

World Teachers' Day

Teachers – Opening doors to a better world

Teach: TO EDUCATE; TO GIVE INSTRUCTIONS OR LESSONS; TO CAUSE TO LEARN AND TO UNDERSTAND; TO INSPIRE; TO ENDOW KNOWLEDGE; TO HELP AND GUIDE SOMEONE; TO DEVELOP ACADEMICALLY, SOCIALLY AND EMOTIONALLY; TO AID SOMEONE IN SELF-IMPROVEMENT; IN SHORT - TO OPEN DOORS TO A BETTER WORLD.

Without teachers, education would not be what it is meant to be, because to teach is not simply to tell a child established facts and figures. It is to inspire, to unlock his or her potential, to offer new perspectives, to help children and adults realise their dreams to build a better world.

This is the reason why Education International insists on the right of every child around the world to have a qualified teacher.

At all stages of the education system, from kindergarten to higher education, qualified teachers are needed to guide students in developing values that are essential to peace, tolerance, equality, respect and understanding.

Qualified teachers help children, young people and also adults develop essential social and life skills, such as trust, confidence, dialogue, critical thinking and self-esteem.

"Education is the most powerful weapon to change the world"

Nelson Mandela

The world tomorrow depends on the worlds teachers open up for our children.

dictionary

CFA Currency used in 14 African countries from the Zone Franc
EFA Education For All
EP European Parliament
ETUCE European Trade Union Committee for Education
EU European Union
FAWE Forum for African Women Educationalists
GATS General Agreement on Trade in Services
GAW Global Action Week
GCE Global Campaign for Education
GDP Gross Domestic Product
GLBT Gays, Lesbians, Bisexuals and Transsexuals
GUF Global Union Federations
HIV/AIDS Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ICT Information and Communication Technologies
ILO International Labour Organisation
MEP Member of the European Parliament
NGO Non governmental organisation
ODA Official Development Assistance
OECD Organisation for Economic Cooperation and Development
OI Oxfam International
PRSP Poverty Reduction Strategy Plan
PSI Public Services International
SARS Severe acute respiratory syndrome
TUC Trade Union Congress
UAA Urgent Action Appeal
UN United Nations
UNAIDS Joint United Nations program on AIDS/HIV
UNI Union Network International
UNMIK United Nations Interim Administration Mission in Kosovo
WHO World Health Organisation
WOE Worlds of Education
WTD World Teachers' Day
WTO World Trade Organisation

5 October 2003

colophon

Education International is a world-wide 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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agenda

EI Asia-Pacific Regional Conference - Kaoshiung, Taiwan	POSTPONED SINE DIE
EI Europe Regional Committee - Brussels	22 SEPTEMBER
ETUCE Executive Board - Brussels	22-23 SEPTEMBER
World Teachers' Day	5 October
EI Editors Network Annual meeting - Brussels	8 OCTOBER
EI Europe Round Table on Violence in Schools - Brussels	9-10 OCTOBER
21 st EI Executive Board - Brussels	21-23 October
6 th EI Conference for OECD countries "Social Inequality and School Success" - Firenze	17-19 NOVEMBER
4 th EI World Conference on Higher Education - Dakar, Senegal	NOVEMBER
EI Europe Regional Conference - Luxembourg	8 DECEMBER
ETUCE General Assembly - Luxembourg	9-10 DECEMBER
EI African Regional Conference - Lomé, Togo	JANUARY 2004
4 th EI World Congress - Porto Alegre, Brazil	25-29 JULY 2004

Interview with Aminata, the richest teacher in the world → p.15



WORLDS OF EDUCATION



Educators in 152 countries joined forces for the world's largest teach-in about girls' education during the Global Action Week. Education International and the Global Campaign for Education organised the teach-in on girls' education for more than 1.8 million children. The objective –raising awareness among every-day people and international leaders that gender equity in education is within reach– was attained. Bangladesh, India and Brazil boasted the largest number of participants in the "Big Lesson". See pages 2-3-4.

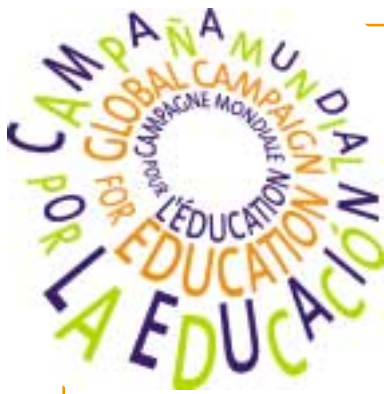
GLOBAL ACTION WEEK
FOR EDUCATION
EDUCATION FOR ALL
EI ACTIVITIES
TEACHERS RIGHTS
NEWS FROM AFFILIATES
SPOTLIGHT: EFA FUNDING
AIDS CAMPAIGN
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Global Action Week Against WTO

EI will defend the protection of public services in the 5th Ministerial Conference of the World Trade Organisation (Cancún, Mexico) on 10-14 September 2003. Trade unions require safeguards to ensure that public services and other services of general interest not be undermined by WTO support for private sector competition, which puts profit before public benefit. The Global Unions' statement also emphasises the need for developing countries to get a fair deal from globalisation. "The WTO needs urgently to be reformed and made

more transparent and democratic, in order to redress the power imbalances and to achieve coherence and consistency with the goals agreed through the UN system, as enshrined in the Universal Declaration of Human Rights and other multilaterally agreed instruments such as the ILO Declaration on Fundamental Principles and Rights at Work," stresses the Global Unions' statement. EI invites its members to also join the Global Unions' action week during the WTO meeting.



GLOBAL ACTION WEEK FOR

In many countries around the world,

Argentina's national union CTERA involved more than 20,000 students and 5,000 teachers in the Big Lesson. In addition to this, thousands of petitions were

EDUCATION IS A HUMAN RIGHT, YET FOR TWICE AS MANY GIRLS AS BOYS, IT REMAINS AN UNATTAINABLE DREAM. OVER 70 MILLION GIRLS AROUND THE WORLD HAVE NEVER ATTENDED SCHOOL. IN DEVELOPING COUNTRIES, THE EDUCATION OF GIRLS HAS PROVEN TO BE THE KEY FACTOR IN ELIMINATING POVERTY, ENSURING ECONOMIC DEVELOPMENT AND BETTER HEALTH, AS WELL AS BUILDING UP DEMOCRACY.

"The fact that millions are still deprived of education –most of them girls– should fill us all with shame"

Kofi Annan
UN General Secretary

presented to the national legislature. There were special TV and radio programmes as well as public events to raise awareness on the lack of access to education for girls, the link between poverty, barriers to education and child labour. Follow-up sessions were planned with teachers to reflect on the issues of the Week.

Statistically, **Bangladesh** produced the most impressive number of participants, with at



least 450,000 children and adults taking part. The Secretary of State for Education had written to 85,000 schools across the country, asking them to join the World Record attempt. Vice-chancellors of all the universities have added their signatures to an Action Week leaflet. 500 volunteers distributed Action Week stickers (in Bengali) in buses, train stations and other public places. Rallies, discussion meetings and public performances took place even in remote regions of the country.

In **Brazil**, the most significant events of the Semana de Ação Global took place in São Paulo, where the Big Lesson was con-

ducted in open-air for youths in the local Hip Hop community. In Brasília, a celebration was held at the Câmara Federal (Federal House of Representatives) while in Pernambuco, the world record event included indigenous Xukuru Indian communities. The lesson in São Paulo rounded up with a splendid performance by rap songwriter and singer, Sharylane, an outspoken activist for women's rights. The Campanha Nacional pelo Direito à Educação (National Campaign for Education Rights) reminded Brazilians that 15 million people in Brazil, both children and adults, are illiterate, and that 33 million others have studied for less than four years.



