

世界教員の日

WELTLEHRERTAG

Πακοσμια Ημερα Εκπεδεφτικον

GIORNATA MONDIALE DEGLI INSEGNANTI

יום המורה הבינלאומי

World Teachers' Day

DÜNYA ÖĞRETMENLER GÜNÜ

HARI GURU SEDUNIA

международных день учителя

MAAILMAN OPETTAJAIN PÄIVÄ

اليوم العالمي للمعلمين

WORLD TEACHERS' DAY

DÍA MUNDIAL DE LOS DOCENTES

JOURNÉE MONDIALE DES ENSEIGNANTS

VERDENS LÆRERDAG

DITA BOTERORE E MESUESIT

DIA MUNDIAL DO PROFESSOR

DAG VAN DE LERAAR

OJO AWON OLUKO ILEWE

PASAULES SKOLOTAJU DIENA

JOUNEN MONDIAL ANSEYAN

“세계 교사의 날”

SVETOVY DEN UCITELOV

VÄRLDSLÄRARDAGEN

Teachers
Opening doors
to a better
World > 5 October 2003





WORLDS OF EDUCATION



Achieving gender parity in education is a top priority.
Without educated women, all other developmental efforts will fail.

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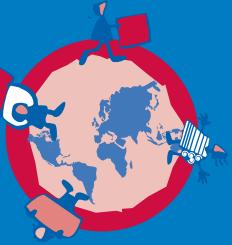
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Global Action Week 2003

This year, Education International affiliates mobilised once again during Global Action Week for universal access to education.

84 EI member organisations, together with partners in the **Global Campaign for Education**, organised activities across the five continents from 6 to 13 April. The aim was to draw the attention of governments and the international community to the plight of millions of children around the world denied of their basic right to education.

One of the highlights of this year's Global Action Week was the mobilisation of 750,000 people to set the World Record of the **Largest Simultaneous Lesson**. On 9 April, at three different times, teachers in more than 70 countries taught the same lesson... that girls and women deserve an equal chance to learn.



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.

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Global Action Week

World Lesson on Education for Girls (UNESCO) Paris	6-13 APRIL
EI Europe Equal Opportunities Committee - Brussels	9 APRIL
EI/ETUCE/GEW Forum "Building the European Area for Higher Education and Research" - Berlin	24-25 APRIL
Europe for Education public event - Brussels	11-12 APRIL
EI Officers meeting - TBA	8 MAY
ETUCE Consultative Meeting - Luxemburg	MAY
EI Asia-Pacific Regional Conference - Taipei, Taiwan	2-3 JUNE
EI/E Committee meeting - Brussels	28-30 JULY
World Teachers' Day	22 SEPTEMBER
Executive Board - Brussels	5 OCTOBER
21st EI Executive Board meeting - Brussels	21-23 OCTOBER
6th EI Conference for OECD countries "Social Inequality and School Success" - Florence, Italy	21-23 OCTOBER
17-19 NOVEMBER	
4th World EI Conference on Higher Education - Dakar, Senegal	NOVEMBER
World AIDS Day	1 DECEMBER
ETUCE General Assembly - Luxemburg	8-10 DECEMBER
EI Europe Regional Conference - Luxemburg	8-10 DECEMBER

INTERNATIONAL

International Women's Day, on 8 March, is an excellent opportunity to fight for equal rights on all continents.



International Women's Day is an opportunity for women all over the world to join forces publicly against the many difficulties they face: impoverishment, illiteracy, violence, discrimination, land rights for rural women etc.

In his message to women all over the world, the UN Secretary-General Kofi Annan stressed that *"all our work for development – from agriculture to health, from environmental protection to water resource management – must focus on the needs and priorities of women"*.

On education, Kofi Annan insisted on the need to *"promote the education of girls, who form the majority of the children who are not in school. It means bringing literacy to the half billion adult women who cannot read or write – and who make up two thirds of the world's adult illiterates"*.

In its declaration, EI underlined

the importance of reducing the gender disparity in access to education and training. On 8 March, EI requested that the international community, governments, civil society, including unions, make concrete commitments towards the improvement of girls' access to education. It called on all governments to fulfil their obligations. Education International declared that its members could make a difference.

Around the world, EI affiliates took action. Here is an overview:

In **Quebec**, Canada, the central labour body for equal pay (including two EI members: the CSQ and the CSN) wrote a petition demanding equal pay in the public sector, endorsed by 134,213 signatures. The petition, which was handed over to the National Assembly in Quebec, called for the implementation of the 1996

Law on Equal Pay, which has never really been implemented.

In the **United States**, the NEA issued a declaration on the status of women in the United States and around the world, with statistics on gender disparity: *"Did you know that the United States ranks 59th in the world with our percentage of*

women legislators? Did you know that out of the 115 million children who do not have access to basic education, two-thirds are girls?"

The **Barbados** Union of Teachers (BUT) joined its partners in asking all women's groups to celebrate 8 March by making the future better for the next generation of women, and a Women's Seminar was held on 7 March.

In **Senegal**, the teaching central labour body (which covers 13 unions from pre-school to higher education, including EI's members in Senegal) called for a reform of the Family Code by replacing the concept of *"paternal power"* with *"parental authority"*. Furthermore, the UDEN's (*Union démocratique des enseignantes et enseignants du Sénégal*) standing women's commission organised, together with the Gorée Women's Institute, a roundtable on *"Women, paternal power and marital solidarity"*.

The UDEN's women's association even specifically organised a workshop on 8 March to discuss Senegalese legislation and the protection of maternity as laid down in the ILO's Convention 183. Finally, the commission broadcast a declaration calling for the following actions on the behalf of Senegalese women teachers: the universalisation of girls' schooling, pay equity for men and women and the right to equitable social security. In Dakar, International Women's Day ended with the launch of an

WOMEN'S DAY

How did it start?

In 1977, the UN invited all its Member States to fix a date for International Women's Day. In most countries today, it is celebrated on 8 March.

Around the end of the 19th century and the beginning of the 20th, a women's movement emerged on both sides of the Atlantic, in North America and in Europe, that fought for better working conditions and the recognition of their fundamental rights, such as the right to vote.

It is sometimes said the International Women's Day's origins go back to labour strikes that started in New York on 8 March 1857 and 8 March 1908 by female textile workers protesting against their poor working conditions. Others suggest that it originated from a demonstration for women's right to vote organised by the American Socialist Party's national women's committee. Known simply as Women's Day, this demonstration is said to have taken place on 28 February 1909 and is thought to have been celebrated in the United States every year on the last Sunday of February until 1913.

The first International Women's Day was celebrated on 19 March 1911. Inspired by the American Women's Day, Clara Zetkin, the German socialist leader, is said to have tabled a resolution at the second international conference of women socialists (1910, Copenhagen, Denmark) calling for the establishment of an International Women's Day in order to recognize the battles of women worldwide, including the fight for universal suffrage. This resolution was unanimously adopted by over a hundred delegates from 17 countries. The first International Women's Day was therefore celebrated on 19 March of the following year in Austria, Denmark, Germany and Switzerland. It was subsequently celebrated annually in other regions of the world at different dates.



exhibition called "Couleurs de Femmes" or "Women's Colours", showcasing paintings by women artists.

