

Quality teachers for Quality education

5 October 2004

Wanted: Quality Teachers to be Recruited and Retained

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A hand-drawn illustration of a large, stylized flower with yellow and red petals, growing from a dark, textured base. The flower is the central focus of the image. In the background, there are two large, orange, textured hands emerging from the sides, one from the top left and one from the bottom right, as if holding or supporting the flower. The overall style is artistic and somewhat surreal.





WORLDS OF EDUCATION



Teacher shortage is a worldwide problem that affects both industrialised and developing countries. In the former, the biggest challenge comes from the ageing of the profession, while in the latter, many more teachers need to be recruited for the millions of out-of-school children to fulfil the 2015 Education For All goal.

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Global Action Week 2004

School children from all over the world will go to their parliaments on April 20 and call on their governments to help solve a global education crisis in which 115 million children are unable to attend school, 60 million of whom are girls.

As part of the "World's biggest lobby", children will add their voices to those of millions in 100 countries across the globe, many who have never seen the inside of a classroom.

The "World's biggest lobby" is part of the Global Campaign for Education's (GCE) annual Week of Action. The events take place exactly four years after 182 countries met in Dakar, Senegal in April

2000 and committed to provide education for all. According to UN estimates, \$5.6 billion in additional donor funding a year would enable all children to go to school – the equivalent of just three days of global military spending.

"Over one hundred million children are being denied a basic human right - the right to an education, and most of those missing out are girls," said United Nations Secretary General Kofi Annan. *"I fully support the Global Campaign for Education's Week of Action and call upon world leaders to support education for all the world's children."*



Brazil: A country of 2.5 million teachers

Brazil's hosting of the fourth EI World Congress comes at a crucial time for the country and the education sector generally, as EI's Brazilian affiliate *Confederação Nacional dos Trabalhadores em Educação (CNTE)* explains in this article.

The recent election of a left-wing president has made Brazil a political benchmark for the world, and especially so for Latin America. The international community is keeping a close eye on the new government's initiatives, which are reviving the hopes of the Brazilian people. Education has come to the forefront of national debates, because it is more than just another public policy under the government's charge; for teachers, it is the only public policy that can create the conditions which will transform a blueprint for a genuinely democratic, inclusive, fair, prosperous and sovereign society into reality.

Brazilians are sick of hearing about Brazil being "*the country of the future*". Countless generations have laboured to build a future that mostly has not happened except for the well-heeled classes. With 500 years of history and 181 years as an independent state, Brazil is the world's 18th largest economy (it was once 8th) and Latin America's biggest. But its

teachers are among the world's lowest paid. So, what the EI Congress decides will not just carry relevance for all education workers, but will have knock-on effects on the political and economic future of the entire population. That is why the *Confederação Nacional dos Trabalhadores em Educação (CNTE)* is proud to host this Congress at such a key moment in the building of a future in which the Confederation is actively engaged.

Decentralisation and under-funding

With the end of the military dictatorship (1964-1989), and the rise of free enterprise as the dominant political and economic paradigm all around the world, the Brazilian state, which has always governed for the elites, has gradually pulled out of the key sectors in where it still played a major role. Under-investment and the failings of public policies that should have addressed the needs of teaching staff and society as a whole have deteriorated the education sector. Brazilian educational standards have been falling since the sixties for political reasons; economic factors, mainly the transfer of responsibility for basic education to local councils, have increased the speed and intensity of that decline. This has been exacerbated by a

failure to provide the funding to cope with the country's 57 million primary and secondary school students. Brazil is now investing just over 4% of GNP in education, when it really needs to spend at least 10% in the ten years ahead if it is to include the vast population who are denied their citizenship through the exclusion from the education system.

After more than a decade of abdicated responsibility, Brazilian education faces a bleak future. The findings of a survey done by CNTE among 10 of the federation's 27 units (Pesquisa Retrato da Escola 3 - School Profiling Survey 3) on the living conditions of teaching staff show that unless something is done now, Brazilian education will be crippled in the years ahead by the gap between the low number of young entrants into the profession and the number of retiring staff. Low pay, dismal

working conditions, political obstacles to innovative education plans or those that cater to the situation of individual schools, and a lack of funding to provide material resources and enable all school-age children to access and stay in education at each stage of the system, have driven young people away from the profession, and disheartened many of the



classroom teachers who stubbornly stay on. The CNTE survey found that at least one in four teachers are suffering from burnout - a work-related stress syndrome that leaves teachers feeling depressed, alienated and "going through the mo-

BRAZILIAN EDUCATION AT A GLANCE

Number of teaching personnel	2.4 million*
Percentage of children engaged in child labour	5 - 9 years: 1.8% 10 - 14 years: 11.6% 15 - 17 years: 31.5%
Percentage of non-schooling children	< 3 years: 90.57% 0 - 6 years: 68% 4 - 6 years: 38.64% 7 - 14 years: 5.5% 12 - 17 years: 14.55%
Illiteracy	16.3 million + 30 million functional illiterates
Computer literacy	34% of schooling children
Internet access	39% of schooling children
Number of students in basic education	57 million (49.7 million in public schools and 7.3 million in private schools)
Number of students in higher education	3.5 million
Registration in private schools	69%
Registration in public schools	31%
Teaching personnel in higher education	220 million (41% of which are in public institutes)
Investment in public education	4.3% of GDP

* Awaiting new survey to be conducted this year by the Ministry of Education.



FOR GLOBAL PROGRESS



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tions" from being torn between what they can give and what stops them doing their job.

Support and demands

Brazilian teachers played a decisive part in voting in a left-wing candidate, believing that only a political change at the heart of power could change the country's future. Putting education back on top of the national agenda is a key aim of the CNTE and the main thrust of its trade union action, policy and opinion-shaping. So teachers pinned their hopes on helping to bring Luís Inácio Lula da Silva of the Partido dos Trabalhadores (PT) to power. Backed by a rainbow coalition ranging from the far-left to centre groups, he also enjoys the support of the vast population and the civil society, despite the relative pent-up frustration of the citizens whose demands, accumulated over the past decades, will need several terms in government to deliver.

The CNTE has maintained its political independence, and so, is demanding urgent structural measures to ensure free, good quality public education for all at every stage of education. In the 500 years of Brazilian history, education has never been a priority. The neo-liberal government of former president Fernando Henrique Cardoso prided itself on having brought education to over 97% of children, ignoring the fact that this is any government's duty, and that quality was the least of its concerns. This disastrous policy has meant that while Brazil's elites, especially in the large urban centres, still have the choice of top-quality private

education that rivals even the best international systems, the general public faced a legacy of overcrowded, poorly-equipped and run-down state schools rife with violence and drugs.