In India, the Big Lesson was a part of a programme of lectures, debates, drama, musical performances, organised by EI affiliates AIAHE, AIFTO and AIPTF in numerous cities and villages across India, involving more than 100,000 children. In a small village in Andhra Pradesh, children from the government school followed up the lesson by visiting the houses of some of their peers who had been forced to drop out. They discussed with the parents what they had just learned on the importance of education. Nagamani of Standard 7 had not been to school for the last month. Her mother was ill and there was no one else to do the domestic work, leaving



Nagamani to do the domestic chores and look after her one-year-old sister, four-year-old brother and her sick mother. The children persuaded Nagamani's mother to let her return to school in time for the exams.

Girls and women also marched to state parliaments or local government offices, to present community petitions and declarations to state and national leaders, calling for specific actions to achieve the 2005 goal of achieving gender equality in education (picture). Women's and student groups were mobilised to carry out a 'gender audit' on the state of girls' education and female literacy in India.

In Canada and the **United States**, thousands of pupils participated in the Big Lesson on Gender Equity. By 17 April, AFT alone reported about 3,623 pupils from Florida to Maine participating in the Lesson. In Washington DC, international soccer star Mia Hamm joined her teammates to kick off the Largest Lesson at the Benjamin Murch Elementary School. Mia Hamm and her team won the Women's World Cup in 1999.

In **Denmark**, the Big Lesson was publicised on children's TV and some 27,000 students joined the attempt to set a world record, including 2 schools in Greenland.

the right to education remains a dream for girls



On 9 April, educators in more than 150 countries participated in the world's largest teach-in about girls' education, also called the Big Lesson. The Big Lesson was about the promises made in international agreements by governments world-wide to bring about gender equity in education. The purpose of this attempt to set a Guinness world record, initiated by EI and the Global Campaign for Education, was to raise awareness among both citizens and world leaders about the need to fulfil that promise. Bangladesh, India and Brazil boast the largest number of participants registered for the event.

In **East Timor**, a National Conference on Education took place during the Action Week. Teachers, students, activists, aid agencies, government, religious and cultural institutions started a dialogue on policy and programme proposals for the East Timorese education system, teacher training, adult literacy, popular education and basic formal education. Issues included education financing, girls' education, policy reform, marginalised groups, access and quality.

In **El Salvador**, 20,000 students from three academies, two universities and numerous schools organised the Mayor Clase del Mundo. The Vice-Minister for Education took part in a lesson for 28 pupils in San Salvador.

In **Gambia**, the EFA Campaign Network organised the lesson in Banjul and in two rural regions. FAWE Gambia also arranged for the Big Lesson to be taught in a number of classrooms all over the country. In the Greater Banjul area, the Big Lesson was conducted by an 11-year-old girl, who impressed upon decision-makers, parents, National Assembly members and donors why it was important for girls to be educated. Coming from a poor family, the girl has to sell peanuts after school to supplement the family income. The event was broadcasted nationwide.

In **Germany**, no less than 28,000 children took part in the Big Lesson and the event was followed by the German radio stations. In **Hungary**, teachers were mobilised by their unions to write letters to the Prime Minister regarding the poor situation of public education in the country.

In Jakarta and other cities in **Indonesia**, activities organised for the event included girls' tales, street campaigns, "open space schools" for street children, drawing, story-telling and oratorical competitions. Some 45,000 persons on the island of Lombok alone participated in the Big Lesson. Indonesia also witnessed



IN GHANA, the Big Lesson opened with testimonials from articulate young women of the same ages from similar backgrounds - except that some had had the chance to finish their education, while others had been forced to drop out. Their moving stories illustrated better than a dozen lessons Nelson Mandela's saying: "Education is the most powerful weapon which you can use to change the world."

the first education civil society stakeholders' dialogue with the Indonesian EFA committee.

In **Ireland**, dozens of schools participated such as St Thomas in Galway (picture).



In **Kenya**, emphasis was put on district level mobilisation with the Big Lesson and public forums and processions taking place in towns across the country, as well as in Nairobi's informal settlements.

In **Liberia**, local posters were produced for distribution in schools, hospitals, and displaced centres.

The week ended with a workshop featuring government officials and a national forum where girls and women chaired discussions.

In **Malawi**, FAWE organised the Big Lesson in literacy classes for women and adolescent girls, with girls as the teachers. In addition, live debates on girls' education took place on all radio stations and in many rural villages. Both the Minister of Gender in Lilongwe and the Minister of Education in one of the rural districts conducted the Big Lesson. The Week was

launched on national television with a live press conference featuring the Minister of Education, and a live children's press conference.

GLOBAL ACTION WEEK FOR EDUCATION

In the **Netherlands**, about one thousand schools and 30,000 children took part in the event. Thanks to the cooperation of AOb and SADTU, pupils from the



Hague and Johannesburg chatted with one another via satellite connection. On the picture, Tatu from Kenya and Mark from the Netherlands presented the GCE Report, "A Fair Chance", to Dutch Cooperation Minister Van Ardenne. The Minister promised to increase the national cooperation budget for girls' education by 15%.

In **Nicaragua**, anti-child-labour activists, children and community members presented official complaints from non-educated children to local municipal councils. They also distributed materials calling for free education and held mass gatherings with parents.

In **Niger**, the Big Lesson com-

At nine, the President of the Youth Parliament, Halima Hima Moussa, conducted the Big Lesson in front of 2500 persons, which ended in resounding applause," recounted SNEN Secretary General, Issa Kassoum.

In **Nigeria's** Enugu State, children not only debated the causes of girls' exclusion from education, they agreed on action points to get more girls into school. The various presentations, drama performances, songs, poetry recital, debates, marches and discussions showed strong support for girls' education. Children identified issues that hinder girls' education, such as household chores, early marriages, preference for boys over girls, teenage pregnancy, large families, and child trafficking.



In **Romania**, about 10,000 children participated in the Big Lesson. Meetings were organised with teachers and local decision

levels of ALL primary schools in the country. A special event was held, attended by the Prime Minister, the Minister of Education and many prominent women. In addition, 250 working children from 30 African countries - shoe-shiners, domestic servants, apprentices and others - who were attending a meeting of self-employed youth in Dakar took a break from their conference proceedings to join in the world record attempt.

In **Sierra Leone**, President Kabbah taught the Big Lesson in the National Stadium (picture). "A march then took the participants from the stadium through the streets of Freetown," reported GCE Coordinator Emanuel Fatoma. 124 Parliamentarians were then informed about the

Global Campaign for Education and the Education for All goals, as well as the need for legislators to participate in the attempt to set the world record of the largest simultaneous lesson ever. The week also featured daily radio and TV coverage of issues related to girls' education, and two national thanksgiving services on the same theme (one Muslim and one Christian).

In **South Africa**, SADTU managed to get Nadine Gordimer, Nobel laureate for literature, to join the hundreds of teachers in over 300 schools and institutions that took part in the Big Lesson. The "lesson" she taught brought learners together from several schools who engaged via video link with 160 fellow learners from the Netherlands. GCE-SA kicked off the week with a conference giving girls the opportunity to speak for themselves

about the challenges they experienced. The Action Week also focused attention on a review of school fees.

More than 60,000 school-children in the **United Kingdom** registered to take part in the Big Lesson, and at Wembley Hall, some 2500 children gathered to be taught the lesson and watched 'girl power' music concerts. The GCE report on girls' education, A Fair Chance, was launched at a seminar in the House of Commons with the director of Oxfam and the Deputy General Secretary of the TUC as speakers.

