning

Several contributions focused on human beings' timeless quest for meaning. In the opinion of Professor Keith Forrester of Leeds University, the current globalisation process is leading many people to feel they are amidst a “Global fog”. “People, and trade unionists in general, are defensive in coping with rapid changes, they deny the world is falling apart.”

## STUDENT PERSPECTIVES

The active and enthusiastic participation of students in the conference was very much appreciated. During a session devoted to them, four university students in particular impressed participants with their approach to the learning of ethical values. Afsanah Jolan (photo), a Kurdish girl of 19, who migrated to Australia, captivated the audience with her positive attitude and maturity. After

describing some of the difficulties she had to overcome in her childhood, which she spent in a Turkish refugee camp, Afsanah delivered a moving speech in favour of respect for others, as practised in her former school on Multiculturalism Day. Sue-Anne Pizzuto, an education student from Malta, stressed the need to incorporate the practice of human rights into the students' everyday lives. “Teachers must help us to give concrete expression to these concepts,” she said. For his part, Adam Hosein, from the UK, emphasized that it was essential to consider values from different perspectives in order to realise the multiplicity of existing points of view. Lidija Kolouh-Westin, a Swedish university student of Bosnian origin, presented her final dissertation on the schoolbooks used in Bosnia-Herzegovina, which are “hardly conducive to peace”. The promotion of civic values in these schoolbooks consists essentially of a patriotic appeal to learn how to use weapons because “war is a reality.”





The conference was officially opened by the following guest speakers (fr. l. to r.) EI President Dr. Mary Hatwood Futrell, Education Minister of Malta, Dr. Louis Galea, the representative of the UN High Commissioner for Human Rights, Elena Ippoliti and the Malta Union of Teachers President, John Bencini (not on the picture).

*"Education can help us recover a sense of meaning and purpose, provided that Learning is contextualised and linked to individual experience. Learning cannot happen in a vacuum," argued Keith Forrester. UNESCO's Ms Guerreiro emphasised that religious deculturisation in increasingly secularised societies, combined with globalisation, are leading human beings to adopt a makeshift or "DIY" approach to religion. Gaston De La Haye, General Secretary of the World Confederation of Teachers (WCT), believes that education is not solely about the transmission of skills, but also about guiding individuals in creating their own identity. "Any form of identity is necessarily pluralistic and it results from a dynamic historical process made up of reciprocal influences," explained the WCT leader.*

## Purposes of education

Many speakers highlighted the inadequacy of most education systems today, given that they are essentially geared towards the acquisition of professional and technical skills which are virtually "formatted" by the economic reality. "Globalisation has narrowed the scope of education, and hence the individual's objectives, to economic targets: best marks, best jobs, best salaries," said Harvey Weiner of the Canadian Teachers' Federation. For Keith Forrester, education aimed exclusively at employment is reductive. Education must teach the individual to become the subject of the community within which he or she interacts with others.

Martin Sibya also criticised the kind of education that is aimed primarily at producing a workforce for a profit-driven industry. Hitoshi Takehira, of NIKKYO (Japan), mentioned the extremely strong social pressure exercised on students to achieve the targets set for them by the system. Hans Laugesen, from the Danish union GL, spoke briefly of the educational model adopted in his country where schools place human values above anything else. In such a context, the importance of "achievement" becomes relative. "Ideas are more important than tests," agreed NEA's Eleanor Coleman.

## Learning from deeds and not from words

Many participants drew attention to the paradox involved in trying to teach respect for human rights in societies – and indeed in a world – characterised by inequality and lack of respect for minorities, two problems which are often found even in schools. "Can we explain away blatant injustice, selective wars, unfair agricultural subsidies or the fact that black convicts are always more numerous on death row?" asked Hassen Lorgat of the South African SADTU. "There is a danger that students will become increasingly cynical," explained Harvey Weiner of CTF, Canada. "Teaching respect for democratic values cannot be merely a theoretical exercise. This teaching must be put into practice, and this means in the classroom, too," added LaShay Roberts, an American student in the NEA delegation. "It is important to start a debate in the classroom," suggested

NEA's Lily Eskelen. "Students will then realise that people who were on opposite sides in the past are now agreeing on many issues." "Students must understand that nobody is infallible, that unquestionable 'truth' and 'good' and 'evil' do not exist," remarked Adam Hosein, a British student attending the conference as part of the NUT delegation. "Truth is not absolute but relative," added Mustafa Touaiti of the Tunisian SGERS.