The ideal of quality education for all

Through the Education Ministry, the Lula government may have opened up channels for increased social dialogue, but education is still not a top national priority yet. Teachers have a duty to put it there. The CNTE is therefore exploring all avenues to bring pressure on the government to live up to its pledge to pay the necessary attention to education and teachers. The holding of the EI World Congress in Brazil will add profile and considerable credibility to our demands which have never stuck to strictly work-related aspects, but have always embraced the ideal of quality education for all.

As the union representative of 2.5 million teaching staff in all states linked together in 31 trade unions with responsibility for close to 50 million students in public education, the CNTE is obligated to have a say in framing public policy. And it does so, not simply to argue for the interests of its professional sector, but also to engage other education activists and MPs in constant dialogue. The CNTE is also working to involve society in the quest for a collective consciousness as the legitimate political lever to get improvements in education and general living conditions. These awareness-building activities are centred around surveys like

the Retrato da Escola (School Profile), the Semana Nacional em Defesa e Promoção da Educação Pública (National Week for the Defence and Promotion of Public Education), as well as fora, debates and seminars in different regions in the widest range of sectors. All this has enabled the Confederation to win substantial victories. The fact that Brazil today has at least a basic quality education is due to the action of teachers and players in the education sector, where the CNTE's ability to mobilise labour puts it in a league of its own.

Brazil in figures

Political system	Federal Republic
Surface area	8.519.965 km ²
Population	182 million 0-14 years: 27.1% 15-64 years: 67.2% > 65 years: 5.7%
Average age	27 years
Infant mortality rate	31.74 per thousand
Life expectancy	71.13 years Men: 67.16 Women: 75.3
Per capita income	US\$ 7.600 per annum
Currency	Real (R\$), R\$1 = US\$1
Division of GDP	Agriculture: 8% Industry: 36% Services: 56%

and includes such contrasting realities as the Amazon jungle and the semi-arid Nordeste region, vast modern cities and tiny, remote communities. Even



Brazilian teachers take great pride in their jobs, as well as their political and trade union action, and firmly believe that their ability to get rank-and-file action going can lead to change, despite the lack of material and financial resources that makes it hard to bring together such a large and diverse category organised in so many trade unions distributed throughout more than five thousand municipalities in a country that occupies more than half of all South America

so, it is carrying on the fight, confident that only quality public education can provide the people with the ability to build the Brazil they want. CNTE's agenda is also international. It believes that Education International has a pivotal role, which further strengthens the ties of friendship and solidarity between the two organisations.



EDUCATION FOR ALL

Few Countries Teach Mother Tongue

Although the use of mother tongues as a medium of education is gaining popularity, few countries have incorporated the idea into their education systems, a 2004 UNESCO survey indicates.

El strongly supports the rights of children to be taught in their mother tongue and encourages countries to use indigenous languages for basic education. Teaching children in their mother tongue from the earliest age both stimulates the child's learning ability and preserves the world's rich heritage of linguistic diversity.

The long-standing neglect of indigenous languages has resulted in the belief that they are unable of imparting a modern education, including science and technology. The shortage of teaching materials and trained teachers is also being used as an excuse for not adopting indigenous languages in schools.

"English is becoming a dominant language and it is seen as the key to economic empowerment. Pupils and parents seem to believe that a basic education in a dominant language will give them the upper hand in schooling and the job market," says Rebeca Sevilla, El Equality Coordinator.

"It is widely acknowledged nowadays that teaching in both the mother tongue and the official national language helps children to obtain better results and stimulates their cognitive development and capacity to learn," acknowledged UNESCO Director General Koichiro Matsuura on 19 February, International Mother Language Day.

The third edition of El's Barometer, to be released in July 2004 at El's World Congress, contains a wealth of information on the provision of education in national languages.

El affiliate leads the fight for EFA in Swaziland

Swaziland is establishing a local branch of the Global Campaign for Education in an effort to improve the kingdom's schools and curriculum.

"Our goal is to provide free and quality education to all Swazis - to all children, of course - but also to Swazi women, to correct an historical imbalance," said Evart Dlamini, acting administrator for the campaign, and board member of the Swaziland National Association of Teachers.

El affiliate SNAT is spearheading the national campaign in partnership with the Swaziland Action Group Against Abuse (SWAGAA), the Swaziland Council of Churches, and the Swaziland branch of Women and Law in Southern Africa. *"We are planning public marches to highlight the need for better education and the inclusion of all children in schools,"* said Dlamini.

The campaign will be taken to parliament during Global Action Week, with a special session dedicated to the subject of universal free education. School children will testify before lawmakers about the havoc caused

by disruptions in their scholastic careers, due to lack of funds for school fees and the deaths of parents or caregivers who had been supporting them. Children who have dropped out of school entirely because of financial problems will also plead their case to MPs.

"The situation has got dire because of AIDS. Ninety percent of children [of school-going age] were enrolled in primary school 10 years ago. Today, the number is down to 70 percent - a big step backwards," stated Dr Derek von Wissell, chairman of the National Emergency Response Committee on HIV/AIDS.

Swaziland is one of the 17 countries where El carries out its joint WHO HIV/AIDS/STD prevention programme. In 2003, more than 700 were trained in over 200 schools.

The GCE campaign will play a role in holding government to its

commitment to education, and expanding that commitment with additional resources.

Educationalists agree that Swaziland's pool of teachers is endangered because of AIDS and the lure of higher salaries across the border in South Africa, but there is no proposal to address the loss. The Swazi GCE branch also feels that better equipped and more secure schools may attract teachers. *"Our schools are in terrible shape, literally falling apart. We need a massive influx of funding to upgrade the infrastructure. The emphasis on putting all children in school obscures the reality that there must be decent schools and enough classrooms for the children,"* said Dot Matsebula, a primary school teacher in the capital, Mbabane.

El is proud that its affiliate is spearheading this vital campaign for the future of Swaziland.

School is the best place to work

In 2002, a number of European development organisations came together on one basic principle: children should not work, they must be in schools. Thus the Campaign "Stop Child Labour – school is the best place to work" was born, run by HIVOS in the Netherlands, Concern in Ireland and Deutsch Welt-hungerhilfe in Germany and supported by a number of trade unions in these countries such as the Association of Secondary Teachers of Ireland, the Teachers' Union of Ireland and the Irish National Teachers Organisation and also AOb, the Dutch tea-

chers' union. In addition, the campaign has recently been officially endorsed by El.

