

# INFORMATION

**EFA** Education For All  
**ETICO** Ethics and corruption in education (IIEP programme)  
**FES** Friedrich Ebert Stiftung  
**FTI** Bank World's Fast Track Initiative  
**GATS** General Agreement on Trade in Services  
**GCE** Global Campaign for Education  
**GIVE** Global Indigenous Voice on Education  
**ICFTU** International Confederation of Free Trade Unions  
**IDB** Inter-American Development Bank  
**IIEP** International Institute for Educational Planning  
**ILO** International Labour Organisation  
**GNP** Gross National Product  
**GLBT** International trade union forum on Gay, Lesbian, Bisexual and Transsexual  
**GUF** Global Union Federations  
**NGO** Non governmental organisation  
**OECD** Organisation for Economic Cooperation and Development  
**PSI** Public Services International  
**QPS** Quality Public Services (campaign led by PSI)  
**TI** Transparency International  
**TUAC** Trade Union Advisory Committee to the OECD  
**UNDP** United Nations Development Programme  
**WCT** World Confederation of Teachers  
**WTD** World Teachers' Day  
**WTO** World Trade Organisation

› The **EI Latin America regional office** has set up an information centre to provide you with information about the education sector in the region. Several communications tools have been put in place at your disposal: a website [www.ei-ie-la.org](http://www.ei-ie-la.org), which is also accessible from our main EI website [www.ei-ie.org](http://www.ei-ie.org), an electronic bulletin (Capsulas Informativas) as well as 2 two-page leaflets (Apuntes and Tendencias). The regional office also publishes several publications to provide members and EI partners with accounts of teacher

union activities in the region, such as Education For All or Child Labour.



To subscribe to the Spanish-language electronic bulletin published by our Latin America office, send an email to: [centro.informacion@ei-ie-cr.org](mailto:centro.informacion@ei-ie-cr.org)

Another development in the Latin America office is that since 1 August a new co-ordinator, Jeferson Berriel Pessi, has joined us in San José.



International Literacy Day	8 SEPTEMBER
WTO Ministerial meeting - Cancun, Mexico	10-14 SEPTEMBER
8th Session of CEART - Paris (UNESCO)	15-19 SEPTEMBER
EI Asia Pacific Regional Committee Meeting - Kuala Lumpur, Malaysia	16-17 SEPTEMBER
EI Europe Regional Committee - Brussels	22 SEPTEMBER
ETUCE Executive Board - Brussels	22-23 SEPTEMBER
32nd UNESCO General Conference - Paris	29 SEPT.-17 OCT.
<b>WORLD TEACHERS' DAY</b>	<b>5 OCTOBER</b>
Global Union Federations Meeting - Brussels	7 OCTOBER
EI Editors Network Annual meeting - Brussels	8 OCTOBER
EI Europe Round Table on Violence in Schools - Brussels	9-10 OCTOBER
Meeting with World Bank President - Washington	14 OCTOBER
76th EI Asia Pacific Executive Board - Wadduwa, Sri Lanka	20-22 OCTOBER
21st EI Executive Board - Brussels	21-23 OCTOBER
OECD Education Committee - Paris	27-28 OCTOBER
Third Meeting of the High-Level Group on EFA - New Delhi	10-12 NOVEMBER
EI Development Cooperation Meeting - Brussels	12-13 NOVEMBER
6th EI Conference for OECD countries	
"Social Inequality and School Success" - Firenze, Italy	17-19 NOVEMBER
4th EI World Conference on Higher Education - Dakar, Senegal	30-31 OCT.-1 NOV.
World AIDS Day	1 DECEMBER
EI Europe Regional Conference - Luxemburg	8 DECEMBER
ETUCE General Assembly - Luxemburg	9-10 DECEMBER
Global Union Federations' Annual Conference - Nyon, Switzerland	12-13 JANUARY
EI African Regional Conference - Lomé, Togo	JANUARY 2004
4th EI World Congress - Porto Alegre, Brazil	JULY 2004

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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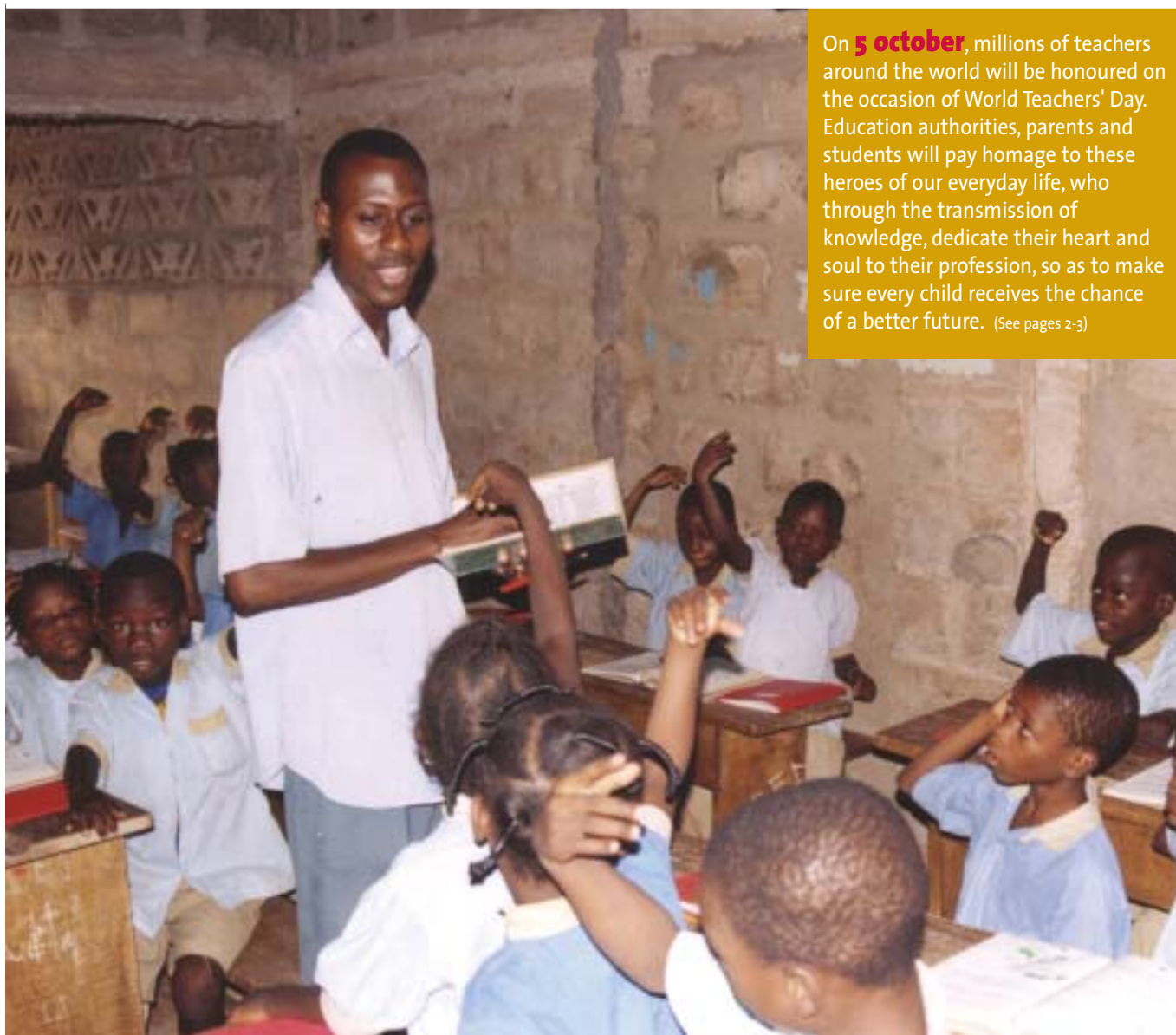
KENYA: Sudden influx of 1.5 million pupils → p.15



# WORLDS OF EDUCATION



On **5 october**, millions of teachers around the world will be honoured on the occasion of World Teachers' Day. Education authorities, parents and students will pay homage to these heroes of our everyday life, who through the transmission of knowledge, dedicate their heart and soul to their profession, so as to make sure every child receives the chance of a better future. (See pages 2-3)



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## EI's Mission to Iraq Postponed

"We are obliged to postpone an exploratory mission to Iraq scheduled for August due to the climate of violence and chaos that now prevail in the country," announced EI General Secretary following the bombing of the UN Mission in Iraq, without specifying another possible date.

