

WORLDS OF EDUCATION



The right to education does not simply mean getting a child into a school building, it refers to his right to learn from a qualified teacher.

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8 March - International Women's Day

On International Women's Day, EI reaffirms the urgent need for a deeper commitment to implement the strategic objective of girls' education, highlighted in many international fora though not yet achieved.

EI encourages member organisations to advocate this at the international level and with civil society partners.

Women and girls' access to education is not an isolated issue, but an intrinsic step to beneficial societal progress.

Women and girls' education is deeply influenced by poverty, cultural backgrounds and legal systems. Political will is required, not only to provide them with education, but also to eliminate all forms of discriminations against them. Efforts in support of girls' education must move from sporadic to large-scale, as in the case of some regions like Latin America where girls' access to education has been largely improved so as to assure their retention rate.

EXECUTIVE BOARD

► Looming War in Iraq

The EI Executive Board adopted a Declaration on Iraq. "Teachers are the ones who build up awareness and the spirit of tolerance and peace among pupils," explained one of the movers of the declaration. "EI has therefore decided to adopt a resolution on the current developments leading to a potential war in Iraq".

The Declaration recalls that democracy and human rights are the only guarantees to enduring world peace, and that all nations are bound to abide by the principles and resolutions of the United Nations.

EI requires the international community to make every possible effort to resolve the conflict peacefully.

The Declaration stresses that recourse to war is never justified before all non-violent solutions have been pursued and that any military action should only be taken as the last resort and within the UN framework.

EI celebrated its 10th anniversary on February 4, in the presence of the EI Executive Board and special guests from the Global Unions. On the picture, from l. to r. EI President, Mary Futrell, the President of the GUFs Philip Jenning, PSI General Secretary Hans Engleberts and EI General Secretary.



Teacher salary levels should not be determined by international aid agencies. This is the view of the Executive Board of Education International that met in Brussels from 4 to 6 February.

The Board is concerned about the conditions attached to extra financial support that 23 low income countries may receive to help them achieve Education For All, including the condition that teachers' pay will not be higher than 3.5 times the country's GNP per capita.

The World Bank has developed a so-called "Fast Track Initiative" (see box) to ensure that the countries that account for most illiterate children will be able to finance primary education for all children by 2015. Although the Executive Board welcomes the financial support, it rejects any conditions resulting in the reduction of teachers' pay. Such condition would not only fail to recognise that adequate employment terms and conditions for teachers are crucial to the achievement of Education For All, it also undermines core labour standards, such as the right to collective bargaining. The Board has instructed the General Secretary to seek clarification from the World Bank.

In December 2002, EI invited all its African affiliates from countries eligible for the Fast Track financing to a two-day meeting in Tanzania which World Bank representatives attended.

Education is not for sale

EI and Public Services International have been among the first international organisations to warn their members about the implication of the General Agreement on Trade in Services (GATS) for public serv-

ices, including education. "We are no longer the only ones working for the exclusion of basic social services from GATS," President Mary Futrell reminded members of the Board. "Today, all Global Unions and many other groups of civil society have joined our campaign against the commercialisation of education services".

As higher education and vocational training are particularly vulnerable to these developments/market pressures, the Board established a task force that will make recommendations for EI policy on the globalisation of these education sectors.

The Board also stressed the importance of EI's continued in-

The EFA Fast Track Initiative

The Fast Track Initiative was adopted in April 2002 by the World Bank and a number of national development agencies, including Dutch and Norwegian Ministries for Development Co-operation, in order to speed up the funding of Education For All. Indeed, at the Dakar Forum on Education (April 2000), the international community decided – following a proposal made by the World Bank – that no country submitting a credible national action plan to promote EFA should be unable to implement the plan because of a lack of financial resources.

In June 2002, the World Bank published a list of countries eligible for Fast Track financing, including Albania, Bolivia, Burkina Faso, Ethiopia, Gambia, Ghana, Guinea, Guyana, Honduras, Mauritania, Mozambique, Nicaragua, Niger, Tanzania, Uganda, Vietnam, Yemen and Zambia. Subsequently five more countries: Bangladesh, Congo (RD), India, Nigeria and Pakistan were added to the list. Together, these five countries account for half of the total number of illiterate children in the world.

A study conducted by the World Bank found that the countries most successful in implementing EFA were those fulfilling specific requirements. EI has expressed strong reservations about some of these "conditions", particularly one which pegs teachers' average salary at 3.5 times GNP per capita.

This rate might be considered quite high in industrialised countries: in Denmark for example, the GNP per capita is \$27,950. This means that teachers' average salary would be \$97,825! In reality, teachers' average salary in Denmark is struggling to reach 1.2 times GNP per capita. However, this is not the case in developing countries. In Niger, the GNP per capita reaches \$170 and a teacher's average annual salary \$1,630, representing 9.6 times the GNP per capita. In order to take advantage of the Fast Track financing initiative from the World Bank, the Niger's government would have to reduce, in theory, teachers' salaries by 63%. This is both unrealistic and unacceptable.

EXECUTIVE BOARD

The Status of Women Committee – composed of the female Executive Board members (here with staff members) – discussed pay equity and regional women's networks. The Committee also started a discussion on how to ensure better participation of women in the next World Congress (July 2004).



volvement in developments concerning GATS and the World Trade Organisation in general, and decided to bring together this autumn all member organisations in the OECD countries with the purpose of discussing the correlation between social inequality, school success and student achievement. The conference will take place from 17 to 19 November 2003 in Florence, Italy. On a different subject, the EI Board also approved the creation of an international gay, lesbian, bisexual and transgender (GLBT) forum of EI and the Public Services International. The EI/PSI forum is to advise the Governing Bodies of the two internationals on policies and activities aimed at promoting GLBT rights. It will be open to all member organisations.

Future strategies for global unions

At the occasion of EI's tenth anniversary, an Executive Board discussion was initiated on the future of the international trade union movement and the role to be played by EI within that movement. Guy Ryder, General Secretary of the International Confederation of Free Trade Unions, and John Evans, General Secretary of the Trade Union Advisory Committee to the OECD, shared their views with members of the Board.

