

An intense programme ahead for EI

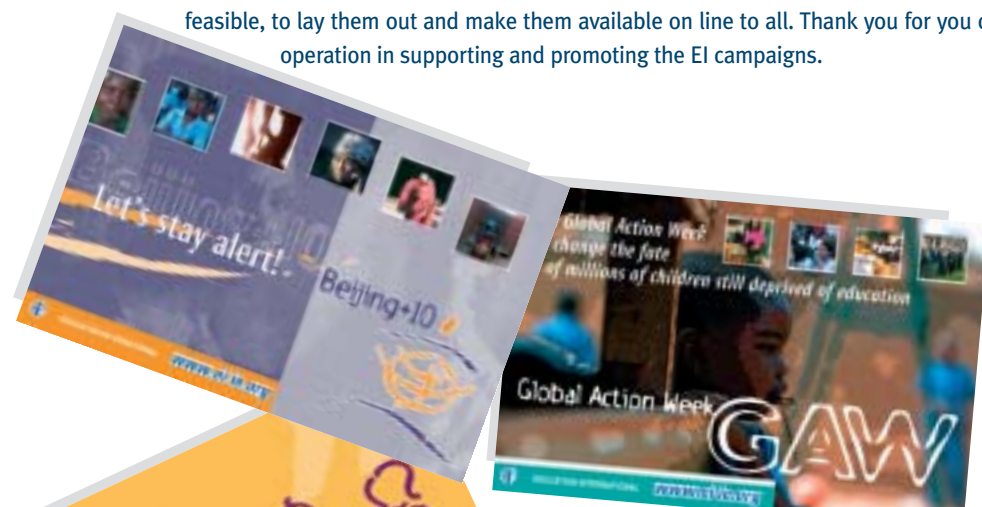
➔ EI is releasing lots of printed material to support its many campaigns. The leaflets are intended for its members and the public at large.

Three leaflets are already available. They deal with EI's longstanding campaign to defend the right to **equality for women**; the commitment of EI's members to the Global Campaign for Education and, in particular, to **Global Action Week**; and, with EI's new international programme designed to help its members take part in HIV/AIDS prevention in schools and to be pro-active in the implementation of the Education For All initiatives.

More leaflets are in preparation, they will deal specifically with the **commercialisation of education** and how teachers' unions and, in particular, the higher education unions, campaign to limit the negative impact on education of the General Agreement on Trade in Services (GATS). The fifth leaflet will encourage the participation of unions in supporting the achievement of the **UN Millennium Development Goals**.

In the autumn, other EI leaflets will follow on the EI initiatives to defend the **working conditions of teachers and education personnel worldwide**, and in particular, to request quality training for every teacher. Another set of publications developed by EI will relate to the access, **without discrimination, of all children and teachers to education and teaching**.

We hope that these publications will be useful. They are available in the three EI working languages (English, French and Spanish) and may be downloaded from the EI website. Members who wish to translate EI publications are invited to send the translation to the EI secretariat which will try, if it is technically feasible, to lay them out and make them available on line to all. Thank you for your co-operation in supporting and promoting the EI campaigns.



Glossary

ADEA Association for the Development of Education in Africa
AIDS Acquired Immunodeficiency Syndrome
CSW UN Commission on the Status of Women
EFA Education For All
EI Education International
ETUCE European Trade Union Committee for Education
EU European Union
GATS General Agreement on Trade in Services
GCAP Global Call to Action against Poverty
GAW Global Action Week
GCE Global Campaign for Education
G8 the eight most industrialised countries in the world
HIV Human Immunodeficiency Virus
ICFTU International Confederation of Free Trade Unions
ILO International Labour Organisation
IMF International Monetary Fund
GUF Global Union Federations
MDG Millennium Development Goals
NGO Non Governmental Organisations
OECD Organisation for Economic Cooperation and Development
PSI Public Services International
SAP Structural Adjustment Programmes
UN United Nations
UNDP United Nations Development Programme
WB World Bank
WFP World Food Programme
WSF World Social Forum
WTD World Teachers' Day

