



# WORLDS OF EDUCATION



Education International and the Russian Teachers' Union ESEUR have opened a Solidarity Fund to help pay for the education of the children of teachers who lost their lives in the Public School N1 tragedy in Beslan. Galina Merkoulouva, President of ESEUR, and Fred van Leeuwen, EI General Secretary, who visited the small Caucasian town on the eve of World Teachers' Day, said that no better tribute could be paid to these colleagues than to ensure that their own children would be able to complete their schooling. See page 8

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## Global Action Week 2005 "Educate to End Poverty"

Education International (EI) and its partners in the Global Campaign for Education (GCE) will be organising the 6th Global Action Week from 24 to 30 April 2005, on the theme of "Educate to End Poverty".

This year's Global Week of Action is of special importance as it coincides with the un-achievement of the first Millennium Development Goal on gender parity in primary education, by 2005. Without the achievement of this first education goal, it will be extremely difficult to achieve Education For All by 2015. Therefore, it is crucial that you take part and mobilise in order to re-

mind the world leaders that again, their Dakar promise was not up-held!

The main activity this year is "Send my Friend to School". It consists in making life size cut-outs of children or adults, preferably women and to send them to decision makers or use them for a national pledge event with politicians.

EI and the GCE urge you to, once again, get on board and show that free quality public education cannot be achieved without our involvement. It is a crucial time to ensure that we get long lasting results.

## Quality Teachers for Quality Education

**Given the increasing teacher shortage, the latest edition of the WTD 2004 has emphasised the need to recruit and retain qualified teachers. The UNESCO estimates that there are about 60 millions teachers currently working in the world. Between 15 and 35 million additional teachers will be needed in order to achieve the goals of Education For All by 2015.**

In many countries, October 5th, (also known as World Teachers Day (WTD)) was a day of celebration and reflection, but also of protest against the continuous decline in the status of teachers.

However, this year, WTD has adopted a different tone in consideration of the tragic events in Beslan where nineteen teachers were killed (see page 8) and the dreadful consequences of the hurricanes in the Caribbean. On October 5th, EI's General Secretary visited Beslan's School No.1 to meet and talk with the survivors of the blood bath.

The revelation of Sakina Daudi's death, the face of WTD posters 2004, has in the same way saddened the event. Sakina died from AIDS at the age of 31. Her story enforces the need for EI and its partners to carry on with HIV prevention programmes which are currently operating in 17 countries.

In Africa, many teachers unions from **Benin** to **Zambia** organised joint activities with their UNESCO national commissions. In **Mali**, the union SNEC, representatives of the government and UN agencies organised a round table discussion on the prevention of STD and HIV/AIDS. In **Niger**, SNEN has

centred its activities on the difficult conditions of volunteer teachers who make up half of the country's teachers. The **Algerian** affiliates (SATEF and UNPEF) highlighted the appalling working conditions of teachers during rallies.

In **Asia-Pacific**, EI's **Indian** affiliates, AIFEA, AIFTO and AIPTF, arranged symposiums on this year's theme. **Nepalese** teachers continued to celebrate the day despite threats from both Maoist rebels and government forces. Celebrations in the **Philippines** commenced as early as on 24 September with joint workshops by teachers unions ACT and TOPPS. Activities such as a contest to create posters and essays had been organised. In **New Zealand**, NZEI incorporated the theme into their national campaign for claiming an increase of national funding for education.

A large number of **European** affiliates appealed to their governments concerning the national situation of teachers and education. They reminded governments of their commitment to implement the Education For All goal. EI participated in a round table in **France**, at the initiative of the French UNESCO Commission; DLF **Denmark** launched a pub-

lic event to collect money for an in-service training project for South African teachers faced with HIV/AIDS; EI's **German** affiliates held a press conference on the lack of government efforts to preserve the profession. In **Serbia & Montenegro**, a national monument to teachers was unveiled by ITUESCM.

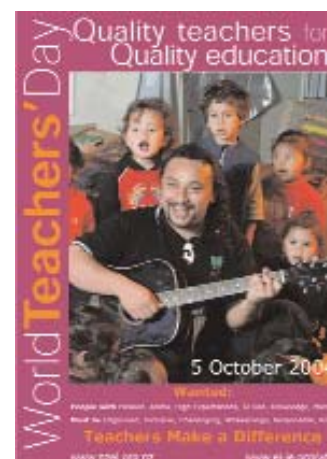
In **Canada**, the Canadian Teachers Federation launched a study on teacher shortage. In **Barbados**, the teachers union BUT organised activities with the Ministry of Education and the national commission of UNESCO. The NEA **United States** gave WTD visibility on its website by broadcasting web-based video from the EI World Congress about the importance of World Teachers' Day worldwide.

With the cooperation of ILO and IPEC, several **Latin American** affiliates were also able to connect the topic of "child labour" with WTD as well. FETE **Ecuador** held an

event at the Parliament to request the national recognition of WTD on 5 October.

**The quality of teaching and learning depends on the quality of teachers.**

SNTE **Mexico** conducted a commemorative ceremony in front of a national monument dedicated to teachers.



**EI developed a section of its website for World Teachers' Day. It contains all relevant information: the origins of WTD, its significance, how to celebrate it, as well as how millions of children and education personnel around the world commemorate the event!**

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

**UNESCO and the ILO have endorsed it as the official World Teachers' Day website.**



## Sakina Daudi, the face of WTD 2004 succumbs to AIDS



Her name was Sakina Daudi. Few knew her name, and yet many around the world have seen her face. Sakina Daudi is the Malawi teacher portrayed on the posters and leaflets which EI published for the occasion of World Teachers' Day. Sakina passed away in the spring of 2004 at the age of 31, due to complications linked to the AIDS virus. Her ex-husband, likewise ill, shares the responsibility of raising their 5-year-old son with Sakina's sister. The sixty pupils of whom Sakina was in charge, now join other classes on overcrowded benches in the Ngwenya Primary School. Despite losing a thousand teachers each year, the Ministry has not enrolled a single new teacher since three years ago, due to the lack of funds.

**Sakina** was young, intelligent, pretty and devoted. Her appearance immediately appealed to us here in EI when we first saw her photo. She was chosen as the face of this year's World Teachers' Day. But we were not aware of her premature death. When the EI co-ordinator in charge of HIV/AIDS Prevention Programmes, Wouter van der Schaaf, went to Malawi earlier in August, and asked to meet Sakina to show her the posters and to know more about her, he was informed of her decease. She had, as did numerous other compatriots, fallen victim to the fatal disease.

Hundreds of both male and female teachers - nearly 2% of the 54,000 teachers in the country - die each year due to complications linked to AIDS. *"Every week we bury the dead. All of them young. And that goes on year after year,"* exclaimed Bernard Manda, President of the Teachers Union of Malawi (TUM) bitterly.

### Who was Sakina Daudi, the face of World Teachers' Day 2004?

Sakina came from the Mangochi District, in the south of the country along Lake Malawi. It is a rural and arid area with little arable land and is amongst the poorest districts of the country. When Sakina was young, her parents moved to the capital, Lilongwe. Sakina was the eldest of seven children. After completing secondary school, she attended the teacher training college and

started working at Ngwenya Primary School in Lilongwe. It is a large school, officially attended by over 3200 pupils.

Like most of her colleagues at Ngwenya Primary School, Sakina taught in the open air. No roof means no protection against the scorching sun and torrential rain. She taught over 60 pupils, all of them seated on a slab of rock or on the dusty floor which turns into mud during the rainy season. A blackboard is almost all she had as classroom material. A blackboard and some chalk. If books were available, they had to be shared among 5 or 6 pupils. All classes vary between 60 and 120 pupils.