Guy Ryder, General Secretary of the International Confederation of Free Trade Unions (ICFTU), ad-

dressed the Board by first remarking that change is necessary. *"It was 10 years ago that EI saw the over-riding interests and had the political courage to embrace change,"*

he said. Touching on ICFTU's relation with the World Confederation of Labour (WCL), Ryder likened it the circumstances that led to the creation of EI 10 years ago. *"Trade union pluralism is not identical to political pluralism,"* he said, *"in the world today, the international trade union movement has to work together and identify the potentials, the use of the resources and co-operate effectively to enhance the quality of the work we do."*

"Global unions like the ICFTU and EI should provide the platform for joint efforts and the vehicles for joint action. The key word for this is co-operation, and by identifying priority issues such as the impact of globalisation and the fight against AIDS, we are giving substance to this co-operation,"

added the ICFTU General Secretary (see also article on page 7)

John Evans, General Secretary of the Trade Union Advisory Council to the Organisation for Economic Co-operation and Development (TUAC) explored ways in which the international trade union movement could make an impact. *"We should present a clear image to the outside world and remain relevant: first by not losing the ground that pro-Labour policies are seen as good; second, by influencing the ideology that we*

are a key player in the field; thirdly, by working even more closely at both the international and national levels. Mobilisation of our members should not be seen as a detached process from our international lobbying," he said.

Confronted by the global re-regulation, the international trade union movement needs to find out how we can as unions make a difference by representing workers in the supranational negotiations. TUAC is in line with both EI and ICFTU to make that difference. The Education Directorate formed by the OECD will present a new dimension in our negotiations on education, and the Development Co-operation Committee in the OECD is currently working with ICFTU for the alleviation of poverty.

The EI Executive Board members will meet again in October.

Membership

The 20th Executive Board Meeting admitted five organisations in Africa, Asia and Europe into membership. The new member organisations represent a total of 1.25 million members:

- **Benin:** National Union of Secondary Teachers (SYNAPES)
- **South Korea:** Korean Professors Union (KPU)
- **Lithuania:** Lithuanian Education Employees Trade Union (LEETU)
- **Serbia & Montenegro:** Nezavisnost Teachers' Trade Union (NTTU)
- **Uzbekistan:** National Trade Union of Education and Scientific Workers of Uzbekistan (NTUESWU)

Organisations resulting from mergers between or involving EI member unions were also admitted:

- **Utdanningsforbundet, Norway**
- **Kennarasamband Islands, Iceland**
- **Uganda National Teachers'Union (UNATU)**

Furthermore, the Executive Board decided to send missions to Bangladesh, India, Morocco and Tunisia and to help member organisations in these countries resolve internal conflicts.

In conclusion, EI now represents over 26 million members through 310 organisations in 159 countries and territories.

4th World Congress: And the winner is ... Porto Alegre

So, it will be in Porto Alegre, in the Brazilian province of Rio Grande Do Sul, that the 4th World Congress of Education International will take place from 25-29 July 2004.

Several factors have led to this decision, among them practical and financial considerations. EI's Brazilian affiliate, the 600,000-member *Confederação Nacional dos Trabalhadores em Educação* (CNTE), which is an important player in the national context, will host the World Congress. The Rio Grande Do Sul branch of CNTE (CPERS/Syndicate, 84,000 members) is also a very influential union at the provincial level.

Furthermore, the election last January of Labour Party leader, Luiz Inácio da Silva, aka "Lula", into the presidential office constitutes good news for trade unions worldwide. CNTE, which had supported the President in his electoral campaign, is confident that Lula would address the EI Congress.



EDUCATION FOR ALL

Girls' education for greater country progress!

The 2005 gender parity goal is especially urgent. Without educated women, all other development efforts will fail. Literate and empowered women are the world's best hope of ending poverty, fighting HIV/AIDS, reducing hunger and consolidating democracy.

Yet, we have only two years left before the 2005 target is declared a failure, and quietly swept under the carpet along with all of the other promises that world leaders have broken and forgotten about since education was first declared a fundamental right half a century ago.

Help us turn the tide from failure to success. Raise your voices for education, and especially for girls and women during the Global Week of Action from April 6-13 2003. Demand that governments and international agencies act now to get girls into school and keep them there!



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Global Action Week • 6-13 April 2003

Hands up for girls' education

The planning for this year's Global Action Week is well underway and we have already received positive responses from several member organisations. This year's highlight will be the world's largest simultaneous lesson which aims to break the Guinness World Records for the largest class ever held on the planet. EI encourages each member organisation to register with the Global Campaign for Education in order to have at least 28,000 people take part in this attempt on April 9th.

Register your classrooms or schools with the GCE and teach the half-hour lesson as included in the World Record packet you will receive shortly. You will then be part of a world endeavour to raise awareness on the Dakar Goals for Education For All.

If everyone participates, the lesson will surely teach governments and decision-makers of the importance of reaching the 2005 goal.

Events at the national level consist of writing letters to put pressure on Members of

Parliament, involving female celebrities making statements of support for girl's education, and organising girls' marches in your town or city.

Printed materials will also be available in French, English and Spanish. There will be leaflets (here), stickers and posters for wide distribution. A research report with case studies from 9 countries will be launched during Global Action Week. This year's week of action is bound to be another success! Don't wait any further and take part in the largest class ever held.

More information on EI's website



GUINEA: TEACHING 30,000 WOMEN TO READ AND

WRITE BY 2005 TO PROTECT THEM FROM EXPLOITATION

The Guinean authorities have undertaken to speed up education for girls and women in order to bring an end to female genital excision, prostitution and exploitation. The three-year literacy plan, to be launched on 27 August (National Women's Day), is expected to benefit more than 30,000 Guinean women.

More than 62% of Guinea's eight million inhabitants are

illiterate, nearly 80% of them are women. *"Women are being discriminated against in Guinea quite simply because they are unable to read or write and so are unaware of their basic rights"*, stated Social Affairs Minister Hadja Mariama Aribot. This programme will teach young women to read and write and provide them with vocational training.

The Guinean government and the United Nations Development Fund (UNDP) will jointly finance the programme. EI deplores the fact that the task is being entrusted to 2,000 volunteers. This is because, like many other countries, Guinea is suffering from an acute shortage of trained teachers.

EDUCATION FOR ALL

Europe for Education campaign EU should double its cooperation budget for primary education



On January 20 Education International and the European Parliament's Committee on Development and Cooperation launched a campaign for the adoption of a Resolution to increase EU contributions to the Education For All Goals.

71 countries may not achieve the Millennium Goal of free quality primary education for all children by 2015. The Education For All (EFA) process launched in Dakar in 2000 is in great danger. Therefore, Education International (EI) asked its 115 member organisations in Europe to campaign to double funding of the European Union and national

Europe for Education campaign

How can you help?

Whether you are an NGO, an EU or non-EU citizen, a politician, a teacher, a student, or anyone concerned with helping millions of children around the world without education, please participate in the Europe for Education campaign!

You can download the Online Lobby Kit or send a Cyber Petition to the EU (both the Commission and the Parliament) on our Website. Send us your feelings, words of support, drawings, or stories by email, fax or post. You can also participate in our activities.

www.europeforeducation.org

development cooperation towards primary education.