"Stop Child Labour – school is the best place to work" seeks to eliminate all child labour through the provision of full-time quality education. Convinced that education is every child's right, the campaign believes that there is no alternative to the formal school system and that poverty should not be an impediment to enrolment.

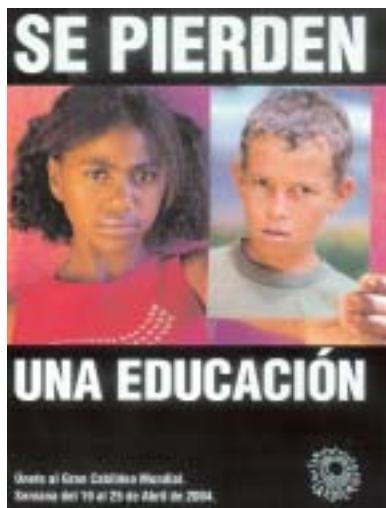
In the belief that donors must fulfil their commitments to the world's children, the campaign works to increase public aware-

ness of these issues as well as to lobby their national governments and the European Union to increase funding and create coherent policies to ensure all out-of-school children including child labourers are given the possibility of an education. To sign the petition please go to:

www.schoolisthebestplacetowork.org



Global Action Week: The Biggest Lobby Ever!



In **Denmark** an amazing 44,700 pupils took part. This set the record for the most children involved in a single country, with 120 pupils meeting and discussing national legislation with politicians.

In the **United Kingdom** as many as 1100 schools took part in an "MPs Go Back to School Day" in which more than 400 MPs visited schools. At their national parliament, 659 children, (representing the number of parliamentarians in the UK) participated in a 2-hour event involving the Minister of Education and the International Development Minister. The events was publicised on BBC News.

In **Germany**, GEW joined German Oxfam and World-Vision to invite pupils to send e-cards to Bundeskanzler Gerhard Schröder.

In **Brussels** on April 29th, EI and GCE members took child labourers to a lobby

session with the European Institutions.

In the **Philippines**, a youth workshop was held during the week before the lobby so that youth leaders could prepare a joint education agenda presented to the government during the lobby. EI affiliate ACT mobilised 6,000 teachers.

In **Canada**, CTF invited Members of Parliament to a

their views on the education system and made proposals. At the end of the plenary they signed a "Commitment for the Right to a Quality Education for all Boys and Girls of Peru" with political leaders.

In **Senegal**, children missing out on school addressed their parliamentarians and participated in a live link-up with a youth lobby in **Spain**.

AIDS orphans and street chil-

Please send your country updates, photos, and other material to:

El Global Action Week Coordinator frederique.boni@ei-ie.org
actionweek@campaignforeducation.org

breakfast meeting to celebrate Canada's role, as one of the G8 countries, in helping to achieve the Education For All goal.

In **Peru**, boys and girls from each of the 24 regions lobbied the National Parliament (Congreso de la República) in Lima. The children presented

children in **Malawi** presented their "Missing Out" maps to traditional leaders and to their parliamentarians.

In the **US**, EI affiliate NEA and GCE partners were able to solicit Senator Hillary Clinton to address Congress on EFA. Comedian George Lopez, human rights activist Mary Robinson and actors from the TV series "The West Wing" gave active support to the World's Biggest Lobby Ever.

ZAMBIA

El-WB dialogue

Following up on the dialogue initiated with the World Bank leadership, EI undertook to draw the attention of the Bank to the worrying situation affecting teachers around the world. Recently, EI drew the attention of the World Bank to the fate of Zambian teachers in understaffed schools.

In March, World Bank Country Director for Zambia, Malawi and Zimbabwe, Hartwig Schafer, acknowledged EI's concerns.

"We agree, that in order to make progress toward the Millennium Development Goal of achievement of Universal Primary Completion by 2015, Zambia needs to have more teachers, especially in its rural schools which are indeed understaffed. On the other hand, we appreciate that macroeconomic stabilisation is an urgent priority for the Government of Zambia.

In particular, the recently presented 2004 budget, which aims at reducing domestic financing of the budget deficit to curb the escalating cost of domestic debt service, crowds out other expenditures, including expenditure on education."

"In our role as advisor, the World Bank, has been fostering the dialogue to enhance mutual understanding and appreciation of the need to balance macroeconomic stability and social sector priorities, including education sector targets," he added.

So, while there is a wage bill limit, the Ministry of Education will be able to hire new teachers in 2004 to replace those lost due to attrition. On the basis of past experience, the number might be in the range of 2000-2500. At this point in time, the focus of our advice is on ensuring that those teachers are posted to schools where the marginal value added is the highest (for instance in some rural areas).

0.23%

In 2003, official aid from the main donor countries averaged 0.23% of their GNP. Following commitments made at Monterrey, that ratio is set to rise to 0.26% by 2006. But when it comes to hard cash, overseas aid still tends to be a low domestic political priority. And donors start to emphasise the need for recipient countries to demonstrate that they use the money wisely.

Co-operation with Iraqi teachers

More than one million children are out of school in Iraq, expelled for social, economic and gender reasons.



In February, following the mandate given by the Executive Board, EI participated in a Global Unions exploratory mission to Iraq to examine the possibilities of working with Iraqi teachers' unions.

The EI Executive Board that met from 24-26 March decided to develop, in co-operation with the ICFTU, programmes to strengthen and support the Iraqi Teachers' Union and the Kurdish Teachers' Union in order to ensure proper representation of the teaching profession and enable it to contribute to the rebuilding of a democratic Iraqi society.

An education system in dire need

The education system in Iraq was once considered one of the best in the region. Since the 1980s it has deteriorated seriously in terms of access, quality and equity as a result of wars, and decades of under-funding and official neglect.

The lack of teachers and classrooms produced a crisis in schools. Each teacher has to teach an average of 50 pupils. At the same time, more than one million students are out of school, expelled because of social,

economic and even gender reasons. In tertiary education, lack of resources is also blatant.

Active teachers' unions

The EI delegation, composed of EI Development Co-ordinator Nicolas Richards, and American Federation of Teachers' David Dorn, met members of the national boards of the Iraqi Teachers Union and of the Kurdish Teachers' Union.

The Association of Teachers of the Republic of Iraq, now called Iraqi Teachers' Union, existed as a professional organisation since 1930. Normal union activities took place until 1968 when the Association became part of the Ba'athist machinery. Saddam's party decided to use the Association to control the education system, teachers and pupils. The union estimates that around 15,000 teachers were fired, killed or went into exile.