The International Confederation of Free Trade Unions and other Global Unions Federations have the intention of visiting Iraq but have all agreed to wait for more favourable conditions. In May, EI decided to send an exploratory mission to Iraq in order to identify potential partners in the education unions there.

Numerous contacts have been made with other international agencies such as UNESCO, UNICEF, ILO and UNHCR (Refugee Education Trust) to optimise the scope of the mission.

The emergence of an independent teacher union in Iraq necessarily evokes a number of questions: will the union be secular? Would it be representative of Shiite, Kurdish and Sunnite populations? Will it be possible to deduct membership dues at source? Will the union have sufficient communicative resources to exercise their influence at the national level?





# WORLD TEACHERS'

## Teachers - Opening doors to a better world

**Each year, since 10 years ago,  
EI affiliates from all over the world  
mobilise to publicly celebrate WTD.**

is a Conference on contractual teachers and decentralisation at 10am on 5 October. The second is a meeting on women teachers faced with EFA, child labour and AIDS, to be held at 4pm at an Employment Fair.

In **Ecuador**, a draft legislative decree will be presented to the Congress for WTD to be officially recognised.

In **Sao Tome**, teacher union SINPRESTEP's General Secretary has organised a breakfast for the Head of State and teacher representatives.

In **Trinidad and Tobago**, a

many education free; In **Burundi**, the teacher union is asking for the more career advancement for teachers; In **France**, teacher unions are discussing about pension reform and the decentralisation process, while in the

World Teachers' Day presents a golden opportunity to highlight the determinant role of teachers and other education personnel. It is the day when teachers, other education personnel, teacher associations and unions to make their voices heard and put education issues on the front page.

Numerous teacher representatives requested to meet with their Minister of Education on World Teachers' Day. This is notably the case in **Argentina, Austria, Benin, Bosnia, Botswana, Brazil, Chile, Côte d'Ivoire, Eritrea, Germany, India, Indonesia, Ireland, Senegal, Sierra Leone, South Africa, Spain, Turkey and Zimbabwe.**

In **Uganda**, teacher union UNATU is using the occasion to meet with the Minister of Education to finalise impending negotiations. In **Belgium**, teacher union CGSP Enseignement will highlight the problem of the lack of teachers - a topic equally important for **Kenya** following their government's decision to make pri-

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

**Dominican Republic, Slovakia and Guinea Bissau**, talks will concentrate on the lack of public investment in education. Discussions will be focused differently in other countries: in **Ethiopia** - the right of association, in **Mali** - teachers on short-term contracts, in **Burkina Faso** - working conditions, in **Nepal** - the quality of education, and in **Switzerland** - the cultural crisis in schools.

In **Mali**, SNEC will organise two major events for WTD in partnership with the Ministry of Education, education NGOs, UNESCO, UNICEF and WHO among others. The first event

thank-you message for all teachers will be read in schools on Oct 6.

In **Mozambique**, ONP is preparing for a week of celebrations "*Semana do Professor*", which starts on 5 October and ends on 12 October.

In **New Zealand**, teacher union representatives will write to the foreign governments to release unfairly jailed teachers.

In **Greece** and Greek-speaking Cyprus, teachers will undertake a blood donation drive.

In **Haiti**, the CNEH will start WTD activities as of September.

[www.ei-ie.org/wtd](http://www.ei-ie.org/wtd)

The EI website contains a wealth of information and downloadable material on World Teachers' Day 2003, such as a leaflet, a poster, electronic greeting cards in several languages, a list of activity plans from over a hundred countries, a collection of quotations about teachers, press releases, creative ideas on how to celebrate WTD as well as the UN agencies' declaration to mark WTD 2003:

<http://www.ei-ie.org/wtd>

## 5 October 2003

Since its creation by UNESCO in 1994, and thanks to the efforts of Education International and its affiliates, World Teachers' Day has gained in recognition. Every year, the activities carried out are more innovative and they help to raise awareness of the event.

October 5 provides a great opportunity to draw the attention of decision-makers in education to give the education sector the necessary means in terms of training, school and pedagogical infrastructure, to enable teachers to provide quality

education for all.

On 5 October 1966, UNESCO and the International Labour Organisation adopted the Recommendation concerning the Status of Teachers which stresses on the central role of teachers in education and argues that salaries and conditions should reflect their importance to society. This recommendation is as relevant as ever. However, education remains largely under-funded. A majority of teacher unions worldwide witness the diminishing status of teachers and a concomitant decline in working

conditions. As a result, qualified teachers quit the profession and potential recruits look upon teaching as a last resort.

It is high time that governments and governmental agencies find a way to open meaningful dialogue with teachers and their unions to discuss ways to improve the lot of teachers worldwide.



ber by distributing EI promotional material. For every week in September, the Haitian media will also broadcast a special programme on the theme "Teachers - opening doors to a better world". On October 5 itself, CNEH has planned a religious service and a march in which delegations of teachers will take part. In the evening, a reception for some 300 people will conclude WTD festivities.

In **Eritrea**, teacher union TAE will decorate the streets in the centre of the capital with WTD slogans from the past 10 years.

In **Austria**, teachers' artistic talents will be displayed in exhibitions throughout the whole country and in the Philippines, a nation-wide essay-writing contest is organised for teachers on Aug 15 on this year's WTD theme.

### Teacher Awards

WTD is an excellent occasion to salute the wonderful work of teachers and their important contribution to social development throughout the world. There are however some affiliates who want to personalise that appreciation by awarding a "Teacher of the Year" Award to teachers *par excellence* in their country, region or school. This is the case, on this year's WTD in **Angola, Croatia, Dominican Republic, Estonia, Fiji, India, Mexico, the Philippines, Russia and Sierra Leone**. In most of these countries, local authorities or the Minister of Education participate in the celebrations either by inaugurating the ceremony or by handing over the awards to recipient teachers.



## World Teachers' Day

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 FOR ALL



## QUOTES

The third summit of the Ministers of Education of the Americas was held from 11-13 August, attended from Ministers from 34 countries. EI was represented by its Mexican affiliate SNTE (See article on page 7). The following are remarks made at the summit which we thought are worth publishing.

*If we do not know what type of education we want, or the type of economic development we pursue, we cannot talk about the quality of education.*

Silvio de Franco Montalbán,  
Minister of Education, Nicaragua

*A teacher needs to have a well-formed brain, a motivated heart and a good salary.*

Cristovam Ricardo Boarque,  
Minister of Education, Brazil

*It is difficult for teachers to undertake pedagogical missions in deplorable social conditions.*

Daniel Filmus, Minister of Education,  
Argentina

*To say to oneself that the 21st century is the century of the Americas implies at the minimum that the next decade is the decade of education.*

Carlos Jarque, Head of Social Development Department of the IADB (Inter-American Development Bank)

*Education is the fundamental element in the fight against poverty: those who are the most highly educated will be those with the best jobs and the best salary.*

Fernando Canales Clariond, State Secretary of Economy, Mexico

## Europe for education • A significant step in the right direction

**Due to the efforts of Education International, the European Union has recently emerged the biggest country donor to the Education For All initiative.**

Launched in February 2003, EI's Europe for Education Campaign aimed to double both EU and each member state's contribution to education in the EU's development cooperation budget. Acting on our slogan X2 Now!, EI co-operated with the Committee on Development and Cooperation in the European Parliament, led by its chairman Max van den Berg.