Calendar

| | |
|--|--------------------|
| OECD Forum 2005 - Paris, France | 2-3 May |
| 114 th meeting of the TUAC Plenary Session - Paris, France | 2 May |
| ICFTU Women's Committee Meeting - Brussels, Belgium | 11-13 May |
| 4 th Session of the UN Permanent Forum on Indigenous Issues - New York, USA | 16-27 May |
| TUAC Working Group on Education, Training and Employment Policy - Paris, France | 24-25 May |
| EI/Pan-European Standing Committee Equal Opportunities - Brussels, Belgium | 26-27 May |
| 93 rd Session of the ILO Conference - Geneva, Switzerland | 31 May -16 June |
| GUF Conference - interim meeting - Geneva, Switzerland | 9 June |
| EI/ETUCE Bureau - Brussels, Belgium | 13 June |
| EI Pan-European Committee/ETUCE Executive Board Meeting - Brussels, Belgium | 13-14 June |
| International Literacy Day | 8 September |
| EI/ETUCE Bureau | 26 September |
| EI Pan-European Social Dialogue Conference - Vienna, Austria | 30 Sept.- 1st Oct. |
| World Teachers' Day | 5 October |
| EFA/HIV-AIDS Conference - The Netherlands | 6-7 October (TBC) |
| Early Childhood Education Round Table - Eastern Europe | 17-18 October |



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 **343** national trade unions and associations in **165** countries and territories.

colophon

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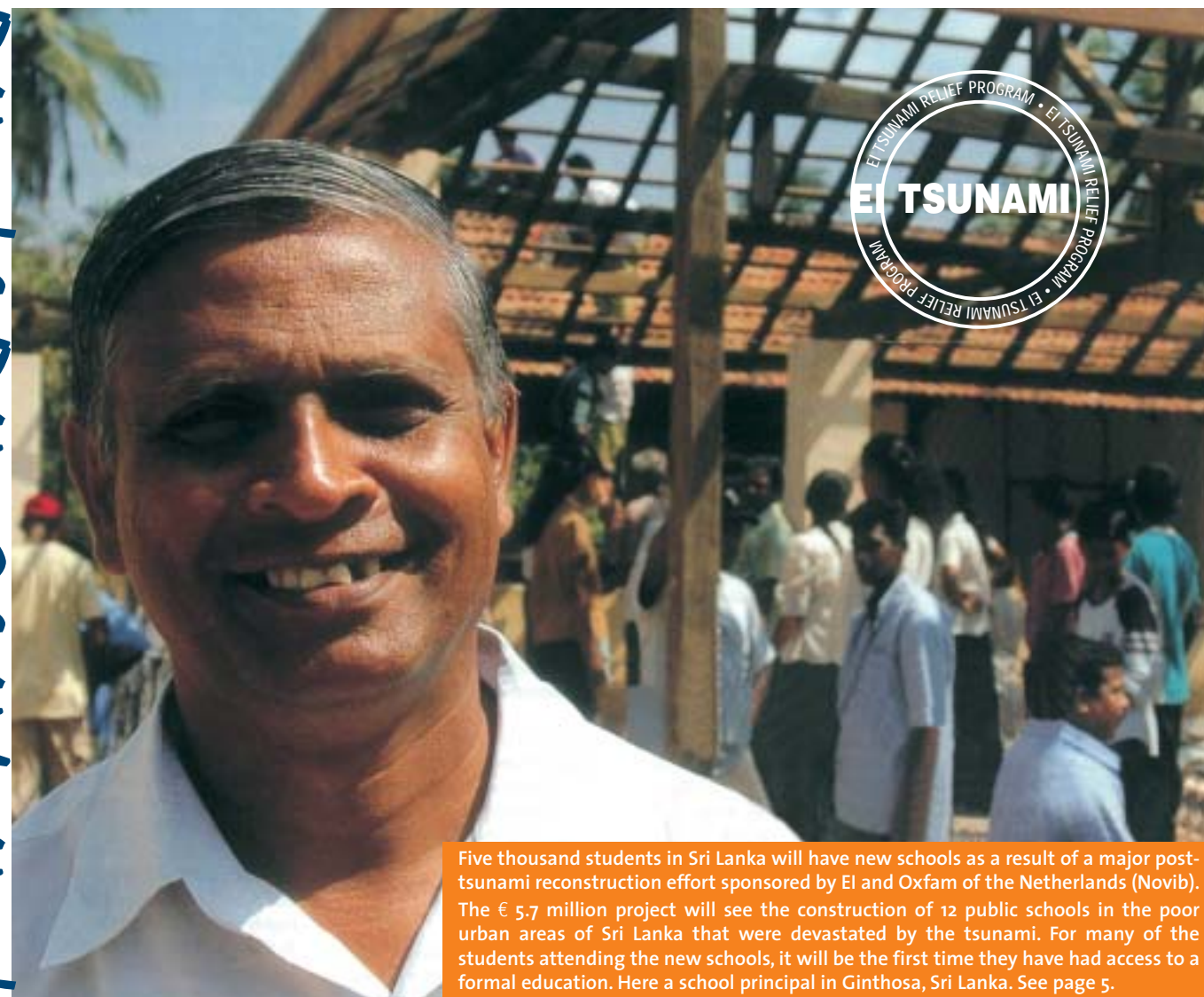
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WORLDS OF EDUCATION