In **Vietnam** 45,000 pupils participated in the Big Lesson. A group of street and working children from informal education programmes had been planning Action Week activities, including peer workshops for other street and working children and a campaign t-shirt designed by children themselves. Children in informal education centres across Hanoi had been asked to contribute pictures and to write about girls' education. All contributions were presented during a public forum on 9 April.



"207 took part. Thank you, we loved it"

Principal of the Saltonstall School in Salem, Massachusetts

menced with a piece specially written for the occasion by Nigerian rap group, Kay dan Gaskiya, in the Niamey's Seyni Kountché Stadium. "Since eight o'clock in the morning, groups of youths swarmed towards the stadium in more than 20 coaches, to provide transport for the pupils.

makers to draw attention to the importance of primary education in a child's development and the need for involvement of all key decision-makers in preventing child labour and child sexual exploitation.

In **Senegal**, the Big Lesson was taught to children at the upper

EDUCATION FOR ALL



EUROPE FOR EDUCATION CAMPAIGN

EU will double its aid budget for education

El's campaign Europe for Education, which was held in cooperation with the European Parliament's Committee on Development and Cooperation, has won in its fight to have EU's contribution to basic education in its development cooperation budget doubled. This important step towards Education For All was endorsed in the Resolution passed on 16 May.



► El's Elie Jouen with European Parliament President Pat Cox and MEP Max van den Berg.

On 8 May, El held a rally in the Hemisphere of the European Parliament (EP) for the Europe for Education Campaign. This was organised in cooperation with the EP Committee on Development Cooperation, and more particularly its chairperson, MEP Max van den Berg.

More than a hundred children filled the seats normally reserved for MEPs, chanting the campaign slogan "X2 Now!". Presented by TV showhost Jeroen Kramer from the Netherlands, the event was an emotional moment for both

children and adults alike, when, MEP Max van den Berg, El Europe Chairman Lars-Erik Klason, Shantha Sinha from MV Foundation in India, Belgian UNICEF ambassador and singer Khadja Nin talked about the right of all children around the world to have an education.

EP President Pat Cox made a surprise entry to support the campaign, and Lieve Franssen, Director for Human and Social Development in the DG for Development of the European Commission, received the petition results from Mr van den

Berg and El Deputy General Secretary. As of 8 May, a total of 2203 e-cards, 1658 e-petitions and 2650 postcards were sent to Romano Prodi (President of the Commission) and Poul Nielson (Commissioner for Development and Humanitarian Aid).



► El Europe Chairperson Lars-Erik Klason addresses plenary, for once filled with children.

Sao Paulo sets 30% aside for education

Investing in education works, says Marta Suplicy, mayor of Sao Paulo. Since 2001, the city council has invested more than 30% of Sao Paulo's budget in education. As a result school absenteeism dropped by 44% and violence has decreased by more than 14%.

Between 2001 and 2002, total investment towards the fight against poverty rose from \$21 million to \$82.6 million. More than one million people have benefited from the social programmes. Moreover, 30 percent of the city's budget has been invested in education, with a series of measures ensuring that one million students are fed a meal at school, that the children have uniforms, and shuttle buses to take them to school.

In addition, in the city's poorest neighbourhood, 21 centres for education are being built with classrooms and gymnasiums to ensure that the city's most underprivileged children do not stay marginalized permanently. This project, which will cost the city \$4.3 million, is vital for social integration, says Marta Suplicy.

In the 13 districts where social programmes were set up, homicide rates dropped by 10% and the number of stores or companies paying tax increased by 11%.



► With over 2000 favelas and 1000 zones labeled "risky", the mayor admits running the city is particularly hard. Her priorities have been the struggle against poverty and for education.

Cambodia: temporary teachers have been cheated

The director of Cambodia's Kompong Cham's provincial Department of Education announced in April that education officials will return bribes paid by temporary teachers who were told they could buy permanent teaching positions. Officials have cheated

the teachers on temporary contracts of as much as \$500,000.

Ban Sopheap, a primary school teacher in Kompong Cham's Batheay district, is skeptical about seeing his money again. "I paid \$650 because they promised to allow me to become a state teacher.

I was thinking of my future. That is why I paid," he said.

El's Cambodian Independent Teachers Association President Rong Chhun explained that activists around the country have reported that the education officials are not making the reimbursements.

EI ACTIVITIES

Information on websites has to be accessible and relevant

Internet has revolutionised communications between trade unions and their members, as well as between national unions and their international.

A trade union's website has therefore first to build up membership cohesion, through the facilitation of information exchange, opinion exchange and active involvement of members in activities. This was one of the conclusions of the Journalist and Webmaster Forum attended by EI's webeditor Harold Wee-Tziat Tor.

The forum was organised in April in Nyon, by EI fellow Global Union, the Union Network International (UNI).

To increase member interest and participation in the trade union's work, the information on websites had to be both accessible and relevant.

These are valuable contributions to the improvement of EI's communication strategy.

All ideas raised can be found on UNI's website:

www.union-network.org

www.e-tradeunions.org

EI's online Working Papers: Food for Thought

EI launched yet another series of publications online. EI Working Papers is a series of research documents containing research work either originally written by EI staff for conferences, round tables, seminars and other EI activities, or specially commissioned for certain research projects. This is to encourage participation by both members and individual researchers alike in EI's research work.

Working Papers are intended to supplement ongoing discussions and research in EI and do not necessarily reflect EI's official positions.

The Working Papers are published ONLINE in the original language in which they are writ-

ten and are normally not translated. Please consult us first before undertaking any translation, for copyright reasons. For the organisations who do not have internet access, please contact us and we will be more than delighted to provide you with a paper copy of the document. New Working Papers will be systematically listed in the Publications section of WOE. page "Publications".

N° 3 2003 (448KB)

Paula Nilsson: "Development Co-operation allocated to Education: Do the European donor countries live up to their promises made in Dakar?"

N° 2 2003 (154KB)

Simon Macaulay: "E-learning for

teachers: The Educational Institute of Scotland and the University of Paisley"

N° 1 2003 (464KB)

Ulf Fredriksson: "New technologies in education: trends, risks and opportunities"

Education International is eager to involve researchers (both individuals and from our affiliates) working on any of the wide array of topics pertaining to our work. Should you like to have your paper (a dozen pages will do) included in this series, please contact Elie Jouen or Ulf Fredriksson at our Brussels headquarters for further information.

First International Trade Union Advisory Body for Gay and Lesbian Teachers

The International GLBT Forum will now materialise after the Steering Committee of Public Services International supported its establishment on 29 April. In February 2003, EI's Executive Board had endorsed the proposal.

The International Gay, Lesbian, Bi-sexual and Transgender People's Forum will be an advisory body of both EI and PSI's Executive Committees. It will be composed of all interested EI/PSI member unions (or their GLBT caucuses/groups/committees). EI member organisations who have shown an interest are: AEU, AFT, AOb, CSQ, GEW, NEA, NTEU, NUT et NZEI.

The GLBT Forum will aim at creating awareness among EI and PSI member organisations which have not yet developed anti-discrimination policies. It will document cases of discrimination and harassment on the basis of sexual orientation in the public sector, including education sector.

The first EI triennial report on gay and lesbian education personnel published in 2001 has shown that in many countries, lesbian and gay teachers continue to face discrimination and harassment as a result of their sexual orientation. Such cases include denial of promotion, dismissal, unwarranted transfer, unequal treatment in



labour conditions and harassment or violence.

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.



HIGHER EDUCATION

Teachers should become the third pillar of the Bologna Process

The Bologna Process aims to establish by 2010 a European area of higher education formed by 33 countries, achieving full student mobility and mutual recognition of credits and degrees. This will no doubt affect staff working in the higher education sector.

Launched in 1999, the Bologna Process did not immediately involve the organisations representing higher education staff on both national and European levels, although student organisations were already engaged in the debate.