Sakina made about 5,000 kwachas per month, which amounts to around 45 USD. Even in Malawi, this is not the kind of salary that can attract young people to the profession. But similar to many other developing countries, many apply for a job in the teaching profession due to the high unemployment rate. For many young people, education is less a career than a way to escape extreme poverty.

Despite the poor working conditions and the meagre salary, Sakina Daudi was motivated and dedicated. She became a member of TUM and participated in union meetings.

Sakina got married and gave birth to two sons. The elder, Issa, is now five years old. The second child died after 7 months. Then, Sakina and her husband got

divorced. He worked as a driver and mechanic, but has since recent months fallen ill himself. After her death, he tries to take care of their son on weekdays. During the weekends, Sakina's sister Marianne Daudi takes care of young Issa, in addition to her five younger brothers and sisters. Her parents died two years ago, both of them were in their late forties.

After her death, the 60 children of Sakina's class were divided among the other classes, thus increasing the already large number of pupils for the other teachers. This is standard practice in Malawi. *"For the last three years, despite the death of more than 1000 teachers per year, the public school system has not recruited newly trained teachers," explained Dorothy Khonje from the Ministry of Education. "due to lack of funds."*

*"Wanted : Quality Teachers to be Recruited and Retained"* is the slogan for World Teachers' Day 2004. Sakina Daudi from the small central African country of Malawi can be seen all over the world in 2004, but did not live to see World Teachers' Day 2004

herself. She died from AIDS, anonymous, like thousands of her colleagues in southern Africa and all other regions worldwide.

Her story reinforces the need and the will of EI and its partners to continue the HIV/AIDS Prevention Programme now in force in 17 countries. Malawi is one of the countries where such

### MALAWI

Population	12 million
Population growth	2%
Population under 15 yrs	50%
Adult literacy rate	36%
Net Enrolment Rate	77%
Primary School Completion rate	30%
Unqualified teachers	49%
Pupils/teacher ratio	63: 1
GDP per capita	160 USD
Below poverty line	65%
HIV prevalence rate (ages 15-49)	14.2%

training for teachers is being organised. In 2003, 7894 male and female teachers were trained in Malawi. Sakina Daudi followed the training. She knew she had AIDS but she used the knowledge which she had acquired to transfer to her students so that they would not suffer the same fate as she did.



## Encouraging girls to attend school

**Within the framework of its EFA commitments, Kenya has encouraged the reintegration of teenage mothers in schools and suspends *devious-minded* teachers.**

The Forum for African Women Educationalists (FAWE) claims that every year, 2,000 to 3,000 girls leave school because of premature pregnancy. Last August, the Kenyan Education Ministry fired teachers accused of sexually abusing students.

Guilty of "carnal act and immoral lack of discipline", 110 teachers were fired and 447 were suspended in Kenya. This announcement came after news that, a

mic performance. The Ministry of Education said that the teacher had already been suspended in the past.

Kenyan teacher's union KNUT feels that the government handled the situation poorly. *"There are more than 200,000 teachers (in Kenya) and such incidents should not tarnish the whole profession. The government should have investigated individual cases, found out more about the*

*guilty parties, disciplinary sanctions should be taken against those teachers,"* the General Secretary of the KNUT stressed during a press conference.

The rules about teachers' status in Kenya are clear that teachers cannot be involved in sexual harassment of any kind towards girls or boys. If they do, they can



*students from bullying and from physical or psychological abuse".*

Within the framework of its Education For All policy aimed, among other things, at ensuring an equal enrolment rate for girls and boys, the Kenyan Ministry for

**48.6%** That is the enrolment rate of girls in primary schools in Kenya for the new school year (2004). These figures were provided by the Ministry of Education. In 2002, 447,203 boys were enrolled in secondary schools compared to 400,084 girls, or 47.2% of the total enrolment.

few weeks earlier, a teacher who had been accused of impregnating several students, got his job back because nobody had been found to take over his science classes. The local parents' association felt that his sacking would affect the school's acade-

*deeper causes and brought solutions and not disrepute on the whole teaching community,"* Francis Ng'ang'a, General Secretary of the KNUT said.

*"We demand an investigation into this case. If there are*

**The world is facing an acute and growing shortage of teachers. Currently, there are 60 million teachers in the world, but another 15-35 million are needed to achieve Education For All by 2015.**

be suspended. In 2001, the EI World Congress had also adopted a Declaration on Professional Ethics that says, among others things, that *"education personnel must maintain professional relations with students; must take all possible steps to safeguard students from sexual abuse; and must safeguard and promote the interests and well-being of students and make every effort to protect*

Education encourages the *"the reintegration of teenage mothers who have weaned their babies and, along with other community leaders, will raise the community's awareness on negative socio-cultural practices that reduce the effective participation of children to education"*. This policy has not yet been officially sent to school principals.

## Overcoming dyslexia



**N**early 12 percent of the population risk failure and drop out from school or the workplace because of dyslexia, says the European

Dyslexia Association. Dyslexics have varying degrees of organisational or learning difficulties which can limit the development of such skills as speech, reading, spelling, writing, numeracy, behaviour, memory and organisation. With early diagnosis and intervention, these learning difficulties can be effectively overcome with appropriate teaching methods. Their difficulties often go unrecognised.

Dyslexia International - Tools and Technologies (D-I-T-T) is a non-

profit organisation, whose purpose is to create and promote tools and technologies to help the dyslexic learners, their teachers and families by sharing knowledge, good practice and first-hand experience.

DITT has created a CD-rom, produced by the BBC *"The Mystery of the Lost Letters - an adventure with Tintin and Snowy on the road to success"*. Users accompany Tintin and Snowy on a quest full of fun to find Professor Calculus, with positive feedback, a new awareness of learning strengths, and a certificate of congratula-

tions as reward. To be fully effective, The Mystery of the Lost Letters must be used with a parent, teacher or assistant alongside the learner. The CD-rom is in English, German and French. Other language versions follow. The accompanying Website [www.tosuccess.org](http://www.tosuccess.org), developed by D-I-T-T, connects users with a global on-line community of learners and specialists, and signpost top technologies and resources recommended by, and for, young dyslexics.

[www.ditt-online.org](http://www.ditt-online.org)

## IMF policies squeeze Zambia's education system



**Z**ambia is a country on the brink of collapse. One in five people are infected with HIV, life expectancy has dropped to 33 years and young people aged 20-25 actually have less education than did their parents'

generation. Therefore, the achievement of Zambia's new government in getting more children into school holds out a critical glimmer of hope. Schools are in the frontline in Zambia's battle to slow the spread of AIDS. In a country where some 40% of rural women are illiterate, improving education outcomes is crucial to keep the next generation from infection.

But thanks, in part, to the success of Free Basic Education, Zambia's schools have been left short of some 9,000 teachers and the vacancies have not been filled. Indeed, to qualify for long-delayed debt relief from the International Monetary Fund, Zambia has

**While thousands of trained Zambian teachers sit unemployed and classes overflow with students, Zambia will shell out a staggering \$156 million more on debt repayments than it will spend on education this year, says a report of the Global Campaign for Education (GCE).**

been forced to stop hiring the teachers and health workers it desperately needs. Last year, the Fund froze lending to Zambia after a higher budgetary deficit than anticipated, and told the government to reduce its public sector wage bill to no more than 8% of GDP. In order to achieve this, the Ministry of Finance not only had to withdraw long overdue wage increases, but also had to ban any new hiring of teachers or health workers.