All the teachers in the country from primary school to university level had to be members of the association and pay dues, al-

→ p.12

International Women's Day 2004

Once again, 8th March was largely celebrated across the five continents with debates, rallies, lectures and press conferences. This year's theme "*Teachers' unions combating all forms of discrimination against women and girls*" was used by EI affiliates to raise awareness on gender based discrimination, a phenomenon which is growing with amplitude in all societies.



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CTF Canada focused on the contribution of teachers and education to improve women's

social status and prevent them from being exploited and abused. In the **Philippines**, several activities were scheduled throughout the week including basic unionism and leadership training programmes, forums on violence against women, the impact of globalisation on women and women and the law. Lararforbundet **Sweden** invited UN Special Rapporteur on the right to education, Mrs. Katarina Tomasevski, to talk about girls' right to education.

Discussions on women's lead-

ership in trade unions and on combating discrimination were scheduled by EI affiliates in **Burkina Faso**, **Senegal**, **Nigeria**, **Niger** and in **Côte d'Ivoire**. In **Cameroon** FESER's women's committee held seminars on HIV/AIDS and other gender related issues.

MEFTU **Mongolia** undertook workshops on the role of women in the family. JTU **Japan** put the emphasis on all aspects of the struggle for gender equality while in **Sri Lanka**, the four EI affiliates prepared a joint programme of activities

on labour law relating to discriminatory practices against women.

International Women's Day was also an occasion for many unions to address other gender sensitive issues such as women and HIV/AIDS, the promotion of women, women in leadership and to focus on the importance of education to improve women's social status and prevent them from being exploited and abused. EI thanks all its affiliates for their mobilisation on 8th March but also for their work throughout the year in "*combating all forms of discrimination against women and girls*".

El Executive Board meeting

The El Executive Board met, from 24-26 March in Brussels, for its last session before the World Congress. Preparations for the Congress were high on the agenda. Board members endorsed the report of activities from 2001-2004 and verified the draft resolutions to be submitted to the World Congress. The Board adopted three resolutions on Iraq, Haiti and the terrorist attack in Madrid.

On Iraq, the El Executive Board unanimously mandated the El Secretariat to develop, in co-operation with the International Confederation of Free Trade Unions, programmes to strengthen and support the Iraqi Teachers' Union and the Kurdish Teachers' Union to ensure proper representation of the teaching profession and enable it to contribute to the rebuilding of a democratic Iraqi society.

Regarding Haiti, the Board urged the Multinational Interim Force to take steps to guarantee democratic freedoms and human rights to all Haitians, including children, teachers and education personnel. The resolution also mandates the El secretariat to develop and carry out an assistance programme with the Haiti teachers union CNEH.

In the resolution adopted on terrorist attacks in Madrid, the El Executive Board extends its condolences and sympathies to El member organisations and to the people of Spain. "No cause can justify such a massacre of innocent people," declared the Board. The El Executive Board reiterates its support for and solidarity with all of those engaged in the struggle for social justice and progress through the exercise of democracy.

Five new organisations were accepted into membership. They are: SYNEC (Cameroon), FECASE (Cameroon), PSEUM (Malawi), TOPPS (the Philippines) and VPONU (Ukraine). El now has over 26 million members through 319 member organisations in 162 countries and territories.



El Chief Regional Co-ordinator for Africa, Tom Bediako (on the picture with El President Mary Futrell), retired last February, after more than 50 years of service to the teaching profession, the trade union movement and Africa. Colleagues from all over the world travelled to Lome to pay tribute to his commitment.

Adjectives most often used to describe Tom are "*committed, respected, wise, visionary and modest*". As Regional Co-ordinator for Africa, Tom Bediako

worked tirelessly to build teacher organisations throughout the continent, driven by a profound belief in the critical role that teacher organisations could and should play in the development of each national society. Tom believes in some clear principles – the same principles that form the foundations of Education International: strong emphasis on professional development combined with participation, independence and democracy.

"Tom, old friend, it has been a privilege to work with you over many of those years. Your achievements have been great, and will stand the test of time," said El General Secretary Fred van Leeuwen.

WWW.EI-IE.ORG/AIDS.HTM

El has revamped the "School health and HIV/AIDS prevention" section of its website. The webpage "Xtras" contains downloadable graphic material (wallpapers, logos, drawings) and interactive maps showing where El and its partners are working in the field of school health and HIV/AIDS/STI prevention. You can also find general information on countries (population, HIV prevalence) and national projects, such as the name of teacher unions implementing projects, the starting date of projects and some achievements. The web pages are now split into current and archived documents for easy access. contact delphine.sanglan@ei-ie.org for more information about El's prevention programme in schools.

calendar

UNESCO/OECD Initiative for cross-border Higher Education - Paris	5-6 APRIL
El Global Action Week	19-25 APRIL
El Pan-European Bureau and Committee meetings - Brussels	26-27 APRIL
El Pan-European Advisory Panel on Quality Education - Brussels	27 APRIL
TUAC Education Group meeting - Paris	5-6 MAY
Third Session of UN Permanent Forum on Indigenous Issues - New York	10-21 MAY
El Latin American Regional Round Table of Women - Buenos Aires	10-12 MAY
First World Congress on Child Labour - Firenze, Italy	10-12 MAY
112 th TUAC Plenary Session - Paris	10-12 MAY
El-PSI Management Meeting - Geneva	18 MAY
92 nd Session of ILO Conference - Geneva	1-17 JUNE
Meeting of ETUCE Networks - Brussels	7 JUNE
OECD meeting on attracting, developing and retaining effective teachers - (to be determined France)	9-11 JUNE
90 th Annual Meeting of the AAUP - Washington	10-13 JUNE
ETUCE Council - Luxemburg	14-15 JUNE
TUAC/OECD's 8 th International Conference on inclusive education for the disabled - Norway	15-17 JUNE
UNESCO 2 nd Global Forum on Higher Education and Quality Assurance - Paris	25-26 JUNE
15 th International AIDS Conference - Bangkok, Thailand	11-16 JULY
4 TH EI WORLD CONGRESS "EDUCATING FOR GLOBAL PROGRESS" - PORTO ALEGRE	22-26 JULY
3 rd World Education Forum - Porto Alegre	28-31 JULY

TEACHERS' RIGHTS

Haiti: Concerted efforts required



**El Regional Co-ordinator
of the Caribbean and North
America, Virginia Albert,
was part of the
10 member strong ICFTU
mission to Haiti from
15-17 February.**

Within the larger framework of a trade union mission orchestrated by the ICFTU, EI carried out an investigation

country. It is clear that the Aristide government made education the last of its priorities: In Haiti, only 11% of all schools are public, school attendance rate is 65% and illiteracy rate reaches 60%.

