

# EI WORLD CONGRESS

## glossary

**EFA** Education For All  
**EAI** Education Action International  
**FTI** Bank World's Fast Track Initiative  
**GATS** General Agreement on Trade in Services  
**GCE** Global Campaign for Education  
**ICFTU** International Confederation of Free Trade Unions  
**ILO** International Labour Organisation  
**GNP** Gross National Product  
**GUF** Global Union Federations  
**NGO** Non governmental organisation  
**OECD** Organisation for Economic Cooperation and Development  
**PSI** Public Services International  
**TUAC** Trade Union Advisory Committee to the OECD  
**UNDP** United Nations Development Programme  
**WTD** World Teachers' Day  
**WTO** World Trade Organisation

## Membersh

The last Executive Board meeting admitted six new teachers organisations into membership:

- **Afghanistan Teachers' Support Association (ATSA):** around 1,000 members
- **Bosnia and Herzegovina: Trade Union of Education, Science and Culture of Republika Srpska (TUESCRS):** 16,450 members
- **Teachers Union of Serbia (TUS), replacing ATUESCPY:** around 75,000 members
- **Independent Union of Education, Science, Culture and Sport of Montenegro (ITUESCSM):** around 10,000 members
- **Sri Lanka: English Language Teachers' Union of Sri Lanka (ELTUS):** 5,012 members
- **Zanzibar Teachers Union (ZATU):** 2,100 members

## 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 **315 national trade unions and associations** in **161 countries and territories**.

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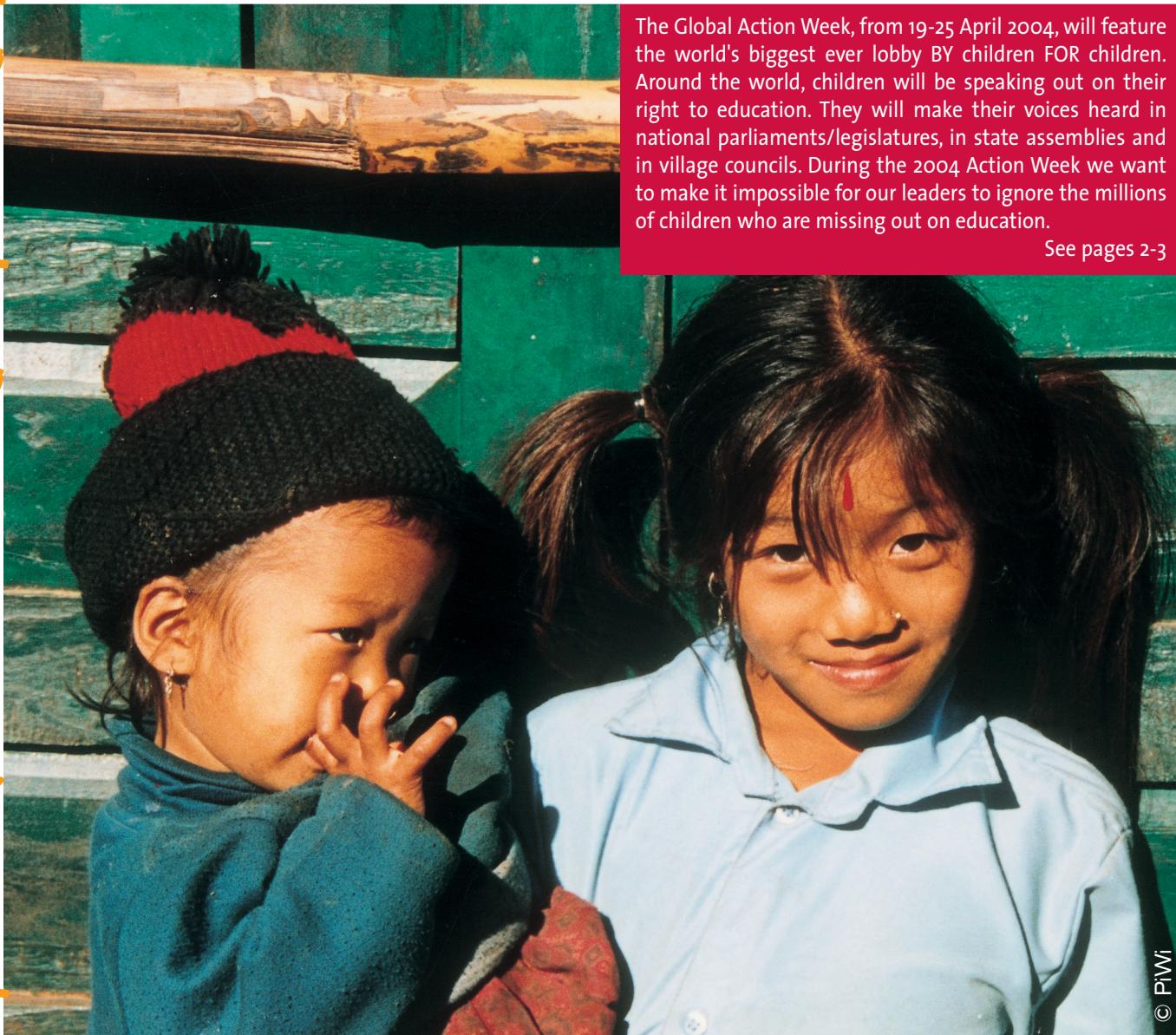
## agenda

<b>World AIDS Day</b>	1 DECEMBER
<b>EI North American/Caribbean conference - Nevis</b>	1-3 DECEMBER
<b>EI Europe Regional Conference - Luxemburg</b>	8 DECEMBER
<b>Inaugural Conference of the Pan-European structure - Luxemburg</b>	9-10 DECEMBER
<b>ETUCE General Assembly - Luxemburg</b>	9-10 DECEMBER
<b>EI Asia Pacific Regional Conference - Taiwan</b>	10-12 DECEMBER
<b>World Summit on the Information Society - Geneva</b>	10-12 DECEMBER
<b>Meeting with World Bank President - Washington</b>	16 DECEMBER
<b>UNESCO/NGO International Conference - Paris, UNESCO</b>	17-18-19 DECEMBER
<b>HIV/AIDS Seminar for Caribbean countries - Guyana</b>	9-14 JANUARY
<b>Global Union Federations' Annual Conference - Nyon, Switzerland</b>	12-13 JANUARY
<b>World Social Forum 2004 - Bombay, India</b>	16-21 JANUARY
<b>5th EI African Regional Conference - Lomé, Togo</b>	18-26 JANUARY
<b>World Education Forum - Davos</b>	21-25 JANUARY
<b>HIV/AIDS annual subregional evaluation workshop for Francophone countries</b>	FEBRUARY
<b>GLOBAL ACTION WEEK</b>	19-25 APRIL
<b>3rd session of permanent forum on indigenous issues NY</b>	10-21 MAY
<b>92nd ILO Conference - Geneva</b>	1-17 JUNE
<b>4th EI World Congress - Porto Alegre, Brazil</b>	22-26 JULY

## HAITI: When education becomes a commodity → p.13



# WORLDS OF EDUCATION



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The Global Action Week, from 19-25 April 2004, will feature the world's biggest ever lobby BY children FOR children. Around the world, children will be speaking out on their right to education. They will make their voices heard in national parliaments/legislatures, in state assemblies and in village councils. During the 2004 Action Week we want to make it impossible for our leaders to ignore the millions of children who are missing out on education.