The European Parliament's Committee on Development and Cooperation is drafting a resolution calling for a substantial increase in the percentage of EU's development cooperation funds allocated to primary education. This resolution will be debated in the European Parliament in May 2003. It is of great importance for the future of millions of illiterate children worldwide that this resolution be adopted.

EI encourages both the European Union and non-

European Union members to participate actively in this campaign. Member organisations in Europe are invited to exert pressure on their national governments, as well as directly address the European Commission and Parliament, to increase the development cooperation budget to at least 0.7% of their GNP. 20% of the 0.7% should then be allocated to basic education. Member organisations outside Europe are encouraged to do likewise, in addition to advocating civil society participation in the EFA process.

Debt cancellation is a myth

This year, Ethiopia, Malawi, Mozambique and Zambia will pay back \$350 million to their creditors - the World Bank, the IMF and the governments of some of the world's richest countries.

Didn't Western leaders promise three years ago to cancel the unpayable debts of the world's poorest countries? Under the debt relief deal reached by G8 leaders in Cologne in 1999, 26 countries were supposed to have had \$68 billion of their debts written off by now. In fact, just over half that amount has been cancelled and the World Bank admits that for half of those countries the amount of relief granted is not enough to make their debts sustainable.

The basic problem is that the West's criteria for sustainability do not have anything to do with human needs, but are based on narrow financial parameters, namely how much money can be extracted from a country without it collapsing entirely. In Cologne, the West decided that the amount of debt-servicing which a country can afford, is about 150% of its earnings from exports each year.

Instead of the narrow financial criteria, creditors should base efforts to meet the Millennium Development Goals at the heart of their assessment of how much debt these countries can repay. The goals, which include halving the proportion of people living in absolute poverty and getting every child into school, are supposed to be reached by 2015, but the UN has warned that most African countries are off track.



EVENTS

DAVOS

World Economic Forum

For the second time EI was represented by its General Secretary in Davos. Fred van Leeuwen took advantage of the occasion to clarify the issue of the cost of teachers.

"International and national aid agencies seem to ignore the fact that adequate remuneration and employment conditions for teachers are crucial to the achievement of Education For All," said the EI General Secretary at a dinner hosted by the World Economic Forum (WEF) in Davos on 26 January. "Twenty million extra teachers are needed to accomplish the millennium development goal of universal primary education. We will not be able to stop people from leaving the profession, let alone recruit an additional 20 million, if education budgets do not provide for a decent income for all teachers."

He urged his audience, mainly leaders of intergovernmental organisations and NGOs, not to forget that the right to education is more than the right to attend school. It is also the right of a child to have a qualified teacher. *"We do not simply want to get more children into schoolbuildings, we want them to learn something,"* said van Leeuwen.

Faced with the uncertainty of future economic prospects, the 2003 Davos Forum was dominated by US and UK plans to disarm Iraq.

Since 2002, the General Secretaries of the Global Unions are invited to attend the Forum, which aims at bringing leaders of the business community, civil society and governments together. The Global Unions General Secretaries organised face-to-face meetings with representatives of the international financial institutions, the Director General of ILO and the newly elected President of Brazil, Lula.

Porto Alegre: Another world is possible



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In less than three years, Porto Alegre has become the symbol of a civil society determined to achieve social and democratic change through dialogue. EI affiliates from 17 countries took part in the Forum.

"The third World Social Forum was a constant hive of activity, since the Forum is a crucial gathering where all the social forces seeking change – trade unions, NGOs and civil society associations – come to exchange ideas," explained Elie Jouen, Deputy

General Secretary of EI. *"We see it as an opportunity to forge contacts and rally support for the values and positions we defend incessantly."*

Sergio Haddad, whom the affiliates knew in 2000 due to his capacity as representative of the Association of Brazilian NGOs in the Global Campaign for Education, is one of the organisers of this *"counterweight to the Davos World Economic Forum"*. *"The Social Forum is more than just a meeting – it is a process,"* he emphasised. *"The Forum has*

► At the Porto Alegre Social Forum, the crowd mostly included activists. EI President, Mary Futrell, was at Porto Alegre this year.

two facets. Firstly, it is much like a university. We discuss issues and try to find lines of convergence... But nobody is allowed to speak on behalf of the Forum. It is an open arena where civil society can express its views. The Forum's other facet is to bring such organisations together so they can prepare their battle plan for the future. It is very difficult to control the outcome of all this. People go home from the Forum with different ideas, a sense of responsibility..."

Obviously it is impossible to report on all the 1,700 panel discussions covering a wide variety of geopolitical, media, social and other topics of concern of this year's 100,000 participants.

World Education Forum

The second World Education Forum (WEF) met in Porto Alegre from 20 to 23 January 2003, in advance of the World Social Forum. It was attended by around 15,000 participants, including teachers and educators, academics and researchers, head teachers and directors of schools and educational institutions, together with students and representatives of trade unions and social movements fighting for a more democratic, united and just society.

The conference and discussion themes, centred on education as a basic right, the importance of state education and resistance to neo-liberal policies, illustrated the WEF's focus.

This international meeting, with its wide range of participants and themes, culminated in the strong convergence on a number of concepts: public education for all as an inalienable social right, to be guaranteed and funded by the State - but never relegated to the status of a commodity or service – in aid

of a united, democratic, egalitarian and just society.

"The incontestable legitimacy of EI at the global level is a precious trump card in trade union movement's capacity to confront transborder challenges facing education today," declared Agnes Breda who was representing UNSA Education in Porto Alegre. However, it was regrettable that interpretation was available in only a few workshops and the logistics were often shaky, preventing non-Portuguese-speakers from participating fully.

CAMPAIGNS

Fighting homophobia in schools

Eradicating discrimination on the basis of sexual orientation is one of the constitutional aims of Education International.

EI member organisations world-wide have consistently asserted that part of the teacher's role, is to promote education against any form of discrimination and intolerance. This includes discrimination on the grounds of sexual orientation. In 1998, the EI congress adopted a resolution stating that discrimination – of teachers and of students – on the basis of sexual orientation is a violation of human rights.

The EI resolution encourages member organisations to lobby governments to introduce anti-discrimination legislation and equal treatment policies that address the rights of gay and lesbian teachers and pupils.

EI will call on its members around the world to mobilise on May 1st, under the theme of "Respect". EI affiliates are invited to join calls from their trade unions centres for employers and governments to show respect to workers and employees (see below).