EI invites the international community to co-ordinate its efforts in order to develop an aid programme for the reconstruction of Haiti. For its part, EI is finalising an assistance plan for its Haitian affiliate CNEH. This programme aims to reinforce the capacities of CNEH to work with Haitian people, teachers, and youths in particular, to help bring about a change of mentality and win the fight against poverty.

in Haiti. It was the fourth official visit of EI's Regional Co-ordinator for North America and the Caribbean, Virginia Albert. Organised before the departure of former President Aristide, the mission aimed to free imprisoned trade union leaders as well as to obtain guarantees for the safety of all union activists, including that of CNEH Secretary General, Jean Lavaud Frederick.

Apart from meeting foreign journalists, the trade union delegation met with various foreign dignitaries - namely, ambassadors of Argentina, Spain, France, Mexico, Chile, Canada, Venezuela and the Bahamas, as well as representatives of the Caribbean Community and Common Market (CARICOM) and the Organisation of American States (OAS).

The EI representative highlighted the extreme impoverishment of the population as well as the climate of violence and terror that reign in the

Luxemburg: Wearing the headscarf to school

After Germany, France and Belgium, Luxemburg is now confronted with the issue of muslim headscarfs. EI's French-speaking affiliate SEW-OGBL launched a discussion forum on the subject on its website. Around 6000 citizens in the French-speaking community are of the Islamic faith. The arguments that prevailed in the forum include: the guarantee of the access to school for young muslims; the school being a means of emancipation, reason to all the more preserve its principle of neutrality and equality.

www.sew.lu



Protests

Central African Republic

Confronted by serious budgetary woes, the Central African government turned its back on its public servants by not paying them their salaries since November 2003. Striking teachers finally managed to open negotiations with the Prime Minister, Céslestin Gaombalet, and a Crisis Committee composed of government representatives and teacher unions was formed to look into the question of salary arrears. "We are aware of the difficulties faced by the Finance Ministry and our children's future," commented the

president of the Intersyndicale. "*we are saying that the government must engage itself to find solutions to our difficulties.*"

Since 18 February, teachers have undertaken successive strike movements to demand the payment of several months of salary arrears.

Surinam

El wrote a letter to the President of the Republic of Surinam, protesting against the government's failure to negotiate with affiliate BvL (Bond van Leraren), the fixed amount of the allowances as stated in an agreement reached earlier in 1998.

Given the jump of 250.9% in inflation rate since that time, BvL requested for renegotiation of the amount but was ignored. A strike was launched on 17 February and the government retaliated by taking BvL to court. In its letter, El urged the Surinam government to resume negotiations with BvL.

Nepal

Teachers, students and other innocent civilians continue to be caught between the Maoist rebels and the military forces in Nepal. Over an 8-year period, 155 teachers have been killed and more than 200 schools were

closed down. Both teachers and students were kidnapped or killed either by the rebels or the military, including NNTA Headquarters member Krishna K.C. and Kathmandu District Representative Madhav Ghimire after an encounter with the security forces. While the families of killed military personnel receive compensation, families of murdered teachers receive nothing. El wrote a letter to the Nepalese government in support of NNTA in their demand for the immediate release of kidnapped teachers and students, as well as the compensation owed to the families of murdered teachers.

The Right to Teach: The Right to Learn

"Teachers, who should be the principal agents for human rights education, can do nothing where their own rights are denied. They are still killed, often merely for being

come the norm in the OECD, while five or even three years of primary education is the African average," she says.

"We have 83 years old international legal norms obliging governments to make education free and compulsory," says Ms. Tomasevski. *"And they were adopted because we knew then as we know today that education cannot be made compulsory unless it is free, and that we doom children to labour, or even criminality, unless we ensure their right to education."*

"The right to education operates as a multiplier, it unlocks all other human rights when guaranteed and forecloses them all when denied."

Her report shows that primary education is not free in 90 countries, almost half of the countries in the world. The largest number is in Africa (38), followed by Asia (19), Eastern Europe and Central Asia (14), Latin America and the

Caribbean (11), and Middle East and North Africa (8).

Her two country missions in the past year to China and Colombia highlighted the financial obstacles for free primary education. The principal reason is the priority of military expenditure over investment in education in government budgets.

The illogical idea that education can eliminate poverty while those too poor to afford the cost are excluded necessitates open recognition and urgent action

Ms. Tomasevski says the barrage of statistics routinely reported about global strategies to achieve education for all cloak the principal question: What is education for? Compulsory education bestows upon governments the power to force all children into school where they can be indoctrinated or abused unless human rights safeguards are in place.

Children are killed at school as corporal punishment remains

rampant, even where it has been formally banned. Or, parents are being forced to work if they cannot afford the payments for their children's education, even primary school children are forced to work, some die working. For most children, the Special Rapporteur says, the knowledge that they have rights, let

alone human rights education, is a distant dream. *"If children know that they have rights,"* says a parent quoted in her report, *"they become uncontrollable."* Indeed, the very idea that children have rights is new and frightening to many, says Ms. Tomasevski. The almost universal ratification of the Convention on the Rights of the child cloaks a great deal of disagreement.



Ms. Tomasevski,
Special
Rapporteur of
the Commission
on Human
Rights on the
right to
education

educators," states **Katarina Tomasevski**, Special Rapporteur of the Commission on Human Rights on the right to education in her last annual report to the Commission¹.

Ms. Tomasevski also denounces the "global education deficit". *"This deficit is epitomized by the fact that no OECD country charges for compulsory education, while primary education is free in only three African countries. Worse, nine years of compulsory education has be-*

¹ document E/CN.4/2004/45

NEWS FROM AFFILIATES

Deep concern for Kosovo



El has two members in Kosovo: the Union of Education, Science and Culture of Kosova (SBASHK), representing the Albanians, and SOK, Sindikat Obrazovanja Kosova, representing the Serbs.

The large-scale inter-ethnic violence that has led to the deaths of at least 31 people in Kosovo since 17 March has shocked El as it undermines the learning environment for children and the situation of teachers and education personnel. Reports from El affiliates show that schools are being occupied and destroyed. The worst affected regions are Lipljan, Kosov Polje, Obilic and Gnjilane. The violent events disturb and delay the delicate processes which have started

to restore relations between ethnic populations. El is very concerned about the need for a peaceful co-existence in Kosovo. El has two members in Kosovo: the Union of Education, Science and Culture of Kosova (SBASHK), representing the Albanians, and SOK, Sindikat Obrazovanja Kosova, representing the Serbs.