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### Together, 26 million teachers can make a difference

In 2004, more than ever, EI will work to fight all forms of discrimination. One of our objectives, as inscribed in the EI constitution is to "combat all forms of racism and of bias or discrimination in education and society due to gender, marital status, sexual orientation, age, religion, political opinion, social or economic status or national or ethnic origin."

Next year, EI will realise various actions on this front. First, EI gears up for worldwide member support of the Global Action Week, which will fight for 113 million children deprived of an education, a majority of them girls. In February, EI and PSI will convene the Gay-Lesbian-Bisexual-Transgender (GLBT) Forum which constitutes an important step in the fight against discrimination in school on grounds of sexual orientation.

On 8 March, EI will celebrate the International Women's Day on the theme of "Teacher unions fighting all forms of discrimination against women and girls". For the occasion of our World Congress in July 2004, EI will publish three major surveys on discrimination faced by both teachers and students, on the basis of their gender, sexual orientation and ethnic origin.

Last but not least, in co-operation with the ILO Bureau for Workers' Activities (ACTRAV), EI will produce a publication on the role of teachers in the struggle against all forms of discrimination in school, in the unions and in the society at large.

# 10 DECEMBER – HUMAN AND

**Each year, for December 10 - International Human Rights Day -**  
**El invites all affiliates to carry out acts of solidarity in support of teachers conditions. This year, the El Executive Board has decided to focus on three Colombia, Ethiopia and Iraq.**

## Colombian teachers targeted

**Colombia is the most dangerous country for trade unionists, students and teachers. Those who try to defend public education or working conditions place themselves in the line of fire. Disappearances are used as an instrument of oppression and terror.**



› Last October, the name Gloria Ramirez appeared on the hitlist of Colombian death squads. It was due to the help of various El affiliates, especially NEA (USA) and FECCOO (Spain) that the ex-President of FECODE managed to escape death by slipping out of the country on 16 Nov.

The number of teachers has fallen from 312,000 to 280,000 over the last year and recruitment has been frozen. Many teachers have had their contracts changed from full-time to temporary. In the last 3 years, about

from schools due to forced displacement.

In 2003, according to the Colombian affiliate FECODE, 33 teachers were murdered, 2 disappeared, and 91 were forced to move to Bogota with their families.

### Co-operation agreement

For several years, El has been working with FECODE to protect persecuted teachers and their families. In October 2003 a cooperation agreement was signed between El, its US affiliate NEA and FECODE to undertake a one-year project on the prevention of human rights violations in Colombia.

In order to build up the awareness and protection of human rights among the Colombian teaching community, the project aims to train teachers on how to use both national and international mechanisms for the defence of human rights. Notably, it will also set up an internal information and communication network and a database on the protection

of Colombian teachers' human rights.

### Human Rights Day

In October, the El Executive Board passed a resolution to denounce the situation in Colombia and proposed specific actions. El expressed deep disappointment about the conclusions drawn by the Committee on the Application of Standards at the June 2003 International Labour Conference, which rejected the request made by the Workers' group to have an ILO Commission of Inquiry investigate the serious violations of human, labour and trade union rights in Colombia.

More specifically, the El Executive Board invited all El member organisations to organise solidarity events with FECODE on December 10 to express concerns regarding the situation of Colombian colleagues. Activities can be a mission to Colombia, a one-day event and press conference about the teachers' situation, or a visit to your country's Colombian embassy.

### Mayday Colombia

*British education workers witness the horror faced by Colombian teachers*



Justice for Colombia

In association with:  
AUT  
NATFHE  
UNISON

WAR ON WANT  
TOWARDS A FAIR TRADE

› Recently in October, El affiliates NATFHE and AUT produced a publication and a video on their May 2003 mission to Colombia, entitled "Mayday Colombia - British education workers witness the horror faced by Colombian teachers", in collaboration with War on Want and Justice for Colombia.

200,000 children were deprived of their right to education because of threats against teachers and over 1,350,000 others withdrew

# TRADE UNION RIGHTS

## living in dangerous countries:

Fears of bombings have deterred many parents from letting their children go to school. Even teachers have not turned up. "Not a single child is here. Parents are scared of the rumours," said a teachers' union representative, having arrived for a meeting at the school to find no one there. "My family wouldn't allow my two sisters to go to school today because of the threats. Even my friends at university and college are staying at home," said Luay Adeeb, 19, a cigarette vendor in a Baghdad commercial district.

In another school in Bagdad, only 20 of the 408 primary and secondary students showed up on November 1, reported the principal Yasmine Sobhi Amin.

Rumours circulate that groups

opposed to the coalition forces are targetting schools. Officials from the Ministry of Education said that three or four schools received written threats. "The rest closed because of the widespread rumours, not actual threats," remarked Hassanein Mualla, Special Advisor to the Minister.

Rumour or reality, many bombs are placed very close to schools. Security at school has become an issue.

It is, however, not only about physical security. Schools as a psychological battlefield for the future of Iraq is perhaps a more daunting problem. "For 35 years Saddam went the extra mile to brainwash the kids," commented Dr Hend Rassam, education advisor to the Coalition Provisional Authority (CPA). "This was one of his ways to change the

society. Books were filled with his pictures, his speeches and his philosophy."

Among the first decisions taken by CPA head L. Paul Bremer was the revision of textbooks. UNICEF and UNESCO were asked to reprint school textbooks without pictures of Saddam, or any references to him.

A review committee set up by the Ministry of Education has been asked to examine textbooks in subjects such as history to see if changes might be needed. "Changing the curriculum is very essential," said Entifadah Qanbar, spokesman for the Iraqi National Congress, a coalition of anti-Saddam opposition groups. "We are looking at the background of all principals to make sure they are not pro-Saddam," added an education

ministry official.

The last thing a lot of parents want is a witch hunt. "If they start punishing teachers and principals in the name of protecting our children, then there is no difference between this government and the previous one," exclaimed a parent, as quoted by news agency Reuters.

Day after day, these concerns only grow more complex and children are still prevented from going to school.

The EI Executive Board is appalled that six months after the end of major military operations in Iraq, not a day goes by without more people being killed or injured. Hence, it mandated the Secretariat to continue to monitor the situation in Iraq.

## Ethiopia: Teachers prevented from celebrating World Teachers' Day

In Ethiopia, colleagues from the teachers' association ETA were denied their rights to hold a public meeting for World Teachers' Day in Addis Ababa.

A rally had been planned by EI affiliate ETA to request all education stakeholders to convince the Ethiopian Government to put an Education For All plan into practice, overcome shortcomings of

the new education policy and facilitate a conducive working environment for teachers.

In full compliance with the law, which states that the government body concerned has to be informed 72 hours prior to any peaceful gatherings, ETA informed the administration council as early as 10 September.

However, ETA received a letter from the Legal Advisory Department of the Addis Ababa City Administration Council

on 3 October, alleging non-compliance with the law and failure to produce proof of their legal status.