The 150+ teachers and delegates left Malta feeling truly inspired and strengthened in their desire to contribute to the promotion of human rights education, day after day, to their students, members, friends and neighbours. Many were also wondering how this new mandate would be accepted by their constituency and decision-making bodies.

Very often, we expect too much from educators. After all, educators are human themselves, with their own responsibilities, pressures and tensions.

*Human rights are a human need, not an ideology. There is no such thing as a "human-rightism" devised to combat another ideology.*

**Mustapha Touaiti**  
SGERS Tunisia

*Teachers unions should convince intergovernmental organisations of the essentiality of human rights education. The World Bank could, for example, consider democracy education as a priority component of any education reform.*

**David Dorn**  
American Federation of Teachers

*We have a dual role to play. While retaining our mission as a trade union, the MUT urges its members to adopt a second, more pro-active and interactive role through participation in decision-making at both the workplace and national level. We strongly believe there should be no conflict at all between these two roles.*

**John Bencini**  
President of the Malta Union of Teachers

## Information is power

The first Meeting of EI Communication Officers was held jointly with EI's "Living and Learning Together Conference". Twenty-three member organisations sent their media officers to make them more aware of what EI has to offer. The purpose of this first meeting was indeed to raise awareness among the communications officers about EI policy and activities, and ultimately to raise the profile of EI in affiliates' publications and websites.

Editors agreed to promote jointly a few selected EI activities (10th anniversary, Global Action Week, World Teachers' Day, World Congress, etc.).

EI will launch an electronic network to stay in touch with all communication officers and exchange information and suggestions in this area. If you wish to be part of EI's communication officers' team, send an e-mail to [headoffice@ei-ie.org](mailto:headoffice@ei-ie.org).



EPT

# EDUCATION FOR ALL

## EFA High-level Group

El President Mary Hatwood Futrell attended the Second Meeting of the High Level Group on Education for All (Abuja, Nigeria, 19-20 November 2002) aimed at reminding all partners of the individual and collective engagements towards EFA.

The High-level Group is mandated to monitor progress, coordinate actions at national and international levels, and seek to mobilise additional resources (financial, human, technical and material) enabling all the countries concerned to meet the Dakar commitments. This year the Group's deliberations are focusing on the conclusions of the 2002 Education for All Global Monitoring Report.

## MINEDAF VIII

El Deputy General Secretary Elie Jouen and El co-ordinators attended the eighth MINEDAF conference aimed at reviewing policy and financial co-operation in the field of education in Africa. More than thirty African Ministers of Education, as well as representatives of UN agencies, governmental and non-governmental organisations participated in this regional conference on education from 2-6 December 2002 in Dar-es-Salaam, Tanzania.

*"The African teaching community has not been consulted regarding the EFA action plans, and their working conditions continue to be deplorable and their salary inadequate.*

*Without a significant amelioration of the situation, quality education will remain a distant dream for most children in the continent," complained El's Elie Jouen. During this conference, El called upon the Ministers to strengthen the dialogue and consultation with the education community in order for EFA objectives to be met.*

## 2005: ELIMINATION OF GENDER DISPARITY

### IN EDUCATION?

The Education for All goal to eliminate gender disparity in primary and secondary education by 2005 is at risk of not being met unless all partners take special measures now, underlined the GCE and other civil society organisations in a letter to UNICEF's

Executive Director Carol Bellamy this August. El and the GCE set out recommendations for urgent action to 'rescue' the 2005 goal.