Nevertheless, trade unions have inserted themselves into

used a trade union forum in Berlin in April together with ETUCE and German affiliate GEW, entitled *"Shaping the European Area for Higher Education and Research."*

The objective was to clarify teacher organisations' positions with regard to the subject and to shape a common



► Members of ETUCE's electronic Network on Higher Education.

In order to build a European Area of Higher Education and Research, it is vital that all actors of the academic life –students, tutors, professors, researchers, administrative and technical personnel– have the opportunity to play an active role in the process of europeanisation.

the debate. Discussion on the topic was initiated by in EI Europe's Standing Committee on Higher Education and Research. Furthermore, higher education is the theme of a discussion network managed by EI coordinator Monique Fouilhoux under the aegis of the European Trade Union Committee for Education (ETUCE).

European Ministers in charge of Higher Education and Research will next meet in Berlin 18-19 September. In preparation for this Ministerial Conference, EIE organ-

trade union position on the European level.

More than 170 participants from 25 European countries attended the forum, including members of the EI Task Force on the globalisation of higher and vocational education from Australia, Canada and the USA.

At the opening, the GEW President, EI General Secretary, the German Federal Minister in charge of Higher Education, the AEU President and the European Commission's Director of Education addressed the participants, and all under-

lined the importance of the contributions made by the education sector's trade union movement in the Bologna Process.

With financial support from the European Union, the German Federal Ministry of Education and the Hans Böckler Foundation, two comparative studies - *"Accreditation in the framework of evaluation activities"* and *"International attractiveness of the academic work"* were undertaken in 21 European countries, and their results were presented at the forum. A study session was also specially dedicated to the discussion of GATS.

The forum succeeded in demonstrating that quality higher education and research represents one of the major professional preoccupations of education unions. It must be added, however, that good working conditions remain

one of the prerequisites for quality provision. A common stand taken by all the participants is *"the search together for an appropriate and sustainable model of higher education, in which the distinctive character of European higher education, including the public role and autonomy of universities, balance the global pressures towards a higher education "market place".*

The participants also agreed on the need to strengthen relations between student and intergovernmental organisations on both national and European levels.

"The invitation to the Berlin Ministerial Conference is only the first stage," said Monique Fouilhoux. "We should also be admitted as observers in the follow-up groups. In this respect, pressure needs to put on both national and European levels."

TEACHERS RIGHTS

Situation still tense in Kosovo

Though inter-ethnic conflicts are diminishing compared to the early afterwar days, tensions between the Albanian Kosovars and Serbian inhabitants in the 5 Serbian enclaves are rife.

EI sent a mission to Kosovo from 9-11 May to assess the situation of the conditions of schools and teachers in the war-torn region. Kosovo is an autonomous region under the administration of a UN mission, the UNMIK, so as to ensure peace and security in the region. *"A statute on education has recently been approved by Parliament, but at present, no negotiations between teachers unions and the Ministry of Education are allowed,"* explained EI Development Cooperation Coordinator Nicolás Richards.

The main objectives of this mission were to conduct a seminar on negotiation skills, co-organised by EI and its Dutch affiliate AOb. EI also met with leaders of both local affiliates SBASHK, the union of Albanian teachers in Kosovo, and SOK, the union of Serbian teachers in Kosovo.

Urgent action appeals

Turkey

Court of Appeal ruled in favour of Egitim-Sen

The Turkish Court of Appeal has ruled in favour of EI member, Egitim-Sen's appeal. Six Egitim-Sen members, including its President, Alaaddin Dincer, and other leaders, had been sentenced to 15 months' imprisonment under Code 2911 for *"participating in an unauthorised gathering and disobeying the warning for dispersal"*.

EI launched an Urgent Action Appeal on 20 December last year to condemn the violations of trade union rights by the Turkish government. The Court ruling on 29 April however does not guarantee an end to the accusation against Egitim-Sen. The trial will be reopened before the Criminal Court and a new verdict will be pronounced within 6 months.

EI denounced the government's on-going harassment of its affiliate.

Colombia

EI renews its call for international lobbying against Colombian atrocities!

According to EI's Colombian affiliate, 17 teachers have been murdered since the beginning of the year. On 20 February Mr Bohorquez, trade union leader and a FECODE member, was kidnapped and found dead three days later. On 7 April Mr Salcedo, a leader of a FECODE local branch, was shot dead on his way home. On 25 April teacher Ms Zapata was murdered by a death squad. The next day, another teacher, Ms Duque, was executed by ELN guerrillas in spite of FECODE's mediation efforts.

FECODE stresses that these murders could have been avoided if the national government had implemented a reassignment policy for teachers at risk, which FECODE requested two years ago.

Once again, EI urges members and partners to send letters to the Colombian government to demand the authorities to take appropriate measures to ensure teachers' safety.

Iraq

Saving the children

In mid-April EI sent out an appeal to all members and partners to contribute actively to the EI Solidarity Fund so as to provide financial aid for the rebuilding of Iraq's education system. In our circular, we noted that, as is always the case in times of conflict, the most vulnerable suffer the greatest no matter what steps are taken to mitigate their suffering. The situation in Iraq is no exception. EI would like to make a contribution in the name of all EI members to the rebuilding of education in the country. We want all Iraqi teachers and children to know that we believe in solidarity, we care and we will help. From a report published by UNICEF, we know that 25% of all Iraqi children are malnourished, 25% of school age children do not go to school and 4,500 schools are in dire need of reconstruction.

ILO: A dozen countries are violating the freedom of association

The International Labour Organisation's Freedom of Association Committee deplores violations made by countries where the freedom of association has seemingly been a firm tradition.

The Freedom of Association Committee is pointing its finger at Canada (two provinces: British Columbia and Ontario for restrictions on the collective bargaining right and the right to strike), Denmark, Sweden and Iceland (restrictions on collective bargaining), and Turkey (violation of union rights in the public sector).

In **Ethiopia**, despite the release of union leader, Taye Woldesmiat (see photo), the ILO's Freedom of Association Committee has noted that the right to organise is still being violated. The ILO Committee is disappointed that the government has still not an inquiry following

the assassination of our colleague Assefa Maru, ignoring EI's repeated requests.

The situation in **Colombia** was discussed at length. 184 trade unionists were killed in the country in 2002, and teachers are still threatened with violence (see EI's appeal above).

The Freedom of Association Committee also stressed on the severity of the situation is in **Venezuela** and specifically requested that the harassment of Venezuela's Workers' Confederation be brought to an end. In Belarus, the government has taken control over the national

trade union federation.

In view of the many acts of violence reported against trade unionists in **Guatemala**, the ILO Committee has called upon the government to investigate these accusations and bring those responsible to justice. Police repression during labour conflicts in China has also been criticised by the Committee.

The Committee deplored the situation in **Cuba**, where unionists are being detained, threatened and intimidated, making it extremely difficult to achieve their right to associate freely.



New colleagues in EI

EI is pleased to welcome two new female staff members: Dr. Linda Asper is our new Deputy General Secretary and Assibi Napoe will be our new Chief Regional Coordinator for Africa.

Linda Asper succeeds Sheena Hanley, who has retired, as head of EI's Membership Services Department. Linda, who has been a teacher and a school principal for most of her working life, held various positions in the Manitoba Teachers Society and the Canadian Teachers' Federation. She has extensive international experience, including research work at our Brussels office in the autumn of 1995. Until her appointment as Deputy General Secretary, Linda was a Member of the Legislative Assembly of Manitoba.

Sheena: "Sheena has played an instrumental role in defining the human and civil rights, trade union rights, and women's rights agenda within EI and the larger community."