Niger's Women Teachers' Network, an SNEN (*Syndicat National des Enseignants du Niger*) structure, organised a rally and a conference/debate on the UN Convention on the Elimination of All types of Discrimination Against Women (CEDAW).

In Burkina Faso, the SNESS (*Syndicat National des Enseignants du Secondaire et du Supérieur*) organised a conference on the theme, "The place and role of women in the fight against poverty".

In Sweden, over 400 teachers took part in a *Lararförbundet* conference on teaching in multicultural schools from a gender perspective. The keynote speaker was Nabila Al-fakir, a teacher of Arabic as a

Let us spare a thought...

- For all those women who undergo violence daily
- For all those women who suffer and do not know that they can shatter the wall of silence
- For all those women who are mutilated and tortured in conflict zones
- For all those women who can neither read nor write in the third millennium
- For all those school-age girls who do not know the way to school
- For all those children working in fields, at home, in mine pits, in workshops, in factories, in the market, and in the streets
- Finally, for all those women who think that, for them, it is too late to learn to read, let us find a way to persuade them to go to literacy classes because it is better late than never; it is never too late to know and to release oneself, in order to release one's children.

promotion. Yes, to fight for your rights".

It is important to make an issue of International Women's Day, 8 March, recalls Marta Scarpato, EI's Equality coordinator, "Social changes take time, and it is fortunate that there are so many of us today that have understood that fighting for women's emancipation is a long-term commitment and that it involves the whole of humanity. Solidarity is vital, since all efforts have an impact. Besides, shrugging your shoulders only makes the task more difficult."

Europe for Education

Public Hearing at the European Parliament on EU contribution to education

El co-organised a public hearing at the European Parliament on 18 March, as part of its campaign to get the Parliament to adopt a resolution to double the European Union's contribution to education.

El was represented at the Parliament's hearing by Emanuel Fatoma, the three other speakers were Kailash Satyarthi, chairperson of the Global Campaign for Education, Ruth Kagia from the World Bank and Guggi Laryea from Eurostep.

The public hearing discussed the proposal submitted by MEP Max van den Berg, Vice-Chairperson of the European Parliament's Committee on Development and Co-operation. Mr van den Berg insisted that it is imperative for the European Union to increase its contributions to EFA from the current EU-wide 4% to 8%. "Education is the solution to long-term poverty reduction, sound investment in pos-

itive structural development and the promotion of peace," he said. Mr van den Berg also stressed that the initiative is not about the simple donation of funds. "Only through the co-ordination with ground-level civil society workers and teachers can this budgetary support ensure the achievement of EFA," he said.

El's Coordinator Emanuel Fatoma, elaborating on his vast experience in teaching in Africa, showed that teachers need to be consulted on education policies to bring about improvement in real terms. "The cost of not involving teachers is higher than the cost of involving them," he said. "African teachers are like magicians: we have to teach, provide the course material as well as the equipment with very little financial support from the state, on top of suffering from low wages and often salary arrears. This shows the high level of commitment we have for our work."

"Bringing education to all children is the only long-term solution to the scourge of child labour," stressed the second guest speaker, Mr Kailash Satyarthi, Chairperson of the Global Campaign for Educa-

tion (of which El is a partner) and of the Global March Against Child Labour. "Child labour and the non-provision of education are two sides of the same coin. Around the world, millions of children are deprived of education, and are deployed to work in abhorrent conditions. They are forced into slavery, prostitution and pornography, used to commit crimes, and engaged in armed conflicts," said Mr Satyarthi.

The third speaker was Ms Ruth Kagia, Director of Education at the Human Development Network of the World Bank. Ms Kagia introduced the World Bank's Fast Track Initiative (FTI) which aims at advancing the pace of achieving EFA in countries which are most off-track. Ruth Kagia suggested the EU could play a leading role among donors. "At the end of the day, there is no free lunch," she said, "EFA is going to cost. We do not just want to provide education to all children, we want to give them quality education and quality does not come free. It is not even high quality we are talking about here, but the very minimum quality. We are talking about real countries, real children and real opportunities for these children. Only US\$13 per year is enough to help a child learn how to read and write. To help all the children in the EFA countries, this amounts only to what the EU spends on bottled water and the US on ice-cream."



The last speaker was Mr Guggi Laryea from Eurostep. He touched on the distribution of funds from the European Development Fund (EDF) to the African-Caribbean-Pacific (ACP) countries. "ACP governments must state 3 focal sectors for which they wish to receive EU's financial assistance and the local civil society is very often not consulted. As a result, only 8.7% of the EDF is allocated to education," said Guggi. To make EFA a reality, Mr Laryea suggested that the EU insist on making education a priority in the disbursement of funding aid to developing countries.

During the Q&A session, several points were raised by MEPs as well as representatives from the European Commission. MEP Glennys Kinnock applauded the suggestion to make education a compulsory focal sector in the allocation of EDF. The public hearing ended with Mr van den Berg thanking the support of El, the GCE, Eurostep and the World Bank for their efforts in EFA. "The achievement of EFA needs participation from all sides. The EU needs to recognise that this is an urgent matter, and that only through concerted efforts and increased financial support can EFA be achieved," he concluded.



"The achievement of EFA is not about increasing the number of registrations of children in school, it is about giving them a quality basic education by having a quality teacher and proper studying environment. The lack of financial resources, qualified teachers, proper classroom environment, sanitation facilities, teaching and study material often force parents to not let their children attend school."

Emanuel Fatoma, El Coordinator of the Global Campaign for Education



► "Teachers are an important actor of the implementation of EFA objectives," stressed Ruth Kagia, Director of Education at the Human Development Network of the World Bank.

The World Bank Director and her communication advisor listened carefully to the concern voiced by EI. "Teachers are an important actor of the implementation of EFA objectives," said Ruth Kagia, "It is therefore important that any disagreement is sorted out."

EI stressed that if teacher unions welcome the initiative of the World Bank to generate additional funding for the Education For All objective, they strongly disagree with some of the Bank's "conditions".

EI meets with World Bank to express concern about EFA's Fast Track Initiative

On 18 March, EI Deputy General Secretary Elie Jouen met with World Bank's Director for Education, Ruth Kagia, to raise the concern of EI affiliates about the framework of the Bank's Fast Track Initiative to fund Education For All.

To recap, the World Bank conducted a study on successful EFA countries so as to identify their "success factors". Two of these have particularly raised concern from EI and its affiliates: the pegging of teacher salary at 3.5% of national GDP per capita and the allocation of 50% of the education budget to basic education.

With regard to the fixing of teacher salary, EI believes that it has to be left to collective negotiations between national social partners. Elie Jouen stressed that "this cannot be in

any manner imposed by an intergovernmental agency."

Concerning the 50% of funds reserved for basic education, EI is evidently favourable towards an increase of budgets for basic education, but we worry that this would lead, in practice, to the decrease of present funding for other sectors such as secondary or higher education.

The World Bank Director of Education and her team took note of the concerns raised by teacher unions and promised to get back shortly.