On 1 November, El Deputy General Secretary Sheena Hanley, GCE coordinator

Anne Jellema, and other NGO representatives met Carol Bellamy for a consultative meeting to follow up on recommendations and explore ways to accelerate global and national progress on the 2005 target.

## Global Action Week 2003 (7-13 April 2003)

**G**irls' education will be the focus of next year's Global Action Week. In an effort to promote the Education for All commitments adopted by the World Education Forum, the Global Campaign for Education will concentrate on the 2005 goal, to enable all girls to access quality primary education and to abolish gender discrimination in education.

Through the Global Action Week, El and the GCE hope to:

- 1) generate greater awareness of the 2005 goal as a key step to achieving EFA
- 2) influence and change policy towards girls' education through lobbying and advocacy
- 3) launch new research on the topic
- 4) encourage action at the regional and national level

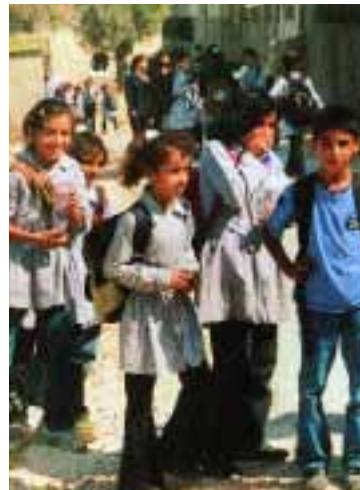
A high profile event, at the international level, involving female celebrities and decision makers, will also serve as the launching dock of the GCE report on girls' education. At the regional and national level, the events shall consist of story telling, theatre, music, production of lobby papers and press/radio releases, drawing competitions and any activity appropriate based on constituents' capacity.

El strongly encourages its members to take part in this Global Action Week, to produce advocacy documents, and to lobby their national governments in order to strive towards the achievement of free quality Education for All.

For more info, check the El website [www.ei-ie.org](http://www.ei-ie.org) and contact [frederique.boni@ei-ie.org](mailto:frederique.boni@ei-ie.org)

### 6.73%

**T**he first "post-war period" budget of Angola is focused on social sectors, according to the Finance Minister of Angola. Public services receive 77.5% of the total expenditure, with 6.73% devoted to education and 0.79% to health. The military expenditure does not appear in the budget.



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**According to the most recent EFA Monitoring Report, 31 countries are at risk of not achieving gender parity by 2015. These countries are :**

**Angola, Benin, Bhutan, Burkina Faso, Burundi, Cameroon, Central African Republic, Chad, Comoros, Côte d'Ivoire, Djibouti, Dominica, Equatorial Guinea, Ethiopia, Ghana, Guatemala, Guinea, Guinea-Bissau, Grenada, India, Iraq, Lao, Mali, Morocco, Mozambique, Nepal, Niger, Pakistan, Senegal, Sudan and Togo.**

# EI ACTIVITIES

## AIDS preventive education on track in French-speaking Africa

From 30 October to 3 November 2002, EI held a regional seminar for the purpose of evaluating national projects launched in seven countries in early 2002 to promote HIV prevention in schools. The seminar, held in Bamako (Mali), was attended by representatives of EI's member organisations in **Burkina Faso** (SNEES/SNEA-B), **Côte d'Ivoire** (SNEPPCI/SYNESCI/SYNADEEP-CI/SYNARES), **Guinea** (SLECG/FSP), **Mali** (SNEC), **Haiti** (CNEH), **Rwanda** (EER/SNEP) and **Senegal** (UDEN/SUDES/

SYPROS). All participants welcomed the opportunity to be involved in this project which owes much of its effectiveness to its being inscribed in a long-term strategy. The seven countries represented in the seminar have now completed their action plans for 2003. Representatives of the Education and Health Ministries of each country took part in the event, thus enabling a fruitful exchange of views between unionists and government officials. The event was organised by EI in co-operation with WHO, the

Centres for Disease Control and Prevention (CDC), the Education Development Centre (EDC) and UNESCO.