"Today, EI is stronger because of your determination and perseverance," stated EI President Mary Hatwood Futrell. *"I want to thank you for all your hard work on behalf of Education International and its members for all you have done on behalf of teachers, but mostly for the children of the world. Your mark on EI and on*



► Linda Asper (left) succeeds Sheena Hanley as head of EI's Membership Services Department.

Bogota is a thousand times more tolerable than to negotiate with men in grey suits from WTO."

Assibi Napoe, who will be the next Chief Regional Coordinator for Africa, is General Secretary of the Federation des syndicats de l'Education nationale (FESEN) of Togo, coordinator of EI's African women's network and a member of the EI Executive Board. On 1 November 2003, she will step down as a member of the EI Executive Board, to succeed Tom Bediako and assume her new responsibilities.

It should also be mentioned that **George Kux** has agreed to assume the responsibility of Chief Coordinator Administration until the Congress in July 2004. Mr Kux came back to this position after the sudden death of Alain Chantry on 4 October 2002.



► Assibi Napoe (right), here with EI President Mary Futrell and EI General Secretary Fred van Leeuwen, is designated Chief Regional Coordinator for Africa.

"Joining EI staff is an exciting prospect," said EI's new DGS in a statement to the EI constituency. *"It is an honour for me to work for and with you in facing the challenges we have everyday."*

A farewell party was organised for Sheena Hanley during the last EI Executive Board, EI's General Secretary Fred van Leeuwen summed up his appreciation of

each of us is indelible! Thank you, Sheena!"

Manifestly moved, Sheena thanked her colleagues and members of the Executive Board for their compliments and joked on the fact that she went to all possible dangerous places where teachers were harassed. She added that *"going to the prison in Ethiopia or the backstreets of*

CAMEROON

Unwarranted transfers

In Cameroon, EI member FESER, has been concerned for several months with a conflict over 78 arbitrary and unwarranted transfers of teachers that are members of its regional branch (in the western and northwestern provinces). These teachers were transferred for having followed a perfectly legal call to strike.

The strike, which was launched in accordance with appropriate prior notice procedures, was aimed at achieving the application of provisions for teachers' special status signed on 5 December 2000.

According to the union, this is an abuse of authority on the government's part as these transfers are ungrounded. Some teachers have been sent to schools either where their subject is not taught, where their presence is not needed, where they are assigned tasks that are incompatible with their training, or, where it is not even their level of teaching. Furthermore, temporary employees have been hired to compensate for the lack of qualified staff in schools from which teachers had to leave.

FESER also reports that written and verbal threats have been made throughout the year.

EI has offered to file an international complaint with the ILO for violation of the freedom of association – a violation of ILO's Conventions 87, 98 and 151.

Professors taken to court in Nigeria

The Nigerian government has decided to take university professors who have been on strike for over four months to court. If this comes true, they will be presented before the court of arbitration by the federal government. The teachers, who are calling for better pay and a larger budget for universities, have been on strike since 29 December 2002. Until now, efforts to stop the movement of protest have failed.

NEWS FROM AFFILIATES

NEWS FROM THE FIELD

Nepalese unions demand further democratisation

The 9th National Council meeting of Nepal Teachers' Association-NTA, which comprises 75 district Presidents and National Executives, was held in the mid-western part of the kingdom. The site, a Maoist stronghold, was selected to boost the morale of teachers in the region. The meeting adopted strategies and action plans for the educational reform of the country. *"We will further the discussion with other stakeholders and construct a united approach with the government and donor organisations,"* said Keshav Prasad Bhattarai, President of NTA.

SUTEP strikes for promised pay rise

In Peru, **300.000** teachers launched a general strike for better pay. The strike was called by EI affiliate SUTEP, which is asking for a 210-soles rise (60 dollars), instead of the 22 dollars proposed by the Ministry of Education.

Nilber López Ames, SUTEP Secretary General, wants to see President Alejandro Toledo implement the promise he made during his election campaign: he had committed himself to double teachers' income by the end of his mandate in July 2006. Public-sector teachers currently earn about 150 dollars a month.

France: education sector in turmoil

Since the beginning of the school year in September, the education sector has been under considerable stress: 5 strikes and 2 national demonstrations launched by 5 federations: UNSA Education, Sgen-CFDT, FSU, Ferc-CGT and Faen.

Both teaching and non-teaching staff have been campaigning for months. Five strikes (17 October, 28 January, 18 March, 6 and 19 May) and two national demonstrations organised by parents, pupils, students on 8th December and 25 May have taken place this school year. There are several reasons for these actions:

First of all, the Raffarin administration made the budgetary choice to dismiss 10,000 members of support teaching staff (supervisors and educators). *"For the teachers' federations, the best way to reduce or solve the problem of school violence is to have constant adult supervision within school compounds. These dismissals not only aggravate situations in schools faced with problems of violence, but also worry the remaining support staff whose contracts have been ended,"* explains Patrick Gonthier, Secretary General of UNSA Education and EI's Executive Board member.

The second reason concerns the decentralisation of French education, which entails the "transfer" of over 120,000 teaching staff-members to the local (regional and departmental) authorities. Five categories

of public sector agents will be affected: blue-collar workers (cleaners, receptionists, canteen staff), social workers, educational counsellors, part of the administrative staff and school doctors.

"The federations have refused this transfer, which has been implemented without any negotiations or explanations justifying that the service provided to the users (pupils and their parents) will be improved. The government's actions represent a breakdown of public provision of education and a threat to our mission as educators," explains Patrick Gonthier. The federations also warn that inequalities between regions will worsen as a result of the decentralisation and are opposed to the privatisation of certain services presently provided by the State. The reason being that the regions, when faced with budgetary obstacles, will not replace retired staff but hire private companies to do the work. In this way, decentralisation will lead to privatisation.

Education personnel are also concerned about the end of the idea of teamwork in education. Patrick Gonthier explains that *"Education isn't only about teaching, programmes, diplomas. Schools need teams of adults who work together for the children's benefit, based on a common goal for education."*

No social dialogue

"France went through a political shakeup on 21 April 2002: the second round of the presidential elections between a tra-



ditional right-wing candidate and a candidate from the far right. The latter's defeat relieved democrats, but this election brought about questions about French democracy and gave the newly elected President heavy responsibilities. One of these was the renewed quality of social dialogue and the recognition of unions as partners," said Patrick Gonthier.

The government had openly stated that social dialogue was its priority but did not stick to its promises. Dialogue with the Education Minister was cut short. Decisions are made without discussions, nor negotiations, and with no possibility to modify projects. Staffs' anger can also be explained by this disregard for social dialogue.

Pension trouble in Austria

Unions in Austria are also in the middle of actions against a controversial pension reform by the right/far-right coalition government. On 6 May, half a million people took part in some 10,000 demonstrations and strikes in the first nation-wide strike in Austria for the past 50 years. The reform aims to increase pension contributions from 40 to 45 years, and the retirement age to 65. Teachers now retire on average at the age 58. EI affiliate Goed is strongly involved in the campaign.

Good news

Uganda lifts ban on trade union meetings

EI affiliate for non-teaching staff in Uganda, NUEL, informed EI that the government's ban on trade union delegate meetings has finally been lifted. Henceforth, trade unions are free to hold their "quinquennial, annual and extra-ordinary delegate meetings". The ban on these activities was imposed in September 2001.

Central African Republic: Back to work

Teachers in the public sector finally returned to work on 2 May after a long strike since last October when the school year started, thanks to the conclusion of an agreement with new

authorities on their salary arrears.

"The agreement signed with the Minister of Education Bévarah Lala takes into account the various concerns of teachers, notably questions on teachers' pay, the 30 months of salary arrears, as well as teachers' displacement to take up their appointments," commented Noël Ramadane, General Secretary of the *Fédération syndicale des enseignants de Centrafrique* (FSEC), an EI affiliate.