Both El affiliates are involved in the peace-making training process and they addressed a joint message to El requesting that pupils, teachers and

schools are declared, by all parties, peace territories and persons. El wrote a letter to the Prime Minister of Kosovo and to the Head of the United Nations in Kosovo, urging them to protect teachers, pupils and their parents, and the schools from ethnic violence. El also called on Prime Minister, Dr. Bajram Rexhepi, to provide conditions for peace, security, freedom, normal life, work, and education for all.

Fatal accident of Guyana Teachers' Union President



Sydney Murdock

The President of the Guyana Teachers' Union, **Mr. Sydney Murdock**, met his death in a tragic motor accident on 26 March while driving home from a meeting at the teachers' union office in Georgetown, Guyana. The union was just recovering from a major strike they had last year where the Government stopped deduct-

ing the membership dues on behalf of the union. As recent as January 2004 Brother Murdock was host to our colleagues from the region at the HIV/AIDS Consultation and workshop organised by Education International in collaboration with WHO, EDC and CDC (WoE7). His untimely death is a serious blow to the Guyana Teachers' Union, who have

experienced the loss of two Presidents in less than two years, and to the Teachers' Union in the Caribbean.

El extended its condolences to the teachers and people of Guyana and pledged to continue its support for the union.

UK unions challenge the "Equality" law

On 17 March, coalition of UK trade unions launched a high court challenge on the government's new employment legislation which it says could allow some employers, such as faith schools, to refuse to employ - or

even sack - gay staff. The National Union of Teachers (NUT) and the National Association of Schoolmasters Union of Women Teachers (NASUWT) are among seven unions challenging the Employment Equality (Sexual Orientation) Regulations 2003.

AIDS toll

Nearly **50%** of the monthly income of El's affiliate in Namibia NANTU goes to funeral benefit payments of union members. Most of the deaths are HIV/AIDS-related. The union receives death claims on a daily basis, paying out to the bereaved members' families.

The high prevalence of HIV/AIDS among teachers has also caused a reduction of the union's income. It has been reported that one teacher out of seven is HIV positive.

Namibia is one of the 17 countries where El is conducting its HIV/AIDS Prevention Programme, in cooperation with WHO and the Centers for Disease Control and Prevention.

www.ei-ie.org/aids.htm

School Manifest of AOb



The Dutch teacher union AOb submitted a school manifesto in January, with seven proposals to decisively improve the quality of secondary education.

Smaller classes, refreshed school buildings, support personnel, clear justification of the results, equal opportunities, increased financing by the government. These are the main points of the manifesto which AOb President

Walter Dresscher submitted on 21 January to Education Minister Maria van der Hoeven. AOb deplores secondary education being continually neglected in the education policy.

Education spendings are lower in the Netherlands (4,800 euros per student) than in France (6,000 euros), Belgium and Germany (5,600 euros).

EI supports research personnel in France

EI announced its support for personnel working in the French research sector, which mobilised against the French government's policy in the area. EI reminded all European partners of their commitment to create a "European Area of Research and Innovation" and to

invest 3% of their GNP in research and innovation by 2010. EI is increasingly concerned about the prevalent situation of the research sector, which sees an increasing number of European-trained researchers leaving to work overseas, especially in the United States. This

shows the lack of appeal and recognition of research work in Europe, as well as the lack of the means to assure proper functioning of laboratories and research teams.

The Australian Education Union launched a campaign for Public Education to end the inequity in the government funding of schools. AEU research shows that the Australian government allocates two-thirds of federal school funding to private schools and only one-third to the public schools that educate 70% of Australian children. "The federal government has clearly restated its values," says Pat Byrne, AEU Federal President. "It supports elitism and inequity in education."

In a federal election year, AEU launched an advertisement campaign and warned MPs of all political persuasions that the union is determined to make education funding a vote-determining issue. AEU

Pushing for Public Education in Australia

will run community-based campaigns in an unprecedented push for change.

AEU is pushing for equitable distribution to public schools from the national budget, federal funding for pre-school education, increased funding for Technical and Further Education (TAFE) and improved programmes for indigenous students, with more indigenous teachers.

AEU research shows that, over the past two decades, enrolment in government schools has declined, while enrolment in private schools increased by 7%. However, middle-class families with children at private schools feel resentment that



the government's underfunding of public schools has effectively pushed them into the private system.

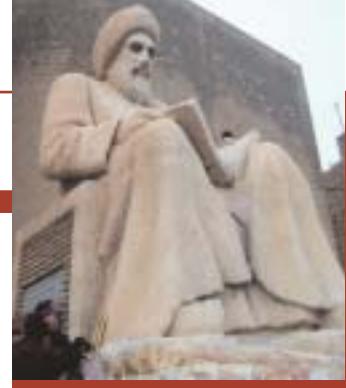
National Public Education Day will be celebrated on May 20 in Australia.

Progress of the national public education campaign can be followed on
www.publiceducation.org.au
www.aeufederal.org.au

IRAQ

The ICFTU/Global Union Federations' visit from 15 to 24 February 2004 was to examine the possibilities of follow-up work with Iraqi trade unionists and raise key concerns about the reconstruction process. The delegation visited Baghdad, Erbil, Basra and Um Qasr and met teachers and workers, trade union officials, the Minister of Labour and Social Affairs, CPA officials, UK special envoy and development NGOs.

The full EI report is available on the EI website www.ei-ie.org



► City of Erbil in Kurdistan

◀ p.6

though they did not receive any benefits, since the welfare scheme (housing, co-operative) was dismantled by the regime. The Association leadership was appointed by the national authorities. Even though the 1987 Labour Law prohibited public sector unionisation, it did not affect ITU as it was a professional organisation under the full control of the government.

The union leadership disappeared in 2003 after the collapse of the Saddam regime. The

elections will be held later in 2004 in order to constitute a fully legalised organisation.

Since the beginning of the reorganisation in July 2003, the union has developed a plan to recruit teachers in Iraq. They have printed 250,000 membership cards that were distributed all over the country through school representatives. Most of the membership cards had already been registered. In Baghdad alone, they have recruited more than 40,000

mail services. Communication with the regional branches is neither easy nor regular.

Kurdistan

The delegation also met Board members of the Kurdistan Teachers Union (KTU). The Kurdish union was established in 1962 and claims a membership of 52,000 teachers. KTU has school representatives in almost every school in Kurdistan. Each teacher pays, through a check off system, a monthly due of 750 Dinars to the union.