On 5 October, armed policemen surrounded ETA premises at 8:30am. Men in plain clothes warned everyone that they had been instructed by senior government officials not to allow even two persons to stand together at a place, let alone to conduct a public meeting.

Police blocked all routes to Meskel

Square, where the public gathering was due to take place. All ETA guests, including public figures, diplomats, teachers, parents and students, were dispersed from the area.

"It is completely unacceptable that teachers are denied their right to commemorate World Teachers' Day!" stated EI General Secretary Fred van Leeuwen in his letter to the Ethiopian government.



# EDUCATION FOR ALL

## Boosting literacy rates worldwide

### INDIA

The Indian government plans to fine parents who do not send their children to school in a bid to boost the literacy rate. Draft legislation seeks to put into effect a law passed by the federal government last year which makes primary education a fundamental right for every child. Parents who flout the law will be fined up to 500 rupees (10 dollars) and continuing violations will attract a fine of 50 rupees a day.

### ROMA PUPIL

Governments in central and south eastern Europe endorsed a proposal to reduce poverty amongst the Roma and include them in their societies through better education, health care, housing and job opportunities. The initiative, which includes a Decade of Roma Inclusion and a Roma Education Fund, was established in July at a two-day UN conference hosted by Hungary.

### NIGER

Niger, a country with more than 11 million inhabitants is not doing well in the achievement of the 2015 Education For All goal, much less the goal to diminish gender equity in education by 2005. Only about 25% of its population is literate. Difficulties to keep it on track are already numerous. Traditions on girls' education further hamper the process: according to local customs, women are responsible for fetching water from the wells in the morning. Allowing girls to go to school would undeniably challenge this custom.



In April 2003 over 1.8 million children, teachers and activists from around the world taught governments a "Lesson the World Will Never Forget".

In 2004 the Global Campaign for Education (GCE), which EI is

## Global Action Week 2004 to highlight 115m children "missing" from schools

a part of, will place the spotlight on the millions of children and youth who are missing out on their education. Around 115 million of them are not enrolled in primary school, and many more are growing up illiterate because they dropped out early or did not find the available learning opportunities suitable for their needs. Invisible to decision-makers, these children's rights are simply ignored. Our aim is to give them a face and a voice through the world's largest education lobby.

During the Action Week -19-25 April- a world-wide mass lobby for these 115 million children will

take place at every level of the society, from national parliaments to village schools. Children who wish to take part but cannot go in person to meet with decision-makers can still join in, by sending us drawings, letters, photos which we will hand over to decision-makers in the meetings.

We look forward to your active collaboration in this massive effort to convince governments that every child has the same right to an education. More information – including details on campaign materials and plans for the mass lobby – will soon be disseminated.



**Arab nations are squandering their oil wealth and under-investing in education and scientific research, according to the second Arab Human Development Report of the UNDP.**

Following from last year's unprecedented report that provoked widespread debate and

## Arab countries fail to invest oil revenues in education

controversy, the second Arab Human Development Report, written by 40 Arab intellectuals, criticises Arab governments for losing out on the potential educational gains from their vast oil revenues by entrusting their development to foreign corporations.

High dependence on oil has led to "the over-concentration of wealth in a few hands," "faltering economic growth" and "weakened demand for knowledge", says the report, which calls for a heavy investment in education to

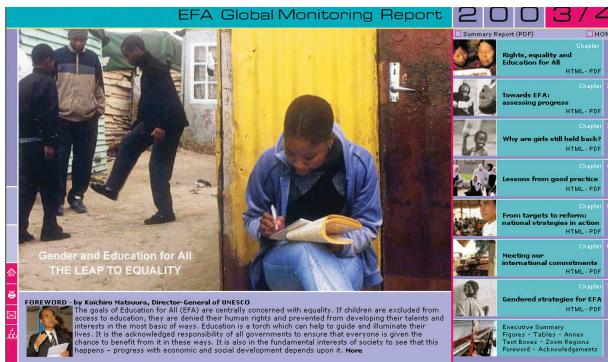
narrow the "growing knowledge gap" between Arab states and the West.

"Many children still do not have access to basic education. Higher education is characterised by decreasing enrolment, and public spending in education has actually declined since 1985," says Dr. Rima Khalaf Hunaidi, UN Assistant Secretary-General and Director of the UNDP Regional Bureau of Arab States.

Arab Human Development Report 2003: Building a Knowledge Society  
[www.undp.org/rbas/ahdr/ahdr2](http://www.undp.org/rbas/ahdr/ahdr2)

# EDUCATION FOR ALL

## 2003/4 Global Monitoring Report on Education For All



**A**n indispensable tool for evaluating the Education For All initiative, the Global Monitoring Report on Education For All, co-ordinated by UNESCO, highlights the slow fulfilment of the promises made in Dakar. UNESCO's Global Monitoring Report on Education For All, evaluates the progress made each year in both international programmes and national strategies to achieve EFA. This year, the chief focus of the report is Gender parity in education. Launched on 5 November in New Delhi, the latest 2003/4 report confirms that, despite some progress made, "the multiple barriers that obstruct girls' access to education remain numerous even though most of the countries have ratified the conventions on the elimination of all forms of discrimination against women and on the right of the child."

Prepared by an independent team of competent professionals, backed up by an international editorial committee on which EI is represented, the report reaffirms that Objective 5 of the Dakar Goal, which seeks to achieve gender parity in both primary and secondary education by 2005, will not be attained in more than half of the 128 countries studied, and that gender equality will not be attained in 40% of the countries

by 2015 without a major political change.

The correlation, in certain regions, between the weak presence of women teachers and the absence of girls in the education process is once again obvious. The report also condemns the imposition of school fees which are "deterrents for poor families and force them to make the choice to reserve education opportunities only for boys." Together with our partners in the Global Campaign for Education, EI campaigns not only for the elimination of school fees, but also other indirect fees that parents have to bear.

*"Resources must be allocated urgently, in particular human resources - by raising the number of teachers, by raising the standard of their initial and in-service training, by reinforcing their status and giving them decent work conditions to encourage them to stay in the profession,"* reminded EI President in the EFA High-Level Group Meeting at the launch of the report.

In general, EI objects to the "indecent" reduction of international financing of development aid, notably in the area of education. According to the UN, development aid in 2002 has earned rich countries 200 billion US dollars more than they had spent. EI continues to promote the idea that govern-

ments of rich countries should dedicate at least 0.7% of their GNP to development aid.

Critical of the World Bank initiative

On the other hand, EI notes the criticisms in Chapter 6 of the report with regard to the World Bank's Fast Track Initiative (FTI). Since June 2002, EI has expressed its severe reservations about the choice of countries selected as well as the criteria imposed by the Bank (notably the fixing of teacher salary at 3.5 times the GDP per capita). EI presented its opposition in the meeting with staff of the Bank's Education Sector on 10 October, and will reiterate its position as well as submit a series of proposals on the recruitment and work conditions of teachers in a private meeting with World Bank President, James Wolfensohn on 16 December.

In its conclusion, the EFA Monitoring Report states, as numerous reports before, that girls' access to education is both a human right and a sine qua non for development. Hence it is imperative that both international donors and agencies as well as national governments honour their promise! Teachers want to see in the 2008 Global Monitoring Report a country-by-country evaluation of the achievement made in both gender parity and equality in education, so that we can tell ourselves that a change has really been made and we are on the right track.