**Global Action
Week 2003:
UNESCO is onboard**

UNESCO has endorsed the GCE's attempt to set a World Record by conducting the largest simultaneous lesson ever, in support of Education For All and girls' education in particular.

"Eliminating gender disparity in primary and secondary education is one of the major objectives of the international community. The 2005 deadline for meeting both the Dakar and the Millennium Development Goal is around the corner. Our task is to impress on governments the absolute need to multiply their efforts to ensure gender parity by that date," wrote UNESCO Director General Koichiro Matsuura, in February.

"I am convinced that the lesson scheduled to take place on 9 April is of genuine educational value and will be a rewarding learning experience for pupils and teachers. I will personally participate in the activity in Paris and I hope that you will support this initiative in your own country," he wrote to Education Ministers world-wide.

UNESCO also invited EFA partner agencies (UNDP, UNFPA, UNICEF and the World Bank) to team up at the country level to jointly organise a series of advocacy and awareness-raising activities during the Global Action Week.



The BIG campaign

The British and Irish Group of teacher unions (BIG), which represents the 12 EI affiliates in the UK and the Irish Republic, organised a massive distribution of learning materials on Education For All to more than 35,000 schools.

On 9 April, there is a major event hosted by NASUWT, NUT and OXFAM for schoolchildren, main-

ly from the London area, which will include the participation in the 'Largest Simultaneous Lesson Ever' promoted by the Global Campaign for Education (GCE). The GCE is a campaign launched by EI and its partners to achieve Education For All.

Mike Moore, President of the Association of Teachers and Lecturers (ATL) also wrote letters of support for the Europe for

Education campaign, addressed to the UK Secretary of State for International Development, Claire Short, and the President of the European Commission, Romano Prodi: *"It is of great importance for the future of millions of illiterate children worldwide that richer nations fund education properly. We therefore urge you to use your influence to secure support for the EU resolution aimed at increasing EU funding for EFA."*



EI ACTIVITIES

AFGHANISTAN

Teachers live from hand to mouth

The war in Iraq has led to the postponement of the inaugural congress of Afghanistan's teacher union, which was to be held at the end of March in Kabul. However, it has become increasingly urgent for teachers to organise themselves as the government reveals ambitious projects for the education sector. Ambitions which teachers are sceptical of.

120 teachers, representing all 31 provinces, were expected in the capital Kabul to take part in the inaugural congress of the Afghanistan teacher union. In the face of the international tensions surrounding the war in Iraq, the Afghan activists decided, with the agreement of EI which is coordinating the event, to postpone the congress.

However, recent developments show that the need for collective efforts cannot be shelved for long. Some weeks ago, the Afghan Minister of Education revealed a blueprint of 350 projects for the education sector –starting with the rebuilding of schools, the increase of teacher salary and the effort to kick-start girls' education. The cost of this ambitious programme is estimated to be one billion dollars... The minister hopes that it will be completely borne by international aid agencies, and as a reassurance, he promised total transparency of the accounts.

In the ideal world painted by the Minister, teachers would have access to housing. They would receive their pay on time, be covered by medical insurance and receive coupons for food and transport. At the same time, educational establishments would be built for girls; all students would have chairs, textbooks, exercise books and pencils...

Reality tells a different story

The government recently reported that only 3 million of the country's 4.5 million children were enrolled in school, largely due to a massive shortage of teachers and school buildings. More than 7,500 schools were ravaged by years of armed conflict and there are only 65,000 teachers for these 3 million pupils.

Teachers in the rural communities have been facing so much hardship that many have decided to leave the profession altogether. On average, a teacher is paid only

1,800,000 Afghans (45

US dollars) a month. When salaries are paid.

Hundreds of schools in rural Afghanistan re-opened in triumph after the fall of the Taliban, only to close again due to the inability to pay teachers.

In the mountainous province of Ghor, 400km west of Kabul, 42,000 boys and girls went back to school in March. Today, 173 schools in the region are empty again –closed down after their impoverished teachers left to take on other jobs. Salaries have not been paid for more than a year, despite repeated requests.

This situation is all the more unacceptable when the United Nations Development Programme (UNDP) provides

the government with an allocation of 40 US dollars a month for every teacher. However, the money seems to have been lost in the arcane provincial banking system.

Apparently, Ghor is not the only province affected by the disappearance of funds. Teachers from other provinces, such as Badghis, Faryab, Sar-e Pol and Jowzjan, are also complaining of unpaid wages. Despite the numerous resignations, many remain in their posts.

Students and teachers also complain about the lack of books and stationery. In a High School in the Baghlan province, teachers stress that it is almost halfway through the school year and they haven't got any books yet.

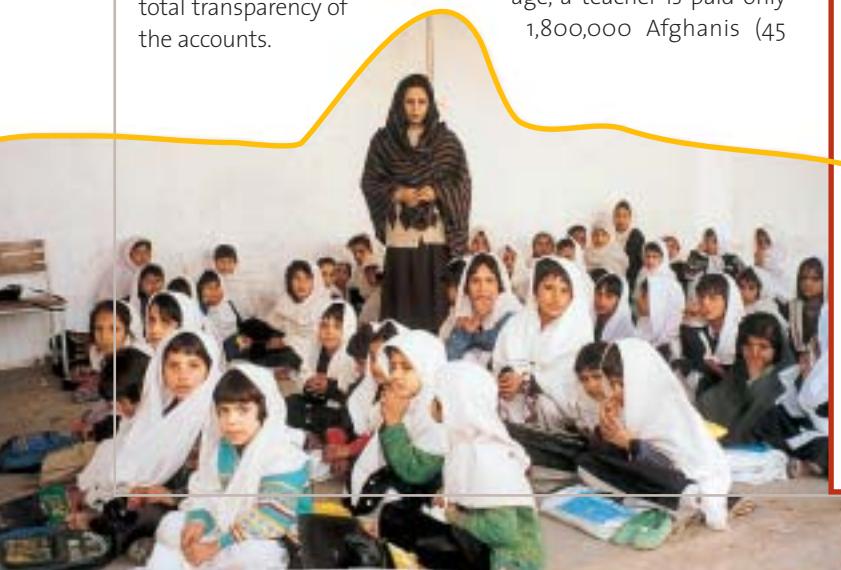
EI Latin America's Regional Conference

The EI Latin American regional body (IEAL) held its 5th Regional Conference from 1 to 4 April in San José, Costa Rica, to develop plans for next four years and to elect its Regional Committee. EI President, Mary Hatwood Futrell, and the EI General Secretary addressed the delegates.

Representatives of the 29 EI member organisations from 18 countries discussed the progress reports on the situation of education in the region, in particular the consequences that the currently negotiated free trade agreements have on education.

The conference also denounced the lack of action from governments concerning the Education For All commitments. Teacher representatives particularly deplored the fact that few of them had been consulted on the development of EFA national plans.

Observers from CTEUB Bolivia, UNE Ecuador, FENAPES Uruguay and FETRAMAGISTERIO Venezuela also attended the 5th EI AL Regional Conference.