The 50 page report of the evaluation seminar is available from the AIDS section of EI's website [www.ei-ie.org/aids.htm](http://www.ei-ie.org/aids.htm)



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## 12,000 primary teachers trained in Rwanda

**EI**'s two Rwandan affiliates, SNEP and EER, have established a partnership to implement a health education programme in schools aimed specifically at the prevention of HIV/AIDS and sexually transmitted infections (STIs).

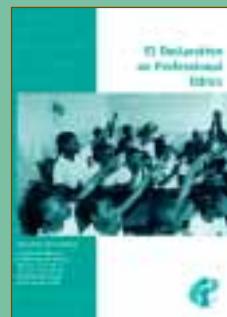
Following the official launch of the project in January 2002 with the support of both the Education and Health Ministries, the two unions set up a team of 24 national edu-

cators from all parts of Rwanda. These educators trained 200 regional instructors, who in turn trained 4,000 teachers throughout the country. This means that, to date, one-third of all second-level primary teachers in Rwanda have received training in HIV/AIDS and STI prevention.

The training focused on practical aspects with the aim of providing teachers with the knowledge and skills required to avoid contracting HIV and

also help young people prevent infection. Each of the participants in the training programme received a leaflet explaining the role of teachers in the struggle against HIV/AIDS. Training brochures were also distributed in Kinyarwanda (the only language spoken by all Rwandans) in schools throughout the country.

In the long term, the Rwandan teachers' unions aim to provide training for all 12,000 second-level primary schoolteachers, to continue pressing the government for effective programmes to prevent HIV through education and also to bring the prevention message home – via teachers and students – to the parents and families of students and to Rwandan society as a whole.



## TRAINING

### Professional Ethics

EI's latest World Congress adopted a Declaration on professional ethics which represents a commitment by teachers and education workers, both individually and collectively, to all other stakeholders in education and to society as a whole. The declaration complements the laws, statutory provisions, regulations and programmes which define the practice of the teaching profession. It is also a tool to help teachers and education workers to address issues concerning professional ethics and find responses to problems that arise in their relations with other actors in the education sector.

In October this year, EI organised a seminar in Malawi with Malawian affiliates as well as those from Zambia and Zimbabwe, to emphasise the importance of publicising and promoting the declaration among their members.

The teachers' unions TUM (Malawi) and ZIMTA (Zimbabwe), both of which have already adopted their own codes of ethics, have been comparing their codes with the more comprehensive EI declaration. For their part, ZNUT (Zambia) and ZESSCWU (Zimbabwe), which do not yet have a document of this kind, are now convinced of the need to adopt the declaration by submitting a proposal to their members and drafting up the project by the end of the year.

# PUBLICATIONS

## UNESCO-ILO

**Global teacher shortage may cause decline in quality education**

*Relentless population growth and declining working conditions are creating a severe shortage of teachers that may lead to a slide in education standards, according to UNESCO and the International Labour Office.*

*The Statistical Profile of the Teaching Profession, released on the occasion of WTD, found that the number of school-aged children had outpaced the growth in the number of teachers worldwide in the 1990s, packing classrooms in some developing countries with as many as 100 students per teacher.*

*At the same time, the study reveals that declining working conditions and low salaries in the industrialized countries are discouraging new recruits to the profession, creating shortages and threatening to diminish the quality of education at a time when the need for new knowledge and skills is growing dramatically.*

*The study is based on the most extensive set of data ever gathered on teachers. It looks at how many teachers there are, who they are, what training they have received, their working conditions and how much their governments invest in them. It reveals the direct correlation between the status of teachers and the quality of education: in countries where teachers enjoy relatively good employment conditions, education tends to be given high priority and is of higher quality.*