Since 2000, EI member organisations have been asked to document violations of human rights or labour standards, among which are cases of discrimination against their gay and lesbian members and students. Such cases include labour prejudice such as dismissal, unwarranted transfer, denial of promotion, unequal work conditions, stigmatisation, exclusion, or even physical violence against our gay and lesbian education workers. The offenders are come from all levels of the society: public authorities, education employers, colleagues, classmates, students or parents.

"The list is depressing, but the fact that more and more EI member organisations no longer accept these offences give reason for some optimism," stated the EI General Secretary, Fred van Leeuwen, at the Workers Out conference in Sydney in October 2002. *"As does the development of non-discrimination and equal rights legislation in*

some of the countries of the European Union," he added. However, the General Secretary emphasises that if anti-discrimination legislation is important, it is not the ultimate solution to discrimination. *"I strongly believe in the role our school systems can play in addressing these prejudices. Obviously this is not just a matter of sex education and removing stereotyping in textbooks. Education unions must promote and help develop education programmes aimed at fighting ignorance and prejudice. And they must provide professional guidance to classroom teachers to carry out these programmes effectively."*

EI and the Public Services International (PSI) will take the initiative of establishing an international Gay, Lesbian, Bisexual and Transsexual (GLBT) trade union forum. With the purpose of providing guidance to the two internationals, the Forum would be an advisory body of the EI and PSI Executive Committees. It would meet in

conjunction with the World Congresses of EI and PSI, and as often as the Executive Committees of EI and PSI would deem it necessary.



The *Centrale des syndicats du Québec (CSQ)* has produced a video on the lives of gay and lesbian teachers and students in schools. The video, entitled *Silence SVP* ("Silence please"), aims to sensitise the public on the human rights of gays and lesbians in the school environment, and to combat homophobia.

www.csq.qc.net

Global Union Federations

The general secretaries of the Global Union Federations held their annual conference in London on 13-14 January. Education International is one of the ten Global Union Federations. These GUFs represent, at international level, national unions from a particular sector, industry or trade.

Various issues were discussed and debated, such as shared services, campaigns, relations with multi-national companies, ICFTU/GUF regional cooperation, OECD/TUAC issues,

World Trade Organisation and a proposal for a Global Labour University. Representatives from ILO and ACTRAV were also present.

In cooperation with its Global Unions partners, ICFTU and TUAC, the Global Union Federations are preparing two new campaigns. One focuses on the trade union response to "globalisation", and the other focuses on an internationally coordinated trade union response to the scourge of HIV/AIDS.

Global Unions are calling on trade unions around the world to mobilise on May 1st of this year, under the common theme of **"Respect"**. A call for Respect makes perfect sense at a time when workers' rights and necessary public services such as health and education risk are being eroded by the globalisation process. EI affiliates are invited to join May Day Respect activities organised by their national centres.

Contact:

may1@global-unions.org

www.global-unions.org/may1

Every three years, EI releases a report about the situation of gay and lesbian teachers in countries and territories where it has member organisations, by compiling results from questionnaire sent to members. Few organisations replied in September 2000. We hope that more affiliates can provide us the results this time round, when the questionnaire reaches them in September 2003.



TEACHERS' RIGHTS

Protest letters

Slovakia

El has written a protest letter to the Slovakian Minister of Labour on 28 January requesting him to keep the country's Labour Code in line with the International Labour Organisation (ILO) Conventions.

The Slovakian government has introduced 180 amendments to the Labour Code contrary to ILO standards. El urges the Slovakian government to consult union representatives in the next tripartite meeting for any proposal to amend the Code.

Senegal

Thirteen Senegalese teachers' unions, grouped together in a trade union federation that includes El affiliates UDEN, SUDES and SYPROS, decided to organise a march on 23 January in protest of the breakdown of negotiations with the government.

In response to the strike notice, the teachers staged a sit-down strike on 28 and 29 January.

In December last year a joint committee was formed to examine the teachers' demands. However, in the absence of any concrete response to their financial demands, the trade unions decided to take action. The trade union federation is planning further action.

Urgent Action Appeals

Turkey

El protested against the arbitrary charges against and sentences passed on 35 leaders of unions, NGOs and political parties who demonstrated against the Labour Code Draft in June 2001. Five members of Egitim-Sen's Diyarbakir branch (KESK Music Group) were charged for singing both Kurdish and Turkish songs for peace at a union Congress in February.

European affiliates of El have been invited to follow up on the Urgent Action Appeal launched by El in January.

El has learnt of World Bank's decision in July to loan \$300 million to finance Turkey's Basic Education Programme from 2002 through 2005. The loan would follow the Bank's \$300 million loan in 1998 to support the Turkish education system..

Colombia

Educators and teacher unionists in Colombia are the victims of constant repression. El condemned the assassination of educator José Marcelino Díaz González on 13 January. González was the Rector of the Floirán Farias College, in the municipality of Tame, department of Arauca. He was also working as President of the College of Rectors and Directors, affiliated to the FECODE Arauca teacher association.

In its protest letter to the President of Colombia, El demanded the government to conduct an in-depth investigation to bring the culprit to justice and to take all necessary measures to ensure the safety of all Colombian education workers. El has also launched an Urgent Action Appeal to all members, encouraging them to write similar letters to the Colombian government.

Central African Republic

Teachers organised in the *Interfédérale des enseignants de Centrafrique* (IFEC) throughout the country have been on strike since September to demand the payment of 9 months' salary arrears out of the 32 months owed to State employees. The government has not replied favourably to their demands, resorting instead to threatening teacher unionists and employing unqualified persons to replace the teachers.

"Teachers have come to the conclusion that the government is not seeking solutions to their demands but instead wants to force them back to work by underhanded means", said Noël Ramadane, General Secretary of the FSEC.

El condemns such actions and urges the government to enter into serious negotiations with the teacher unions. El has also launched an Urgent Action Appeal to all members on 16 December, asking them to show their solidarity towards Central African teachers.

661,440 Angola

661,440 children were integrated into Angola's national education, thanks to the construction of 5,512 classrooms countrywide last year in a joint effort by the government and social partners.

At the inauguration ceremony of the 2003 school year on February 5, the Minister of Education, Antonio Burity da Silva, said that in Luanda alone, the government has built 862 classrooms to bene-



© S. Grumiau

fit 133,000 new pupils, who need 5,140 teachers.

Notwithstanding all this effort, he said, some 25,000 children will remain out of school. The minister underlined that, with the end of the armed conflict in the country, *"it is time to turn the battle fields*

into fields of production and knowledge, stimulating the whole society in satisfying the demands of education and improve the supply, through the development of school infrastructures and continuous training of teachers".