Even the IMF's sister institution, the World Bank, acknowledges in its Country Assistance Strategy that teachers are "underpaid and too few in number". Silas Silewu, Headmaster at Maano Basic School in Lusaka quoted in the GCE report says: "We have only 3 teachers, including me, to teach 526 pupils. The average class size is 70 pupils and each teacher has to teach two classes. To work effectively we

need at least 12 teachers."

Zambia's predicament, unfortunately, is not unique. In Honduras, disputes with the IMF over teachers' salary increases have cost Honduras nearly US \$500 million in delayed debt relief and donor aid cuts. Ironically, this is more than the entire incremental cost of Honduras' EFA initiative between now and 2015.

A similar ceiling on public sector wages (7% of GDP) has been imposed by the IMF on Malawi.

The GCE report, "*Undervaluing teachers: IMF policies squeeze Zambian education system*", co-authored with international agencies VSO and Oxfam, calls upon the IMF and rich countries at the G7 Finance Ministers meeting to announce 100% cancellation of multi-lateral debt owed by the world's poorest countries.

The GCE, of which EI is an active partner, recommends the full cancellation of multi-lateral debt owed by the world's poorest countries to the IMF, plus an extra \$50 billion dollar development-aid annually to meet the Millennium Development Goals. This should include the additional US\$5.6 billion needed to achieve universal basic education. The GCE also requests developed countries to set clear timetables to reach the agreed target of 0.7% of GNP spending on development assistance by 2010.

## Education in East Timor

The scars of the independence fight in East Timor, five years ago, are still raw. 80 to 90% of East Timor's school buildings and related infrastructure have been destroyed and most teachers, who were Indonesians, left the country. Five years later, problems such as teacher shortages, a lack of school equipment and an extremely high illiteracy rate still remain. At the 700 government schools, the

average class size is 62 pupils.

A couple of EI member organisations, such as the AEU Australia, the British-Irish Group and the Portuguese unions, provide support to the East Timor Teachers' Union (ETTU). The EI Asia-Pacific Regional Office organises seminars on leadership and organisation development for members and district officers of ETTU. Among the subjects that surfaced in the

discussions are the need to rebuild burnt schools, the acute shortage of education material and books, antiquated curriculum, unqualified teachers as well as the thousands of children out of school.

"Participants manifested enthusiasm and their commitment is highly commendable," says EI Asia-Pacific co-ordinator Clemente Rey Dolot.



# EI ACTIVITIES

## Reflecting on the role of teachers

**EI** and some of its affiliates, took part in the 47th session of the International Conference on Education of UNESCO's International Bureau of Education in Geneva from 8-11 September.

Delegates from more than 135 countries, among them over 90 Ministers alongside representatives of 14 intergovernmental organisations and 21 NGOs, identified a range of priority actions aimed at improving secondary education for all young people and appealed for the mobilisation of all partners in order to achieve this goal. The central theme of the conference, *"Educating Young People for Action in Favour of Sustainable Development, Social Cohesion and Peace-Building"*, was preceded by four topic-based workshops:

- Quality Education and Gender

Equality;

- Quality Education and Social Inclusion;
- Quality Education and Competencies for Life; and
- Quality of Education and the Key Role of Teachers

EI was co-organiser of the workshop on the role of teachers and had also prepared the background paper which can be downloaded from the EI website. The workshop highlighted that teachers are crucial to improving the quality of teaching and learning processes! Such observations have been repeatedly highlighted by decision makers, professional associations and experts, as well as by international agencies. Ensuring that all schools have adequate numbers of qualified and competent teachers can be a daunting challenge when confronted with the realities of low pay

and low social status, heavy workloads, large classes, infrequent possibilities for professional development, the list is endless.

The message adopted by the Conference contains a certain number of priorities for action to increase the access to, and equity of, education for all. A better use of the resources and knowledge available, to promote research, and to better involve the young and civil society in general. The message also underlines that to acknowledge the importance of teachers and trainers "Improved possibilities for in-service teacher education are needed. Moreover, working conditions, career paths and wages that make teaching attractive must be secured to reinforce teachers' status in society. Good management is needed to support teachers." EI could not agree more with these conclusions.

[http://www.ibe.unesco.org/International/ICE47/english/index\\_ICE47.htm](http://www.ibe.unesco.org/International/ICE47/english/index_ICE47.htm)

## HIV/AIDS Prevention Through Teachers



**A**s part of its HIV/AIDS Prevention Programme conducted in collaboration with the World Health Organisation (WHO), EI will soon be distributing 100,000 exercise books on HIV/AIDS prevention to teachers on the ground.

To be printed in English- and French-language versions, the 200-page publication contains all the elements - information as well as participatory activities - that teachers can use in both their union and their schools. The majority of the exercise books will go to the 17 countries presently involved in the EI/WHO/CDC/EDC HIV/AIDS Prevention Programme and will be distributed to teachers who have received training and have already started working in their schools. To date, over 50,000 teachers have participated in the training programme and there is an increasing need for training material.

## EI's Founding President, Dr Mary Hatwood Futrell, receives IBE Comenius Medal



**T**he founding President of EI, Dr Mary Hatwood Futrell, was awarded the Jan Amos Comenius Medal on the occasion of the 47th International Conference on Education (ICE) of the International Bureau of Education (IBE).

The medal, created jointly by the Czech Ministry of Education and UNESCO in 1992 on the occasion of the 400th anniversary of the birth of Jan Amos Comenius, is intended to reward outstanding achievements carried out in the

fields of educational research and innovation. The medal is awarded yearly to recipients on the occasion of the International Conference on Education (see article), in which EI is an active participant.

For her outstanding contributions to education, Dr Futrell was awarded the Comenius Medal and she made the following speech on the occasion: *"Because of the life and work of Comenius to assure all peoples the opportunity to be educated, we have today a more civilized*

*society. But there is still much left to be done before we achieve the truly just society of which we dream. Because of the disparities in national resources, some nations are reforming their education systems, while others are struggling to establish systems of education. All, however, recognize the critical role that education plays in securing the future of the country and ensuring the quality of life of its people.*

*We must work together and work harder to get the message out to every nation, every house-*

*hold, that the only path out of poverty runs through the school-house.*

*I applaud UNESCO for the outstanding work it has done and continues to do on behalf of the children of the world, especially for your efforts to bring groups together to achieve the goal of Education for All. Don't stop! Keep moving forward until we achieve the goal of equality and equity in education for everyone."*

# EI ACTIVITIES

## Pay Equity Campaign

**EI** and PSI jointly organised a European-level conference on pay equity on 7-8 October. The event, which forms part of PSI's Week of Global Action to promote pay equity, was attended by more than 100 equal pay activists

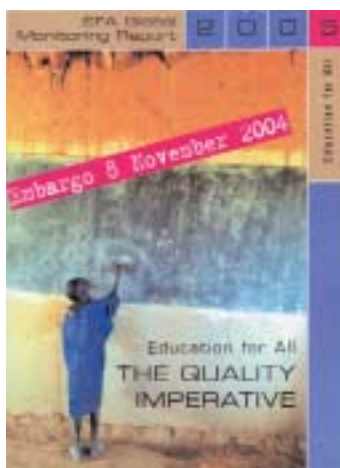
from education and public service unions from across Europe. Together, they exchanged trade union practice to improve women's status and wages and made links between the European Union and International Labour Organisation equality policies. A survey



by Dr Jane Pillinger, presented at the conference, concludes that

while the 12% average pay rise in the EU's public sector is not as wide as in the private sector, recent trends to reduce pay gaps are stagnating.