The report also served as the basis for discussion at the EFA High-Level Group Meeting from 10-12 November in New Delhi. In the examination of the report, the Group called for a



► Girls' access to education is both a human right and a sine qua non for development.

better co-ordination between different EFA projects and for a clear agreement between donors *"on a more efficient way to realise the Fast Track Initiative"*. In this perspective, the Group also called for other agencies to support UNESCO's key role in co-ordinating the EFA initiative.

The report is an indispensable tool for all who are involved in the achievement of Education For All and thus should be widely distributed.

[http://portal.unesco.org/education/ev.php?URL\\_ID=23023&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201](http://portal.unesco.org/education/ev.php?URL_ID=23023&URL_DO=DO_TOPIC&URL_SECTION=201)

# EI ACTIVITIES

## EI Women's Committee

The EI Status of Women Committee met in Brussels on **20 October**. The Women's Committee is one of the advisory bodies established for the purpose of advising the Executive Board on specific policies and activities.

**The Status of Women Committee recommends policies and activities to be undertaken by EI to promote equality of women and girls in society, in education and in the trade union movement. It is composed of women chosen by the Executive Board from amongst its members.**

**The Committee, now chaired by Marlies Rettig from the Canadian Teachers' Federation (CTF), recommended that EI continue its work at the**

**UN Status of Women Commission so as to ensure the issue of violence against women at the workplace is taken forward. This work should be undertaken together with EI member organisations, the International Confederation of Free Trade Unions (ICFTU), the other Global Union Federations (GUF) and shared with other organisations in the civil society.**

**In preparation of the 48th Session of the United Nations Status of Women Commission to be held in March 2004, the Committee discussed the role of women teachers as "peace-builders", not only in the context of war but also within the family unit and society in general. They also suggested to focus EI activities for International Women's Day (8 March 2004) on the theme: "teacher unions combating all forms of discrimination against women and girls".**

## Universities: Key Partners for Development

**80** people participated in the 4th Education International Conference on Higher Education and Research (30 Oct.-2 November, Dakar, Senegal). Development, trade union solidarity, academic freedom and brain drain were core issues discussed. The conference put forward concrete proposals for EI's work on universities' role in development.

Africa as the venue for the conference is significant because the higher education unions had long-expressed the wish to further integrate unions from the South in EI's work, enabling their voices to be more directly heard in the global debate. The issues of brain drain and brain gain were discussed in-depth. EI

and its affiliates began the debate on strategies and the Conference agreed that the unions in industrialised countries have an important part to play in taking this debate back to their members and their institutions, whose employment and global market practices are creating these problems.

The challenges of GATS and the commercialisation of education were also addressed. Participants noted the stand-off between the industrialised and developing countries at the WTO ministerial conference of Cancun, marking a new and significant stage in the globalisation debate (see also page 12). Unions are now confronted with



Higher Education and Research  
Enseignement supérieur et recherche

a more complex and diffused environment in which bilateral and multilateral agreements threaten to stand alongside or replace GATS as a challenge to the sector.

This Conference played an important part in shaping EI's voice and the participants strongly expect that the proposals initiated by the Conference will be taken into consideration at the 4th EI World Congress next year, giving EI and its affiliated organisations a powerful and united policy for the defence of the higher education and research sectors.

### Spotlight on Ukraine

EI Co-ordinator Nicolas Richards travelled to Kiev and Lvov in November with an ICFTU delegation on an exploratory mission. Meetings were held with the two trade union centres FTUU and CFTUU, with the Prime Minister, the Labour Minister and the Chairperson of the Parliament, as well as with the ILO representative in Ukraine. In Kiev, the delegation also met with teachers from secondary schools and from the Kiev National University. In Lvov, Nicolas Richards met with the Independent Teachers Union and visited a school. EI has no affiliates in Ukraine, but contacts have already been established with some trade union centres and teachers unions. Ukraine has over 250,000 school teachers.

## EI Working Papers

**EI** published six presentations on education and trade union policies in New Zealand, which were papers presented in a country seminar, organised in New Zealand last year. Teachers in New Zealand face radical changes to the education system in recent years. The working papers not only describe these changes, but also elabo-

rate on how teacher unions dealt with them.

- Internationalisation of New Zealand Education at home and abroad
- Early childhood policy in New Zealand: stories of sector collaborative action in the 1990s
- Two Bad Apples: Education Resourcing in the State Sector in New Zealand under the New Right 1987-2000
- Bulk Funding in New Zealand: A Retrospective
- The Resourcing of New Zealand Schools
- Surviving the '90s in New Zealand

To download the working papers, please visit the publication section of the EI website: [www.ei-ie.org](http://www.ei-ie.org)

## Getting the World Bank to listen to us

When Educational International was founded, one of the major issues confronting our members was the role of the World Bank in developing countries. This was the era of structural adjustment, when the Bank and the International Monetary Fund wrecked national education systems with their conditions for loans. In Stockholm in 1993 at its founding congress, EI said that the new organisation would set out to make these institutions tremble - and we did. After world-wide mobilisation in 1994, EI succeeded in getting the Bank to sit down with us. Frank talk led to constructive cooperation, especially in Africa. The Bank increased lending for education and joined the renewed Education For All campaign.

But recent signs have not been so positive. We see contradictions between the statements of Bank leaders and the experience of EI's members in various countries. Despite denials, many Bank field staff seem sympathetic to the engage-

ment of unqualified, temporary and low-paid teaching personnel, or volunteers. The so-called Fast-Track Initiative for EFA seems to be more a kind of short-cut, by undercutting national negotiations. And now we have a World Development Report (WDR) that attacks our members (see page 14).

The basic idea that runs through the World Bank's WDR is that educational services could be made to work for the poor by giving more power to poor parents at the local level, including the power to hire and fire, and to "discipline" teachers, thus setting up conflicts between parents and teachers. The report also suggests to build market mechanisms within public school systems, to remove the negotiating role of teachers' unions and to hire unqualified people as "teachers", at very low levels of pay.

The only examples given of education union interventions are negative. Education unions can be Reform Champions (to use the WDR term) - but for re-

al reform - not just measures to cut costs and shift political responsibility.

In October, an EI team of Vice-Presidents and senior staff met with the World Bank

2004 shows that challenge is back. EI and its member organisations may have to gird themselves for a new and important struggle.



From left to right:  
Elie Jouen (Deputy GS),  
Assibi Napoe  
(Regional Co-ordinator),  
Susan Hopgood (VP),  
Thulas Nxesi (VP) and Peter  
Bakvis (ICFTU representative  
in Washington DC)  
entering the World Bank  
premises in Washington DC.

Vice-President for Human Resources and other Bank staff. In December, EI's President and General Secretary will meet with Bank President Wolfensohn to address all these issues.

When EI was founded in 1993, the negative impact of Bank's policies on education in many countries presented one of the major early challenges. WDR

### International community must to better, concludes High-Level Group on Education For All

Progress towards gender parity in education needs to be dramatically accelerated, concluded the participants of the Third Meeting of the High Level Group on Education for All (New Delhi, India, 10-12 Nov). EI President Mary Hatwood Futrell, who represented EI at the meeting is appalled that "57 percent of the world's out-of-school children are girls and that almost two-thirds of the 860 million illiterate people are women". This indicates, she said, that girls continue to face discrimination in access to education at all levels.