CAMPAIGNS

UN Commission on the Status of Women



EI lobbied during the 47th Session of the Commission on the Status of Women (CSW47, New York 3-14 March), to emphasise the importance of education in resolving gender disparity in information technologies and rising violence against women.

EI coordinator for Equality, Marta Scarpato, and Corala Abrales, from the CTERA Gender Unit, joined other activists and Global Union Federations advisers in the discussions at the UN Commission on the Status of Women. "Such a Commission is an important forum for women trade unionists to advance the cause of gender equality," explained Marta Scarpato.

"At this critical moment in international affairs, education and the media have important roles to play in promoting social stability and peace," she said, while addressing the UN Commission on behalf of the Global Unions.

Thanks to the EI's lobbying, the UN Commission adopted in its conclusions the principle that *"education should become a priority to enable girls' and women's access to ICT."*

The Commission on the Status of Women (CSW) was established in 1946 as a functional commission of the Economic and Social Council to prepare recommendations and reports to the Council on promoting women's rights in political, economic, civil, social and educational fields.

The Commission consists of 45 members elected by the Economic and Social Council for a period of four years. Members, who are appointed by Governments, are elected on the following basis: 13 from African states; 11 from Asian states; 4 from Eastern European states; 9 from Latin American and Caribbean states; and 8 from Western European and other states. The Commission meets annually for a period of ten working days.

<http://www.un.org/womenwatch/daw/csw/index.html>

It was also agreed that "ICT education for girls be included in the curricula of all education levels."

The work at the UN Commission has been made extremely difficult with an awkward coalition blocking any discussion on issues such as violence at the workplace or the right of women to have control on matters related to their sexuality. This alliance was composed of Iran, Pakistan, Sudan and the USA.

► **EI welcomes re-election of Juan Somavia as ILO's DG**



Mr. Juan Somavia, of Chilean nationality, was re-elected for another 5-year term as the International Labour Organisation's (ILO) Director General. The re-election was decided by a 53 to zero vote during the 286th session of ILO governing body.

Mr. Somavia will formally begin his second term in March 2004. Committed to deepening ILO's ongoing efforts to *"deliver dignity to workers and decency to work,"* Mr. Somavia pledged to *"work together for a new social contract based on decent work for all and a globalisation that leaves no one behind."*

EI welcomed the re-election of Mr. Somavia. *"Over the past four years, the ILO has seen an unprecedented surge in ratifications of international labour standards,"* recalled EI, *"and during Mr. Somavia's first term, the ILO launched the Decent Work agenda aimed at promoting workers' rights, social protection, and social dialogue at the national, regional and international level."*

... and deplores the assassination of Serbian Prime Minister



May Day Campaign

EI joined the Global Unions May Day 2003 campaign on the theme of Respect. The theme addresses pressing issues that trade unions face across frontiers such as Respect for workers' rights and Respect through quality public services.

To help you publicise this campaign, EI has developed a downloadable poster on the theme of Respect for Teachers. This poster and other campaign material are available for download in

multiple languages from the Global Unions website.

may1@global-unions.org
www.global-unions.org/may1

EI sent our condolences to colleagues in Serbia, after the assassination of democratically elected Prime Minister, Djindjic. *"This assassination is a tragic event for your country which has just begun to experience some stability after years of turmoil,"* wrote EI in its letter to member organisations in Serbia and Montenegro.



TEACHERS' RIGHTS

TOBAGO

Teacher stabbed to death

Primary school teacher murdered in front of her pupils.

Evelyn James, a mother of two girls who taught the Standard 11 class at the Montgomery Government School in Bethel was stabbed to death in February when she was about to address the school's morning assembly.

Earlier on, she had an altercation with a young man over a report of incest from a pupil. According to police reports, James had turned her back to address the pupils when the man rushed up to her stabbing her several times with a cutlass.

James had been a teacher for over 20 years. "When a teacher dies, we all feel a loss. In this case, it is deplorable that Evelyn James was murdered in horrendous circumstances in front of her pupils. Schools should be the heart of communities and places of joy and hope," said the EI's General Secretary.

In the name of its 26 million members, EI extended its condolences to Evelyn James' family, the staff of Montgomery Government School, EI affiliate, the Trinidad and Tobago Unified Teachers' Association (TTUTA) and all teachers in Tobago. May her soul rest in peace.

Urgent Action Appeals

Guatemala

EI's affiliates in Guatemala, Colegio de Maestros (CMG) and Sindicato de Trabajadores de la Educación (STEG) launched a strike to demand an increase in the education budget and in teacher salaries. Current education spending is below 6% of the GDP, the minimum set by both UNESCO and the Dakar Education For All Goals.

EI wrote once more to the President of Guatemala, with copies to the Ministers of Education and of Labour, asking for a solution to the teachers' situation. It is the third message sent to Guatemalan authorities since the beginning of the year.

The EI General Secretary reminded the President that teachers have the right to collective bargaining without facing any threat of sanction, and that a conflict can only be

resolved through negotiations with teacher union representatives.

Croatia

EI sent a letter to the Prime Minister of Croatia to protest against a bill submitted to the Croatian parliament to amend the country's Labour Law. The amendments, which were neither discussed nor negotiated to an adequate extent with the trade union confederations, would substantially increase the insecurity of workers, including teachers.

EI urged the Croatian government to suspend the proposed bill and to agree to submit this issue for a genuine consultation and negotiation with social partners, taking into account international labour standards.

Colombia

EI renewed its Urgent Action Appeal for Colombia. The tragic situation of Colombian teachers worsened with the murder of three more teachers and the disappearance of another. The assassinated teachers were: Luis Eduardo Guzmán Álvarez, Luz Mery Valencia and Maritza Ortega Serrano. Carlos Eduardo Velandia Callejas disappeared on 9 February.

EI urges all its member organisations to send letters to the Colombian government to denounce the crimes. EI also demands that the Colombian government conducts an in-depth investigation to bring the culprit to justice and to take all appropriate measures to ensure the safety of Colombian education workers.

Iraq: 3 million illiterate children

23.7% of all Iraqi children aged 6 to 12 do not attend primary school, according to UNICEF. Children make up almost half of Iraq's +24 million population.

Girls and women face a major learning gap. There has been a sharp decline in adult female literacy and nearly twice as many girls as boys are out of school. 31.2% of girls never attended schools, compared to 17.5% of boys.

There has also been an increase in the number of children at work, as well as in the number of orphans needing



➤ Al-Huda Primary School for Girls in Basra
© Unicef

state assistance which existing institutions are unable to provide.

Infant mortality is high (107 deaths per 1,000 live births). Preventable illnesses such as diarrhoea and respiratory infections account for 70% of child deaths.

The rate of acute malnutrition among children has dropped

from an 11% high in 1996 to 4% this year. However, close to 1 million children under the age of five still suffer from chronic malnutrition.

UNICEF has been working to improve the situation of children and women in Iraq since 1952 and has had a permanent presence in the country since 1983.

Millions of unpaid salaries

"Tens of millions of workers in various parts of the world do not get paid for their work for months, sometimes for years", reports one of Labour Education's latest editions. Labour Education is published every three months by the ILO's Workers' Activities Bureau (ACTRAV).