## EI focuses on Quality Education in major EFA meetings



**T**his year, EI will once again play an active role in the High Level Group meeting on Education For All organised by UNESCO in Brasilia on 8-10 November. EI is also the co-organiser of the Teachers' Parliament to be held in Brasilia prior to the EFA meeting.

EI is part of the annual High Level Group (HLG) meeting on EFA which acts as a lever for political commitment and financial resource mobilisation. The HLG has primary responsibility for driving the EFA process forward, strengthen partnerships, identify priorities, gaps and needs, and highlight the resources to be mobilised.

The HLG brings together some 30 participants from four constituencies: Ministers of Education from developing countries, Ministers of Co-operation from developed countries, heads of 5 UN agencies and representatives of the civil society. EI Founding President Mary Hatwood Futrell will represent EI at the

HLG. Only six civil society organisations are part of that group, most of which are members of the Global Campaign for Education. EI's representation is a recognition of the teacher union movement's involvement in the EFA process.

EI will chair one of the four working sessions of the HLG, namely the one devoted to "Investing in Teachers for Improving Quality of Education For All" on Tuesday 9 November.

The focus of this HLG meeting will be quality education. This will also be the theme covered in the 2005 Global Monitoring Report on Education For All which is the UN evaluation report of the progress made each year in both international programmes and national strategies to achieve EFA. This report will be officially launched on 8 November by President Lula of Brazil and UNESCO Director General. EI also chairs on the editorial board of the EFA Monitoring Report.

As part of the side events, EI and its Brazilian affiliate CNTE have convened, together with UNESCO, a Teachers' Parliament where over 50 teachers from all over the world will gather in Brasilia to discuss issues related to "Quality Teachers for Quality Education". The purpose of this Teachers' Parliament is to bring the vision of the profession to the HLG and to advocate for quality teachers to be recruited and retained. This theme was also highlighted by EI on October 5 to celebrate World Teachers' Day. During two days, on November 6 and 7, representatives of EI affiliates, mostly from Latin America, will discuss strategies on how to transform teacher unions' demands into policy proposals to be considered by governments and parliaments. A statement from the Teachers' Parliament will be presented to the High Level Group on EFA on 9 November during the working session chaired by EI.

# TERRORISM

## Solidarity with the families in Beslan

**EI and its Russian affiliate, the Education and Science Employees' Union of Russia (ESEUR), have opened a Solidarity Fund to assist the families of teachers killed in the Beslan tragedy. The EI General Secretary also visited the families of the teachers on 5 October, World Teachers' Day.**

On September 1, the official start of the school year, a

school in the small southern Russian town of Beslan, in North Ossetia, was seized by armed militants who held children, teachers, and parents hostage for three days. On the third day, the school was stormed. Over 350 people have officially been listed dead. In total, 19 teachers out of 60 present in the N1 school that day and 38 of the teachers children, died in the shootings (see list attached). All leave behind ravaged families. All teachers were members of the teachers' union ESEUR.

Alla Andieva, a primary school teacher aged 35, died together with her two chil-

dren, Karina aged 13 and Timour aged 9. Albina Touskaeva, aged 31, Osetian language teacher, who died with her son; leaves behind an orphaned baby daughter.

*"There are no words to express our anger and indignation," said Fred van Leeuwen in a statement. EI condemned this act of terrorism: "Teachers around the world rise up in protest at such terrible acts, threatening school-children and teachers with death while holding them in traumatic inhumane conditions. This is totally unacceptable. No political cause can justify such acts. These pupils were starting a new school year. In Russia it is called "The Day of Knowledge". Like children around the world, they had the right to look to the future with hope, making the best of their schooling, with the help of their teachers.*

**President of ESEUR, Galina Merkoulouva, who is also a Vice-President of the EI Pan-European Region, met the surviving teachers and the bereaved families in Beslan.**

### EI Solidarity Fund

account number:

**310-1006170-75**

c/o ING, 1 rue du Trône,  
1000 Brussels, Belgium

SWIFT code BB RUEB BB 100  
(IBAN code: BE 85310 100 6170-75)

for contributions to the Solidarity Fund to assist the families of teachers who did not survive the blood bath. Galina Merkoulouva, President of ESEUR, and Fred van Leeuwen, EI General Secretary, who visited the small Caucasian town on the eve of World Teachers' Day, said that no better tribute could be

**The terrorist attack against School 1 of Beslan is felt as an attack against all schools everywhere, against the democratic and social values which we are determined to continue to teach and to promote.**

**Fred van Leeuwen, General Secretary of EI**

*Now, instead the teachers must do whatever they can to protect the very lives of their pupils, against armed individuals who are apparently devoid of all sense of humanity."*

EI also called on the President of the Russian Federation to give the highest priority to the protection of innocent lives, and to take measures to establish a framework for the non-violent resolution of political conflicts.

In the meantime, EI and ESEUR launched an appeal

paid to these colleagues than to ensure that their own children would be able to complete their schooling. EI member organisations around the world have been asked to contribute to the fund that is to cover education expenses of 35 children in the age group 6-18 for a period of 15 years. EI and ESEUR are determined to alleviate the material loss of the bereaved families.

#### BESLAN tragedy VICTIMS

TEACHERS KILLED AND DEAD	MRS. ANTIPIVA-KOZLOVA	1969 - 3 SEPT. 2004
	ELITE PRESCHOOLER KARINA	1990 - 3 SEPT. 2004
	Timour	1995 - 3 SEPT. 2004
TEACHERS KILLED	MRS. GALINA VASILOVA	1912 - 3 SEPT. 2004
	THE PRESCHOOLER LAY OFFERMAN	
TEACHERS KILLED	MRS. ALINA DZUTSEVA	1970 - 3 SEPT. 2004
	THE PRESCHOOLER LAY OFFERMAN	
TEACHERS KILLED	MR. IVAN KANDID	1918 - 3 SEPT. 2004
TEACHERS KILLED	MRS. SVETLANA KANTEMIROVA	1978 - 3 SEPT. 2004
TEACHERS KILLED	MRS. EDMA KOSKREVA	1967 - 3 SEPT. 2004
	ALINA DZUTSEVA	1991 - 3 SEPT. 2004
TEACHERS KILLED	MR. REPANITIC MIKHAIL	1911 - 3 SEPT. 2004
	THE PRESCHOOLER LAY OFFERMAN	
TEACHERS KILLED	MRS. NATALIA BOUDENOK	1975 - 3 SEPT. 2004
TEACHERS KILLED	MRS. ALBINA TOSKAJEVA	1974 - 3 SEPT. 2004
	ALBINA TOSKAJEVA	1995 - 3 SEPT. 2004
TEACHERS KILLED	MRS. TATIANA UPTAGUROVA	1970 - 3 SEPT. 2004
	THE PRESCHOOLER LAY OFFERMAN	
TEACHERS KILLED	MRS. RITA CHIRILIEVA	1919 - 3 SEPT. 2004
	BORIS	1990 - 3 SEPT. 2004
	VIRGA	1991 - 3 SEPT. 2004
TEACHERS KILLED	MRS. ZARINA BEKMOURZOVA	1941 - 3 SEPT. 2004
TEACHERS KILLED	MRS. YARIMA ALIKOVA	1962 - 3 SEPT. 2004
	THE PRESCHOOLER LAY OFFERMAN	
TEACHERS KILLED	MRS. SVETLANA BALIKOVA	1914 - 3 SEPT. 2004
TEACHERS KILLED	MRS. NADEZHDA NAZAROVA	1940 - 3 SEPT. 2004
TEACHERS KILLED	MRS. ALBINA ALIKOVA	1972 - 3 SEPT. 2004
TEACHERS KILLED	MRS. IRINA ILANKEVA	1930 - 3 SEPT. 2004
TEACHERS KILLED	MRS. ZLATA AZIEVA	1970 - 3 SEPT. 2004
	THE PRESCHOOLER LAY OFFERMAN	
TEACHERS KILLED	MRS. OLGA SOSEKINA	1921 - 3 SEPT. 2004
TEACHERS KILLED	MRS. RITA NUGRAFA	1960 - 3 SEPT. 2004
	ELVIRA	1995 - 3 SEPT. 2004
TEACHERS KILLED	ANIRI	1998 - 3 SEPT. 2004
	THE PRESCHOOLER LAY OFFERMAN	