The 3-million populated territory has been persecuted by the regime. Kurdish teachers had a leading role in the 1991 revolution against Saddam Hussein. 390 teachers were killed; many were attacked and sent into prison and many were displaced to other regions of Iraq.

As soon as autonomous institutions were created, the union started to work with the Ministry of Education in rebuilding 1,000 schools. KTU provides services to its members in housing, loans for purchasing land, legal advice and subsidies for marriages, births and deaths. It also provides training to teachers in democratic values and human rights. The Union has co-operated with the Ministry of Education to produce texts related to sovereignty, democracy and human rights. In every

school there is a daily class in one or all of these subjects. KTU also presented claims regarding teachers' rights. Wages, working conditions, housing, transportation and the return of displaced teachers are some of the issues that the union is negotiating with the government.

Union Agenda

Both unions have currently good relations with the Ministry of Education. Their main objective is to work on education issues, especially those related to the curricula, education in values, democracy and human rights. One of the biggest problems after the fall of the regime is related to the difficulties that teachers face in their relationship with pupils. Earlier, an authoritarian regime maintained discipline, now they feel discipline has broken down and it is difficult to establish a proper and free teaching-learning environment. Another concern is to train teachers and to do it in a way in which human rights, democracy and good relations with all the pupils, especially girls, is the basis of the learning and teaching process.

Trade union education is vital, as for over 20 years there has been no real union work. Union leaders and rank-and-file members need exposure to the global labour movement and education programmes. The unions also wish to have international relations with other unions in the region and from other parts of the world.



► Meeting with Board members of the Iraqi Teachers Union. On the left, the President Abdul Hameed al-Amri.

teachers decided to reorganise themselves and, in a spirit of reconciliation, they invited former union leaders who were considered to be good and helpful in spite of their allegiance to Saddam. None of these leaders could be traced. In July 2003, the teachers in the provinces appointed 64 members to lead the organisation. In August 2003, 23 members were elected to compose the Board, of whom only two were women, although nearly 80% of teachers in primary schools and 60% in secondary schools are women. The national leadership has a great majority of officers working at present in schools and universities. Board members represent every religious, ethnic, social and political group. They claim to have members even in Kurdistan with a representative of this region on the Board. New

members. ITU now claims 230,000 members. Each new member pays 1,250 Dinars (0.85 USD) to the union. The plan is to recruit all the 400,000 teachers in the Iraqi education system. Non-teaching personnel employed by the Ministry of Education are organised by other union groups.

The last war partially destroyed the Baghdad headquarters of the union. The union has a few support staff, some computers, but no Internet connection or e-



EDUCATION POLICIES

Walking a fine line between claims and dialogue

by Yahya Msulwa, General Secretary of the Tanzania Teachers' Union

In the nineties, non-governmental organisations have taken the lead in the discussion on education in my country. I regret to say, that we as teacher unions focused so heavily on welfare issues, salaries and working conditions, that we left a void in the other areas. I do not blame these NGOs. In many instances, they have done the work that we should have done ourselves.



Surely, there are legitimate reasons why we as unions put so much emphasis on salaries and working conditions. We were under attack. The World Bank and the International Monetary Fund were about to destroy our public education system. Not only here in Tanzania but all over Africa. The intention of the Structural Adjustment Programmes (SAP) was clear: to minimise the role of the State, including in the education sector. This led to great cuts in education expenditure. It was a policy of the eighties and the nineties, imposed by World Bank and the IMF, that people should start paying for the services themselves. This was justified by the logic that such a move would enhance the involvement and commitment of parents in the education of their children. At the same time, the

government of Tanzania was told to cut on teachers' salaries. For quite a number of years now, no new teachers were recruited in Tanzania. The World Bank had stated that Tanzania was not in need of new teachers. All arguments to save costs. The teacher training colleges were virtually closed for four years. Who wants to be trained with no other prospects other than unemployment?

Our members cried out and made it very clear to us, union leadership, that the union should take action. Our stomachs were at stake. In times of hunger we must think of our stomachs. Teachers simply had no means to get by. This meant that we as unionists were faced with a situation in which we had to put all our efforts and energy into getting decent wages for our members. And we did that: in 1997, for example, the Tanzania

Teachers' Union won a substantial salary raise from the government following a massive strike. No one should blame us for that. That is part of our traditional task as a union.

But the SAP policies also brought great havoc to our society as a whole. Over the past two decades, we note a sharp drop in school attendance. NGOs have rightly taken the lead by drawing attention to the fact that a basic human right – the right to education – was being violated. The work done by these NGOs has been of great value to draw the world's attention back to education. I am convinced that these efforts have contributed to getting education back to the top of the agenda.

The introduction of Free Primary Education¹ in Tanzania, Kenya and Uganda in the seventies forced us unionists to take a much closer look at education issues. We simply cannot leave Education For All (EFA) issues such as teacher training, curricula, teacher supply to NGOs. We as teachers have a very specific position in the implementation of the EFA goals, so we are committed to include EFA issues in our teacher union agenda.

The broadening of orientation has a great impact on our ima-

ge. About ten years ago, the unions were viewed as creating chaos and being stubborn. Many teachers amongst our own ranks did not want to be associated with the union. This image has changed drastically. We still fight to guarantee decent working conditions for our members, but we also stand up for the quality of education. We are now developing a vision on education. By doing so, we become a partner for the government, and we are invited to all meetings on education policies. Some members consider dialogue and compromise as a sign of weakness. We as union leaders have to walk a fine line, and that is the challenge we have to face in order to achieve Education For All through partnership.

Education International is a worldwide trade union organisation of education personnel, whose 26 million members represent all sectors of education from pre-school to university 319 national trade unions and associations in 162 countries and territories.

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¹A Free Primary Education initiative was officially relaunched in 2002. Tanzania is part of the EI/FNV Education For All project.

colophon

PUBLICATIONS

Equality for All – Educating for Tolerance



Equality for All – Educating for Tolerance is a new joint EI-ACTRAV publication. Produced as a resource for both teacher unions and classroom teachers, *Equality for All* is a guide that aims to provide education personnel with a tool to

acknowledge prejudice in the classroom and take relevant action.

Teachers as role models need to pass on the message that aggressive behaviour and speech can permanently harm others.

ACTRAV is the Bureau for Workers' Activities of the International Labour Organisation.

[Visit EI's publication page to download the brochure.](#)

The report of the 8th Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) has been released. In general, EI considers the report to be a good one and it supports CEART recommendations as listed in the report. There are also two issues



CEART Report

that EI would like to highlight: first, EI would like the Workers' Group to insist on the necessity to consider the proposals made to further activities or recommendations made to member states concerning the *"Employment Structures and Tenure in Higher Education"*;

secondly, it is important for EI affiliates to insist on the recommendations listed under the section *"Social Dialogue in Education"*.