As teachers know very well, overdue salaries are common. According to figures from the Russian government, for instance, overdue salaries amount to 1.17 billion dollars for the public sector, including 628 million for teachers.

In the small islands of the Caribbean and the Pacific, the situation is also difficult for teachers and for civil servants in general.

In a recent letter from the Dominica Association of Teachers (DAT), the Chairwoman of

this EI member in Dominica (not to be mistaken for the Dominican Republic) explained how the government, plagued by cash flow problems, arbitrarily had parliament adopt a decision to reduce all salaries by 4%. "As if that wasn't enough, the government is now considering a further reduction for the salaries to be paid in April, May and June 2003", Celia Nicholas said.

The DAT, together with two other unions representing the public sector, is taking part in a government task force to try and find solutions. They will have a difficult job since the Dominica government proposes to impose enrolment fees for secondary education, to reduce the number of student scholarships, as well as their amount, to replace the automatic indexation of salaries with performance bonuses, to not have retired civil servants re-

placed and to use prison labour for maintenance work on the infrastructure.

In the Solomon Islands, the Prime Minister Office replied to the inquiry of the Council of Pacific Education – EI's body in the Pacific – that "it has never been the intention of the Government to sacrifice the salaries of Public Servants but that these have only been delayed due to cash flow problems". At the COPE trade union conference, attended by representatives from teachers union from twelve island nations of the Pacific, including Australia and New Zealand, teachers took a united stand to call on the government of the Solomon Islands to address the financial crisis in a more appropriate and fairer manner immediately.



"The end of the month, which is awaited with hope elsewhere, is dreaded by Chadian teachers because it causes more housekeeping problems than it solves. The CFA's devaluation, the drastic structural adjustment measures and raging inflation have increased workers' misery."

Ngarmadjal Gami

General Secretary of the Syndicat des enseignants du Tchad

"This website is unfair!"

Teachers unions worldwide become increasingly concerned by material hostile to teachers published on the Internet. Recently, EI's affiliate Barbados Secondary Teachers Union (BSTU) addressed a request to EI concerning the absence of regulations on school websites. The BSTU reaction was prompted by the posting of material hostile to teachers by a parent-teacher association on a school website.

In a similar incident, members of the Association of French-speaking Teachers of Ontario (Association des enseignant-e-s franco-ontariens - AEFO) were

shocked to see their names appear on a website, www.ratemyteachers.com which posts public and anonymous judgements on one's teacher.

"This website is unfair," said a teacher. "We as teachers work hard in trying to inculcate up-frontness...ethics...honesty. Your site invites troubled students to vent their frustrations without going through the proper venues where they could actually get help."

AEFO deplores the existence of such a site, which is why a few months ago, they have requested 12 *conseils scolaires de langue française* (French Language schoolboards) to

take the appropriate measures to discourage student usage of such sites. The assurance to do so was later issued by the National grouping of Language schoolboards (*Regroupement des conseils scolaires de langue française*) to the Canadian Teachers' Federation (CTF).

Control on website content is something that is just starting to be discussed. This area inevitably touches on fundamental rights like freedom of speech as well as individual and group rights. You are welcome to share with EI any information or suggestion on this matter.

CAMBODIA

D Teachers defend their rights

Despite threats, intimidation and constant harassment, Cambodian teachers claim higher salaries.

In December 2002, over 300 Cambodian teachers gathered in front of the National Assembly for a peaceful demonstration asking for an increase in the teachers' minimum salary. The average teacher salary in Cambodia is about 25 to 30 US\$. The demonstration was disrupted and some participants have since been prevented from teaching.

The police also tried to stop teachers from participating in the recruitment drive organised by EI's affiliate, the Cambodian Independent Teachers Association (CITA) by repeatedly interrupting the meetings. CITA members also suffered intimidation when they established a branch in the Kampong Chhnang province.

CITA's President, Rung Chung, claimed that the police's tactics were unfair and illegal. The Constitution provides the rights to meet peacefully and the civil service code allows public employees to join and lead associations.

EI has written to the Prime Minister of Cambodia, drawing attention to the incidents and reminding him that the Kingdom of Cambodia has ratified ILO conventions 87 and 98 on the freedom of association and the right to organise and to collective bargaining. EI's General Secretary urged the Prime Minister to take necessary action to start salary negotiations with CITA and to reinstate the teachers.



NEWS FROM AFFILIATES

INDIA

Right to education still a distant dream?

FEDERAL BUDGET FOR EDUCATION RAISES QUESTIONS ABOUT THE GOVERNMENT'S COMMITMENT TO PROMOTING UNIVERSAL EDUCATION.

The Indian Union budget 2003 provides tax rebate for school fees and other education expenses up to 12,000 rupees per child for two children in a family. This may seem to be good news, but it is not. *"This tax benefit for children's education expenses runs contrary to the 93rd Amendment Act adopted in 2001, which makes education a fundamental right for all children within the 6-14 age group,"* says Eswaran, Executive Board member and General Secretary of the All India Primary Teachers Federation (AIPTF).

Also, the total education budget for 2003-2004 remains stagnant at Rs 49 billion (about US\$ 1 million). *"The budgetary allocation is not just low, it is insufficient,"* says Eswaran. The Human Resource Development Ministry, which takes care of the universalisation of education programme, had estimated the required budget to be Rs 80 billion (1.6 million US\$).

According to the 2001 Census, 65% of Indians are literate. Today, around 95% of children from rural areas have a primary school within one kilometre of their habitation.



© S. Grumiau

AIDS kills 80 teachers a year

According to Botswana Teacher Union's AIDS specialist, P. Mathabaphiri, HIV/ AIDS complications kill about 80 teachers every year in Botswana - a country with the world's highest HIV prevalence rate among adults. AIDS is putting a huge strain on the supply of skilled teachers, obliging schools to resort to employ unqualified personnel. Students are even forced to drop certain subjects because AIDS has killed all the teachers qualified to teach them.

The incurable disease is rapidly reducing the working force of +20,000 teaching personnel

(11,864 in primary and 8,298 in secondary). AIDS not only decreases the teaching capacity but also the morale of teachers obliged to take on additional work from their colleagues affected by the disease.

In Botswana, teachers, like other public service workers have access to a medical aid scheme which pays up to 50% of medical bills for its members. Teachers living with HIV/AIDS are also entitled to free anti-retroviral drug therapy offered by the Botswanan government. Together with Education International, the BTU has set in place a policy to inform and educate its members on HIV/AIDS

prevention. Ms. Mathabaphiri noted that there is evidence of behavioural change among teachers and condom use is increasing.



USA: Rallying for Kids and Public Schools

Looming cuts in education budget rouse vigorous lobbying effort from EI affiliates NEA and AFT

The "Save Our Schools" Rally, sponsored by the NEA, brought thousands of educators and parents across the nation to demand adequate funding for public schools. *"We are here to emphasise the need to restore education funding lost this year and keep the commitment to smaller class sizes, higher teacher salaries and continued improvement in public schools,"* stressed NEA President Reg Weaver in front of the Washington State Capitol in Olympia.