On May 16, the European Parliament adopted the Europe for Education Resolution with an overwhelming majority! Upon receiving the results of the vote, Pat Cox, President of the European Parliament commented that "I think it is of the greatest importance that we take our responsibility in providing every child with free quality education."

A week later, the European Commission "found" 1.3 billion euros of dormant funds, which will be allocated directly to education in the EU development co-operation budget.

Koos Richelle, General Director of the Commission's Development DG personally answered over 6000 e-petitions, e-cards and postcards requesting the European Commission's Chairman Romano Prodi and Commissioner for Development and Humanitarian Aid, Poul Nielson, to double EU's budget for educa-



tion in the third world. More than three-quarters of the electronic petitions were sent by children.

In her message, Koos Richelle stressed "You have all – both children and adults alike – wanted to participate in the 'Europe for

Education' in order to make sure that all children world-wide have the opportunity to learn to read and write." On 14 July, Commissioner Poul Nielson wrote a letter to EI General Secretary congratulating him on the success of the campaign: "I share the concerns of the Campaign regarding the achievement of Education For All goals by 2015 and acknowledge that further work is needed in order to ensure all children the opportunity to learn to read and write by that deadline. I would like to assure you that the Commission will continue its efforts to encourage and promote development co-operation in education."

"EI is happy to be able to make a significant contribution towards the achievement of EFA and is glad that the European Union has made a fine example in making that goal come true for all children around the world," said Mr van Leeuwen. "However, it is clear that much more is to be done and we will never stop striving to make EFA a reality."

## UNICEF's 25 by 2005 Campaign

UNICEF said they are intensifying campaigns to get more girls into schools. Tagged 25 by 2005 the programme is a major initiative to eliminate gender disparity in primary and secondary education in 25 countries by the year 2005. It focuses on 13 African and 6 South Asian countries where girls' education is in a critical state and where urgent help is required to meet the millennium development goal of gender parity in primary and secondary education by 2005.

UNICEF has chosen a manageable number of countries and based its selection on criteria that looked for countries with one or more of the following: low enrol-

ment rates for girls; gender gaps of more than 10% in primary education enrolment; countries with more than one million girls out of school; countries included on the World Bank's Education For All Fast Track Initiative; and countries hard hit by a range of crises that affect school opportunities for girls, such as HIV/AIDS and conflict.

In Nigeria, out of the 3.2 million

children who are out of school, 2.6 million are girls. In Ethiopia, there is still a 20% gap separating the national enrolment rates of boys and girls.

**The countries selected are:** Afghanistan, Bangladesh, Benin, Bhutan, Bolivia, Burkina Faso, Central African Republic, Chad, DR Congo, Djibouti, Eritrea, Ethiopia, Guinea, India, Malawi, Mali, Nepal, Nigeria, Pakistan, Papua New Guinea, Sudan, Tanzania, Turkey, Yemen, and Zambia.

[www.unicef.org/girlseducation/index.html](http://www.unicef.org/girlseducation/index.html)



# 3,3%

Peru spends only 3.3% of its GDP on education, which is way below the 6% recommended. Whether or not this has had direct impact on its performance in the 2001 PISA study, the fact of the matter is that Peruvian students ranked one of the last among 40 countries in 3 areas: reading skills, mathematics and science.



## The Education Needs of Indigenous Peoples

**Literacy rates and attendance rates of indigenous children are lower than the national average. In Bolivia, indigenous children receive about three years less schooling than non-indigenous children. Indigenous peoples' education requires specific attention from policy makers, educators and indigenous communities. As part of the Education For All campaign, a project mission picked up this issue during a visit to three countries from Andean region.**

**250** million indigenous peoples live in over 70 countries and represent 4% of the world's population. Three Latin

American countries - Bolivia, Ecuador and Peru are countries with the highest percentage of indigenous population. "70% of my fellow countrymen are indigenous," said

**Estanislao Aliaga,**

leader of the Bolivian teacher union CTEUB<sup>1</sup>.

"Peru celebrated its independence in 1821, but the indigenous population of my country did not enjoy the same rights. They were ignored and discriminated against, and this continues even until today," commented Jorge Sanchez, international secretary of SUTEP. "Much of this discrimination is hidden and subtle. However, there is an increasing awareness and recognition of indigenous rights, interests and identity both in the society in general and within the education sector itself," he added.

In spite of this, Jorge and his colleagues of the teachers unions UNE in Ecuador and CTEUB in Bolivia are not supportive of some of the political demands put forward by indigenous groups. "We are not in favour of nation-building within our country, as some of the indigenous leaders want. We oppose separatism," said Jorge.

None of the three unions have a specific forum for in-

digenous groups. "In Ecuador, indigenous teachers are represented like all other members. There has been no initiative amongst our membership to set up a specific pressure group for indigenous teachers," underlined **Ernesto Castillo,** President of UNE.

### Educational Challenges

In the last decade more than 15 Latin American countries have changed their Constitutions and have incorporated the "character multicultural of the State and Nation" in their preambles or first articles. Nine countries recognise indigenous rights in their constitution. ILO Indigenous Tribal Convention 169 has been ratified by 17 countries, 13 of them are from Latin America. Slowly but steadily, education authorities are developing bilingual education systems so as to cater to the needs of their large indigenous populations. "In Bolivia, the government has officially recognised three indigenous languages next to Spanish, but the production of lessons and teaching materials as well as The identification of trained teachers in the vernaculars turned out to be extremely difficult," explained Boli-



vian researcher, Maria Luisa Talavera. In Ecuador, Ernesto Castillo told us that teachers are entitled to a special pre-service training to prepare them for the bilingual training.

However, the choice of indigenous languages is sensitive.

Compulsory education laws are often not enforced in indigenous areas. Schools rarely function properly and quality is low given over populated classes. Bilingual and multicultural education become solutions that also bring new types of challenges: insufficient training and poor resources.

In addition, there are many other social problems. The assimilation policies and marginalization have serious impact on level of social-cultural disruption and identity conflicts. Beyond purely economic reasons there are changes in identity, value-systems and future aspirations. The need for indigenous education has been ignored for

far too long, such that "many indigenous show no interest for bilingual education or protection of traditions," stated Teresa Bolaños, vice-president of UNE Ecuador. Like in Ecuador, where there is a specific training for bilingual education. The curriculum and schoolbooks can be reviewed and adapted; teachers can receive in-service training to become aware of the specific conditions of indigenous peoples and students.

Indigenous children education not only needs strong commitments on policy statements on multicultural education, strong state and public services with enough resources to implement them but also the recognition of indigenous parents and children to participate in the design of educational initiatives with both unions and the education sector. Indigenous children's education is a challenge for All.

<sup>1</sup> The teachers' union CTEUB Bolivia and UNE Ecuador are not yet affiliated to EI, however they are part of EI's Training Programme on Education For All funded by AOB and the Dutch trade union centre FNV.

### EI policy on indigenous education

Education International's non-discrimination policies demand equal treatment for all. Since 1995, EI World Congresses have adopted specific resolutions that recognise the role of teacher unions and education systems in preserving and defending indigenous peoples' rights to education.

In the international arena, EI is lobbying UNESCO to promote the use of curricula that reflect the history, cultures and lifestyles of indigenous peoples and that recognise their knowledge, skills, values and beliefs.

EI participates at the United Nations' bodies like the Working Group on Indigenous Populations and the Permanent Forum of Indigenous Issues. EI Coordinator Rebeca Sevilla attended the Forum's annual sessions since its creation in 2002.

In April, the EI secretariat released a survey to its 310 member organisations to monitor indigenous people's rights and access to education. The survey will be used to prepare EI's triennial report on the Status of Indigenous Education. The report will be presented at the 4Th. Congress in Porto Alegre 2004, highlighting common key issues and proposals for progress. This Congress will be a unique occasion to host a specific caucus on the problematic within the framework of the International Decade of the World's Indigenous People (1995-2004)

For more information on EI's policy on indigenous education in English and Spanish, log on to Global Indigenous Voices on Education (GIVE) Network website: [www.give-edu.net](http://www.give-edu.net)

## CAMPAIGN

### *Defending Quality Public Services*

EI fully supports the major 5-year campaign on Quality Public Services launched by its sister organisation Public Services International.