# WORLDS OF EDUCATION



[4th] World Congress  
*[Education for Global Progress]*

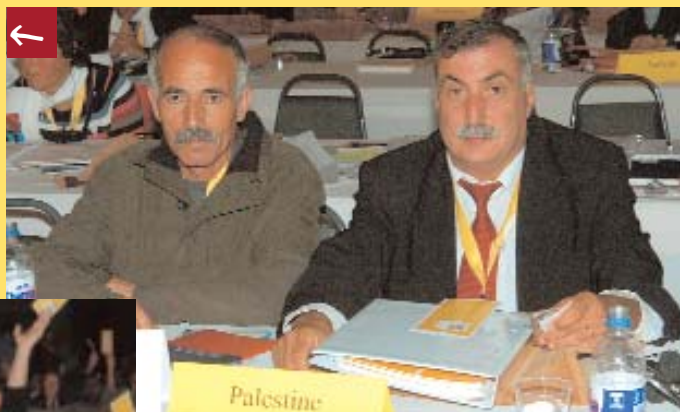






The delegation from **CTF/FCE Canada**.

Mohammad Sowan and Hazem Qumsieh from the Palestine teachers union. The Congress unanimously adopted a resolution on the situation in Israel and Palestine.



The **World Health Organisation** has sponsored the production of **100,000 teachers' exercise books for HIV Prevention**. To be printed in English and French language versions, the 200-page publication will go to the 17 countries presently involved in the **EI/WHO/CDC/EDC HIV/AIDS Prevention Programme**.



# HIGHLIGHTS

11



Outgoing President **Mary Hatwood Futrell** will remain on the EI Executive Board as Founding Member. Here with **Juçara Dutra Vieira**, EI Vice President from CNTE Brazil. CNTE was the host organisation in Brazil. It represents over 2 million educators.

**45** new teachers organisations joined EI, since the last Congress in 2001.



**Brazilian President, Luiz Inacio Lula da Silva**, wished the participants a very successful and fruitful Congress. President Lula congratulated both EI and CNTE in having chosen Brazil as the venue of EI's World Congress. This choice, he said, reflects the government's endeavour to ensure that all children have the opportunity to attend school. *"All investment in education is investment in the future. No human being is stupid and all human beings can develop given the opportunity,"* said Lula.



The General Secretary **Fred van Leeuwen** was re-elected for a fourth term. Here he is being congratulated by delegates from India.

Highlights





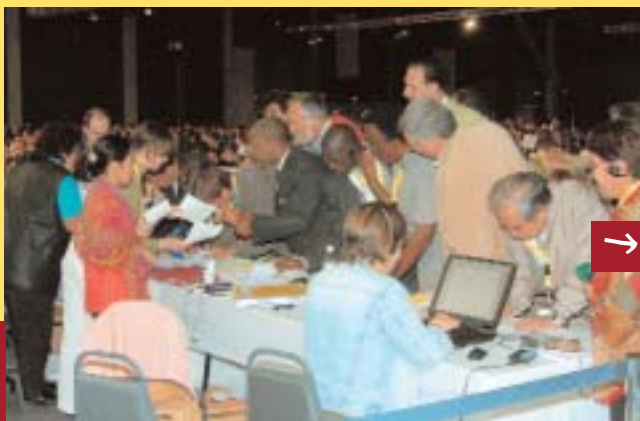
600+ women delegates took part in the EI Women's Caucus. They provided a gender analysis of the themes, programme, budget and resolutions of the EI World Congress. Here participants from Nigeria.



The new EI Executive Board (see p. 15).



The Congress Quest: entering the finance office!



Looking for the Grail: the requests to speak and nomination forms at the greffier's desk.



More than eighty member organisations took the stand to express their views on EI policies. Here **Someya Mikio**, from the Japan Teachers Union.



Dee Strange, from NEA USA and Lira Ryskulov from Kirgizstan.



Casting the vote for the nine open seats.



Thembelani "**Thulas**" Nxesi, SADTU's General Secretary, was elected unopposed President of EI. Here with his spouse, Nombulelo.

Over 150 countries were represented at the EI Congress, here the two delegates from Niger.







The Congress paid tribute to the outgoing Executive Board members. On the picture, from left to right: Carlos Abicalil (CNTE Brazil), Anni Herfort Anderson (Denmark), Nigel de Gruchy (NASUWT UK) and Bob Chase (NEA USA).

Sylvia Borren, **Oxfam International**, stressed the need for NGOs and trade unions to work together in order to be more successful in achieving common goals.



Claudio Corries, President of the **World Confederation of Teachers** after the Congress approved the integration of the 25 European WCT organisations into EI membership.



Senior Vice-President of the **World Bank**, Jean-Louis Sarbib, stated in his speech that education is the key investment to break the cycle of poverty and provide people with opportunities.



Solidarity greetings were brought by Hans Engelberts, General Secretary of the **Public Services International**. On behalf of PSI's 639 member organisations in 150 countries, he thanked EI for its close co-operation.



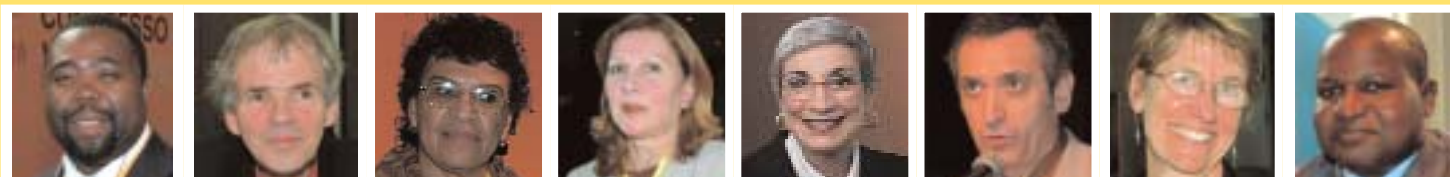
EI paid tribute to its Chief Regional Coordinator Tom Bediako who retired in February this year. Sheena Hanley, former Deputy General Secretary, and Napoleon Morazan, from the Latin American regional office were also thanked for their relentless contribution to the activities of EI.

The resolution asking EI and its member organisations to intensify their HIV/AIDS prevention programme was adopted with a standing ovation.