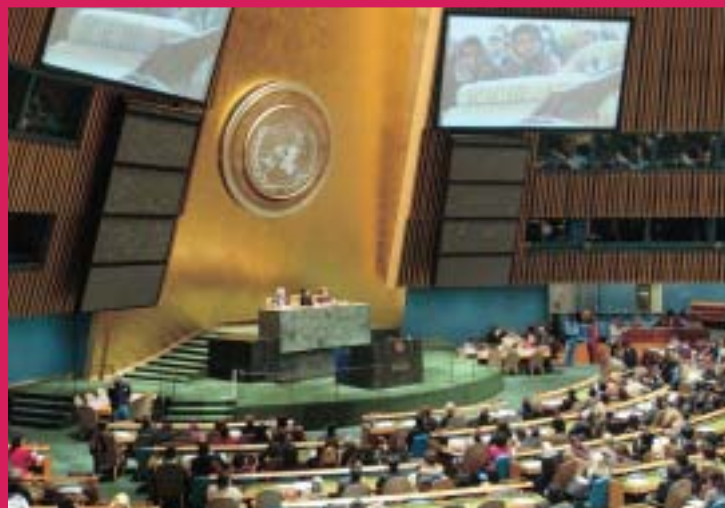
Five thousand students in Sri Lanka will have new schools as a result of a major post-tsunami reconstruction effort sponsored by EI and Oxfam of the Netherlands (Novib). The € 5.7 million project will see the construction of 12 public schools in the poor urban areas of Sri Lanka that were devastated by the tsunami. For many of the students attending the new schools, it will be the first time they have had access to a formal education. Here a school principal in Ginthosa, Sri Lanka. See page 5.

World Teachers' Day 5 October 2005

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World Teachers' Day provides the perfect opportunity for teachers' unions and education activists to urge their governments to provide the finances and resources so that the education sector can truly offer quality education for all. This year, EI will focus on the need to provide teachers with the best possible training before they enter the classroom. The quality of teacher training has a critical and long-lasting impact on the quality of education. EI believes teacher education must include sound basic training, supported by further in-service education, to give teachers a theoretical and practical understanding of the methodologies and experiences that are the basis of their profession. Although teacher education should be a central concern of all governments, there is an increasing trend for governments to use poorly trained teachers. This fundamentally undermines the quality of education. EI believes it is crucially important that teachers receive the highest quality post-secondary professional training.

2005 WOMEN'S YEAR



The 49th session of the Commission on the Status of Women (CSW) held from 28 February to 11 March 2005 energised governments, labour unions and civil society organisations to assess the further implementation of the Platform for Action adopted at the Beijing Conference on Women in 1995.