*A Statistical Profile of the Teaching Profession*  
by Maria Teresa Siniscalco, 2002, v+78 pp ISBN  
92-2-113115-7 15 Sw.frs.; US\$9.95; £6.95; 10 Euros.  
Also available in French

[www.ilo.org/public/english/index.htm](http://www.ilo.org/public/english/index.htm)

## OECD INDICATORS - Education at a Glance 2002

**On the day OECD releases its fourth report on education indicators *Education at a Glance*, EI issued a press release expressing concern about the growing share of private funding in education.**

While EI welcomes OECD's acknowledgement that education is a crucial investment bringing rewards to both individuals and nations, it is concerned that private funding reached 12% of education budgets in 1999 (year covered by the report), compared with 9% in 1998.

The proportion of private funding tends to be much higher at the tertiary level. In Australia, the Czech Republic and the United Kingdom, over a third of the expenditure for tertiary education originates from private sources. In Japan and the United States, private funding accounts for more than half of the expenditure and in Korea it amounts to a staggering 79.3%.

For early childhood education, private sources in Australia and Germany cover more than a third of the costs and in Ireland, Japan and Korea more than half the costs. The share of private funding

for primary, secondary and non-tertiary post-secondary education is lower than that of other categories, though in Germany it accounts for 24.4% of all costs and in Australia and Korea for 14.6% and 14.8% respectively.

*"More attention is being paid to the private tuition even in what used to be government public schools. The government is lessening grip on the funding of the University education where especially poor children cannot access, leave alone secondary tertiary education,"* said Justus Odiba Cadribo, General Secretary of the Uganda National Union Of Educational Institutions. *"Even nursery and pre-primary education is in the hands of private hands,"* he added.

EI will monitor this development carefully and will analyse its impact on the right of all students to education, as guaranteed by the Universal Declaration of Human Rights.

**Education at a Glance: OECD Indicators 2002 Edition (Complete Edition - ISBN 9264198903 (377 pages) - [www.oecd.org/els/education/eag2002](http://www.oecd.org/els/education/eag2002)**

## VSO Education is at a critical juncture



**An alarming report from Voluntary Services Overseas (VSO) released on World Teachers' Day reveals shocking conditions of secondary schools in developing countries.**

The report reveals the derelict state of over-crowded classrooms with sometimes absent teachers who have to take on a second job to supplement inadequate salary. The VSO study also highlights the extreme sacrifices parents make to send their children to school, only to find them barely educated at all.

Although the study highlights only case studies of secondary schools in three countries (Zambia, Malawi and Papua New Guinea), it states that the same problems exist in primary schools, and the key issue is the teachers' profound demoralisation. Teachers, particularly those in poor countries with few other resources, are pivotal to education. But public policies have so far ignored their views and needs.

The good news is, however, that policy-makers are learning from their mistakes. *"It is now generally agreed that education strategies must be nationally designed and owned by governments,"* stresses VSO. Donors are agreeing to contribute directly to government budgets, reversing the trend of project-based funding of the past 20 years.

The new Education For All Fast Track plan of the World Bank promises to mobilise donors so that the EFA commitments can be met properly. *"Worryingly, though, the Bank appears to be wedded still to neoliberal policies: the plan proposes a ceiling on teacher salaries as a proportion of national education budgets. Quite apart from the fact that this disregards principles of national sovereignty and rights of collective bargaining, it implies a failure to get to grips with a fundamental cause of the current malaise,"* says VSO. EI could not agree more.

**Valuing Teachers Campaign : What makes teachers tick ?**  
Report - 2002 Edition [www.vso.org.uk](http://www.vso.org.uk)

# A DAY IN THE LIFE OF

## Marie-Juliana Ohouchou Apo trade union educator in Daloa, Côte d'Ivoire



© EI/ds

**M**arie-Juliana, 35, educates women (from age 15 onwards) from disadvantaged backgrounds. They have no means of following a course in the general education system, so they attend Marie-Juliana's classes in order to acquire skills which will hopefully enable them to become financially independent. Marie-Juliana teaches them childcare, hygiene, household management, and moral and civic education.