The broad objectives of the QPS campaign are:

- To ensure that public services are adequately funded so that well-trained and properly resourced workers can deliver quality services to all people who need them;
- To develop the ability of public services to meet social objectives, especially poverty eradication and people's empowerment;
- To ensure that public services meet quality objectives, including high standards of ethical behaviour, which enable national and global economies to operate effectively and equitably; and
- To ensure that all public sector workers enjoy all fundamental workers' rights and can achieve quality working conditions.

In September, PSI will launch a new publication on Quality Public Services to advocate the positive role of quality public services, their history in building better societies, and their importance in alleviating poverty and delivering services to all communities. The publication is available on our website and we invite our affiliates who wish to participate in this campaign to contact PSI affiliates in their respective country.

## Postponement of UN Draft Resolution on Human Rights and Sexual Orientation

### The 59th session of the United Nations Commission on Human Rights' decided to postpone consideration of a draft resolution on human rights and sexual orientation.

The resolution was proposed by Brazil and backed by Canada and European countries. Five Muslim countries – Egypt, Libya, Malaysia, Pakistan and Saudi Arabia – staged a filibuster that resulted in the debate being postponed for a year.

The draft resolution was expressing deep concern at the occurrence of violations of human rights against persons on the grounds of their sexual orientation. The text stressed that human rights and fundamental freedoms are the birth-right of all human beings, and that the universal nature of these rights and freedoms are beyond question. By adopting this text, the UN Commission would have requested all States to promote and protect the human rights of all, regardless of their sexual orientation.

One of the difficulties of attempting to police human rights through the UN is that its members are among the offenders, and some governments seek to make exceptions to the principle of universality.

### Culmination of a decade of social initiatives

This resolution however is the culmination of a decade of often stridently opposed initiatives to combat discrimination on the grounds of sexual orientation. There is now a worldwide trend towards granting legal protection against discrimination on the basis of sexual orientation. In **South Africa, Ecuador and Switzerland**, the constitution explicitly protects individuals from discrimination on the basis of sexual orientation. **Denmark, Germany, Finland, France Netherlands, Norway and Sweden** have adopted legislation providing such protection. Other countries have made a lot of improvements, among them **Argentina, Bulgaria, Chile, Cyprus, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Puerto Rico, Romania, Slovakia and Slovenia**.

However, in seven countries – **Mauritania, Nigeria, Pakistan, Saudi Arabia, Sudan, United Arab Emirates and Yemen**, gays and lesbians face execution, while arrest, flogging, fines and public shaming may await them in 60 other countries.

The human rights NGO Amnesty International states that *"in many countries, governments or individuals – in the name of religion, culture, morality or public health – support police or security forces that participate in the persecution of lesbians, gay, bisexual, and transgender people, including their arbitrary detention and torture. Pervasive bias within the criminal justice system in many countries effectively preclude members of sexual minorities from seeking redress."*

The Vatican recently launched a global campaign against "same sex marriages", putting pressure on Catholic politicians to vote against legislation sanctioning such unions, described as deviant, evil and gravely immoral.

To end discrimination, EI seeks active support, not abstention. Unions can help by contacting their local UN representation before the next Human Rights Commission's session (Geneva, March/April 2004). Lobby them to vote in favour of the resolution E/CN.4/2003/L.92, and inform us about it.

<sup>1</sup> To the dismay of the international community the 2003 session of this UN body was presided by non-democratic Libya.

**In favour of postponing the resolution (24):** Algeria, Argentina, Bahrain, Burkina Faso, Cameroon, China, DR Congo, Gabon, India, Kenya, Libya, Malaysia, Pakistan, Saudi Arabia, Senegal, Sierra Leone, Sri Lanka, Sudan, Syria, Thailand, Togo, Uganda, Vietnam, and Zimbabwe.

**Against (17):** Austria, Belgium, Brazil, Canada, Croatia, France, Germany, Guatemala, Japan, Mexico, Poland, Korea, Sweden, Ukraine, United Kingdom, Uruguay, and Venezuela.

**Abstentions (10):** Armenia, Australia, Chile, Costa Rica, Ireland, Paraguay, Peru, Russian Federation, South Africa, and United States.



## Meeting of Ministers of Education of the Americas

**EI** was represented at the 3rd Meeting of Ministers of Education of the Americas (11-13 August 2003, Mexico) by Mexican affiliate SNTE. The conference is attended by the education ministers of 34 countries, including the United States.

Quite expectedly, such a summit can only deal with general issues. *"How can one compare between 34 countries, especially when in the richest, the United States, a teacher's starting pay is US\$27,600 while in Peru it is a mere US\$7,000,"* remarked Mexi-

can researcher Reyes Tamez Guerra as he presented the results of the regional indicators for education. *"The investment in higher education per student is US\$19,219 in the United States, but only US\$4,500 in Mexico and US\$2,200 in Uruguay."*

Nevertheless, the ministers agreed to kickstart public collaborative efforts between education authorities, the economic community and the civil society.

## School violence



**A** Round Table on School Violence is organised in October for EI's European affiliates (including members from non-EU coun-

tries). Together with experts on the topic and representatives of parent and student associations, teacher union representatives will devise a union strategy to common challenges, such as *"how to sustain a learning-friendly classroom within a violent environment"*, *"how to approach violence between students"*, *"how to manage student violence towards teachers"* and *"how to deal with an aggressive parent"*.

The upcoming conference is the third EI European round table, after the success of the

Potsdam Round Table on Teacher Shortage and the Amsterdam Round Table on ICT in Education. The theme for this year's round table is included in EI's programme of action, in view of the United Nations Decade for the Culture of Peace and non-violence for all children around the world (2001-2010). The round table, which will take place on 9-10 October 2003 at the EI headquarters in Brussels, will be preceded by the EI Editors' Network meeting on 8 October.

**EI** will attend the 15th Conference of Commonwealth Education Ministers (Edinburgh, UK, 27-30 October). EI and its partners in the Global Campaign for Education will call on the Commonwealth Ministers to:

- ▶ ensure charges and hidden costs that prevent access to school are removed;
- ▶ make greater efforts to increase girls' participation in education;
- ▶ commit to meaningful and expanded funding commitment to the Education For All Initiative, so that every country with a sound education plan has the resources to implement it effectively.

## An EI colleague at the ICFTU

**EI** is proud that Mamadou Diallo, General Secretary since 1995 of EI's Senegal affiliate SYPROS and coordinator of EI's HIV/AIDS-prevention project in Senegal, has joined the International Confederation of Free Trade Unions as head of the trade union development cooperation and education unit at the ICFTU head office in Brussels. In his new position, Mamadou

Diallo will manage four chief domains in development aid: the organisation of the informal economy, the struggle against HIV/AIDS, the protection of social security and the empowerment of trade unions. *"Trade unions' empowerment begins with the actualisation of education and training programmes so as to consolidate and broaden trade union membership - the key to the survival and future of these*

*organisations. Empowerment also requires unity among members as, very often, internal schism fractures the union's capacity to act as the driving force of the workers' movement,"* explained Mamadou.





# TEACHERS RIGHTS

## Fighting Corruption!

Transparency International is an organisation that aims to curb corruption by mobilising a global coalition to promote and strengthen international and national integrity systems. One way to do this is through the annual publication of the Global Corruption Report. The 2003 report includes expert reports, features on access to information and a comprehensive analysis of the latest corruption-related data and research. As in previous Global Corruption Reports, it contains the "Corruption Perception Index" listing how corruption is perceived by a number of well-informed people in 102 countries. According to the report, Finland is the least corrupt country and Bangladesh the most corrupt. EI is co-operating with Transparency International on an initiative to curb corruption in the education sector.