## EI Officers



**PRESIDENT**  
THULAS NXESI  
SADTU, SOUTH AFRICA

**GENERAL SECRETARY**  
FRED VAN LEEUWEN  
AOB, NEDERLAND

**FOUNDING PRESIDENT**  
MARY HATWOOD FUTRELL  
NEA, USA

**VICE PRESIDENT**  
JUCARA MARIA DUTRA VIEIRA  
CNTE BRAZIL

**VICE PRESIDENT**  
SANDRA FELDMAN  
AFT, USA

**VICE PRESIDENT**  
PATRICK GONTHIER  
UNSA EDUCATION FRANCE

**VICE PRESIDENT**  
SUSAN HOPGOOD  
AEU, AUSTRALIA

**VICE PRESIDENT**  
ABDULWAHEED IBRAHIM OMAR  
NUT NIGERIA

## Regional Seats



**DOUMBIA SALIMATA**  
SNEPPCI CÔTE D'IVOIRE



**ABDELAZIZ MOUNTASSIR**  
SNE MOROCCO



**YASUO MORIKOSHI**  
JTU JAPAN



**LOK YIM PHENG**  
NUTP MALAYSIA



**HALDIS HOLST**  
UTDANNINGSFORBUNDET NORWAY



**BRANIMIR STRUKELJ**  
ESWUS, SLOVENIA



**ROSARIO AVILA DE DOMINGUEZ**  
COLPROSUMAH HONDURAS



**JORGE PAVEZ URRUTIA**  
CPC CHILI



**MARILIES RETTIG**  
CTF/FCE CANADA



**REG WEAVER**  
NEA UNITED STATES OF AMERICA

## Open Seats



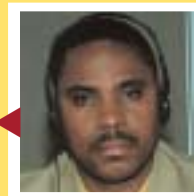
**JERRY BARTLETT**  
NASUWT UNITED KINGDOM

**TEOPISTA BIRUNGI MAYANJA**  
UNATU UGANDA



**SUBRAMANIAN ESWARAN**  
AIPTF, INDIA

**COLIN GREEN**  
A&BUT ANTIGUA  
AND BARBUDA



**GRAHAME McCULLOCH**  
NTEU AUSTRALIA

**ALAIN PELISSIER**  
CSQ CANADA



**EVA-LIS PREISZ**  
LARARFORBUNDET SWEDEN

**EVA-MARIA STANGE**  
GEW, GERMANY



**JOSÉ ANTONIO ZEPEDA LÓPEZ**  
CGTEN-ANDEN, NICARAGUA

A Congress is made up of more than just plenary sessions and prepared speeches. During the five days, a number of social activities were held for the great pleasure of participants, providing a further occasion to get to know each other, relax and exchange ideas.



**Awards Dinner:** the EI Awards were presented at the very impressive Salao Leopoldina et Imperatriz.

The recipient of the EI Mary Hatwood Futrell Human and Trade Union Rights Award was **Estella Barnes de Carlotto** (left) from the Association of "Abuelas" (Grandmothers) of the Plaza de Mayo in Argentina. **Errol L. Miller**, Caribbean academic from Jamaica, received the EI Albert Shanker Education Award.



On Friday 23 July, more than 1,000 people were welcomed by the European affiliates of EI. **The European Night** was held in the Churrascaria Galpao Crioulo, Parque Estancia de Armonía of Porto Alegre. The cultural performances by Brazilian bands were entertaining.







Eyes were wide open for the breathtaking **North American Night** organised on Saturday 24 July.



The **Brazilian Night** ended an exciting first day of Congress. The host organisation CNTE made sure that everybody got a flavour of Brazil and of the Rio Grande do Sul State.







# EDUCATION FOR ALL

## Education is a matter of national survival in Niger

by Issa Kassoum, General Secretary SNEN



**E**ducation For All and poverty are two sides of the same coin. Let me explain: My country, Niger, is amongst the poorest countries in the world. It ranks 174th on the UNDP development list. Almost 90% of my 11 million fellow citizens have to get by on less than 2 dollars a day. One child out of six dies before the age of five. The illiteracy rate is highest in the world: 80%. How to achieve EFA in my country and other countries which face similar circumstances?

The Syndicat National de l'Éducation du Niger (SNEN), of which I am the General Secretary, organises 12,000 teachers out of a teaching population of 18,000. Our union does not only defend the financial interests of its members. We strongly believe in promoting Education For All. For the union, EFA means more than just giving all children access to education. Of even higher importance is the guarantee to provide quality education once they enter school.

### Too much focus on numbers

In our view the goals of EFA are not reached by putting 80

or 120 children into one classroom. It may be good for statistics but the children do not benefit and the teachers are confronted by and frustrated with an impossible task.

In Niger the quality of education is in great danger. Quality in education has suffered since the government reduced the length of teacher training to one year only. A study by the teachers' union in neighbouring Burkina Faso clearly shows that good teacher training leads to better academic achievement.

Another threat to quality education comes from 'community schools' started by several international Non Governmental Organisations in Niger. They never consulted with the government or asked for the opinion of teachers. These community schools are staffed mostly with untrained teachers. Such initiatives may be good for the image of international donors, not for the children in Niger. Despite all the polite rhetoric of these NGOs on 'community schools', they bring no positive contribution to our school system – for many reasons. They bring no quality and they put an extra financial burden on the poorest section of our society.

### Concerted action requested

Education For All can only be achieved through concerted action of government and civil society. SNEN is an organisation which is not afraid to resort to strike action to make our demands loud and clear. This year, for instance, we have gone on strike several times because the backlog in teachers' salaries has reached six months.

But concerning EFA we strongly believe in dialogue and in seeking national consensus involving all partners. We adhere very much to the principles expressed in Dakar in 2000, which give high priority to national dialogue and consultation. Obviously, we may differ with the Ministry of Education on various issues. But we share the view that education is a matter of national interest and that the State is to make sure that all children in Niger will attend school, well ahead of 2015. Matters of national interest, if not of national survival, cannot be left in the hands of private enterprise or NGOs.

SNEN is well aware that 45% of the national budget of Niger is financed through

international cooperation. We further note that more than 10% of the education budget is paid by international partners. Whereas we do appreciate international commitment and solidarity, we reject the notion that international donors, be they governmental or non-governmental or even the World Bank, intervene without consultation or dictate education policies. Niger ranks amongst the poorest countries of the world and there are many reasons for that, but we attach great value to our sovereignty and to the right to take decisions. Education for All is a matter of national survival in Niger. SNEN is ready to take up that challenge.

# NEWS FROM AFFILIATES

## Turkey:

### Legal victory for EGITIM-SEN



The Turkish Supreme Court ruled in favour of EI affiliate, EGITIM-SEN, acquitting the teacher union of all charges. A lawsuit was filed against EGITIM-SEN by the Attorney General of Ankara on 10 June, claiming the teacher union's policy that one should receive education in one's mother tongue was

contrary to the Turkish Constitution. EI demanded the immediate withdrawal of the lawsuit. On September 15th, 2004, there was a final court hearing. In this hearing the Judge had the power to close the union if he ruled that there was, effectively, a violation of the Labour Code by EGITIM SEN. After lengthy deliberation he ruled that there was no contradiction.

The EI World Congress held in July also passed a Resolution on the Illegal Attack on Egitim-Sen, requesting members to participate in the court session, so as



to exert international pressure on the Turkish government. EI had organised a mission to Ankara for the court hearing and also organised a campaign among member organisations in Europe, in particular, to put pressure on the government. This was a successful campaign and the mission was attended by colleagues from Lärarför-

bundet/Sweden, KTOEOS/Cyprus, OLTEK/Cyprus, GEW/Germany, DLF/Denmark, BUPL/Denmark, FENPROF/Portugal and EI Brussels.