Another recommendation of the CEART report is to raise awareness about the 1997 UNESCO recommendation on the

Status of Higher Education Personnel. Later in June, EI will issue a leaflet for its members about this recommendation.

An informal session was organised for discussion with teacher representatives and EI suggests that this be continued and expanded at the next meeting.

[Download the CEART report from the EI website.](#)

A fair globalisation: Creating opportunities for all



"The current path of globalisation must change. Too few share in its benefits. Too many have no voice in its design and no influence on its course," says the report on globalisation launched recently by the International Labour organisation (ILO).

The foreword states, "We believe the dominant perspective on globalisation must shift more from a narrow preoccupation with markets to a broader preoccupation with people. Globalisation must be brought from the high pedestal of corporate boardrooms and cabinet

meetings to meet the needs of people in the communities in which they live. The social dimension of globalisation is about jobs, health and education – but it goes far beyond these. It is the dimension of globalisation which people experience in their daily life and work."

The Commission proposes a series of actions – each small in itself. Yet taken together they will set in motion a process to achieve this goal by stimulating and energising the networks of people and ideas and the economic and social interactions of globalisation itself.

The report presents fundamental criticism of the impact of globalisation on working

people. It is very frank in its assessment that systems of global governance have failed. It is full of arguments that supports EI's criticism of globalisation, namely in the chapter entitled *Enabling and empowering people – through education*.

A recurring theme is that to take advantage of the opportunities of globalisation, people and countries have to invest in education, skills and technological capabilities across the board. Education systems need to be reformed and illiteracy has to be tackled. *"Effective education systems are the foundation of opportunities to lead a decent life,"* says the report, adding that *"Ensuring that all*

children have adequate access to education is an essential public sector function for countries at all income levels. Education not only benefits the individual, but society as a whole. Adequate primary and secondary education is more than the empowerment of the individual, it is the empowerment of the society."

The report was prepared by the ILO's independent World Commission on the Social Dimension of Globalisation, chaired by the Presidents of Tanzania and Finland.

The report (ISBN 92-2-115426-2) may be downloaded from the ILO website or obtained from your nearest ILO office.

INDIGENOUS EDUCATION

Healing through education

According to the Truth and Reconciliation Commission's final report, published in Peru in August 2003, the political violence between 1980 and 2000 affected urban and rural areas differently. Rural areas and poorer departments had the most number of victims. Four out of ten casualties lived in Ayacucho, and of these four, three spoke Quechua. Most of them had no higher education, and those with secondary education were few and far between.

More than half of the 25,000 victims were males, aged between 20 and 49 years. 75% of those who suffered sexual violence were Quechua-speaking females. Many children lost their parents during the conflicts as most of the victims were heads of family. At the moment, many of these children, who have been traumatized, displaced and orphaned because of the conflicts, are trying to rebuild their lives.

Rebeca Sevilla, El Co-ordinator, was invited to take part in a NOVIB (Netherlands) mission to Huanta (Ayacucho). There, they visited the José María Arguedas school, built by the Parents' Association (APAFA). Most of its members are people who were displaced during the fights and have no intention of going back home.

Edwin Aguilar Chavez, the headmaster, said, "We teach 200 children at primary level, with an equal girl-boy balance in the classes. Our first promotion will finish this year, and we

would like to build more classrooms so that we can offer them a secondary school education. If they go to another school, they will not be able to keep up and will run the risk of dropping out very soon because they will not receive adequate attention. These children have problems, not only at school but also at home. Some sleep on the floor or don't always have food to eat. Certain parents or guardians cannot even read or write, nor speak Castilian."

He went on to proclaim proudly that all teachers in the José María Arguedas school speak Quechua and that lessons are taught in both languages, even though some parents would rather that their children learn only Castilian. Understandably, since they cannot think of returning to the land they had to abandon, they want a different future for their sons and daughters.

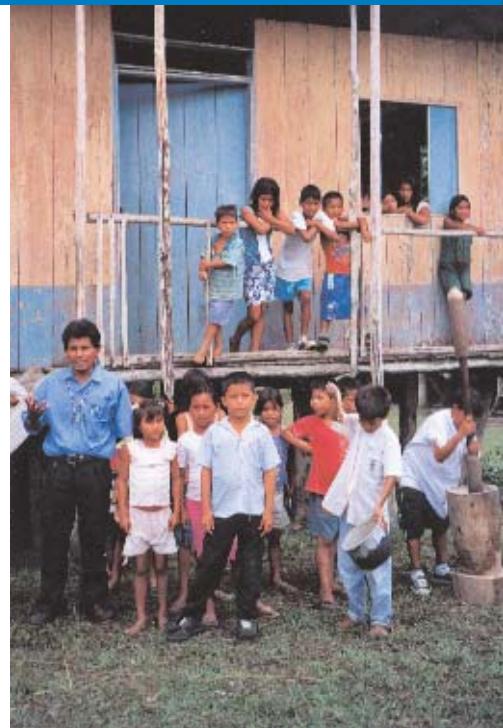
The school's equipment is somewhat basic. Furthermore, the teachers' pay is in no way

related to the amount of pressure and the workload they have to bear. Classes have on average 35-40 children. As employees, their salaries vary between 70 and 140 dollars per month, i.e. almost half (and sometimes less) than those of other teachers in the same category, and in some cases, because they have not been given tenure.

The teachers' organisational skills and dedication are impressive. Extra tuition is given to the pupils who are most behind in their classes, and a computer room is available for pupils in the higher grades.

José María Arguedas school's teachers are members of El's Peruvian affiliate SUTEP. The latter managed to secure payrises for them during their last strike. Furthermore, SUTEP aims to secure tenure for those who do not have it, and to find ways to prolong the attention span of the students, who are traumatised by war and whose family's livelihood have been affected.

In its report, the Truth Commission recommends that the education sector be refor-



med so that it can provide a quality education for all, i.e. to promote an education that insists on respecting the differences between peoples and between their cultures; to adapt the school environment, in all aspects, to encompass the diversity of the peoples, their languages and regions.

This proposal will only become a reality if the government and the civil society, including SUTEP, support the Integral Compensation Programme proposed by the Commission for the victims (financial compensation, compensation concerning health, education, the restitution of civil rights etc). El is committed to this cause.



The full report of the Truth Commission is available in Spanish and English on the following website:
WWW.CVERDAD.ORG.PE