[www.transparency.org](http://www.transparency.org)  
Global Corruption Report >  
[www.globalcorruptionreport.org](http://www.globalcorruptionreport.org)

Likewise, UNESCO has showed an interest in questions related to corruption in education through the International Institute for Educational Planning (IIEP). ETICO (for Ethics and corruption in education) is a tool to collect and exchange information. Some preliminary results from the project Ethics and corruption in education has been published in a book written by Jacques Hallak and Muriel Poisson: *Ethics and corruption in education: results from the Expert Workshop held at the IIEP*. Further results from the project are expected to be released later this year.

[www.unesco.org/iiep/eng/focus/etico/etico1.html](http://www.unesco.org/iiep/eng/focus/etico/etico1.html)

## Urgent action appeals

### South Korea: violation of human rights

EI launched an Urgent Action Appeal to all members and partners with regard to the violation of teachers' and students' rights by the government of South Korea. In support of our Korean affiliate, CHUNGYOJO, EI voiced its concern about the installation of the National Education Information System which collects and contains sensitive data of all students in the country. Teachers took collective leave on 21 June to protest against the violation of students' privacy. Because of the mass leave, CHUNGYOJO President Young-Man Won was put in prison on July 24 and is now released on bail of US\$25,000. Six other CHUNGYOJO leaders, including former President Mr Lee, were dismissed from school from 1 July, and were each sentenced to 1 year of imprisonment. They are now appealing to the High Court.

### India: thousands of teachers dismissed

EI urged its affiliates to show their solidarity with Indian colleagues in the state of Tamil Nadu. Due to an indefinite strike launched by Indian state employees after the government's decision to cut pension benefits without prior consultation, Chief Minister Ms Jayalathia undertook mass arrests and dismissed 337,000 employees involved in the strike. 2400 persons were arrested, including Mr S Anbalagan, General Secretary of EI's Indian local affiliate TESTF. AIPTF, another EI affiliate, has sent a letter of protest to the Chief Minister, and EI urged affiliates around the world to send similar letters to the Tamil Nadu state government. At present, the Tamil Nadu government took the Supreme Court's advice to reinstate most of the civil servants, however, the number of teacher reinstated is still unclear.

### EI sends protest letter to Cambodia

EI sent a protest letter to the Prime Minister of the Kingdom of Cambodia in support of our Cambodian affiliate CITA, demanding him to take actions against those who continue to threaten and intimidate teacher unionists. These offences are committed not only by local officials and members of the security forces, but also by village and commune chiefs. EI reminds the Prime Minister, that Cambodia ratified the ILO Conventions 87 and 98 on the Freedom of Association as well as Conventions 100 and 111 on Discrimination.



## Cameroon: New strategy to confront the government

After the strikes, protest marches and giving full marks to students (Operation 20/20), the Cameroonian Federation of Education Unions (FECASE, which is asking for EI affiliation) decided to make use of the presidential elections in October 2004 to sensitise public opinions and political parties on the problems confronted by teachers.

FECASE has encouraged teachers to "register massively on the electoral lists and to help parents and their children of voting age to do likewise."

FECASE condemns the sorry state of public schools' administration, as well as the delay in the enforcement of the Special Status of Teacher Act.

Since the signing of the above text in October 2000, the Minister of Education delays its application due to "budgetary constraints". Yet 70,000 teachers in the country pinned all their hopes on the actualisation of the status promised to teachers.

"Our sensitisation programme will reach its peak on 5 October,

*World Teachers' Day," commented Jean-Marc Bikoko, President of the Public Sector Trade Union Centre of Cameroon. "according to the government's logic, which is to kill the schools, it does not matter whether the strike goes on forever. They will still continue to organise the national exams and give out diplomas with no content. We realised that in the end, the strike penalised children and parents from disadvantaged social groups while sons of these politicians are sent to the best schools overseas."*

## Afghanistan: Balakh province will dismiss 4,000 teachers

**180 schools will close in the northern Afghan province of Balakh and 4,000 out of the 6,000 public school teachers in the province will lose their jobs because government funds have run dry.**

Around 170,000 student will be affected by the school closures and will be crammed into classrooms of the mere 166 schools that have managed to remain open.

This situation prevails in a number of provinces, apart from Balakh. NGOs and UN officials all agree that the situation in Afghanistan is deteriorating. Funds offered to Afghanistan for reconstruction have been slow in arriving and less than promised, but aid agencies argue that the most urgent problem is security.

*"There is money in Afghanistan, but it is in the wrong hands. Local warlords control local roads and exact crippling tolls that impede trade,"* witnessed Dr. Karimi the representative in Kabul of the Friedrich Ebert Stiftung.

The government, therefore, depends on funds from outside, part of which it uses, in turn, to buy off the warlords. At no stage of this dismal process do funds trickle down to the people of Afghanistan. The only dependable source of revenue for many returned farmers is

the opium poppy.

There are few jobs. Poverty and hunger continue. What progress there has been is now threatened. The proportion of girls in school—never more than half—has begun to decline again: girls' schools have been attacked, and girls are threatened and harassed on their way to school.

In May 2003, EI helped establish a national teachers' union and EI is now providing support to the development of this organisation. Upon his return from the mission in



Afghanistan, EI Chief Coordinator for Asia stressed that *"it is still difficult to obtain reliable information on people who currently claim to be union leaders"*, he therefore advises to work as much as possible at the grassroots and technical level.

## Good news!

### Zimbabwe: success in negotiations

EI's Zimbabwe affiliate ZIMTA obtained a salary increase from the Public Services Commission after industrial action undertaken on the 8 May. Teacher salary has been increased and transport and housing allowances have been considerably improved. Retiring teachers will receive higher pension and spouses of deceased teachers will get an amount equivalent to the annual salary of the deceased.

ZIMTA has also been assured that teachers who participated in the strike will not be penalised in any way. The teacher

union is still on the discussion table with the Commission to determine the date of implementation of the salary revision. The Commission is reluctant to backdate it to 1 Jan. ZIMTA Secretary General, Dennis Sinyolo, thanked all participants in the strike for their determination and will in the conflict. *"ZIMTA has showed that we are a force to be reckoned with,"* he declared.

### Hong Kong: Withdrawal of Anti-Subversion Law

On 21 November 2002, EI issued a protest letter addressed to the Chief Executive of Hong

Kong, Tung Chee-Hwa, at the request of our member HKPTU, demanding that the Hong Kong government withdraw the proposed Article 23 Anti-Subversion Law. If this law was passed, it will seriously infringe not only on the academic freedom of Hong Kong teachers, but also on the freedom of speech and association of all Hong Kong citizens. However, on 5 September, the Tung administration withdrew the proposed legislation saying that it will not introduce a new version of the legislation until more public consultations have been held. EI continues to pledge full solidarity with its affiliates in Hong Kong.

### Dominican Republic: improving the teaching profession

On World Teachers' Day, celebrated on the 30 June in the Dominican Republic, the government made an announcement to improve the quality of education, after demands made by EI affiliate ADP. Mejia, the country's President, announced that aspiring teachers will now have to pass an entrance exam and that teachers' status will be heightened through budgetary stimulants.

## PARAGUAY

**Teachers in Paraguay have little hope in new President**

Since 14 August, former Education Minister Nicanor Duarte Frutos, aged 46, took over as the President of Paraguay, a country on the brink of bankruptcy. However, Ermo Rodríguez, Secretary General of teacher union OTEP, is not too optimistic: Nicanor Duarte showed himself to be a zealous follower of International Monetary Fund and the World Bank, and all that one can recall of his position as Minister of Education is his garnering of support for running as the President. Only for Nicanor Duarte, it was a mission accomplished!

OTEP was granted a meeting with the Minister of Education on 24 August. *"For the moment, there is no information that permits me to think that the education budget will be increased,"* stated Ermo Rodríguez.

Five years of recession have considerably lowered the quality of life for most Paraguayans. In urban centres, half of the inhabitants (which makes up a fifth of the 5.8 million citizens) survive on less than a dollar a day. Public debt rose from 23% of the GDB to more than 50% today.