Despite their greater presence in the labour market, many obstacles still limit women's access to economic resources. The persistent and increasing burden of poverty on women is a hard fact of life in developing and self-styled developed countries alike.

El's intense lobbying

El sent a large contingent to the 49th CSW, which lobbied to prevent the pledges given by the international community being watered-down. The trade union delegation as a whole (about fifty women) spoke twice at the plenary meeting. El, PSI and ICFTU also staged two panels - on the impacts of unbridled globalisation on women, and on human and trade union rights violations in Colombia (see p.9).

El's Vice-President was also a panellist in the Global Campaign for Education's 9 March session

Despite the progress achieved in education and basic literacy skills, the situation remains a cause for concern. Only 52 countries out of 128 have achieved gender parity in education in 2005, while a number of countries risk not achieving this objective by 2015 because of a lack of political will and resources.

Ms Saniye Gulsar Corat, UNESCO

Measures to broaden girls' access to education and keep women in learning are more necessary than ever. Trade globalisation may offer prospects for economic development, but it too seldom goes hand in hand with planned policy measures that take account of women's particular situations and needs. Gender mainstreaming is still a sideshow at world level, probably as a result of women's under-representation in decision-making.

on education for girls, held in the UN building and attended by the assistant director of UNICEF. In her contribution, Susan Hopgood stressed the need for States to focus on not just getting girls into education, but keeping them in it.

Investing in public services

A plenary meeting of the UN Commission saw a succession of government representatives

2005 is a watershed year for advancing women's equality in many spheres, not least access to education. El and its partners have redoubled their efforts to champion women's causes. The problem is that the current political and socio-economic context means that at best civil society will hang on to the gains made. Two weeks of bitter wrangling at the UN Commission on the Status of Women show that the circumstances are extremely difficult.

(mainly women ministers) talking up their countries' achievements. In many cases, the progress is just talking - little more than a line-up of legislation to achieve compliance with the country's international undertakings, but lacking the awareness-building programmes and funding to enable real action at the point of delivery.

Support for the case made by El and PSI came mainly from speakers from UN agencies. Ms Yassin Fall, Policy Advisor on Gender Equality for the United Nations Millennium Project, focused on the need for government investment in public services. *"Cutting public services has serious consequences for gender equality. We need stronger public services,"* she argued, saying that cutting them back was unacceptable. Ms Nenadi Usman, Nigeria's Minister of Finance, also said States should invest more in girls' education.

Debt relief

Ms Jayati Ghosh, Professor at Jawaharlal Nehru University's

Centre for Economic Studies, focused on the vital need to boost the share of public services, given that the proportion of civil servants was 3.5% worldwide, 5% in the United States, 2% in the developing countries and 1% in sub-Saharan Africa. *"We need to strengthen public services with a gender focus,"* she said. She also argued that debt relief would help countries move forward better than assistance as such. She spoke out against what she described as the *"assistance industry"* which does not necessarily benefit the people.

On development, Ms Fall thought it important for transparency and ownership of the development effort, for people to know how much official development assistance money was coming into their country, and for what it was intended. On what basis are certain countries entitled to assistance? How much does debt servicing cost? she asked, arguing that debt cancellation was essential.

El AT THE UN CONFERENCE

El's 16-WOMAN DELEGATION LOBBIED HARD THROUGHOUT THE 49TH SESSION OF THE UN'S COMMISSION ON THE STATUS OF WOMEN. THE El CONTINGENT, WHICH INCLUDED El VICE-PRESIDENT SUSAN HOPGOOD, AND El WOMEN'S COMMITTEE CHAIR MARILIES RETTIG, JOINED FORCES WITH THE LARGE DELEGATION SENT BY ICFTU ON BEHALF OF GLOBAL UNIONS (see box on gains).

El AND ITS AFFILIATES MADE A SUBSTANTIAL INPUT TO THE BEIJING+10 APPRAISAL, IN PARTICULAR THROUGH EARLIER REGIONAL EVALUATION MEETINGS.