► Nine African countries participated in September in the evaluation of teaching and learning material for women. The workshop was sponsored by Norway's Utbildningsforbundet and Canada's CTF.

## Austerity turns up pressure on Swedish university teachers



SVERIGES UNIVERSITETS-  
LÄRARFÖRBUND.

**S**tatistics Sweden released a study on the working environment in Swedish universities and university colleges, which shows that the immense work pressure results in many individuals perceiving their job as irksome. Every week, more than 80% of professors and lecturers have so much to do



### *The abhorrent work pressure in Swedish universities further indicates negative impact of government policy on higher education.*

that they are forced to work during their lunchtime, over the normal working hours, or take work home. Of these, 60% find themselves in such a stressful situation that they have no time to talk about or even think about anything else other than their work. For many professors and lecturers, this unpleasant feeling leads to disturbed sleep: four out of ten report that they have not been able to sleep as a result of thoughts about work every week for the last three months.



These sobering figures shed light on the impact of the reduction in government allocations to undergraduate education and research/graduate education that the Swedish Association of University Teachers (SULF) has criticised on several occasions. The woes of primary and secondary schools are well known, but it must now be recognised that universities and colleges too, have been driven to a state of crisis by government policies.

SULF knows from previous studies that the number of university teachers on long-term sick leave has increased. This is one of many signs that teachers are reaching the end of their rope. More than 50% of instructors and lecturers report that in the last year they have gone to work even though they should have called in sick.

However, the study also shows that a very large proportion of teachers perceive their work

as meaningful and that they feel that they can influence their work to a growing extent. Eight out of ten employees experience a high or relatively high level of job satisfaction. Also, many university employees feel that they are entrusted with the authority to shoulder the responsibility for what is expected of them.

*"Higher education has expanded very rapidly, and this has only been possible thanks to the major and partially unpaid efforts on the part of the teaching staff. The Statistics Sweden study shows that it is high time to reduce the workload,"* stresses Göran Blomqvist General Secretary of the Swedish Association of University Teachers. Many express concern about the difficulty to recruit the next generation of university teachers. *"The Swedish government must move rapidly and present a plan not only for an open but also for a sustainable university,"* says Göran Blomqvist.

## Urgent Action Appeal

### Indonesia

El wrote a letter to the President of Indonesia on 3 Oct, joining the international community in its deep concern about the impact of renewed hostilities in the

province of Aceh on civilians. El is particularly concerned about teachers and school children affected by the violence and insecurity. According to credible sources, the education in Aceh has been devastated as a result of

the endless armed conflict and widespread burning of schools, and El is in possession of concrete information about teachers being killed, permanently disabled, suffering from traumas and/or losing their houses to arson. An

Urgent Action Appeal was launched on the same day to all affiliates and partners, asking them to voice their protest about the crimes committed against teachers and children in Aceh.

## Zambian public schools in very bad state



In Zambia, everybody is appalled that the standards of government schools have

fallen so badly, and children are hardly getting any education at all. There are 4,500 government run schools but only about 34,196 teachers. This means that there are less than 8 teachers per school. As a result, teachers are demotivated. Strikes are frequent due to delay in payment of salaries, and notwithstanding this, remuneration is poor - less than 100 dollars per month.

To improve the low enrolment and retention rate, the govern-

ment introduced a Free Education For All policy. Pupils are no longer required to pay school fees up to Grade Seven and do not have to wear uniforms. But even so, help has arrived too little and too late. Out of the 4,500 students who sat for their final year exams, only 2,100 managed to attain full certificates.

**2000%** More than 3,000 Kenyan higher education personnel in 6 public universities went on strike to demand better salaries. "We will strike until the government proposes better remuneration for our work," remarked John Nderitu, President of the Kenyan higher education union, Syndicat des personnels universitaires (UASU). The university personnel is asking for an increase of 2000% of their current salary, which will range from 23,640 shillings (US\$310) for assistant lecturers to 39,920 shillings (US\$525) for professors.

## US poll shows teacher prestige went up in past 17 years

US-based Harris Poll published its annual poll on public opinion of professions in the US.

In the eyes of the American public, the five most prestigious professions are scientist (57%), firefighter (55%), teacher (49%), nurse (47%) and military officer (46%).

The least prestigious are real estate agent (6%), stockbroker (8%), actor (13%), banker (14%) and accountant (15%).

Teaching is the only profession on the list that has improved its ratings since 1977, by a whopping 20 points from 29%.

However, prestige has no correlation with one's pay cheque. Teachers, firefighters and nurses earn a lot of respect but are not well paid.



## MONGOLIA

### Friendship across the ocean

Mongolia is one of the 30-odd countries with which the Canadian Teachers' Federation (CTF) collaborates. In October, a delegation of primary and secondary school teachers from the Mongolian Enlightenment Federation of Trade Unions (MEFTU) arrived in Canada for an English-language immersion programme. The programme aimed to enhance the English-language capacity of Mongolian teachers, following a new state policy to replace Russian with English as the foreign language of instruction. However, collaboration and friendship between CTF and MEFTU goes back a long way when it was first established through the CTF's Overseas Service unit. CTF represents 240,000 members of the teaching profession in Canada.



A Mongolian teacher expresses amazement at the similarities between traditional Inuit and Mongolian costumes.

## Victory Down Under

### Australia

Virtually all Australian higher education institutions were closed on 16 Oct in a strike to protest against the Federal government's proposal to tie A\$404 million (US\$283 million) in education funding to hard-line industrial reform. The latter listed a series of conditions for universities to access the amount in additional funding, including stripping higher education personnel of the right to collective bargaining. EI affiliates NTEU and AEU jointly referred the matter to the ILO's Committee of

Experts, condemning the breach of Article 4 of ILO Convention 98 on freedom of association and the right to bargain collectively. The strike was a huge success, with the support of students and parents. As a result, the Australian National University and NTEU concluded a three-year agreement that contains none of requirements proposed by the Government. *"This agreement is a victory for patient, co-operative negotiations between unions and management over the bullying, interventionist tactics championed by the Federal government,"* said Grahame McCulloch, NTEU General Secretary. EI congratulates its Australian affiliates on their swift and resounding victory.



## School libraries threatened, warns the British Columbia Teachers' Federation

As governments cut education budgets, school libraries are declining and librarians are struggling to maintain the library collections and meet students' needs, according to Neil Worboys, President of the CTF's British Columbia Teachers' Federation.

Roch Carrier, Canada's national librarian and author of the beloved children's classic *The Hockey Sweater*, has declared October 27 to be National School Library Day in an effort to raise awareness about the erosion of school libraries across the country. Today teachers throughout British Columbia are echoing his call for a major re-investment in libraries.

Research shows that students who attend schools with well-funded, properly stocked

libraries managed by qualified teacher-librarians have higher achievement, improved literacy, and greater success at the post-secondary level.