## Czech Republic: No first day of school



More than half of all public schools in the Czech Republic remained firmly close on 1 September, the official first day of school, due to a strike by Czech teachers who demand salary increase. According to the main teacher union, CMOS PS, more than 3,000 out of 5,728 primary and secondary public schools were closed on that day.

Teachers are requesting, in particular, that their year-end and holiday bonuses remain untouched by the upcoming public finance reform, to be launched by the centre-left government. Within the scope of the public finance reform, Czech Prime Minister Vladimír Špidla had accepted the principle of a reevaluation of teachers salaries, but no implementation date was given.

According to the Organisation

for Economic Co-operation and Development, the Czech Republic is the member country that pays its teachers the least, in relation to the national wealth per inhabitant. This was 65% in 2000, compared to the average 135% in the OECD zone.

A teacher's starting salary is around 250 euros per month

and after 15 years of experience, a secondary school teacher will earn around 480 euros. This is still below the average national income, which is 500 euros per month.

The Czech Republic (10.3 million inhabitants) employs around 200,000 education personnel.

### 14.000

In August, the Czech government announced the reduction of 134,000 jobs in the public sector from now till the year 2006. This includes 14,000 positions in the education sector. The measure will be taken within the scope of the public finance reform.

## CHAD

**Poverty-stricken Chad is becoming the world's newest petro-state. Will the oil revenue benefit to teachers? EI's affiliate SET doubts it.**



Oil started to flow from oil fields in southern Chad into a pipeline towards a World Bank-funded terminal in the Atlantic Ocean off Cameroon. It will take several months before the first tanker is loaded. At full capacity, the project is expected to generate up to 250,000 barrels of oil a day. Over the next 25 years, oil revenues could amount to about \$2 billion for Chad—a desert nation of eight million people, where most live on less than one dollar a day. Oil companies could

reap \$20 billion in profits.

More than 100 NGOs, but not the unions, took part in negotiations to establish guidelines for the funding of the project. The oil law covers subjects such as oil revenue management and environmental standards. Prior to the release of funds, the World Bank set up an independent monitoring panel to make sure every cent of oil revenue is properly accounted for. Chad's leaders have pledged to invest the majority of oil revenues in

health, education and agriculture.

*"The unions are rather sceptical about the whole enterprise,"* said Gami N'Garmadjal, Secretary General of EI's Chadian affiliate, the Syndicat des enseignants du Tchad (SET). *"We prefer to wait and see. Structural adjustment programmes imposed by the international financial institutions and hyper-inflation have impoverished all workers, and the teachers in particular."*



## Resounding Victories

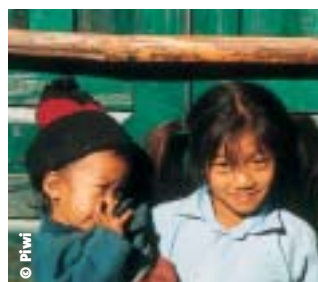
### Russia new leadership

Galina Merkoulouva is the new President at the helm of the powerful Russian teacher union ESEUR. Earlier in August, El learnt with great sadness the decease of late President Vladimir Yakovlev. *"The death of Vladimir is a great loss for the Russian trade union movement and for the education sector in particular,"* stressed El General Secretary Fred van Leeuwen in his message to ESEUR and Yakovlev's family. In mid-September, Fred van Leeuwen attended the extraordinary congress of the 2.5 million member-strong ESEUR in Moscow. El wishes Galina, who was the former Vice President, the best in her new position.

### Nepal 2-month protest against education policy

El affiliate NNTA informed El that they were entering the second phase of protest programmes which began on 22 July. These activities included valley-wide interaction with different stakeholders, boycott of government-organised activities, organisation of district-level teacher meetings, wearing of black bands in class, and a protest meeting in the capital. So far, NTA and NNTA members have boycotted the marking of the 'O'-level exam scripts, held a number of demonstrations, boycotted all invitations from the government, but had not received any response from the government. Further actions were being contemplated. But

on 12 September, 300 teachers were being arrested for protesting in the capital, including NTA and NNTA leaders. El urges members and affiliates to write to the Nepalese government or to the Nepalese embassy in their countries.



### Zambia teachers are losing their patience

El wrote to the Zambian government to demand that they act on the collective agreement, ratified on 25 March 2003 by the Minister of Education. Affiliate ZNUT protests against the delay in the payment of housing allowance. Industrial action was taken between May and August 2003, but the deadline of 31 August set by the teacher union passed with no positive action from the government, and the collective agreement is valid only till 31 December. El condemns the government's lack of consultation for resolving thorny issues or conflicts.

## The UN critical of the UK education system

**K**atarina Tomasevski, Special Rapporteur on the right to education for the UN Commission on human rights, said she believed the British government was in technical breach of the United Nations convention on children's rights.

*"The government is breaching the convention by imposing a targets and testing regime in English schools that ignores their needs,"* she said in an interview with the UK newspaper Guardian. Katarina Tomasevski explained that Article 29 says education should be *"directed to the development of the child's personality, talents and mental and physical abilities to their fullest potential"*.

She said that the current system of tests at seven, 11, 14 and 16 for children in England was designed to fulfil government objectives rather than meet the needs of children.

*"Education has to be in the best interests of the child and it [government policy] is not. It's not about learning, enabling children to learn and develop, it is about skills in test-taking, it's pushing them through industrial production of test-takers,"* she said.

Professor Tomasevski also argued that the government's support for tuition fees contravened the convention, which calls for governments to *"make higher education accessible to all on the basis of capacity by every appropriate*

*means"*. She said that in Britain, universities were being given "designer labels" and education was being defined as "merchandise".

Steve Sinnott, Deputy General Secretary of El's UK affiliate, the National Union of Teachers (NUT), said her views were very controversial and divisive but *had to be heard*. *"She is saying things that are highly critical of our education system, but she's taken on a brief which is to ensure that there is a child's perspective on education development in the UK. We need to take that on board. She speaks with significant authority and I think we in the UK should consider very seriously what she's got to say."*

Prof Tomasevski, professor of law and international relations at Lund University in Sweden, has held the post of special rapporteur, an unpaid ambassadorship, since 1998. She produces an annual report on worldwide developments and carries out missions to specific countries.



► **Katarina Tomasevski,** Special Rapporteur on the right to education for the UN Commission on human rights



## FOCUS

# Burma - Junta keeps hundreds of thousands of children out of school!

**Generations of Burmese are growing up without access to education because of the military junta's "everything for the army" policy. It is hence an ordeal which Burmese teachers who are trying hard to survive.**

Traditionally, the Burmese population has always placed an utmost importance on education. But the military junta that rules over it does not: the junta has consistently hampered the smooth functioning of the

Burmese education system, particularly since the bloody repression of the pro-democracy demonstrations of 1988, in which students played a key role. While propaganda states that government policy provides free education for all children (as required by the law), reality shows otherwise: parents are the ones who cover most of the costs for building, maintaining and equipping schools, as well as for school supplies, uniforms and teachers' salaries. This is even more the case in rural areas.

The present indigence of the Burmese education sector is very much due to various policies of the military Junta now in power: it spends seven times more on the army than on education, even though the country is under no military threat. As a result, the public education system has one of the lowest attendance rates and is among the least efficient in Asia. According to official figures, less than 55% of enrolled children complete primary school.

Cost is one of the main concerns for parents. Primary school teachers earn only about 5 dollars a month, and secondary school teachers, between 6 and 8

dollars. Yet it takes between 50 and 100 dollars to feed a family for a month. As a result, most teachers only briefly deliver the theory during normal school hours so as to make pupils to attend private evening tuition classes, that cost between 2 and 6 dollars a month per pupil for each subject (depending on the academic level and subject matter). These classes are given either at the teacher's or a pupil's house, and it is the only time when children can ask questions and do exercises.