Welcome to the beehive

Like a swarm of worker bees, the 5,000 civil society representatives at UN headquarters teemed back and forth attending caucuses, writing contributions, and discussing amendments.

This kind of world meeting is obviously a perfect opportunity for NGO and trade union representatives from all over the world to forge alliances, discuss strategy and form, in some cases, issue-specific lobbies.

This year in New York, there was a groundswell of consensus against the amendment tabled by the United States denying the right to abortion, which could well have thrown the Beijing gains into question. Civil society as a whole was in no doubt that the Declaration had to underpin the full and effective implementation of the Beijing Platform. El, PSI and the entire trade union delegation co-signed the NGO Declaration calling on governments to vote down the US amendment. Seeing a mixed coalition of States ganging up against them, the US wisely withdrew its amendment.

Afterwards, either from ignorance of the UN system or disregard for democracy and transparency, the United States delegation slowed down the Commission's work by failing to observe the proper debate procedures. As a result, the 49th CSW finished in a rush on 11 March without concluding its work.

What El achieved at CSW49

The El delegation, and the Global Unions generally, welcomed the Commission on the Status of Women's adoption of three documents: the Declaration reaffirming the Beijing Platform for Action, plus resolutions on women's economic advancement, and eliminating trafficking in women and girls.

In its **Declaration**, adopted on 4 March, the Commission reaffirmed the undertakings given at Beijing in 1995 and New York in 2000. The Member States pledged to undertake further action, and recognised the mutually reinforcing nature of the Platform for Action and the Convention on the Elimination of All Forms of Discrimination against Women. The United States had tabled an amendment

to the declaration insisting that the text did not create any new rights or include the right to abortion, but got no backing and had to withdraw the clause.

The Commission adopted the resolution on **women's economic advancement** as amended by the United States, Cuba and South Africa. The 19 paragraph resolution calls on Member States to recognise women's rights to form trade unions and to bargain collectively. The union delegation pushed through acceptance of provisions on equal access for women and girls to education, and creating an enabling environment for women's participation in economic life. With South Africa's amendments on recognition of the right to sexual health and de facto equality having

been adopted, the US representative withdrew as co-sponsor of the text after failing to get the resolution withdrawn from the vote as she had wanted.

As a result of trade union lobbying, the resolution on **eliminating the demand for women and girls trafficked for any form of exploitation** calls on governments to address the root factors, in particular poverty and gender inequality. It also calls on States to bring in legislation or other measures, such as educational, social and cultural measures, to deter exploiters and eliminate the demand that fosters trafficking in women and girls.

EDUCATION FOR ALL

Major victories for EFA in the Andes

The Education For All programme has received a major boost in the Andes region with education unions winning breakthrough commitments from their governments to enter into formal consultation processes on how the programme will operate.

The 2000 Dakar Framework for Action emphasised that EFA goals could only be reached when governments included teachers' unions in the development of national education policies.

Many governments have been reluctant to formally engage with unions in the development of their education policies.

But, the teachers' unions of Bolivia, Ecuador and Peru have won agreement from their governments to enter into formal consultation processes on education policy and development.



"For a long time we've been calling for a serious dialogue with the government," explained Jorge Sanchez, International Secretary of SUTEP, EI affiliate in Peru.

"The process started three years ago, but the dialogue broke down because the discussions were vague – there were no commitments and no obligations. The major change came in September 2004 when the government created an official National Forum of Consultation on education policies."

SUTEP is represented on the Forum which meets once a

month. Jorge Sanchez says: *"The Forum has transformed the dialogue from ad-hoc consultation – often convened at the very last moment – to a formal and positive dialogue on immediate and long-term education issues. This is the fundamental difference. And we take the National Forum very seriously."*

The union acknowledges that the National Forum does not represent a single 'magic' solution to its country's education challenges. But it is an important start.

Agreement through dialogue

In Bolivia, the CTEUB has also achieved major concessions on consultation. Although the Bolivian government has not yet introduced a formal consultation process, the union and the government are close to reaching an agreement.

The government has initiated a process of consultation with civil society organisations on education that will culminate in the creation of a National Conference on Education.