TEACHERS' RIGHTS

RELEASE OF UK ACADEMIC JAILED IN INDONESIA



On 4 December, EI sent out an appeal for assistance for British academic, Leslie McCulloch (photo) convicted in Indonesia for visa violation and alleged espionage. She has been released on 9 Feb after 5 months in jail. EI thanks all member organisations which have contributed to her release.

World Summit on the Information Society

In 2001, the UN General Assembly adopted a proposal of the International Telecommunication Union to hold a World Summit on the Information Society¹. The global information society introduces fundamental changes to all aspects of our lives, in particular the education sector, and both NGOs and trade unions better monitor closely.

In the education sector, issues like the reorganisation of education systems, teacher training, distance education, intellectual property rights, freedom of expression, professional ethics... need to be addressed clearly.

To enable trade unions and

NGOs to express their views and concerns, an online discussion forum was held under the technical auspices of UNESCO. The purpose of the forum was to formulate proposals to be included into the Action Plan² to be adopted by the Summit. Views expressed clearly state that the Information Society should be based on human rights and fundamental freedoms, including the freedom of expression. Another concern is that access to information should be free of charge whenever possible.

These proposals have been officially transmitted to the President of the WSIS Preparatory Committee. The inputs from NGOs will be presented to

the Member States participating in the Summit.

In parallel, the Global Unions, which EI is part of, have decided to create a working group to coordinate the collective input of the trade union movement through a common statement and an activity to be organised prior to the Summit in December. WOE will keep you updated.

The Information Society Summit will be organised in two phases - the first phase will be held from 10 to 12 December 2003 in Geneva and the second in 2005 in Tunisia. The Summit will develop and foster a clear Declaration of Principles and a concrete Action plan.

1. www.itu.int/wsis/

2. <http://wsisforum.unesco.org>

Haiti: 64 months of waiting!

In response to a call by the National Haitian Teachers' Confederation (CNEH), Haiti's teachers staged a 48-hour strike on 16 and 17 January to demand the implementation of the salary increase promised 64 months previously. According to CNEH's General Secretary Jean Lavaud Frédéric, the teacher unions had no choice other than to join the strike after failing to secure a meeting with national education leaders to settle outstanding demands since February 1997.

There was broad support for the strike, which coincided with the oil crisis that has led to soaring fuel prices. The state's share of education

now represents only a little over 30% of the education sector, which comprises mainly private and religious schools.



Quotes

"Without education, AIDS will continue its spread."

UNAIDS Executive Director
Peter Piot

"External aid, notably for education and AIDS, creates more friends and partners and less terrorists."

Bill Clinton, former US President

"Projects often pay better than do African civil services, and so leading to the outflow of the best qualified people from state service. Furthermore, donors pay for buildings (schools, for example) but forget about the operational costs (such as teachers' salaries). The schooling projects may be ill-chosen or overlapping. According to one recent estimate, there have been hundreds of these projects in Tanzania with no common curriculum or goals."

Clare Short, UK Secretary of State for International Development

"Unprecedented famine plagues Africa: 38 million people in over 20 countries are close to starvation. There are a number of political and natural causes: drought, political turmoil, mismanagement and AIDS all play a significant role."

The WFP has concrete solutions that work: providing children with one meal at school, which costs a mere \$0.19 a day per child, increases attendance drastically. Other solutions must be found in order to force governments to act responsibly and in the interest of their population."

James Morris, head of the World Food Programme

NEWS FROM AFFILIATES

GEW's campaign to "Save Education"

Acting on the results of the PISA Study, which compares knowledge and skills of 15-year-olds in major industrialised countries around the world, EI's German affiliate *Gewerkschaft Erziehung und Wissenschaft (GEW)* launched a nation-wide campaign last June to "Save Education". The campaign was sparked off by a demonstration of 30,000 teachers, students and parents for education reform.

Among the 8 themes proposed, GEW calls for better teacher education. *"The image of teachers has not been positive: they are made to answer to all that does not go well with the society. That, we want to change. The best brains should be encouraged to enter the teaching profession and teacher education should be brought to the highest standards possible. Only with good professional prospects for teachers can the quality of schools be improved,"* said Eva Maria Stange, President of the GEW.

As part of the campaign, GEW has also asked all schools and educational institutions to designate 27 June as the national "Education Day" to promote activities and discussions on the issue of improving education on all levels.

Visit GEW's "Save Education" website

www.gew.de/rdb

(Available only in German)



Resounding Victories

Nicaragua: Victory for CGTEN-ANDEN

In January, Nicaragua's Supreme Court of Justice ruled in favour of the legal petition filed more than two years ago by CGTEN-ANDEN, one of EI's two Nicaraguan affiliates. This ruling authorises trade union contributions to be deducted at the source, which was suspended by the previous government in 2000.

Thanks to the court ruling, Nicaraguan education union organisations will once again receive their membership fees. The two EI affiliates have a combined membership of 30,000, so it will greatly improve their resources.

Argentina: promise to restore bonuses

In early February, the Minister of Education, Graciela Giannettasio, agreed to restore bonuses to teachers. CTERA won back the payment of teachers' bonuses, suspended by Dr De la Rúa's government in 2001, after a tough battle known as the "Carpa Blanca" (White Tent) protests which lasted 1,002 days.

Argentine teachers' organisations had demonstrated relentlessly against the suspension ever since, not forgetting that the bonuses represented only a portion of the government's debt to teachers. Bonuses are owed for the second half of 2001 and the whole of 2002. Meanwhile, the government has in fact removed the item of teachers' bonuses for the second half of the year from the state budget.

CTERA continues to demand talks with the national government to ensure that future bonuses are paid.

Gabon: successful strike action

On 28 January, the National Education Union (SENA) ended its strike after reaching a favourable agreement with the government. *"Following long and difficult negotiations (...) the government delivered some positive responses"*, explained Christiane Bitougat, the trade union's General Secretary (photo). SENA had been subjected to an intimidation campaign since the start of the strike on 6 January. The ministry spokesperson had even described SENA as a terrorist organisation and threatened to suspend the salaries of striking teachers.

The deals SENA secured from the government include an increase in the national education budget, the allocation of an operation budget for primary schools, continued free textbooks and regularisation of the administrative and financial situation of education staff.

SENA General Secretary thanked all those who have supported the strike, including the Federation of Parents and Students for their understanding. EI, which has supported its affiliate throughout the strike, congratulated SENA on its success and determination.



Brazil: commitment to state education

Following the investiture of Brazil's new labour government, the teachers' confederation CNTE concluded an agreement with the Minister of Education guaranteeing major commitments to upgrade the teaching profession and improve the quality of public education.