### My pupils don't all have the same opportunities

A Rangoon primary school teacher testifies anonymously that "in my primary school, pupils need on average between 15,000 and 30,000 kyats (between 15 and 30 dollars) a month to attend school, which include school supplies and private tuition. I know it's too much for most parents but I have no choice: after 10 years of teaching, I earn only 5,000 kyats a month (5 dollars). It was 3,000 when I first started, but at that time the kyat had more value. When I retire, my monthly pension will only be 1,500 kyats. My rent costs 28,000 kyats a month, I have to pay 52 kyats a day for the bus tickets to and from school, plus food, clothes etc. To survive, I have to urge my pupils to attend the private tuition classes."

"School starts at 9.00am and finishes at 3.30pm from Monday to Friday. Between 3.30pm and 4.30pm, there will be the first round of "private" lessons conducted in the classroom, that costs 1,000 kyats a month. Around 20 out of 30

pupils attend it. Then from 5.00pm until 6.30pm, there are other more thorough private tuition conducted at my house; around 12 children come to those, each paying 4,000 kyats per month for three lessons a week. I have to impose this sort of system for my own survival, but it saddens me to know that not all my pupils have the same opportunities as they don't all have the means to attend private tuition. Usually, parents also have to contribute to all sorts of costs at the beginning of the school year: textbooks, exercise books, school uniforms, cleaning costs, paper for the exams, sports activities, etc."

The situation is even worse in rural areas, where parents need their children's help during the harvests or to watch over young children. The breakdown of the education system sometimes leads to absurd situations, as a 52-year-old lady in the Shan State explained: "In my village, the school is often closed due to the lack of teachers. Primary school teachers earn 4,800 kyats a month. This is of course not sufficient, and during the rainy season, they are often absent as they are required to work in their own fields. Hence the parents oblige their children to help them in the fields as well, so when the teacher comes back to school, there are no pupils!" In rural areas, it sometimes takes the teacher three or four days to go retrieve his salary from the nearest town... in the meantime, there are no classes.

### Self-financed schools

Communities living in villages without state-run schools try to set up their own primary schools by paying teachers' wages them-

**This article is inspired by the report published by the ICFTU on 8 August on the situation of Burmese children in Burma and in Thailand, to which most Burmese refugees have fled.**

**This article, which was written by the ICFTU report's author, does not necessarily reflect EI's views. The comments are the author's sole responsibility.**

The ICFTU report can be downloaded from the following site:  
[www.icftu.org/www/pdf/report\\_burmachildren\\_2003fr.pdf](http://www.icftu.org/www/pdf/report_burmachildren_2003fr.pdf)

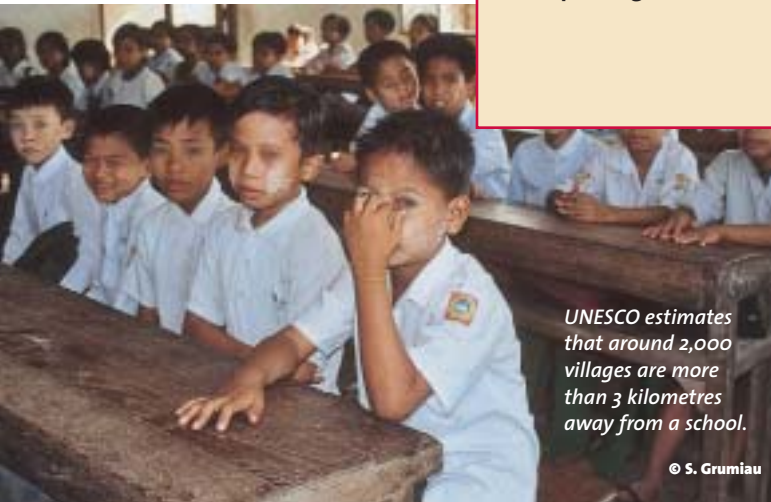
## Ka Law Lah: From mining to trade union work

◀ Saw Ka Law Lah is the Chairman of the union of Karanni teachers. Like any workers' organisation, the union is banned in Burma and works in exile. It tries to support education, for instance, by paying a few teachers and donating school supplies with the help of volunteers who go to villages a few days' walk from the borders. Saw Ka Law Lah's life history is a good illustration of the situation experienced by hundreds of thousands of Burmese people who oppose to the military dictatorship.

*"Due to my training in engineering, I worked in a mine in southern Burma," recounted Ka Law Lah. "It was during one of the large-scale demonstrations at the end of the 80s, that the workers at the mine asked me to pick up the microphone and chant a slogan for democracy. I wasn't involved in politics but I agreed to saying a couple of sentences. The junta's government strongly criticised me for that and, to punish me, sent me to the north of the country without authorising my wife's transfer to the same place. She worked as an accountant in the same mine as I did. As I was earning 6 dollars a month, it was impossible for me to afford the travel expenses to go her once in a while. In the new mine, I was also responsible for the television set put in place by the government for the miners. One day, Karanni army rebels attacked the mine and wanted to take the television away. I told them that they might as well take me with them as I would then have to pay many years for the stolen television. They accepted my request and brought me to the Burmese-Thai border. I ended up in a refugee camp in Thailand, where I was asked to teach the young children. It then took me four years to contact my wife and children in southern Burma so that they could escape from the country and join me, which they managed to do".*

Saw Ka Law Lah is now at the head of the union of Karanni teachers, a biblical school, an orphanage and literacy projects for newly arrived refugees from Burma.

1. The Karannis are one of the many ethnic groups in Burma



UNESCO estimates that around 2,000 villages are more than 3 kilometres away from a school.

© S. Grumiau

selves (usually with a few bags of rice), building the school etc. These schools are sometimes supported by foreign NGOs, trade unions or Burmese exiled abroad, who either contribute funds or provide school equipment. However, these initiatives are rare and the diplomas are generally not recognised by the government or by state-run secondary schools, which means fewer prospects for the children. Lack of resources means that many schools do little more than to teach the children how to read. Sometimes, the teachers themselves have not gone beyond than the sixth year of primary school, but they bravely try and impart the little knowledge they have. As opposed to teachers in state-run

schools, they teach in the mother tongue of the ethnic groups concerned, to the considerable annoyance of the military junta, so much that soldiers destroy these schools whenever they come across them. Some of the schools are situated right in the middle of the jungle, set up with the aim of imparting minimal knowledge to the children of the many Burmese people forced to leave their villages by the junta (between 600,000 and one million people are in this situation).

### Sing praises of high-ranking officials brings you extra marks

The Burmese dictatorship makes sure that it nips any sign of oppo-

sition in the bud everywhere, including schools. Hence teachers have to ensure that their students do not engage in anti-military activities. Textbooks, as in the case of literature and the media, are censored by the junta. The regime also encourages pupils to become members of the Union Solidarity and Development Association (supported by the army) and to take part in various activities organised by the military (sports or others) as well as to sing and dance for high-ranking officials when they visit their school. Pupils who have fulfilled all of these obligations towards the regime are awarded extra marks in their exams.

Next to schools for civilians, the government has created an education network exclusively for the children of high-ranking military officers. These schools, that are ad-

equately equipped, offer a series of advantages such as training in information technology, school trips etc. The best schools of this type charge fees that are far too high for the average Burmese [between 100 and 200 dollars a year, according to the ABSFU (All Burma Federation of Students Unions), a student organisation based in Thailand]. Pupils in these schools are taught that the army is the nation's "saviour", who should be obeyed at all times...

Samuel Grumiau



# PUBLICATIONS

## EI Material

All EI publications are available on the EI website. Members and public alike are welcomed to download and distribute them. Hard copies are available upon request from our Brussels headquarters.

### Leaflet on Education For All

Divided into 7 sections (democracy, quality, privatisation, financing, conditions of service and alliances), the leaflet gives a brief outline of EI's position on EFA.