In preparation for the conference, in 2004 CTEUB took the issue to its 96,000 members to debate and try to reach a consensus. It did this with the support of the EI-initiated EFA programme. CTEUB drafted a proposal, distributed 17,000 copies and discussed it in regional seminars.

In December 2004, CTEUB's national conference adopted an amended version of the proposal that will guide the union in its discussions with the government.

"This is a new process for us," says Jaime Rocha Rodriguez of CTEUB: "We haven't given up our principles, but we have broadened our approach from 'protest' to 'proposal'. We expect the government to respond positively to this major step."

"The Education For All programme now has a real meaning for our members," says Teresa Bolaños, vice-president of the teachers' union UNE of Ecuador. "In 1990, after Jomtien, EFA was just of concern to government officials operating at the international level. But, now our members see its importance and are working to achieve its goals. They're very committed to making sure that EFA is a success in Ecuador."

At the union's National Congress in June 2005, two days have been set aside to discuss and debate how best to implement the EFA programme. The UNE has recently signed an agreement on EFA with the government, and the union is campaigning for its members to back the EFA programme.

Governments and unions in the Andes region face many critical challenges in education. Although school attendances are relatively high, more than 85% for basic education, the overall quality of education remains poor. The teachers' unions are campaigning to ensure that

everyone has access to high quality public education. In these countries, the wealthy can afford to pay for additional private education but ordinary families must cope with overcrowded classes and outdated curricula and materials.

Even where basic education is available, governments are demanding that parents pay for education resources that should be provided by the state. The UNE is undertaking a study into how much these extra expenses are costing families, particularly for families with children in primary education.

A further major challenge for the teachers' unions is the education of the indigenous populations who are a large group within the Andes' population. Educating children in their native language is of major importance to the unions because it vastly improves the learning opportunities of the children. In Bolivia, major progress has been made with the government developing specific curricula for the education of its native peoples.

The teachers' unions are increasingly aware of the importance of the rights of indigenous peoples. In Peru, SUTEP has allocated resources and appointed an officer to concentrate on indigenous issues. For education unions in the region, this represents a major development. It demonstrates that they see the rights of their indigenous peoples as an important priority.

EI Tsunami Relief Programme: Reconstruction has begun

EI and the four EI teachers' unions in Sri Lanka will rebuild 12 schools in the context of the Tsunami rehabilitation programme sponsored by EI and Oxfam Netherlands (Novib).



Construction is due to be completed in October 2005.

www.ei-ie.org/tsunami/

The four EI member organisations in Sri Lanka will reconstruct 12 of the 180 schools which were damaged or destroyed by the Tsunami. The schools, mostly primary schools, will accommodate over 5,000 children. The schools will be located in urban and popular districts. Schools too close to the seashore will be relocated.

The reconstruction, which is estimated to cost 5.7 million Euros, is to be completed within six months. The Sri Lanka teachers' unions have formed a Tsunami Committee to be chaired by Angela Wijesinghe, President of the All Ceylon Union of Teachers (ACUT).

Education International, NOVIB and the Sri Lanka coalition of teachers' unions signed a Memorandum of Understanding with the Minister of Education of Sri Lanka on 24 February.

EI General Secretary, Fred van Leeuwen, explained that the teachers of Sri Lanka, and their

colleagues around the world, want to support Sri Lanka in achieving Education For All. He reminded the government of its responsibility to ensure equal access to education to all children. Fred van Leeuwen also stressed that qualified teachers provide quality education and that therefore the government should employ qualified teachers and establish reasonable terms and employment conditions in agreement with the teachers' organisations.

Angela Wijesinghe, chairperson of the Sri Lanka coalition, noted that the teachers' unions of Sri Lanka should work together to revitalise the education system in the country.

The programme will not only entail the reconstruction of schools but also scholarship programmes, as well as crash courses for teachers on trauma counselling. EI Member organisations interested in "adopting" schools, starting twinning programmes, or helping supply the schools, are invited to contact EI.