The regime headed by President Ange-Félix Patassé was overturned on 15 March by General François Bozizé.

GATS not wanted in South Africa

South African Education Minister Kader Asmal announced in March that the

country had more to lose than gain from making commitments in education under General Agreement on Trade in Services (GATS). So far, Kenya, New Zealand, Norway and the US have made requests for unlimited access for their service providers in South Africa, asking to be allowed to operate on the same terms as South African providers. Minister Asmal warned that the unintended consequences and costs of trade liberalisation in education could not be underestimated: *"It is important that we remain vigilant to ensure that increased trade in education does not undermine our national efforts to transform higher education and in particular to strengthen the public sector so that it can effectively participate in an increasingly globalising environment."*

EI Solidarity Assistance to teachers in Turkey ...

Education International conveyed its condolences to Turkish affiliate Egitim-Sen after the earthquake which hit Eastern Turkey on Thursday, 1 May (see also on page 8).

Condolences from the 26 million EI members were also conveyed to the families and friends of the Turkish people who died as a result of the earthquake.

"We were particularly struck with shock and horror when we heard that the most dramatic scenes came from a school dormitory in Celtiksuyua, near Bingol, where at least 84 children lost their lives," said EI in the message to Egitim-Sen.

EI advised Egitim Sen to provide an assessment of the damage for the union activists and education community of Bingol and to consider possible ways of assistance through the EI Solidarity Fund.

and Argentina

EI also expressed its support to CTERA after the country was hit by the worst floods in 100 years. Water covered one of the biggest cities in the country's central region and many teachers, schools and pupils were affected.

Marta Maffei, CTERA's General Secretary and EI's Executive

Board member, explained on 6 May that there were, at that stage 26 people dead and 1200 missing, including many teachers. Eight colleagues from the teachers' social welfare service lost their houses.

Schools that are not under water are being used as shelter for people who had to be moved out of their homes. Schools affected by the floods were destroyed.

EI transferred US\$5000 for urgent relief and will send an Urgent Action Appeal to request EI members to assist in the reconstruction of houses and assistance for families of affected teachers.

NEWS FROM THE FIELD

Pre-WTD celebrations

The USA celebrated their National Teachers' Day on 6 May. In Australia, the profession was honoured on 22 May - National Public Education Day. The lasting contributions teachers make to our lives were thus well recognised before World Teachers' Day on 5 October.

In the US, National Teachers' Day falls on the Tuesday of the first full week of May, and that whole week – this year May 4-10 – is designated Teacher Appreciation Week. The history of Teacher Day goes back to 1944: as early as in 1944, an Arkansas teacher, Mrs. Mattye Whyte Woodridge, began corresponding with political and education leaders about the need for a national day honoring teachers. One of the leaders whom she wrote to was Eleanor Roosevelt, who persuaded the 81st Congress to proclaim a National Teachers' Day in 1953.

In most countries, World Teachers' Day will be celebrated on 5 October. This year, EI chose to focus on the theme: *"Teachers Open Doors to a Better World"*. Endorsed by UNESCO, the theme illustrates how teachers develop a series of skills and values and open up new perspectives for their students.

In order to help its affiliates organise a wide range of activities at both local and national levels, EI has developed pamphlets, posters and statements for the occasion. All the promotional material will also be downloadable from the WTD website in multiple languages.

www.ei-ie.org/wtd.htm

SPOTLIGHT

Education For All: Are the donors on track?

Despite all the pledges made at high-level meetings, from Monterrey to Kananaskis, rich countries are not decisive enough to assist poor nations to make the goals of Education For All a reality.

Previous EI publications already noted that, while in the 1990's the economies of Western Europe and North America were booming, turning budget deficits into surpluses, support to the developing world declined. Trade protection, falling commodity prices and decreasing business investments contributed to the widening of the gap between 'the haves' and the 'have-nots' and between industrialised and developing countries.

The annual total amount in governmental development assistance fell from US\$ 55 billion in 1990 to 49 billion in 2000. Over that period, assistance for education programmes dropped from US\$ 5 billion to 3.5 billion. In those ten years, the World Bank, despite its rhetoric, decreased its contributions to education from US\$ 1.2 billion to 0.4 billion annually.

The total development assistance from all sources spent on basic education was a mere US\$ 1.4 billion in 2000, the year when 145 countries pledged at the Dakar World Education Forum that "no country seriously committed to education for all will be thwarted in their achievement of this goal by the lack of resources".

Denmark, Finland, the Netherlands, Norway and Sweden have an explicit preference for basic education in the allocation of their development funds, as does the United States. The latter, however, cut its education assistance by half over the last decade, and the US's overall assistance to de-

veloping countries is – in percentage terms – the lowest of all OECD countries.

While industrialised countries fail to supplement development funding allocated to education, developing countries have to fulfil an increasing number of demands to receive the funds. They must prove that they have good transparent governance and present solid Poverty Reduction Strategy Plans (PRSP).

The World Bank presented a set of conditions, called the Indicative Framework, to those

governments who aspire to be part of the Fast Track Initiative. Many governments applied, few were rewarded. This is not because they are not able to fulfil the criteria, but because the funding community proved unable to raise the necessary funds. Donor countries pointed out that their economies were going through difficult times, ignoring the fact that developing countries suffer much more because of falling commodity prices and protectionist measures from the European Union and North America.

Are the donors on track? The answer is negative. UNESCO calculated that about US\$ 6 billion in support is needed annually to get close to the goal

of Universal Primary Education, let alone the other five Education For All objectives. In 2002, only about 25% of that amount was actually raised – not enough to reach the Dakar targets. Some countries have taken some initiatives in the right direction, but it is not enough to have a substantial impact.

The concerted "Europe for Education" action by EI member organisations is putting pressure on industrialised governments. A long-term, concerted effort by all teacher unions is required to change the tide: to monitor and lobby, but above all, to confront governments with their own pledges to properly finance Education For All.

Danes are happy to spend 0.9% of their GDP on ODA

63% of Danes are opposed to any tax reduction at the expense of development aid indicates a survey done by the Aalborg University released in February. 90% of the people surveyed prefer to reduce national expenditure on infrastructures rather than to deplete assistance to the Third World.

"The outcome of this poll is not surprising," said the Cooperation Specialist of the Danish Union of Teachers DLF, Tore Asmussen. "When elected in November 2001, the liberal-conservative government decided to reduce the Official Development Assistance (ODA) from 1.1% to 0.9% of the GDP. The majority of the population agreed with this decision aimed at diverting money towards the national healthcare system. Now Danes say the ODA should not be lower than the current level of 0.9%, mainly because

people believe that Denmark, as a rich country, needs to maintain some decency," added Tore.

In 2001, Denmark was the country which spent the largest amount of its national budget on development aid. Nowadays, Denmark is fifth with 0.9%, 1.7 billion Euros, spent on 20 countries, mostly in Africa. The website of the Danish Foreign Ministry also states that "the Government has conducted a critical review of its assistance programme in order to focus on countries working with efficient, long-term national strategies for poverty reduction. Danish assistance is intended to help the poor by ensuring critical investments in education and health." (www.um.dk). In 2000, 6.8% of the total aid budget was spent on education. As part of the national EFA Campaign DLF – along with other organisations – will put pressure on the Government to increase this proportion.

When the new government decided to shift money away from third world assistance, DLF, through its national centre secretariat for development assistance, and the LO-FTF Council were very vocal in insisting that solidarity is a crucial element of a government's policy. At the time, DLF also decided to allocate 0.7% of its membership fees to development assistance. This represents a budget of 150,000 Euros, most of which will be spent on cooperation activities in Eastern Europe and on in-service training activities in countries where DLF already has project cooperation with EI member organisations.