### EI Working Papers

EI has published yet another two Working Papers. The first,

entitled "Content analysis of Curriculum and Textbooks from Bosnia-Herzegovina", is written by Lidija Kolouh-Westin. The paper reports the findings of a sub-project performed at the Stockholm University with regard to the perception of democracy and human rights through the analyses of textbooks and curricula in Bosnia-Herzegovina.

The second, entitled "Education For All and consultations with teacher union" and written by Ulf Fredriksson, presents the results of a survey on EFA participation disseminated among EI members in EFA countries.

### Declaration on Professional Ethics

This major EI document is now available in eight different languages: Arabic, Chinese, English, French, German, Hindi, Portuguese, Russian and Spanish. Affiliates who wish to assist EI in producing publications in more languages are invited to contact the secretariat.



### Publications on globalisation and privatisation

Globalisation and privatisation are two key words in the present development of the education sector. Two recent publications deal with these issues:

The journal *Globalisation, Societies and Education* published its first issue in April this year. The purpose of the journal is to generate theoretical debate on the nature of globalisation and its complex and changing relationships with education and learning in local, national and transnational societies.

Further information about the content of the first issue of the journal can be found on the homepage of GENIE (Globalisation and Europeanisation Network in Education) [www.genie-tn.net/](http://www.genie-tn.net/). Details concerning subscription can be found on the webpage of Carfax Publishing: [www.tandf.co.uk/journals/titles/14767724.html](http://www.tandf.co.uk/journals/titles/14767724.html)

The Centre for Public Services is an independent, non-profit organisation. It is committed to the provision of good quality public services by democratically accountable public bodies implementing best practice management, employment and equal opportunities policies. Among other things the Centre produces a number of publications. Recently the report *Mortgaging our Children's Future: The privatisation of secondary education* was published. The report includes among other things an overview of making markets, specialist schools, privatising local education authorities, education action zones and the European and global context for education privatisation.

Further information about the Centre for Public Services and its publications can be found on [www.genie-tn.net/](http://www.genie-tn.net/).

**Human Development Report** • The United Nations Development Programme (UNDP) Annual Report looks this year at the relationship between technology and growth. Its authors come to a convincing conclusion: poor people need more innovation and access to technology, not less. The problem remains that the great majority of technological advances are produced by, and for, rich countries. In the unequal distribution of technology, there is market failure, both nationally and globally.

## What US Teachers Really Think

In a new survey by Public Agenda, a US non-profit research organisation, public school teachers say they love their work and are confident in their ability to reach and teach most—but not all—students. Passionate about their profession, but unnerved and angered by expectations they consider unrealistic. The survey reveals solid support for unions and little appetite for tenure reform.

**Stand by Me: What Teachers Really Think about Unions, Merit Pay and Other Professional Matters** examines US teachers' views on various issues that many teachers

worldwide face: teacher testing and teacher accountability, social pressures, tenure, merit pay, teacher training and alternative certification, unions, etc. In addition, the publication contains statistics that most intergovernmental agencies do not provide.

One of the conclusions of this 62 pages research is that US teachers support their unions. Teachers say they need their unions to protect them against capricious administrators and out-of-the-blue accusations by students or parents. 81% say that without their union "teachers would be vulnerable to school politics or administra-



tors who abuse their power." 77% say that without their union "teachers facing unfair charges from parents or students would have nowhere to turn."

Stand by Me is based on a national random sample mail survey of 1,345 K-12 public school teachers conducted in Spring 2003.

[www.publicagenda.org](http://www.publicagenda.org)

# A DAY IN THE LIFE OF ...

## Purity Maina, Headmistress of the Dr. Aggrey Primary School in Nairobi

**Classes with over 100 pupils are not uncommon in Kenya; neither are teachers who have to work double or triples shifts to cope with the influx of pupils. Since the new government decided to make primary education free, schools are literally bursting at the seams! ... and causing the insomnia of headmasters like Purity Maina. Daniëlla van 't Erve from the AOb reports.**



*1.5 million children jumped at the chance to attend school, when education was finally made free.*

Wouter van den Hazel

Since the introduction of free education in Kenya in January 2003, attendance at Dr. Aggrey Primary School has doubled. Following behind Mrs Purity Maina, 117 pupils rushed into the 6th grade classroom and scrambled to find a seat. Among them, Youssef's tall silhouette stood out. "He's 18, and it's the first time he's had the opportunity to go to school," the headmistress explained. "His test determined he could go into the 5th grade. But he showed such determination that I decided to put him in the 6th grade."

Dr. Aggrey Primary School is a typical example of the country's 17,000 public primary schools. Until last year, the headmistress had 461 pupils on her list; today, there are more than 930. The preparatory class had to be split, and the school now has 4 first grades with 60-odd pupils per class. On this day, the 6th-grade teacher had taken ill. "It's hardly surprising! How can anyone withstand the stress for a prolonged period of time?" The headmistress, who was standing in for her teacher, spoke up for her: "She's a very good teacher, but no one can manage a class of over 100 pupils. Imagine the concentration, the patience and the time needed to re-read all the as-

signments!" Some teachers admitted that they could even no longer stand their own children at home in the evenings!

The sudden influx of pupils created large-scale shortages, notably of teaching personnel. According to the estimates of EI's affiliate KNUT (Kenya National Union of Teachers), at least 60,000 more teachers are needed, contrary to the government's assumption that 7,000 are sufficient. "This is ridiculous!" exclaimed KNUT's Joseph Chirchir. "Before free education was introduced, 35,000 positions already needed to be filled in!" Paul Nyambala, KNUT representative in Nairobi pointed out that the AIDS pandemic is also to blame. One out of every five teachers is HIV-positive. What is more frustrating is that there is in fact no shortage of trained teachers! On the instructions of the World Bank, previous governments terminated the contracts of 30,000 primary school teachers, who now helplessly witness the chaos of overcrowded classrooms.

Furthermore, there are also shortages of school buildings, chairs, blackboards, textbooks and exercise books. In Mrs Maina's school, space is not a problem, since seven classrooms are unused. But the head-

mistress cannot hire any extra teachers, even though a teacher's salary is only 1020 shillings (13 euros): the school receives an amount of 1,020 shillings (13 euros) per pupil from the government, but the total is still insufficient for the running of the school. The three computers in Mrs Maina's office are covered in dust, as the school has

and alcohol abuse. Some pupils sometimes bring their brothers and sisters, who are too young for school, to protect them from bad influences."

Purity recognises that quantity sometimes impedes quality. In her office, one sees trophies that bear witness to the good results obtained by her pupils in previ-

Half of Kenya's 29 million inhabitants live below the poverty line. In 2002, UNESCO estimated that 6 million children attended school. Since January, 1.5 million more children joined them when enrolment fees were abolished. According to EI's affiliate KNUT, two million children still cannot go to school because of poverty and AIDS. "However young they are, boys in very poor families work as child labourers while girls engage in housework," deplored Paul Nyambala, KNUT representative in Nairobi. George Saitoti, the Minister of Education, thinks that making school compulsory is premature but is looking into free secondary education.

This year, KNUT managed to secure a pay rise as of July 2003. While teachers welcome the news, most feel that it is still not enough. "I receive 100 shillings for transport expenses," said Blasio Ooko Agunja, a teacher at the Ajucha school. "but one rickshaw ride already costs me 20 shillings! Sometimes, I wonder why I'm doing all this."

not been able to pay the electricity bill since April.

In spite of the permanent headache caused by the introduction of free education, the headmistress fully supports the new government's decision. "For me, the number of pupils can still double," commented Purity. "The children think of school as a haven where they can get away from domestic situations often marked by poverty, prostitution

ous years. "Our priority has changed," she explained. "Today, we want to first inculcate principles of good behaviour, respect and morality. For many, going to school is a unique opportunity to get out of the misery that was their destiny."

<sup>1</sup> On 6 January 2003, 10 days after its election, President Mwai Kibaki's National Rainbow Coalition government decided to suppress enrollment fees, which varied between 12 and 192 euros a year depending on the school.