► (from l. to r.): Sylvia Borren, NOVIB Executive Director; Fred van Leeuwen, EI General Secretary; Angela Wijesinghe, Chair of the EI Sri Lanka Teachers' Relief Project; and Dr. Tara de Mel of the Minister of Education of Sri Lanka.



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IBAN Code: BE05 3101 0061 7075 – SWIFT code: BB RUBB BB 100

Teachers' Unions Are Committed to Make EFA a Success



In an article released in the flagship publication of the Association for the Development of Education in Africa (ADEA), EI states that if govern-

ments have been slow, if not reluctant, in involving teachers' unions in their Education For All (EFA) plans, teachers' unions are committed to genuine partnerships.

Teachers' unions in Africa have come to realise that the 'Dakar 2000 Framework for Action' is more than a document for international conferences at governmental level. They increasingly take into account that EFA is a challenge in the day to day life of each union. For example, are teachers nowadays equipped with the knowledge, the skills and the tools to deliver quality education? Has the education system and has the curricula enough relevance to attract all children into schools and discourage them from dropping out? Are teachers getting the much needed training to face the HIV/AIDS pandemic?

Partnership in the development and implementation of education policies is possible. EI affiliates are ready to enter such a process. A process with a clear distinction in roles and responsibilities. For the Government to govern and for the union to operate as lobbyist, representing the experts, each with their specific input. What is required is mutual trust, respect and recognition of the roles of each one involved.

EI currently works with unions in seven countries in Africa to strengthen their capacity to contribute to EFA policies.

EI thanks its many affiliates and the schools and individuals who have generously donated to the EI Tsunami Relief Programme. Contributions to the EI Tsunami Relief Programme can still be transferred to:

Teacher education is crucial



The EI Pan European structure held a Round Table on Teacher Education (Dublin, Ireland, 21-22 February) to discuss new trends in teacher education in Europe, in the framework of the Bologna process, as well as increasing pressures leading to decentralisation of employment, increasing new demands and changing roles of teachers. The meeting was well attended by 75 participants from 41 EI member organisations in 23 countries. Speakers – including Professor John Coolahan from Ireland, former UK policy maker Richard Harrison, Arlette Delhaxhe from Eurydice and Paulo Santiago from OECD – provided their perspective on the current trends for teacher education policies. Teachers' representatives from different regions in Europe shared their expert perspectives.

► Some members of the Irish delegation at the EI PanEuropean Conference. From l. to r. EI Chief Coordinator for Europe, Charlie Lennon; John Carr, General Secretary of the INTO; Irish Minister for Education, Mary Hanifin; Professor John Coolahan; and Deirbhle Ni Chraith, INTO Education Officer.

© INTO

Spotlight on early childhood education

The EI PanEuropean structure will organise a round table on early childhood education in the autumn, probably in Eastern Europe (check the EI website for date and location). EI promotes the right of all children to access quality public early childhood education (ECE) facilities. Today, 44% of children between age 3 and 6 around the world are enrolled in ECE institutions. In Eastern and Central Europe, only 50.6% of children are enrolled, versus 86.3% in North America and Western Europe. These figures reflect the disparity in definitions and types of ECE in the world.

In 2004, the EI PanEuropean structure set up a working group to develop EI policy on ECE. The purpose of the round table is to get European consensus on common recommendations to present to governments.

European Hearing on Child Labour

EI steps up its campaign to encourage the European Union to do more against child labour, and to invest in education in developing countries. EI joined a coalition of European NGOs and trade unions called "Stop Child Labour, School is the Best Place to Work" (www.schoolisthebestplacetowork.org). As a result of the lobbying organised by the campaign, a European resolution on the eradication of child labour will be voted upon on 24 May 2005.