DLF (Danmarks Lærforening), established in 1874, is one of the oldest unions in Denmark. It organises teachers of the Folkeskole (public primary and lower secondary schools) and has 85,000 members – of whom 65,000 are active teachers and the other 20,000 are either students or retired teachers.

www.dlf.org (with an English section)

CAMPAIGN

AIDS: When death becomes a daily event

Imagine, what would you – as the Minister of Education – do, when between 2000 and 2008, a fifth of the teaching community in your country dies. What would you – as a teacher union leader – do, when you have to bury your members every week. What would you – as a school leader – do, when you learn that you will lose at least one teacher every year. If this does not send shivers down your spine, let me tell you that this nightmare scenario IS the reality of the education sector in Southern Africa.

In KwaZulu-Natal in South Africa, over 680 teachers died in-service in 2000. That is more than 55 deaths per month. Most died from "un-specified illnesses" at the average age of 36. "Most die of AIDS but no death certificate will tell you that. It's always pneumonia, diarrhea or whatever else," explained EI AIDS Programme Coordinator, Wouter van der Schaaf.

"AIDS is a confrontation with day-to-day life in Southern Africa. AIDS is all around you," says Wouter. "Take a walk in the capital of Botswana. Look around and you'll be amazed that at least one out of three adults walking around you is HIV positive and will die within ten years. A haunting perspective, and people know. But how do you cope with impending death?"

Reaction to the AIDS pandemic is comparatively muffled in Africa. If the calamity were to befall industrialised countries to the extent it has in Africa, it would incur immediate widespread panic. In autumn 2001, 10 anthrax letters received total media attention and every effort was made to trace the source. In spring 2003, massive coordination was put in place to combat SARS.

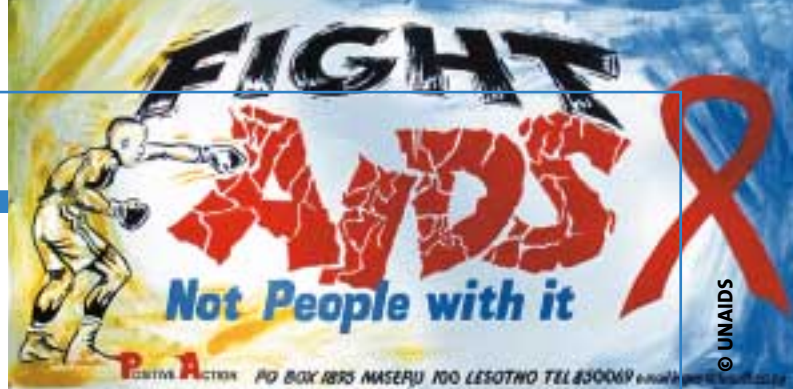
Such operations require huge financial resources that AIDS-afflicted countries simply do not have.

To date, funds required to combat AIDS in Africa are not sufficient to contain the disease. Two years ago, UN Secretary General Kofi Annan announced that the AIDS Fund would need 10 billion USD a year to be effective, and today, this fund is still empty.

"In Europe and North America, mechanisms are put in place to prolong the lives of AIDS patients. After the initial period of unrest about AIDS, people apparently feel safe again due to the availability of anti-viral drugs. The drugs are expensive but are still affordable, since the state would intervene should the prices go up too high. Furthermore, if the demand for the drugs increases, the free market ensures that the prices go down."

"These mechanisms, however, do not exist in Africa. The lack of financial resources means that anti-viral drugs are beyond the reach of ordinary people. The state is relatively weak in the face of big businesses and private enterprises. No European government would tolerate the power of private enterprises the way African governments accept the monopoly of Glaxo Wellcome," said Wouter.

Colleagues from EI member organisations in AIDS-afflicted countries deplore the fact that AIDS policies are poorly-concerted and ill-coordinated: it has become a fight to enlarge



the scope of jurisdiction between and within ministries, a competition for funds, a dispute on different approaches and a war of ideologies.

Looming teacher shortage

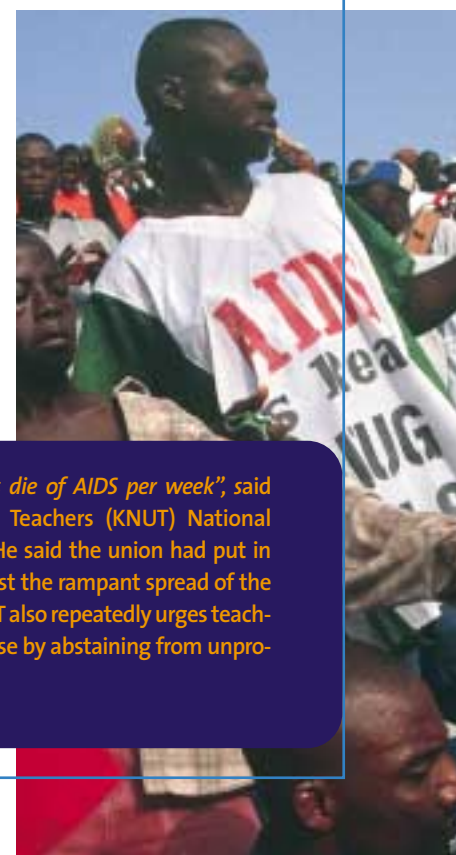
Amidst these disputes and competitions, people are dying, and among them, teachers.

Research from the Health Economics and HIV/AIDS Research Division (HEARD) at the University of Natal in South Africa indicates that 1% of all teachers had died from AIDS-related deaths in 2000. This is expected to reach 5% by 2010. It also shows that there was a massive increase of 70% in the deaths of female teachers between the ages of 30 and 34 in 1999-2000.

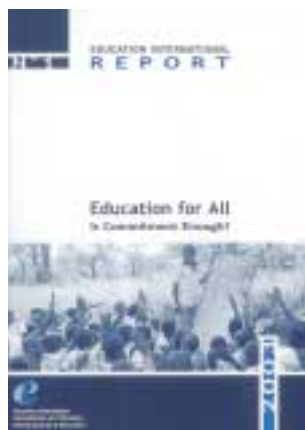
If these trends continue, projections suggest that over 60,000 new teachers will be needed by 2010. Strategies are being devised, such as shortening the four-year pre-service training, increasing the retirement age and giving incen-

tives to attract teachers who have left the profession!

Since 1995, EI and the World Health Organisation (WHO) are working together to fight the AIDS pandemic, working through teacher unions. Our programmes appoint teachers as the agent in AIDS prevention. Our training programmes and field seminars aim to raise awareness among teachers, to provide them the necessary skills and knowledge to protect themselves as well as be able to organise classroom activities for students on AIDS. To date, a total of 5,000 field instructors have been trained, and they have trained in turn over 220,000 teachers in 10 countries in sub-Saharan Africa and the Caribbean, where HIV infection rates are the highest in the world.



In Kenya, over five teachers die of AIDS per week", said Kenya National Union of Teachers (KNUT) National Chairman John Katumanga. He said the union had put in place measures to fight against the rampant spread of the disease among teachers. KNUT also repeatedly urges teachers to guard against the disease by abstaining from unprotected sexual intercourse.



El Report on Education For All : "Is Commitment Enough?"

Education International has just produced a new series of research publications! Entitled El Report, the series showcases some of the ongoing research projects done by EI. It aims to

provide members with clear analyses of current topics that EI is dealing with, so as to supplement the research needs of our members.

The first issue, *"Is Commitment Enough?"*, offers a valuable insight into the Education For All initiative, by elaborating on the

process and the stakes involved. It is now available for download in the Publications section of our website.