During his visit to CNTE headquarters in January, Minister Cristovam Buarque pledged to re-establish the Permanent Forum on upgrading the teaching profession. The Forum will be responsible for proposing national public policies on training, career development, working conditions,

salary and recognition of schoolwork. This follows up on the work that started in 1994 before being suspended by the previous government.

The Minister's other great challenge is to teach 20 million Brazilians to read and write.



NEWS FROM AFFILIATES



► Seventeen Indian teachers, including Mrs Reny Jacob from AIACHE (last in the row), were awarded a Silver Jubilee medal for 25 years of teaching for fraternity. The 17 teachers are all members of EI affiliates in India (AIACHE, AIFTO and AIPTF). AIFTO's celebrations in New Delhi in December were attended by India's Vice President and the ILO's India director (second last).

SOUTH AFRICA

Fighting for the principle of state provision of public services

SADTU called on its members to "chalk down" last October as part of the Cosatu anti-privatisation campaign.

"The strike," explained Willy Madisha, President of SADTU, "was about ensuring a speedy, efficient and effective delivery by the public services of basic essentials such as water and electricity to the schools. Thousands of students are denied proper studying conditions, due to the fact that the apartheid infrastructure is still the order of the day."

According to the School Register of Needs (2000) produced by the Education Department, at least 30% of the schools in South Africa are environments unfit for learning. 45% of the schools do not

have electricity; more than 27% of schools do not have clean water; and 66% of the schools (about 18,000) are without adequate sanitation. Schools and educational institutions remain under-funded and the burden of getting an education has been shifted onto working people and the poor.

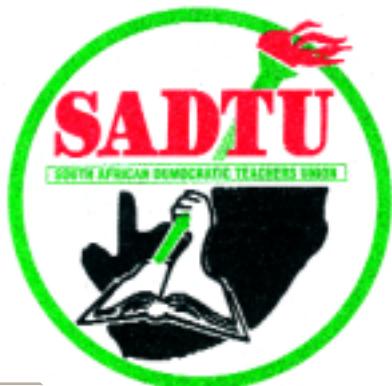
Since 1994, schools are permitted to charge fees according to the means of each student's family. In practice, principals and school government bodies are also charging those who cannot afford to pay. More privileged schools charge much higher fees (thus improving the quality of school resources) and at the same time deny access to the poor.



User fees in education - both direct (school fees, text books, school uniforms etc) and indirect (transport to school, food, etc) are a tax on the poor and must be abolished.

"This has created a two-tier system within public schooling: schools for the rich and schools for the poor," said EI Executive Board member Thulas Nxesi (photo).

In the adult education sector, over 13 million adults remain illiterate despite the constitutional right to education. "With about 2 % of the national budget 'geared' towards 'breaking the back of illiteracy', it is not surprising that the poor are being taxed and illiteracy continues to grow," stressed Thulas Nxesi, SADTU General Secretary.



SPOTLIGHT

International Outrage

The name of Wubshet Kibru will probably not ring a bell to you. Wubshet Kibru is the President of the Ethiopian Supreme Court who sentenced many human rights activists guilty, and among them, the Ethiopian Teachers Association leader Dr. Taye Woldesemayat. Wubshet Kibru was in Norway last year among the 20 participant jurists and law graduates in a course on human rights organised by the Norwegian Development Agency NORAD.

The Norwegian Teachers Association's President Helga Hjetland expressed outrage that Norwegian officials are co-operating with a government that commits murder, uses torture and held Dr. Taye in prison for seven years. NORAD has neither checked their human rights records nor contacted organisations better informed about the merits of the participants. After international pressure for many years, Dr. Taye was released last May. Ironically, NORAD had engaged in pressurising the Ethiopian government to release Dr. Taye.

"Three million exiles might have three million different reasons to flee their countries," said Gemoraw Kassa, ETA General Secretary in exile. "Whereas we do not have three million reasons to flee our beloved country. We only have one, and that's the topic of the course the honorable judge was attending: human rights abuses."

Ethiopia: Targeting intellectuals

The Ethiopian government is persecuting educators and students with a policy of harsh repression that includes widespread denials of the freedom of opinion and association, arbitrary arrests, and extrajudicial killings, says Human Rights Watch in a report released in January.

Teachers, who represent the largest educated group in the country, are critical of Ethiopia's education policy and other government policies. "Ethiopia's security forces have targeted students and teachers because they are among the most politically active elements of Ethiopian society," says Saman Zia-Zarifi, academic freedom director for Human Rights Watch. "Ethiopia is on the brink of another famine, and it needs educated people to lead the country out of this disaster," he adds.

The 52-page report, *Lessons in Repression: Violations of Academic Freedom in Ethiopia* documents an ongoing pattern of impunity among federal and state security forces. Last year, hundreds of students, teachers, and other intellectuals were arbitrarily arrested. In April 2001, students at the capital's Addis

Ababa University (AAU) went on strike to demand academic freedom, including the right of the student union to meet and publish a newspaper. Federal Special Forces quelled their demonstrations with excessive force, by storming into the campus, killing more than forty and arresting thousands. The government admitted wrongdoing but has not prosecuted those responsible.

The independent Ethiopian Teacher's Association (ETA) also came under attack by the government over the past decade. The government arrested union's leaders and activists, confiscated ETA's assets and property, and threatened teachers supportive of the union.

A university professor explains: "there used to be a teachers association in the university with the status of a provincial-level association because there were so many teachers. It was disbanded when we took sides



► Ethiopian Teachers Association leader Dr. Taye was released in May 2002 after seven years imprisonment. EI and its affiliates were instrumental in his release.

with ETA President Dr. Taye when he was arrested. So it stopped existing, we have no association now. We have to pay dues to the new ETA, but we have no chapter, no ID card, and haven't got any benefit from it at all".

Professors interviewed for the HRW report all said they felt no link to the new ETA, and have not used it as a forum to organise.

"Current policies are leading to regression"

In early February, 35 representatives of the ETA leadership convened in Addis Ababa to discuss strategies to influence education policies. ETA wants the government to live up to the Education For All pledges. The facts speak for themselves: 65% of the adult population is illiterate and less than half of all children go to school.

"Current policies are leading to regression rather than to progress," stated a participant of the ETA workshop. The union regrets that the education policies follow a dogmatic political agenda. "We are not opposed to providing mother-tongue education per se. But we are opposed to the marginalisation of minorities". "Decentralisation is not necessarily bad in itself, but here it is turned into a sinister game of divide and rule," said another representative.

ETA intends to set up a massive information campaign to show its membership that EFA is a cause worth fighting for. Furthermore, ETA intends to present alternatives to the current education policies.

This report was researched in Ethiopia and written by a researcher with the Africa Division of Human Rights Watch on behalf of the organisation's Academic Freedom Programme.