*"In the past two years, 91 school libraries have closed altogether in British Columbia and many more are open only part-time. So many teacher-librarians have been cut due to funding shortfalls, we're afraid that they are practically becoming an endangered species in B.C. schools!"* laments the union.

Worboys urges parents, students and other concerned citizens to speak out for a strong school library. *"I encourage parents to inform*

*themselves about the health of the library at your children's schools,"* Worboys said. *"Is your library staffed by a qualified teacher-librarian? Does he or she have to work at more than one school? What about the condition of your library's collection: Are the classics there? Are the science books up-to-date? What about electronic resources? Is your library open throughout the day, every school day? If not, why?"*

Dr. Ken Haycock's report: *"The Crisis in Canada's School Libraries: The Case for Reform and Reinvestment."* [www.peopleforeducation.com/librarycoalition/Report03.pdf](http://www.peopleforeducation.com/librarycoalition/Report03.pdf)

[www.bctf.bc.ca](http://www.bctf.bc.ca)

## Solidarity with colleagues worldwide

### Japan: JTU threatened

A dummy bomb was left outside the headquarters of EI's Japan affiliate JTU on 26 Oct and a gunshot was allegedly fired into its Kunitachi office in western Tokyo. A man from the "Kenkoku Giyudan Kokuzoku Seibatsutai" claimed responsibility for the two acts. Roughly translated into "Nation-Building Volunteer Corps to Conquer Traitors", the group has already perpetrated other threats, such as planting a bomb at the home of Deputy Foreign Minister. JTU issued a statement on 27 Oct to denounce the terrorist acts.

EI supports JTU and demands that Japanese government look into the matter.

### Guinea: 6 teachers from SLECG interrogated

At least 6 representatives of the Guinean teacher union, the *Syndicat libre des enseignants et chercheurs de Guinée* (SLECG), were interrogated by the police on 11 Nov in the context of the general strike was launched on 10 Nov.

Louis Mbemba Soumah, SLECG General Secretary, was detained and questioned for many hours.

Teachers launched a five-day strike on 10 Nov to demand better pay and pension, and it was supported by 90% of all teachers.

### Algeria: the tussle continues

Algerian teachers are on strike since October to demand a re-evaluation of their salary. Their action took on a new momentum when the powerful national union, the *Union générale des travailleurs algériens* (UGTA), came on board.

The unions denounce what they term as the "*miserable amount*

of salary" teachers receive. A teacher with more than ten years of experience earns monthly 10,000 dinars (112 euros) when the national minimum wage is already 8,000 dinars (89 euros) and will be 10,000 dinars starting 1 Jan 2004.

Since the start of the school term in mid-September, the rage, sparked off in Alger, spread like wildfire to the vast majority of schools in the rest of Algeria. Boubeker Benbouzid, Minister of National Education calls the strike "illegal".

**I**n October, the World Bank and the Russian government have agreed upon a US\$300 million loan for the computerisation of the country's education sector. Unfortunately EI's affiliate in Russia, ESEUR has not been consulted with regard to how this will impact teachers' working conditions. The World Bank is currently expecting a formal invitation from the Russian government to start negotiations on the project.

## UK teachers oppose government plans to raise retirement age

**T**otal opposition to government plans to raise teachers' normal retirement age from 60 to 65 was declared on 13 Oct by teacher organisations throughout the United Kingdom. Teacher representatives made this position loud and clear at the meeting of the Teachers' Superannuation Working Party, which involves the teacher organisations, the employers and the government.

The National Union of Teachers (NUT) will continue to work with the national centre Trade Union Congress (TUC) and other public service unions on a wider sustained campaign of opposition to any increase in the normal retirement age. This

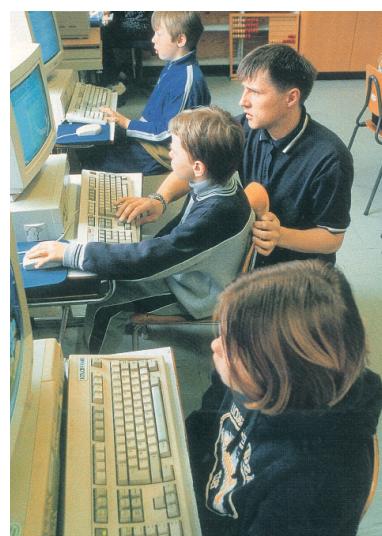
includes a national day of action, which will unite both public and private sector unions in the pursuit of much improved state pension provision and opposition to any worsening of occupational pension provision.

The NUT also expressed concern on fund shortages in both primary and secondary schools. The government changed the method of distribution of funding and now, guaranteed increases are only provided to schools where pupil numbers are rising.

Doug McAvoy, NUT's General Secretary said, "Children are in larger classes, have too few teachers, and the support staff

to help the teachers is not there. They will suffer as a direct result of the government's failures."

Using a study undertaken by Price Waterhouse Coopers, NUT gives a national picture of a shortfall of between £1 billion to £1.5 billion over the three-year period of the Comprehensive Spending Review, even taking into account the additional £800 million the government was allocating to schools over a two-year period.



## The Cancun WTO Ministerial The End of the Beginning?

The failure of World Trade Organisation Cancun Ministerial sparked a series of analyses of the factors leading to the collapse of negotiations. Suffice it to say the complexity of the issues, inadequate preparation and the WTO requirement of "explicit consensus" (read unanimity) doomed the meeting to failure even before it began. Fundamental differences in the positions of major players such as the European Union, the United States of America and the Group of 20+, could not be reconciled.

### Shift to bilateral negotiations

Although the final Ministerial statement provides for talks to resume in Geneva, developed countries, in particular the United States, will probably direct more attention to bilateral negotiations as the route more likely to produce results. This shift has important implications for the work of EI and its members.

It is evident that the Draft Cancun Ministerial text, which was to provide the context for negotiations, was rushed and lacked consensus. It was not issued until August 2003 and therefore left little time for national delegations to consult, discuss and get feedback from their own governments. Rather than bridging to some extent the North-South divide exposed during the Doha round, the

text increased the skepticism of developing countries concerning how serious rich countries were about their intention to open doors to their own markets. Agriculture was a key issue in determining the success of the talks. Yet, the proposed agricultural framework text was a thinly veiled attempt by developed countries to continue the practice of dumping their export products in developing countries at artificially low prices. This set a negative tone at the outset of negotiations and did little to alleviate the climate of mistrust.

It was within this context that CTF, and the small number of other EI members represented in Cancun, attempted to influence the negotiations. We marshalled our efforts through the twice daily ICFTU sessions that provided a forum to strategise and develop common positions. These were raised with a broad cross-section of ministerial delegations. Media releases were prepared to publicise those views.

Unions emphasised the need for core labour standards and coherence between the WTO's work and key international bodies other than the IMF and World Bank. ICFTU participants argued for the inclusion of the ILO, relevant UN agencies and the WHO. Although we received verbal support from a significant number of ministerial delegations, most claimed

they would only support changes if another country put them forward. This did not happen. More work needs to be done with developing countries, as many of them see core labour standards as a protectionist measure for wealthy nations.

On the issues of agriculture, development and transparency, the ICFTU caucus supported the end of all agricultural export subsidies with a proviso to reorient other agricultural subsidies to social and environmental objectives. It also endorsed the right to stronger food security measures for developing countries, and supported the cotton proposal made by the governments of Burkina Faso, Benin, Chad and Mali.