EGITIM SEN intends to organise an international conference, focused on Central and Eastern Europe, on educational systems and minorities, in December.

## SADTU national strike hits South Africa

Hundreds of thousands of public sector workers stayed away from work, in what was the biggest strike in South Africa's history.

After the government's failure to satisfy the demands of South African teachers for a 7% salary increase, hundreds of thousands of workers, including teachers, wearing bright red and yellow t-shirts took to the streets on 16 September in a nation-wide demonstration. "If you get paid peanuts, you get monkeys," read some of the SADTU placards.

The teachers' protests follow a string of other demonstrations demanding better housing and more jobs. "This is a dispute that affects all public sector workers, and that's 1.1 million people," said John Lewis, media officer at the South African Democratic Teachers Union (SADTU), EI's South African affiliate.

The row began with the government's offer of a 4.4% wage rise for 2004, far lower than the union's 12% demand. Both sides altered their positions in June, with the government raising its offer to 5.5% and unions lowering their demand to 7%. The negotiations had been taking

place in a cauldron of discontent simmering since the government's unilateral implementation of its wage offer in 1999.

The deterioration in conditions of service over the past five years, as well as the decline in infrastructure and the quality of service delivery in health and education have resulted in teachers and health workers leaving the service to go overseas.



## Join the global boycott of Nottingham University

AUT, the UK's largest higher education union, is calling on fellow EI affiliates to support the boycott of Nottingham University where the staff is calling the Russell Group university to open negotiations with the union. The university refused to negotiate a pay and grading agreement in line with that agreed between national university employers and AUT earlier in March. The boycott, otherwise known as greylisting means that university staff across the world will refuse to deal with Nottingham University. Many have told AUT they will refuse

to carry out external examining or joint research projects, will not contribute to articles, will not to use Nottingham's conference facilities, will not apply for jobs at Nottingham nor attend conferences at the university, including its campuses in Malaysia and China. AUT's campaign has received growing support from university unions in the USA, Canada, across Scandinavia, and in Australia and New Zealand. In addition, individual messages of support have come from across western Europe. *"The support from unions and academics from the UK and abroad has been a*

*huge boost for our members at Nottingham and I want to thank our friends for that,"* said Sally Hunt, AUT general secretary.

[www.aut.org.uk](http://www.aut.org.uk)



Contributions can be put on the  
EI Solidarity Fund  
**account number: 310-1006170-75**  
c/o ING, 1 rue du Trône,  
1000 Brussels, Belgium  
SWIFT code BB RUBE BB 100  
(IBAN code: BE 85310 100 6170-75)

## SOLIDARITY

### El sends relief aid to the Caribbean

Hurricane Ivan, the most powerful hurricane to hit the Caribbean in a decade, has destroyed thousands of lives in the region. In Grenada, about 90% of the country's buildings have sustained damage, and about 60% of the population are now homeless. *"The hurricanes have left a trail of disaster in some of the islands,"* reported Adolph Cameron, General Secretary of the Caribbean Union of Teachers (CUT) the EI sub-regional organisation.

EI Regional Office in North America & the Caribbean is assessing the various types of assistance needed. The EI

Solidarity Fund will be deployed to help teachers affected by the disaster but more funds will be needed for teachers in the countries affected, namely Grenada, Jamaica, St Vincent and the Grenadines, Bahamas and Haiti.

In Haiti, the teachers union CNEH undertook a mission to the Gonaïves region which has been flooded: 105 teachers lost all their belongings and home. They are left with the clothes they were wearing. Six teacher members of the union are still missing. The education system has also been badly hit: a lot of schools have been destroyed.

In Jamaica, the Teachers Association JTA has been able to identify the extent of the damage sustained by the teachers. Five teachers lost their homes completely, over 180 lost their rooves, over 65 are faced with other structural damage to their houses. In total, the union estimates that the cost of the material damage for teachers is over 2 million USD.

## EI Protests

### Colombia

EI sent a letter to the Colombia President Álvaro Uribe to denounce the continued violence and assassination of Colombian teachers. A total of 21 assassinations of Colombian colleagues have been reported this year, the most recent being that of Leonel Goyeneche. In its letter, EI urged the President to recognise the urgency to put a stop to the violence and to conduct investigation into the death of Goyeneche. For more information regarding EI's campaign to stop the violence against teachers in Colombia, check the EI website.

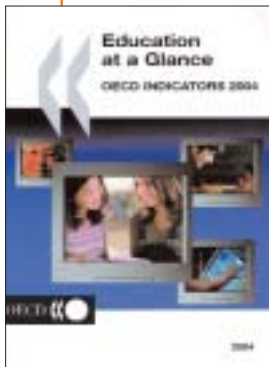
### Nepal

EI took several initiatives to draw the attention of the international community to the violations of human rights of teachers in Nepal. In June, EI sent our a letter to the Nepali government to protest against the violence committed against teachers by both the Maoist rebels and the security forces. In addition, in July, the EI World Congress adopted a resolution which among other things, appeals to the government of Nepal to take effective measures to protect the lives of teachers and other people.

### Ukraine

EI wrote a letter to the Ukrainian Minister of Education on behalf of its affiliate, the Free Trade Union of Education and Science of Ukraine (VPONU), to protest against the closure of several schools in Olexandriya on 25 June by the City Council without prior consultation. VPONU conducted several protest actions, including marches and a hunger strike, to no avail. Some teachers have been on hunger strike for more than ten days. EI strongly urged the Minister to conduct immediate negotiations with the teacher union so as to resolve the conflict.

# PUBLICATIONS



## Education at a Glance - OECD Indicators 2004

*Education at a Glance* is a major annual publication of OECD's Directorate for Education, whose mandate is to search for effective policies to enhance social and economic prospects, provide incentives for greater efficiency in education and help mobilise resources. The indicators are based on the widest available variety of comparable data, and are designed to enable governments to see their education system in light of other countries performances, and provide arguments for policy reforms in education.

## Education towards ever increasing diversity?

**E**ducation at a Glance 2004 illustrates explicit differences between countries, as well as inside countries amid social groups and regions. While in some of the 30 OECD countries, almost all students graduate from upper secondary school and enter smoothly into qualified professions, in others only half of them complete upper secondary school, while the remainder risk social exclusion.

There also continue to be significant differences between

girls and boys, both in access and performance. Girls outperform boys in most countries, and two thirds of humanities students are female but, when it comes to advanced research qualifications, the majority are males.

While there are large differences in mean performance among countries, the variation of performance among 15 year-olds within each country is many times larger. Whether it reflects the social, ethnic or income disparities in countries, the report does not say, but it clearly demonstrates that the countries with the smallest variations perform best.

The differences are even more explicit where it concerns the financial resources invested in education. The average annual expenditure figures range from over 8,000 US\$ (USA, Norway, Switzerland) to less than 2,000 US\$ (Slovakia, Mexico) per secondary student. Even higher are the

differences between teachers pay, which represent about 70% of total spending. The yearly wage ranges between 40,000 US\$ (Australia, Japan, Germany) to less than 10,000 US\$ (Slovakia).

In most countries, increases in education spending fall behind the growth of national income. The answer to relative decline of public spending is increased private investment.

Are performance, economic development and spending indicators interrelated? It may be argued that they are, although the OECD fails to admit it.

The OECD *Education at a Glance* 2004 provides a snapshot of an increasingly segregated and unequal world, but does not say whether the education systems are a result of this, or whether they can make a difference?