In Oklahoma, with a state education funding deficit of more than US\$200 million, an estimated 25,000 teachers, education support professionals, administrators and schools' board members rallied at the

state capitol in Oklahoma City in February. In Kentucky, more than 21,000 members of the NEA's Kentucky Education Association also rallied to urge substantial increases in school funding.

Thanks in part to the lobbying efforts of both AFT and NEA the Congress approved a 7% increase in education funding for 2003. This is well above the Bush administration's proposed increase of less than 1% from 2002 and it represents more than US\$3 billion in new funds. However, this is just half of the 14% average annual increases seen over the last five years.

"Unfortunately we can only take a moment to savour this victory," warned AFT President

Sandy Feldman. The federal government's 2004 total for education would only provide a 0.1% increase from 2003 - a cut in real terms, since it does not even keep pace with inflation.

Weak state budgets for education are also heavily criticised by the Washington-based Rural School and Community Trust. In a report released in February, the group warned that *"rural schools in 13 states need particularly urgent attention"*. NEA also observes that while rural schools serve over 40% of the nation's students, they receive only 22% of federal education funding. NEA is working with Congress leaders to alleviate this disparity in funding.

Resounding Victories

Czech Republic Gouvernement gives in

The Czech government has gone back on its decision to decentralise the education system. EI affiliate, CMOS PS, was concerned about the government's intention to grant increased jurisdiction to the country's 14 regions over the determination of budgets allocated to education. "From our experience, finance-driven decentralisation leads to serious cuts in resources for education and strengthens inequalities," warned EI in its letter to Czech Prime Minister Vladimir Spidla. Subsequently, CMOS PS received a favourable reply from the Czech government stating that the proposed decentralisation will not be discussed in the present parliamentary session, so that the positions of the teacher unions can be considered. CMOS PS thanked the

EI Secretariat for the assistance and will keep us informed on the outcomes of the talks.

Benin Teachers win case

Benin's teachers have at last won their case on 7 March after several months of mobilisation for better working and living conditions.

The strike, which had first started last October in the primary and pre-school education sectors, soon included several other sectors. It was even "supported" by a 72-hour strike launched by the national central union CSTB in early March. On 7 March, the Benin government finally decided to concede to the teachers' requests before 30 April, during a working session with representatives from different unions.

"We want concrete action and

not promises. We are used to this sort of thing and this time round, we are not going to relent," declared a teacher.

Tunisia Teachers force agreement

On 11 March, the Tunisian Ministry of Education and the *Syndicat général de l'enseignement de base* signed an agreement to improve teachers' working conditions and morale. Other than having more promotion opportunities, teachers will receive retirement benefits after 35 years of service and from the age of 55. This agreement represents an important right for the teachers and constitutes the fruit of a considerable effort deployed to all levels since the start of the negotiations

RUSSIA

Negotiations with the Russian government are still ongoing

At the end of February, EI's Russian affiliate, ESEUR, got 2 million people in the streets to demand wage increases for employees in the public services. Thousands of people took part in rallies and demonstrations in more than 85 regions, to demand a pay increase for teaching personnel and an increase in the minimum amount of student scholarships.

"In addition, 160,000 persons staged short-term picketing strikes in 4,000 schools and hospitals, and 500,000 people attended the meetings," said Nikolai Kolobashkin, ESEUR's International Secretary. 600,000 signatures were collected in support of union action and 11,000 telegrams were sent to supreme legislative and executive bodies.

Unions in the education, health and culture sectors demand the government to increase wages by 50% as from 1 April and an additional increase of 100% in December 2003.

"The results of the social conflict are still not clear," continued Nikolai Kolobashkin. *"Negotiations with the government are still ongoing. The reform of the pay system is postponed and will be reconsidered with the participation of unions."*

ESEUR thanked EI for its support in writing to President Putin. *"We urge you to take the necessary steps for genuine negotiations to take place between the government and the workers' representatives on the issues of concern in order to resolve the conflict in a peaceful and satisfactory manner,"* said EI's General Secretary to the Russian President.

Burundi: Teachers strike again



► Eulalie Nibizi,
Chair of the STEB

It's the only solution", deplored Eulalie Nibizi, Chair of the STEB, the union for workers in the teaching sector. "Teachers have to go back on strike because the government isn't sticking to the commitments it made in July 2002 after Burundi's 25,000 teachers went on a long strike."

Burundi's government had forgotten everything: teachers' financial adjustment and

administrative adjustment. As a result: the strike that broke out on 27 March was totally followed in the capital and was massively supported inside the country.

Eulalie Nibizi wonder why the government is delaying teachers' financial adjustment when Belgium released in November 2002 four million Euros to regularise the salary arrears. The mean monthly salary for a teacher is 15 Euros.

As for the administrative adjustment, the government had promised that teachers would start their careers with six years' seniority, which has not been done yet.

The agreement reached at the beginning of July 2003 between, on the one hand, the three Burundian teachers' unions, and on the other, Domitien Ndayizeye, the country's Vice-President, was supposed to enter into force on 31 January 2003.

A DAY IN THE LIFE OF

Côte d'Ivoire's school canteen programme

In March, friends of the World Food Programme awarded the Leaders in the Fight Against Hunger Prize 2003 to Odette Loan, national director of Côte d'Ivoire's school canteens programme, for her role in establishing the canteens in the country. On the eve of the 2002-2003 school year, which has been disrupted by Côte d'Ivoire's armed conflict, there were 3,400 canteens nationwide. Some 2,400 canteens are still operational now. A handful of canteens have also been started up in Abidjan for internally displaced school children.

The programme, which provides each participating child with a lunchtime meal, has increased school enrolment and boosted the retention of pupils. Other achievements have included the increase in girls' enrolment, the raising of self-esteem of young girls, and local farming projects to enable communities to produce food for the canteens. It has also started various health-related initiatives such as deworming exercises and the construction of water-pumps.

2.789.934

This is the number of children enroled in the 2002-2003 school year, according to figures from the Ivorian Ministry for Education. It is estimated that the 6 regions occupied by the rebels, which make up half of the national territory, account for 15% of the school infrastructures and 22% of enrolments, i.e. around 600,000 pupils. No lessons have been given in this zone since 19 September. It was possible for some of the children that fled southwards to be reintegrated in schools to continue their studies, but class sizes (over 70 pupils per class) rapidly reached their limit.

Traoré Yakouba, a displaced Ivorian teacher



"War broke out in Côte d'Ivoire on 18 September 2002. And since then, it has been continually causing deaths, rapes, burglaries and other ordeals, bringing considerable changes and bitter twists to the everyday life of this country's people."

This was how Traoré Yakouba, a Bouaké teacher and the National Education and Training Secretary for Côte d'Ivoire's public primary education union, the SNEPPCI (Syndicat national de l'enseignement primaire public de Côte d'Ivoire), started his story.

Having been a civil servant for over 20 years, Traoré was transferred to his region, Eastern Bouaké, in October 1998. He became a school-life advisor at the Lycée Moderne in his home village, Béoumi, where he became actively involved in the activities of his union, the SNEPPCI, of which he became Regional Secretary.