### Protection of public services

Although GATS related education issues received relatively low priority, the ICFTU work group on the GATS reiterated the serious problems posed by Articles I.3 and VI.4, regarding government capacity to regulate and protect public services. We argued for the removal of education, health and water services from the scope of negotiations. In our lobbying of ministerial delegations, we also emphasised that Mode 4 negotiations and commitments must ensure observance of core labour standards and protect

workers against discrimination. Furthermore, we urged governments to abide by ethical recruitment principles so as to avoid "the brain drain" impact on developing countries.

The jury is out on whether or not the WTO Cancun Meetings were a major or a minor setback to the future of multilateral trade negotiations. Clearly, there is at least a temporary shift in momentum in favour of bilateral talks. A proliferation of such negotiations would be more difficult for EI and its members to monitor and influence than those under the WTO umbrella. This is a new challenge that we jointly must meet.

### More advocacy work is needed

Whatever the future holds, more advocacy work is necessary between ministerial meetings to monitor and influence trade related issues and, in particular, those affecting education services. We cannot rely on last minute interventions and expect to make a significant impact. Education of, and support for, EI members must be increased as well. The handful of members present in Cancun indicates that the relevance of international trade agreements to our work is still not well understood.

**Harvey Weiner**  
Deputy Secretary General  
Canadian Teachers' Federation

# PRIVATISATION

## Government's cop-out means slow death for Haiti

**W**hat happens to education when it is turned into a merchandise? What happens to students when learning becomes a commercial that comes with a price tag? What happens to parents who are dealt with as "customers"? What happens to a country when its government cops out, handing the education "market" to private investors on a silver platter?

school or to a state school. Cost is of course a primary criterion. Some private schools are set up for the elite. They adopt French- or American-style syllabus and offer their students all the facilities imaginable: competent teachers, individualised tutorship, sports facilities, computer and audio-visual equipment etc. But all this can only be obtained at a price running into thousands of dollars per year.

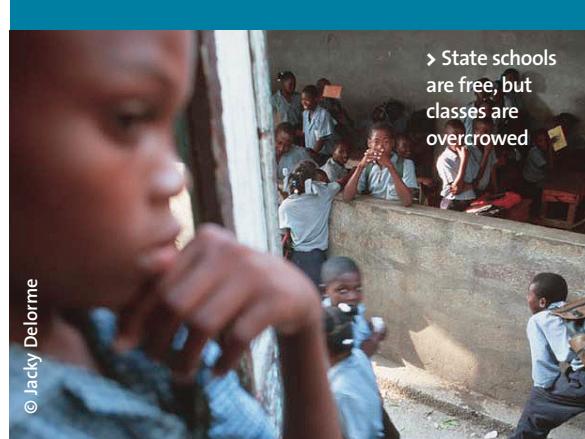
***In November 2002, the WTO, champion of trade liberalisation, welcomed the latest assessment of Haiti's trade policies, which show the reforms undertaken by the Haitian government have turned the country into one of the most deregulated economies in Latin America and the Caribbean.***

Answers to many of these questions are found in Haiti, a small and impoverished country which has realised, at its own expense, the dream of a deregulated education system.

Nearly 90% of Haitian schools are private, though parents have a choice between sending their children to a private

On the other hand, parents can provide education for their children at a much cheaper price – barely twenty dollars per year. However, the services provided are proportionate to the fees and inversely proportionate to the class size. Parents can also choose between a profit-making school and a non-profit-making one. Schools of the latter type are often run by religious institutions. State schools are completely free of charge, but nevertheless children attending them do pay a price: classes are grossly overcrowded and the education standards are mediocre. For the poorest families, the choice is even more limited: their children simply get no schooling at all.

What about the teachers? "Most work in two schools, one in the morning, the



*other in the afternoon. Often they work in both private and state schools,"* explains Jean Lavaud Frederick, General Secretary of the Haitian teachers union, the *Confédération nationale des enseignants haïtiens* (CNEH). "We have no choice. Teachers cannot survive on a salary of about 80 to 90 dollars per month. We all try to make ends meet by giving private lessons and moonlighting in various capacities."

Haiti is the poorest country in the Caribbean: it ranks 150th out of 174 countries on the UN Development Index. The island has no industry and has managed to survive due to the revenues sent by Haitians migrated to the USA and Canada. The government, led by former priest Aristide, is so corrupt that no developed country is willing to provide development aid. In addition to the money sent by the emigrants, it is largely the work carried out by NGOs that prevents the country from collapsing into absolute decay.

In the areas where the state is to play an essential role – education and health – it does precisely the opposite. Healthcare in the countryside is provided by Cuban doctors. The coffers of the various

ministerial departments are hopelessly empty. The government puts forward proposals, but these only exist on paper since no funding is available.

The only area in which the government in power excels is... wielding power. In this respect, President Aristide has followed in the footsteps of his predecessors: "Papa Doc", "Baby Doc" and the military who ousted the "Doc" family from power.

The Education For All goal is an unrealisable dream for Haiti, remarks Jean Lavaud ruefully. "The implementation of its objectives requires the government to invest in education, to show some measure of political will and draw up some sort of plan for the public education system. After all, an efficient education system is essential for a dynamic economy, a healthy population and a stable democracy."

Education is not a panacea that will cure all of a country's ills, but clearly, it is not to be left in the hands of the private sector and the market, as in Haiti's case. Poverty and deprivation are widespread. Privatising education is not the answer – neither here nor anywhere else.



# PUBLICATIONS

## Challenging World Bank's World Development Report

**"Criticism is easy, but constructive answers are less simple to formulate," so says EI about the latest World Bank Report on public services.**

The central idea of the World Bank's *"flagship publication"*, World Development Report (WDR) is that health, education, water and other services are failing poor people because of the lousy performance of the providers, namely teachers, nurses and other public employees. The report's solution is 'client power' - giving more say to the users of these services, mainly by introducing market mechanisms in various guises.

The writers of the report – officials from the World Bank – chose to formulate their gross generalisation from negative anecdotes. *"Teachers show up drunk, are physically abusive or simply do nothing,"* begins the chapter on

Basic Education Services. In the following chapter on health, the Report states that midwives hit patients. Throughout the report, cases and examples are woven in selectively to deliberately put teachers and the role of teacher unions in a poor light. What is ironic, is that the highly paid officials who wrote this report failed to notice teachers, nurses and utility workers in developing countries are themselves among the poor. Their nominal wages are often below the poverty line, and they often get paid a few months late.

Previous WDRs have carried weight because of the quality of the research. However, when EI checked the research methods

used in the chapter on Basic Education Services, we found that many assertions lacked references, sources cited were often informal papers internal to the Bank, the use of other references was highly selective, certain citations were taken out of context, and figures taken from OECD and other reputable sources were reinterpreted to fit the authors' arguments.

This report cannot be accepted in its present form and EI has launched a campaign with its affiliates to address the issue with the World Bank leadership (see page 7).