Mother of two children aged 5 and 11, Marie-Juliana is single and she works as a civil servant. Her monthly salary is a meagre sum of CFA100,000 (about Euros 150). It is now 12 years since she began working as a teacher in Daloa, in the High Sassandra region, some 280 miles from Abidjan, but she has never received a pay rise in all those years even though the cost of living has increased steadily. What she earns is not only for her family but also for helping out a number of relatives in difficulty.

Apart from teaching, she occasionally sells her pastries or does some tailoring to make ends meet but, as she explains, her job as a

full-time teacher does not leave her much spare time to pursue other occupations.

Marie-Juliana is a member of the "Syndicat national des enseignants de l'éducation permanente de Côte d'Ivoire" (SYNADEEPCI) and would like to become more involved in trade union activities if she had the time.

Every morning Marie-Juliana gets up at half past five. She says her prayers, does some housework, looks after her children and gets ready for work. Her breakfast consists of a piece of bread and a large bottle of water. At eight she sets off for school, which is quite close to her home. At quarter to twelve she goes back home for lunch. She prepares lunch and then prays again. Her lunchtime meal is more varied than breakfast: she eats either rice, attyeye (a porridge made with cassava flour), foutou (cassava mash with bananas) or boiled yam. She resumes her lessons at two thirty in the afternoon.

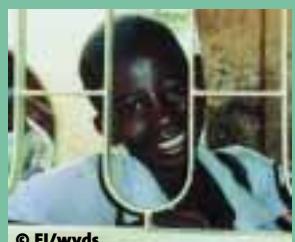
She finishes her teaching at half past five. On Mondays and Thursdays, Marie-Juliana goes to church and stays there until about eight in the evening. When she returns home she takes care of her children, does some more housework, has her evening meal and then prepares her lessons or marks her students' work.

Marie-Juliana would like to convince all women that they should not underestimate themselves. "We are not the weaker sex, we are full-fledged individuals in our own right," she underlines. "Women are capable of taking care of themselves and their family but they have to fight to do it every day."

### CÔTE D'IVOIRE

#### ► Solidarity with trade unions in Côte d'Ivoire

Following the cease-fire signed on 17 October, silence has finally fallen over Côte d'Ivoire, but the frontline that divides the country from east to west still hurts like an open wound. The northern zone is still in the hands of the insurgents. Since 30 October, negotiations have been under way in Lomé (Togo). For teachers and students alike, indeed for the whole population, the stand-off is already lasting much too long. An EI affiliate lost a member, a teacher who was killed in the fight together with other innocent civilians. EI expressed moral support for its affiliates in Côte d'Ivoire and has, as a gesture of solidarity, made a 5,000-dollar contribution to help teachers affected by the recent wave of violence. EI members can contribute through donation to the EI solidarity fund for Côte d'Ivoire: account no 310 - 1006170 - 75



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**\$878**

**I**n developing countries, foreign aid arrives with the best intentions but often with too little co-ordination among donors. Talking on this topic in the Financial Times, World Bank President James Wolfensohn said the cost of building a primary school in Guinea can range from \$130 to as much as \$878 a square meter, depending on the donor country managing the project. For the same amount, one donor could build seven times more schools than another.

### EI PUBLICATIONS

EI Publications – Two new leaflets, one on the *Declaration on Professional Ethics (DPE)* and the other about the *EI-PSI Cooperation*, have recently been distributed to member organisations. The DPE leaflet is currently available in

English, French, German, Spanish and Russian. Copies in Arabic, Hindi, Japanese and Portuguese will be available next year. Two other publications on the issue of *Pay Equity* (*Pay Equity – How?* and *A Training Manual*) and are

currently being produced. The forthcoming and last issue of the quarterly magazine featuring articles on *Sustainable Development, AIDS, Burn-Out, Gender Parity, Teacher Shortage* and *EFA Partnerships* will be dispatched in December.