Guntars Catlaks, EI Research  
Co-ordinator

## Barometer 2004

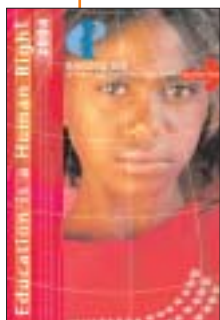
**T**he third issue of EI's Barometer of Human and Trade Union Rights in the Education Sector was released at the EI World Congress in July 2004.

This Barometer focuses on five fundamental human rights: the Right to Education for Girls and Boys, Gender Equality in Education and in Society, Academic Freedom, the Right of the Child to Protection from Child Labour, Abuse and Exploitation, and the Rights of Workers to Form & Join Trade

Unions and to Organise & Collective Bargaining.

The aim of the Barometer is to measure the extent to which they are respected, in each country where EI has members.

The Barometer can be accessed on the EI website in the Publications section.



## HIV/AIDS Newsletter

**EI** launched a new electronic newsletter devoted to its HIV/AIDS prevention activities. Education International, in collaboration with the World Health Organisation (WHO), has been involved in HIV/AIDS school based prevention efforts



worldwide since 1995. Thanks to all its affiliates in the world, and most specifically to those from the 17 countries already involved

in the EI/WHO programme on HIV/AIDS prevention in the education sector, EI is able to show its concrete commitment at the ground level to fighting the spread of the epidemic.

The newsletter is intended to provide EI member organisations currently involved in the EI/WHO programme as well as EI partners, with international news on HIV/AIDS prevention. It will provide updates on current developments, specific actions and measures taken in the area

of HIV/AIDS prevention by EI and its affiliates. Contributions and pictures from member organisations involved in the programme are extremely welcome and can be submitted to [hivaid@ei-ie.org](mailto:hivaid@ei-ie.org)

EI already produces a monthly electronic newsletter, a Pan-European newsletter and a regular newsletter on issues related to General Agreement on Trade in Services (GATS).



# A DAY IN THE LIFE OF

## Jeanne d'Arc Mujawamaliya, AIDS coordinator in Rwanda -

**Jeanne, 43 years old, is headmistress of both Matba and Nyarubuye "school centres". These are primary schools which accommodate pupils from seven through to fifteen. In addition, Jeanne represents the primary teachers' union SNEP, chairs the National Women's Council and is regional AIDS coordinator for the Kibuye province.**

As the regional AIDS coordinator, she is responsible for the development of all HIV/AIDS training activities within her province, and she has to report regularly on this matter to the project's national coordinator in Kigali. Jeanne also endeavours to contact trained teachers as early as possible in order to evaluate the impact of their training and answer any questions or offer advice. Furthermore, she organises various activities to promote AIDS awareness for teachers and the community along with helping to create anti AIDS-clubs in each school.

Rwanda remains severely affected by the genocide in 1994, which claimed over one million casualties (one eighth of the population). One direct result of the troubles was the total collapse of the Rwandan school system. Every school was either totally destroyed or seriously damaged, and a high number of teachers were killed or forced into exile. For example, seven teachers were killed in the rural education centre where Jeanne was teaching at the time.

After the genocide, the country had to redress the shortage of qualified teachers and the overall condition of public schools. In 2001-2002 the number of teaching personnel in schools had risen to just over 26,000, of which 81% were qualified teachers. In total the country

has approximately 2,200 primary schools, half of which are housed in permanent solid structures; others are temporary structures or classes are held in the open-air. This is particularly the case in the East and North-East of the country. Throughout the country, classes are overcrowded; in 2000-2001 the average was one teacher for 51 pupils.

The genocide has also contributed to the spread of HIV/AIDS because rape was used as a weapon. Today, the average infection rate is 13.2%, and as high as 18% in the cities.

In 2002, Jeanne was trained to become a trainer of trainers for HIV prevention. She is now responsible for all activities concerning the training of teachers in her province. In 2003, Jeanne organised a regional training session on HIV prevention for 20 teachers in her province. Those teachers have then trained HIV/AIDS focal points in all the schools in the province. The school focal points are now training their teacher colleagues on HIV prevention. At the end of this year, every school in the country will have one focal point and thousands of teachers will be trained on HIV prevention.

HIV/AIDS Education became formal in 2002 with the arrival of the HIV prevention project, initiated by the two Rwandan



*In addition to being headmistress, Jeanne is also regional AIDS coordinator in the Kibuye province, as part of the joint union HIV prevention project implemented by the Syndicat national des enseignants du primaire (SNEP) and the Equipes enseignantes du Rwanda (EER).*

trade unions SNEP and EER. It is the only project concentrating on HIV prevention in primary education and focusing on skills building for teachers and students' behavioural changes.

Jeanne is also fighting for funding from the Government and other authorities for the AIDS orphans. Families who are affected by AIDS often prevent their children, and especially their daughters, from attending school. This is because children need to compensate for the lack of income and manpower resulting from parents' disease. On occasions, they also have to

stay at home to look after sick family members. Furthermore, families that suffer from AIDS sign their children off from school when they no longer have the money to pay the school fees. Rwanda, like many other developing countries, depends on school fees in order to pay teachers salaries.

Today one of Jeanne's aims is to see every Rwandan child attend school so that they have access to essential knowledge about HIV/AIDS and build the skills necessary to avoid dangerous situations and protect themselves.

Primary education is divided into two cycles. The first cycle lasts three years and is taught in Kinyarwanda (the only language spoken by all Rwandans). The classes are devoted to the learning of reading, writing and mathematics. The second cycle, which is a further three years, is dedicated among others to the teaching of French, hygiene, music, sports, drawing and hand crafts.

After 1996, English was also introduced into the schools due to the influx of Rwandan refugees who had returned from Tanzania and Uganda where they were exiled during the 1994 genocide and where English is widely spoken. In the short term it is anticipated that the Rwandan pupils will be able to master French and English at least at a basic level (English as good as French) given these are the country's two official languages.



# 2004 EI Policy Resolutions

## ON and EMPLOYMENT

### QUALITY EDUCATION FOR ALL

- Education For Global Progress
- Education - Public Service or Commodity?
- The Right to Teach: The Right to Learn
- Combatting Mismanagement and Corruption in Education
- Promoting Quality Education
- Community Involvement in Education
- Information and Communication Technologies

### ● STATUS OF TEACHERS

- Enabling Retired Personnel to Live with Dignity
- Recruitment and Retention of Qualified Teachers
- Headmasters/mistresses

### ● HIGHER EDUCATION

- A New International Instrument for Higher Education

### ● HEALTH EDUCATION

- HIV/AIDS

## HUMAN and TRADE UNION RIGHTS

### ● PEACE AND DEMOCRACY

- The Role of the UN in the Current International Context
- Situation in Palestine and Israel
- Sudan
- Colombia
- Education for a Peaceful Environment in Schools
- Education for Cultural Diversity
- Education for Peace
- Nepal
- Death Penalty

### ● TRADE UNION RIGHTS

- Illegal attack on Egitim-Sen (Turkey)
- Trade Union Freedom in Iraq
- Condemnation of the Government of Djibouti

### ● EQUALITY

- Gender and HIV/AIDS

### ● GLOBALISATION

- Brain Drain
- Education for Sustainable Development
- Vocational Education

## Declaration on Professional Ethics

- Resolution on EI Resolutions
- Collective Bargaining



Education International is a world-wide trade union organisation of education personnel, whose **29** million members represent all sectors of education from pre-school to university in **349** national trade unions and associations in **165** countries and territories.



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Fred van Leeuwen,  
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