When the north was besieged, including Bouaké region, the Yakouba family fled Béoumi on foot, leaving everything behind. On 11 October, the family arrived in Abidjan, the capital. "There, a new life began for us," Traoré explained. "Very soon, my cousin's three-bedroom house became too small to accommodate 17 people. Life is very expensive in Abidjan. Expenses mounted: transportation costs for going to school, food for the family, meals for the pupils, healthcare, the rent etc."

"Like all displaced teachers, I signed up at the Ministry of National Education. But I have also, in particular, put down my name at the SNEPPCI, which is doing everything to restore the

tional was called upon to help, as well as friendly unions and other social partners such as insurance companies," explained the activist.

On 29 November, a ceremony was held by SNEPPCI at Treichville's Labour Exchange to present donations to displaced teachers. Tons of rice and clothes were distributed.

When Traoré was back in his village in December for his mother's funeral, he discovered that his house had been pillaged and his two vehicles stolen. "War has ruined my life and that of my family," remarked Traoré bitterly. "My career was built on decades of hard work and self-sacrifice, and now everything is ruined." At

► The Abidjan headquarters of SNEPPCI which is one of the EI affiliates in Côte d'Ivoire, together with SYNARES, SYNESCI and SYNADEEPCI.



dignity of its activists. "Very soon, a solidarity cell that listens to the concerns of displaced SNEPPCI militants was set up. "I was designated as one of its members. With the encouragement of the SNEPPCI's national executive office, the Abidjan and Suburbs sections made both financial contributions and contributions in kind (clothes, shoes etc), which have aided us tremendously. This was how Education Interna-

present, Traoré can no longer go back to Béoumi since the rebels are on the lookout for him.

"Yet I keep on hoping," he said. "that ruin and desolation, which are now part of our everyday life, will soon give way to peace... and schools, which are a powerful factor of peace, will become once again a place where people gather and weave the fabric of national unity, that we so desperately need."

SPOTLIGHT

COTE D'IVOIRE

Less Isolation, More Confidence

How can solidarity be built in a divided country where four million people are stuck in the occupied zone and where thousands of children and teachers have fled to Abidjan, the capital ?

The four EI affiliates in Côte d'Ivoire account for the vast majority of its 40,000 teachers. At the beginning of March, EI and the Norwegian union Utdanningsforbundet contributed \$20,000 of aid to enable the unions to co-ordinate aid for the displaced Ivorian teachers. On 2 April, a ceremony will be organised during which the four EI affiliates will announce the solidarity gesture, and the aid will be distributed to needy colleagues.

The United Nations agencies still present in Côte d'Ivoire estimate that almost one million people, 80% of whom are women and children, have been displaced from their homes since 19 September 2002, the beginning of the civil war. *"Many teachers have fled the occupied zone, sometimes in very difficult conditions, to take refuge in the capital. They have left everything behind them and do not necessarily have anywhere to go in Abidjan, which is a very expensive city. Those who have family there are staying with them, and those who do not have had to rent makeshift accommodations. To rent a house in Abidjan, you sometimes have to pay a guarantee amounting*

to one year's rent. There are others who have fled to neighbouring countries such as Mali and Guinea," explained Victorine Djitrinou, EI's regional co-ordinator.

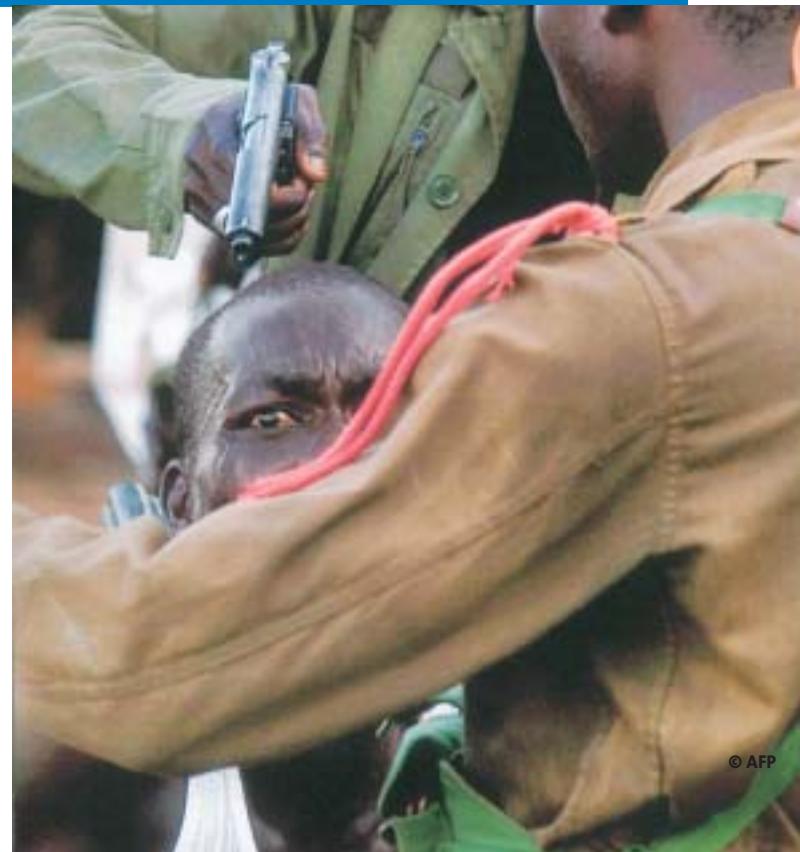
Luckily for teachers who have fled to the capital, they still can receive their salaries. Around 12,500 displaced teachers are in Abidjan, and it has been possible to reassign them to make up for the lack of teachers in certain areas.

In the Ivorian capital, food prices have risen by 50%. A study revealed that in Bouaké, the country's second city and the headquarters of the Mouvement patriotique de Côte d'Ivoire (the MPCI, the main rebel movement), only 40% of families still have an income and their purchasing power is estimated to have fallen by 80%.

Many children had to be re-enrolled in other schools at the beginning of the year, and the lucky ones have access to the school canteens set up by the World Food Programme (WFP) (see box). Adults survive with day-to-day odd jobs in a context of generalised impoverishment.

Union solidarity

Right at the beginning of the crisis, the SNEPPCI, which represents primary school teachers, set up an internal mutual aid fund, into which the union's 27,000 members were asked to make a 1,000 CFA (\$1.5) contribution. Other activities such as the collection of clothes and shoes are also organised to help the displaced.



© AFP

Discussion sessions organised by SNEPPCI have showed the extent of the damage: many teachers are in prison after having been denounced, others have died. The SNEPPCI, for these reasons, organises visits to the affected families as a sign of solidarity.

Last February, in a meeting with the four Ivorian unions –SNEPPCI, SYNARES, SYNESCI and SYNADEEPCI –, EI decided to go on with the HIV/AIDS teacher training programme in the country despite the civil war. *"It is important for EI to remain here to reduce isolation of its people. We also thought that if we suspended the project, it would be difficult to pick it up again,"* pointed out Victorine.

EI's HIV/AIDS project is crucial to Côte d'Ivoire's school community: The World Health Organisation (WHO) estimates that 18% of young people are infected with AIDS. The national rate of prevalence stands at 10%. Over the past

five years, over a thousand teachers have already died because of AIDS.