<http://www.hrw.org/reports/2003/ethiopia103>

FOCUS

GATS

Education seen through the lenses of the WTO

Throughout the world, associations and trade unions are mobilising against the continued erosion of public services. Here's why.

Services have become the chief driving force behind western economies, accounting for more than 70% of wealth production today.

Services in an economy refer not only to education, health and culture, but also to the entire infrastructure of economic activities: transport, telecommunications, water and electricity supplies, banking, insurance etc.

The aim of concluding GATT, the General Agreement on Tariffs and Trade, in the aftermath of the Second World War, was to facilitate world trade in goods, in particular by reducing customs duties. In the early eighties, as manufacturing production declined, industrialised countries of the Organisation for Economic Co-operation and Development (OECD) came up with the idea that the service sector

ought to be liberalised, just as trade in goods had been liberalised before.

The debate culminated in 1994 with the adoption of the General Agreement on Trade in Services (GATS). This agreement attempts to define the very concept of a service and draws up a list of rules to serve as a guide for liberalisation. GATS also committed signatory countries to resume negotiations on services in 2000 under the aegis of the World Trade Organisation (WTO), the regulatory arm of economic globalisation (or deregulatory arm as its detractors call it).

The 145 WTO member countries have already submitted their requests. The United States, together with Japan and Australia, have for example asked European countries to liberalise their higher education systems and so agree to place any foreign universities wishing to set up in their territory on an equal footing with their own educational institutions (with the same subsidies, same taxes, equal access to issuing diplomas etc).

We are now in the second phase which concerns the offers. Countries are currently drawing up a list of services, to be submitted by 31 March,

which they agree to liberalise. At this stage (15 February), the European Commission proposal does not include liberalisation of the higher education sector.

increase the transparency of GATS negotiations. Some progress has been made but much more is needed.

Trade union initiatives

Trade unions believe that the liberalisation of services should be limited, for instance through the imposition of certain rules like universal access to basic services such as education, health and water.

Certain services should even be totally excluded from competition.

EI has worked to fulfil this mandate on a number of fronts in coalition with Global Unions and civil society. The Global Unions Task Force on Trade, Investment and Labour Standards (TILS) was formed after the 1st WTO Ministerial Conference in Singapore to pursue the objective of ensuring a social dimension to globalisation and the inclusion of respect for core labour standards into the work of the WTO through the establishment of a joint ILO/WTO working group.

EI and its member organisations have, individually and in partnership, worked to in-

Schools needed in Afghanistan



Education, said Afghan Finance Minister, especially for girls who were barred from attending schools during the Taliban regime, is one priority area among the aid needed for the reconstruction of Afghanistan.

Other areas include water and sanitation, a new army, training of bureaucrats and rebuilding the infrastructure.

In December 2002, more than twenty donor nations rallied to the support of President Hamid Karzai, pledging \$1.2 billion in fresh relief aid and ceding control of the money to his increasingly robust government.

The German Minister of Development provided €126 million in 2002 for the reconstruction of 80 schools and 34 health establishments.

"The fight against terrorism and reconstruction go hand in hand," explained Minister Wieczorek-Zeul.



► The EI affiliate in Belgium, CGSP-ACOD, its trade union centre (ABVV-FGTB), together with social movements and NGOs have organised a demonstration on 9 February to exclude public services from GATS and to denounce the opacity of the decision-making procedure. EI was represented at the march which gathered +10,000 activists. A Europe-wide Action Day on GATS will be held on 13 March throughout Europe.

PUBLICATIONS

UNICEF

Children must be heard



This year, the 2003 report on the state of the world's children published by UNICEF deals mainly with children's participation and decision-making. Obviously, this theme is an extension of the extraordinary Session of the General Assembly devoted to children (UNGASS) in May 2002, following which governments undertook to "change with and for children". The report gives examples of significant child participation from all around the world. The fourth section, entitled "active learning", deals with the socialisation of children at school: "Schools are places where children are enabled to think critically, where they learn about their rights and responsibilities and where they actively prepare for their role as citizens" the report emphasises. UNESCO insists particularly on education for girls, which is described as "a cost-effective investment".

The report also contains a particularly instructive 38-page statistical section. Table 4 on education essentially repeats the data published by UNESCO.

To order or download the report in pdf:
<http://www.unicef.org/french/sowc03/contents/index.html>

The Global March against Child Labour is organising a World Congress in Italy in 2004 which will bring together some 500 children to discuss what they believe is important for them and how they can get their voices heard in the discussions affecting their lives.

The new world education order

The WTO, the World Bank, the OECD and the European Commission which influence (according to the authors, not to say determine) national education policies, see education above all as an instrument to service the economy. These institutions talk about "making investments cost-effective", "reducing costs", "training in flexi-

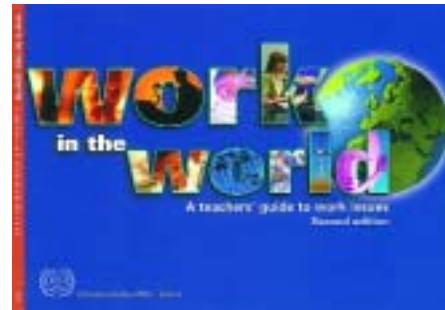


Work in the World - strikes back

Following the success of the first edition of a joint publication by EI's UK affiliate, the National Union of Teachers (NUT), and ILO's London Office, the second edition of *Work in the World - A teacher's guide to work issues* is now available with contributions from EI. The

first edition was produced as teaching material for UK secondary school teachers, touching on a range of issues about work at both international and national levels. The second edition has been edited for an international readership. Teachers are free to use the material for their classes.

Check the EI website to download *Work in the World* in pdf format



ability and adaptability" and "maintaining employability".

"Intergovernmental organisations", says the book, "want to adapt education systems and make them more flexible". Even, as the World Trade Organisation suggests, to make education a commodity, to be sold on national and international market according to the rules of commercial transactions. Educational establishments would be transformed into "providers" and the students would be the "consumers" if they are able to afford.

For the authors, the liberal globalisation of education is the result of a policy chosen by governments. It is obvious that the main theme of this collective work is resistance. "Fighting

this liberal logic, is also aiming for a more human and fair society in which education is a fundamental human right, a public goods accessible to all."

The authors, Yves Baunay, Roser Cussó, Guy Dreux, Christian Laval, Daniel Rallet and Louis Weber are working on the policies of international organisations at the FSU Institute of Research.