<http://econ.worldbank.org/wdr/wdr2004/>



## The role of education in protecting children in conflict

London-based Humanitarian Practice Network (HPN) published a report paper highlighting the role of education in protecting children in conflict situations. This paper argues for a reappraisal of the position of education in emergency programming. Education in emergencies is a young area; the evidence of its impact is often anecdotal, and although its status as a humanitarian concern has gained legitimacy in recent years, it has yet to be accepted across the humanitarian community.

Wars deprive millions of children of an education, yet no one

dies from not going to school, and other life-threatening needs - for food, water, shelter or healthcare - can at first glance seem more pressing. This report suggests that, as protection in conflict emerges more clearly as a legitimate humanitarian concern, so the role of education as a tool of protection must be more clearly understood.

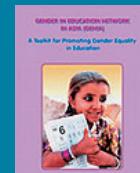
The report raises a lot of questions: How does conflict affect a child's education, and what impact does this have on an affected individual's social or cognitive development? In what ways can education enhance the physical and psychosocial

protection of children in war-affected or displaced communities? What risks does education programming in these contested environments present, for children and for agencies themselves? What is currently being done, and how could it be done better?

This paper does not offer definitive answers to these questions. Much more needs to be done to enhance our understanding of the links between education and child protection in emergency situations.

[www.odihpn.org/pdfbin/networkpaper042.pdf](http://www.odihpn.org/pdfbin/networkpaper042.pdf)

### Toolkit for Promoting Gender Equality in Education



UNESCO Bangkok has facilitated the development of a toolkit to promote Goal 5 of the Dakar

Framework for Action which calls for gender parity by 2005. The kit is the outcome of a series of national and regional workshops in the context of the Gender in Education Network in Asia (GENIA). It is intended to help Education Ministries mainstream gender in education policies.

Among the tools it contains are "gender lenses" for analysing curriculum and textbooks, gender responsiveness of Education Ministry Departments and for measuring childfriendliness of schools. The kit also provides guidelines on how to prepare gender responsive EFA plans as well as an EFA gender mainstreaming checklist.

For more information contact: [gender@unescobkk.org](mailto:gender@unescobkk.org) [www.unescobkk.org/gender/genianetwork.htm](http://www.unescobkk.org/gender/genianetwork.htm)

### Towards a Culture of Tolerance and Peace

The International Bureau for Children's Right (IBCR) based on Montreal, Canada, published an educational package for public secondary schools aiming at teaching schoolchildren about the culture of peace and tolerance. The package discusses the subject of war and conflict and cites concrete examples from situations from around the world. Other than introducing students to international instruments to promote peace and tolerance, the package also helps them identify behaviours of intolerance and teaches them how to overcome negative stereotypes and prejudices.

To download the education package, please visit IBCR's website: [www.ibcr.org/](http://www.ibcr.org/)

# A LIFE IN THE DAY OF ...

## Haura Eir Haume, teacher in a displaced people's camp in Sudan

Wad El Bashier is a camp for people internally displaced by the war, situated on the outskirts of Khartoum where there are only three small community-run schools to provide basic education for over 4,900 people. Set up in 1990 by a group of community volunteers, supported by a grant from Education Action International, Shord school has 475 pupils ranging in age from 5 up to 20. The displaced people's camps are scattered around the edges of the suburbs of Khartoum. They have neither electricity nor water and are supposed to be temporary settlements to house the populations of southern Sudanese towns and villages who have been forced to escape the fighting.

It is a barren environment of narrow passageways between rows of crumbling huts made of mud, straw and sticks. The landscape is flat - sand strewn with litter, among which herds of goats wander looking for food. Everywhere are signs of activity - smoking fires for cooking, children playing ball, women buying water from the donkey carts that come from the camp's only well. You can see that most of the children are not at school. Often a family is able to afford to send just one child to school. The child will usually be a boy, since they will stay in the family and contribute to its income rather than marrying and moving away.

The Education Action International team is greeted enthusiastically when they arrive at the school. The pupils have prepared a song of welcome, carefully rehearsed and sung loudly in English. They are sitting in rows in classrooms, dark in con-

trast to the bright sunshine outside, with walls of mud and straw, hard dirt floors and a few wooden benches on which are crammed an impossible number of children.

There are about 70 children aged from 8 to 15 in the fourth grade class the team visited. The classroom is crowded and noisy. The teacher is standing in front of a blackboard since there are no exercise books.

Twenty-four year old Haura Eir Haume is the teacher of this class. She became a teacher two years ago after finishing secondary school and doing a teaching diploma.

*"I was lucky enough to have two chances for my education," said Haura. I went to school in southern Sudan, but then the area we lived in became too dangerous because of the war. Soldiers shot one of my brothers so my father decided to bring the whole family to Khartoum. I don't remember much about the journey because I was sick with TB and we had no medicine. When we settled in Khartoum I had forgotten most of the things I had learned, so I had to start school again! Luckily my parents realised how important education is and now I help to pay the school fees of my younger brothers and sisters."*

Haura shows us her house. She was married in 2001 and she lives near the school. Her house is the same as the other camp huts - made of sun-baked mud bricks with one room and a verandah outside. She lives there with her husband, their two year old daughter and her husband's younger brother.

Haura leaves home each day at 7.30am. Her daughter has to go with her since she has no one to

look after her during the day: *"It was difficult when she was little because I had to keep going in and out of lessons to see to her but now that she is a bit older, she can play with the other children so it is a bit easier for me."*

Haura teaches general science to pupils from Grades four to seven, using a blackboard, posters, pens and paper. They follow the government curriculum as far as they can with the limited teaching resources available to them.

School finishes at 2.30pm since many of the children need to work afterwards. She usually goes to the market to buy food for the family and then does her



© Education Action International

**Haura Eir Haume is a young teacher in Wad El Bashier, who remains optimistic about the future of her profession and country.**

especially important to educate the girls since women run the families here and girls' education has a big impact on the family's health, nutrition and future income. When peace comes we

**Sudan is one of the countries that have been identified by the United Nations as being unlikely to achieve the Millennium development goal of basic education for all without a significant increase in investment in education. At the moment, due to the ongoing civil war, the government invests only 3% of the country's GNP in education and around 42% of children do not go to school. This figure is worse in areas most affected by the war.**

preparation for school the next day as early as she can, since there is no electricity for lights when it begins to get dark.

Haura says she wants to continue working as a teacher and wants to improve her teaching skills. She is hoping to go on some in-service training courses organised by the network of community-based organisations supported by Education Action International. She would like to stay within her own community although she could be paid more for working at a private school.

*"The situation of families in these camps is desperate - we are all poor and jobless. People can't afford to send their children to private schools so we must set up our own and give our children the best education we can. It is es-*

*hope to go back to our lands in southern Sudan and we don't want to be ignorant. We want to have the skills to rebuild our towns and villages and have hope for the future."*

The future for the children of the Wad El Bashier camp, however, seems bleak. The school is to be demolished by the government next year to make way for an oil pipeline.

Over the last seven years, Education Action International has worked with primary school and literacy teachers in Palestine, Sudan, Uganda and Sierra Leone to develop effective practical in-service teacher training courses that have an immediate impact on teacher attitudes and practice. To find out more about our work and how to support us please go to

[www.education-action.org](http://www.education-action.org)

**Lisa McFall**  
Media Officer  
Education Action International



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