The five-year project, which was launched in Côte d'Ivoire at the beginning of 2002 by the WHO and EI, has already enabled 61 training officers from all regions to be trained. These trainers in turn train teachers in all administrative areas. The objective for 2003 – which has been scaled down in view of the political situation – is to train 1,000 teachers all over the country and to raise the awareness of 3,000 others.

An EI African solidarity mission will soon go to Côte d'Ivoire. Irene Duncan Adanusa, General Secretary of the Ghanaian union GNAT and vice-president of EI's African region, and Chief T.K. Nwachukwu, Secretary General of Nigeria's NUT may go together with a coordinator from EI's African office.

PUBLICATIONS

El Publications

El has just produced two new publications: one is the Annual Report which provides you a detailed account of all El activities in 2002, and another is a leaflet on AIDS.

Teachers against AIDS is the latest El publication produced to



involve the whole teaching community in stopping the spread of AIDS. It has now been almost 10 years since El joined in the fight against AIDS through education. We believe that teachers have an important role in AIDS prevention as their words are often taken seriously. In this respect, teachers can help raise awareness with regard to the modes and risks of infection among their colleagues, unions, pupils and other members of their communities.

The primary target readers of the leaflet are union activists and teachers. It first elaborates on the impact that the HIV/AIDS



virus has on the education sector, and El's contribution to AIDS prevention efforts. Another section provides information on what unions and teachers can do to promote health education in schools, and plans of action for both schools and communities to stop the spread of AIDS.

Copies of this leaflet are available at the El headquarters. All El publications can also be downloaded in the three official languages from the El Website:
www.ei-ie.org

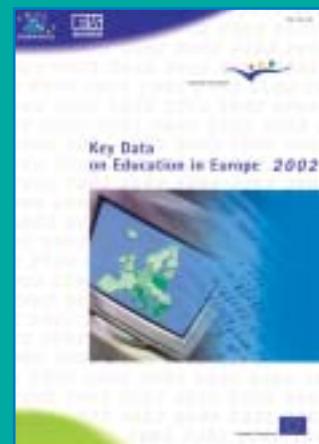
OECD

Society at a Glance Social Indicators 2002

The OECD's biennial publication contains both *context indicators* – that illustrate national differences in social trends – and *social status and response indicators* – categorised in four broad and interdependent areas of social policy: self-sufficiency, equity, health and social cohesion.

This 2002 edition highlights indicators on disability and children's well-being, in addition to providing a wide range of information on other areas. These include ageing populations, foreign-born population, employment, working mothers, replacement rates, child poverty, public social expenditure, potential years of life lost, health care expenditure, strikes, suicides and prisoners.

**Society at a Glance:
OECD Social Indicators 2002 Edition**
(Print Paperback), ISBN 9264197974, February 2003, US\$ 20, €20, 84 Pages, OECD Code 812003051P
<http://oecdpublications.gfi-nb.com/cgi-bin/OECDBookShop/storefront/EN/product/812003051P>



Health and Food

The World Health Organisation's Health in the World 2002 notes that there are 170 million underweight children, over 3 million of whom will die this year. On the other end, more than 1 billion adults worldwide are overweight and at least 300 million who are clinically obese. Among these, about half a million people in North America and Western Europe combined will have died this year from obesity-related diseases.

www.who.int/fr

Eurydice • Key Data on Education in Europe

The fifth edition of *Key Data on Education in Europe* provides an overview of the functioning of education systems and the participation of young people at all levels of education in 30 European countries (the 15 Member States of the European Union, the 3 EFTA/EEA countries and 12 accession countries).

The report contains 145 indicators in total. Beside five chapters structured according to education levels, it also adopts a subject-oriented approach in three chapters devoted to teaching staff, the

teaching of foreign languages and the financing of education.

Data provided by Eurydice on teacher salaries clearly indicate that in the majority of European countries, teachers' salaries at the start of their careers are less than the per capita GDP (85% of GDP per capita on the average).

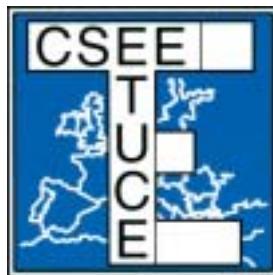
In Europe, the length of service remains the main factor affecting salary increases, and towards the age of retirement, teachers receive just over 1.5 times their country's per capita GDP. Though the

official age of retirement is generally fixed at 65, on the whole, teachers leave the profession for better-paid jobs once they have the opportunity.

The Eurydice report also stresses that the ageing among the teaching population is a visible trend: 70% of teachers in secondary education are over 40 years of age and 34% aged more than 50.

**Key Data on Education in Europe,
Eurydice 2002, 300 p., ISBN 92-894-4636-6, NC-AF-02-001-FR-C, €18**
www.eurydice.org/Doc_intermediaires/indicators/fr/frameset_key_data.html

Martin Rømer, General Secretary of



**Martin
Rømer was
appointed
General
Secretary**

of the European Trade Union Committee for Education for a three-year term on January 21, 2003. His ambition is to have the European teachers body ETUCE acknowledged by the European Commission as the social partner that represents education personnel in Europe.

Education has been high on the European agenda since the Lisboa European Council in March 2000", says Martin Rømer, but the way European policies are decided has changed. There are now fewer proposals – which were in the past leading to the adoption of recommendations –, nowadays, it is rather a political process start-



Who is who

Danish citizen, aged 52, Martin Rømer is married and has four children. Graduated from the Danish teachers college in 1974, he has been involved in union work for teachers' organisations since 1976 when he was elected a member of the local board of the Aarhus Lærerforening. Martin Rømer has been President of *Danmarks Lærerforening* (National Union of Teachers) and of the national confederation of civil servants (LO-FTF). He has presided the Nordic Council of Central Organisations and was member of the executive board and of the EI interim ExBo. Since 1995 he worked from Brussels, heading the Danish teachers office.

The ETUCE in a nutshell

The European Trade Union Committee for Education, which was established in 1975, represents 87 teachers' unions in 19 European Union (EU) and European Free Trade Association (EFTA) countries. ETUCE is composed of national organisations of teachers and other staff in education members of Education International (EI) and of the World Confederation of Teachers (WCT). It has associated member organisations in the Central and Eastern European countries. The total coverage in Europe amounts to 110 organisations representing +8 million members.

works is to exchange information through extensive use of information technologies, and to brainstorm and develop policy documents on EU developments.

"Through strengthened coordination and intensive use of information technology, we will be able to ensure maximum influence on educational policy in the EU.

"This also involves a close cooperation with the European Trade Union Confederation", stresses Martin Rømer.

2004: ETUCE is ready for the enlargement

The other political trend is the enlargement of the European Union to ten new member states¹. *"This will mean that we will cooperate on a much larger scale on all educational matters"*, says Martin Rømer. In ETUCE, the enlargement materialised a long time ago, with teacher unions from the Balkans and Eastern Europe being represented on ETUCE's governing bodies.

¹ Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia and Slovenia are to be admitted by 2004.