Le nouvel ordre éducatif mondial, by Christian Laval and Louis Weber (coord.), published by Nouveaux Regards/Sylepse, 2002, 144 pages, 10€

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A DAY IN THE LIFE OF ...

two Ugandan trade union leaders

Since November 2002, Margaret Rwabushaija and Teopista Birungi have been respectively President and General Secretary of the new teacher's union in Uganda, the UNATU¹.

Ugandan teacher unionism has received a new lease of life with the election of two women leaders at the helm. "Do you know why we have been chosen?", they asked. "Because nothing can be held against us. Opponents of our candidature dug everywhere to try find a fault, without success".

The founding congress of the Uganda National Teachers' Union (UNATU), enabled the merger of two rival unions. "People simply realised that Uganda and the teaching profession could no longer afford the luxury of maintaining a sterile rivalry" say Margaret Rwabushaija (left on the picture) and Teopista Birungi, with one voice. "Many challenges await us".

Universal education

In 1996, the authorities decided to put universal education into practice and to enable every child to pursue schooling. "From one academic year to the next, the number of pupils attending school went from 2 to 6 million children", remembers Teopista. This massive influx of pupils, the "Big Bang", adds Margaret, was not accompanied by a corresponding increase in the number of teachers or even classroom premises. "At one go, our already overcrowded classes became overwhelmed. The Big Bang is all very well for the statistics, but in practice, teachers found themselves in front of classes of more than a 170 pupils".

The commitment of the country to Education For All has implied a new trade union strategy. "Up till then, the teacher unions concentrated 100% on pay and working conditions. Rightly so up to a point", explains General Secretary Teopista, "because pay is low and the staff have to have several small jobs to keep their heads above the water. And members



expect their union to defend their working conditions. That's legitimate".

"But today we realise that a teacher union must also lead a reflection on learning, contents and method. There is no doubt about the importance of achieving the objectives of Education For All, and as quickly as possible, but when all conditions are not met, educational quantity is at the expense of quality. It is too easy to say that today all children are getting an education. They are going to school...physically, that is.", explains Margaret.

"In fact," Teopista continues, "what education are we talking about? What expectations are we raising among parents and pupils? We were not at all prepared for the massive influx of children. In the early 1990's, under pressure from the International Monetary Fund and the World Bank, the government cut off all investment in education. For five years there was no recruitment into secondary education. Young graduate teachers could not find work and hung around in the streets."

Nothing to be excited about

Margaret and Teopista were elected at the UNATU founding congress. "The election of two women was made possible thanks to the current favourable climate towards women in this country. Such a scenario would be unthinkable in neighbouring countries. However, it irritates me that people find the election of two women remarkable, if it had been two men, you wouldn't get so excited," protests Teopista.

UNATU's immediate challenge is to recruit members. The decline in unionism in the 1990's drove many members away. A first campaign has resulted in 14,000 members being affiliated. But that's a drop in the ocean, remarks Margaret. "We must do everything to rally the majority of the 260,000 teachers in Uganda". EI and several national teacher unions have undertaken to support UNATU.

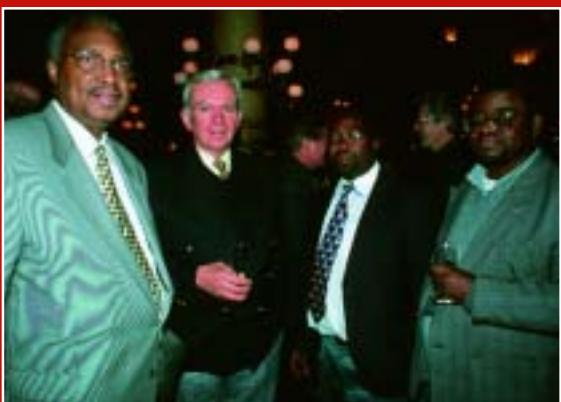
1. See *Worlds of Education* 1/2002, page 16

862 million

20.3% of the world's adult population was illiterate in the year 2000, according to UNESCO's Institute for Statistics. The institute reports a steady drop in the number of illiterate adults to 872 million (22.4%) in 1995 and forecasts a drop to 824 million (16.5%) by 2010. The best performances came from Africa and Asia which saw the overall percentage of their illiterate populations shrink by 5.4 and 2.8% respectively.

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10TH ANNIVERSARY



➤ "10 years ago the voice of educators was struggling to be heard in policymaking arenas; today the voice of educators is united and strong and influences policy at every level of government and NGOs. EI is the voice of the education sector world-wide. The challenge before us is not simply to survive, but to use our power, talents and skills—our influence—to make the world more humane, more just for all people. I have every confidence that through the leadership and commitment of EI's Executive Board and staff, through our member organisations and through partnership with colleagues such as those who are celebrating with us tonight, that we will succeed. Join us as we plan for the future", said EI President **Mary Hatwood Futrell** at the dinner celebrating EI's 10th anniversary.



agenda

International women's day

Public hearing at the European Parliament on the resolution to increase EU development cooperation funding towards education - Brussels 18 MARCH

EI Conference for affiliates in Baltic countries - St. Petersburg, Russia 1-2 APRIL

EI Latin American Regional Conference - Catalina, Costa Rica 1-4 APRIL

Global Action Week 6-13 APRIL

EI Asia-Pacific Regional Conference - Taipei, Taiwan 28-30 JULY

EI/E Committee meeting - Brussels 22 SEPTEMBER

World Teachers' Day 5 OCTOBER

Executive Board - Brussels 21-23 OCTOBER

EI Conference for OECD countries "Social Inequality and School Success" - Florence, Italy 17-19 NOVEMBER

4th EI Conference on Higher Education - Dakar, Senegal NOVEMBER

World AIDS Day 1 DECEMBER

ETUCE General Assembly - Luxemburg 4-6 DECEMBER

EI Europe Regional Conference - Luxemburg 4-6 DECEMBER

glossary

ACTRAV ILO Bureau for workers' activities

EFA Education For All

ETUCE European Trade Union Committee for Education

EU European Union

GATS General Agreement on Trade in Services

GCE Global Campaign for Education

G8 the eight most industrialised countries in the world

GLBT International trade union forum on Gays, Lesbians, Bisexuals and Transsexuals

GUF Global Union Federations

ICFTU International Confederation of Free Trade Unions

ILO International Labour Organisation

OECD Organisation for Economic Cooperation and Development

PSI Public Services International

TILS Global Unions Taskforce on Trade, Investment and Labour Standards

TUAC Trade Union Advisory Committee to the OECD

WCT World Confederation of Teachers

WTO World Trade Organisation

Education International is a worldwide trade union organisation of education personnel, whose 26 million members represent all sectors of education from pre-school to university

310 national trade unions and associations in 159 countries and territories.

colophon

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