EI Reports are published in-house. Hard copies are available upon request at our headquarters.

You are watching your favourite drama serial. In this week's episode one of the key characters comes out of the closet and tells his high school friends that he is gay. In the next scene, we see the gay character lying in a hospital bed. His body is covered with bruises and his face is disfigured. What do you think happened to him? How does this make you feel? Why?

The above is one thought-provoking question asked in one of the classroom activities provided by a new publication from EI affiliate, the *Canadian Teachers' Federation (CTF-FCE)*. *Seeing the Rainbow* is a resource book for teachers to help them deal with issues confronted by bisexual, gay, lesbian, transgender and two-spirited (BGLTT) teachers and students.

Divided into three sections: Information, Stories and Resources, the book provides much-needed guidance on how to eradicate homophobia in the school environment, and hence later in our society at large, and how to change prevalent heterosexist stereotypes through the development of an acceptance towards BGLTT persons as normal members of society.

Though the book elaborates much on Canadian legislation concerning discriminations based on gender and sexual orientation in the first section, it remains very relevant to other countries since the guidelines it provides on what teachers and schools can do are quite universal. There are suggestions for lessons and classroom activities, as well as questionnaires to gauge where one or one's school stands in the struggle against homophobia.



For copies of *Seeing the Rainbow*, please contact CTF-FCE
www.ctf-fce.ca/
tel: +613 232 1505 - fax: +613 232 1886.

The poor still excluded from quality learning

Despite international and national recognition of the importance of Education for All (EFA), both for developmental purposes and as a basic human right, its achievement still remains a huge challenge.

"Southern Africa and South Asia in particular face problems where social biases prevent certain social groups from getting equal opportunities and outcomes in education," underlines the Centre for International Education of the British University of Sussex. *"Poor and marginalised groups around the world continue to be systemati-*

cally excluded from rights and access to quality learning," it says in a bulletin report called Education Inclusion and Exclusion: Indian and South African Perspectives.

The report contains results of a 20-month study co-managed by researchers at the Centre for International Education at the University of Sussex and research partners from key universities and NGOs in India and South Africa, which sought to address the gaps related to educational access, opportunity and outcome. In South Africa contributors examined the ways in which the new govern-

ment has tackled the inequalities that come from the legacy of the apartheid education which has historically marginalised the black population. In India particular caste groups lag significantly behind others in education. Several articles illustrate how the Indian caste system is both an implicit and explicit rule of social differentiation in education.

Education Inclusion and Exclusion: Indian and South African Perspectives, IDS Bulletin, Vol 34, No 1, January 2003. Edited by Ramya Subrahmanian, Yusuf Sayed, Sarada Balagopalan and Crain Soudien.

www.ids.ac.uk/ids/bookshop/bulletin/bull341.htm

ICT in Teacher Education: A UNESCO Planning Guide

The document proposes a framework for ICT in teacher education, describes the essential conditions that must be met for successful technology integration and provides guidelines for the development of a strategic planning process. It also identifies important strategies for managing the change process in the teacher education programme as technology becomes a catalyst for transforming the teaching-learning process.

unesdoc.unesco.org/images/0012/001295/129533e.pdf

A DAY IN THE LIFE OF

Aminata Wandagao, the best paid teacher in the world!

In Burkina Faso, teachers earn the equivalent of 7 times the national GDP per capita, which means they are theoretically the best paid teachers in the world. The World Bank intends to address this situation by advising that teachers' salaries be halved. But what do the teachers themselves think about this?

Aminata Wandagao has been teaching for 19 years. She started at the age of 20 after a three-week crash course: the country needed teachers and the teaching college system did not attract many students.

Aminata is headmistress at the "Nazemse A" school in Ouagadougou, the capital. The school has six classes and ten teachers. Classes can be split if there are more than 90 pupils. Though it has to be said that Aminata has a class of 85 children.

There are eight women and two men on the team. "It's a normal proportion in the towns," Aminata explained. "In the countryside, it's different: it isn't always acceptable that a woman manages a class, simply because villagers don't think a woman is capable of transmitting knowledge."

The "Nazemse A" school is a public basic school that teaches children from age 6 to 16. Aminata was promoted to headmistress two years ago. Luckily, the school isn't too far away from home, where she lives with her husband and three children. Aminata's husband works for a company that trades with foreign countries. For the past few

months, business has been bad because of the war in Côte d'Ivoire. Luckily, Aminata is one of the "richest" teachers in the world. As a headmistress with 19 years of experience, she earns the "high" gross monthly salary of 93,000 CFA (140 euros). Her colleagues earn 65,000 CFA on average.

93.000 CFA: fortune or pittance?

Let's have a look at Aminata manages her finances:

First of all, there are fixed expenses, like the 10,000 CFA she gives her mother each month. "My father died," said Aminata. "and my mother doesn't have a pension. She survives solely on the contributions of her 6 children". In Africa, children are one's only insurance in old age.

Aminata also has to pay for her children's education: two of them still attend secondary school. "They're in a private school because their results are too average to earn them a place in a state-subsidised secondary school." For both of them, Aminata forks out 10,000 CFA per month for the fees, 8,000 CFA for books and uniforms and 7,500 CFA for pocket money.

Fortunately, Aminata and her husband own their house. "It's exceptional," she said. "My husband built the house with the help of his family soon after we got married. But many of my colleagues have to rent something. Few teachers can afford to rent even a small house in Ouagadougou as the rent is over



"If the gentleman from the World Bank thinks I should earn half of what I earn now, he has to explain to me how I would be able to manage."

© IEF/Wyds

40,000 CFA per month. Half of my colleagues survive on a small plot of land outside the city, which is semi-legal and not connected to any water and electricity system".

In fact, the largest expense for Aminata is the utilities bill, which amounts to 27,000 CFA a month: "A few years ago, the state privatised these services at the request of international financial institutions. These services went into the hands of large international corporations, which sent utilities prices rocket high."

Then comes food, another huge expense, which amounts to 55,000 CFA a month. "Every month, I buy 50 kg of rice and a bag of corn for 25,000 CFA. For many people, rice is a luxury. On the rice, we put some sauce and sometimes vegetables and meat but not every day. I count 1,000 CFA worth of food everyday, on top of the rice."

In Burkina Faso, it is not possible to buy a car on a teacher's salary. "Three years ago, I bought myself a moped for a million CFA. I'm paying 30,000 francs per month for the credit over four years. The moped was imported, so it's as expensive in Burkina as in Europe. I use just under a litre of fuel a day. A litre of petrol costs 500 CFA, so I pay 8,000 CFA a month for fuel."

"I do not have health insurance. If anything happens to me, I'd have

to depend on my family as much as they are depending on me," said Aminata, after a sigh of resignation. "That's how it is in Burkina. Everyone counts on communal solidarity. Every week, I donate to neighbours in need of money, for christening, wedding, illness or funeral. That must cost me about 7,000 CFA a month. They count on me because I have a monthly salary, which is more the exception than the rule in this country."

Aminata also pays high bank charges her bank account: 10,000 CFA per quarter. Clothes come last on the list. "As a teacher, I like to look neat because I work in public. I know that some of my colleagues are ashamed to appear everyday before students and parents in old clothes. For me and my children, I pay around 18,000 CFA per month for clothes. We don't have a washing machine, but a young 16-year-old girl who lives with us does the washing for me for 7,500 CFA per month plus free boarding and food."

"So this is how my accounts look like: I already spend double my salary only on necessities. If the gentleman from the World Bank thinks I should earn half of what I earn now, he has to explain to me how I would be able to manage. He's most welcome to my house, so that I can use the opportunity to ask him how much his nice suit costs him."