On 17 February, the "School Is The Best Place To Work" campaign presented a common position

paper to Manolis Mavrommatis and Max Van den Berg from the Parliament's Development Committee. On 17 March, EI and the Campaign organised a Hearing at the European Parliament with experts on the issue of child labour, like Shanta Sinha, from the Indian MV Foundation which has so far removed 150,000 children from work to enrol them in school. Shanta Sinha was awarded the EI Human Rights Award in 1998.

www.schoolisthebestplacetowork.org

The campaign calls on the European Union to:

- 1 Create a coherent policy on the elimination of child labour linked to the provision of full-time, formal education for all children up to 14 years of age.
- 2 Ensure that European Union members allocate at least 8% of Overseas Development Aid to formal primary education, including strategies to integrate all out-of-school children into the education system.
- 3 Ensure that girls and young children from vulnerable groups are integrated into the formal school system.



EI launches Research Network

EI launched its new Research Network, a key item in its programme, which includes the development of an on-line Research Centre. The first network meeting (23-24 February, Brussels) included a workshop in which participants compared readily available on-

line data, using an inventory of international databanks compiled by EI.

The participants then discussed priorities and practical procedures for sharing the information more systematically in the future. As the portal website develops, an on-line Research Centre will be set up.

The EI Research Network will first start with affiliated organisations in OECD member states. However, participants believe that EI should move rapidly to support the research work of member organisations in other countries. The Network's task will be to collect and disseminate data, and make analyses from a union perspective.

HIV/AIDS prevention and Education For All: making the link!

EI is launching a new programme addressing the issues of Education For All and HIV/AIDS prevention simultaneously. It builds on the main strengths of two existing EI programmes: the HIV/AIDS prevention programme enabled 26 teachers' unions in 17 countries to train 133,000 teachers in 25,000 schools in 4 years. As part of the EFA programme, 13 teachers' unions in 11 countries developed national plans to increase the influence of unions on government policy for universal basic education.

Access to education is the only 'social vaccine' to fight HIV and AIDS

With the new EFA-HIV/AIDS programme, EI, together with its partners and affiliates, will contribute even further to preventing HIV infection and to

increasing the number of learners who achieve basic education.

The EI EFA-HIV/AIDS programme will equip 39 teachers' unions in 25 countries to successfully deal with the HIV/AIDS and EFA challenges. The three goals of the programme are to:

- Prevent new HIV infections among teachers and learners;
- Mitigate the negative effect of HIV and AIDS on EFA goals; and,
- Increase the number of learners completing basic education.

The new programme will be launched in May 2005.



World Social Forum 2005

EI and some of its member organisations, such as FECODE Colombia, FECCOO Spain, SNES France, CTERA Argentina and CGIL-Scola Italy, attended the 2005 World Social Forum (WSF) in Porto Alegre at the end of January.

For the trade union movement and civil society organisations, the WSF is a great opportunity to discuss how a social dimension can be instilled into the globalisation process.

The series of debates and workshops organised by the International Confederation of Free Trade Unions (ICFTU), the Global Union Federations and the Global Campaign for Education (GCE) attracted more than 1,200 participants.

To mark the conclusion of debates, the international trade union movement adopted a statement calling on governments to honour their commitments to increase levels of development cooperation to 0.7% of GDP in order to meet the UN Millennium Development Goals. The statement also reaffirms the support for the recommendations of ILO's World Commission on the Social Dimension of Globalisation.

The trade unions backed fully the Global Call to Action against Poverty (GCAP) which was launched in Porto Alegre at a ceremony addressed by President Lula da Silva of Brazil. The campaign calls for trade justice, more and better aid and debt cancellation so that developing countries can invest in jobs, education and health.

The EI delegation had had the opportunity to prepare for the WSF at a prior meeting organised during the national congress of CNTE Brazil. EI's Vice-President Juçara Dutra was overwhelmingly re-elected as leader of CNTE.

TEACHERS' RIGHTS

Teachers are stressed and overloaded

Two recent studies undertaken by EI affiliates show that stress and depression are the most frequent occupational diseases among teachers.

The study of the Canadian Teachers Federation CTF-FCE on the reasons which push the teachers to leave the profession speaks for itself: a high level of stress is quoted by 64% of respondents and appears to be the main factor for leaving

stant change in the curriculum, lack of involvement, low wages, no career opportunities and no adequate training.

Interestingly, statistics show that almost one-quarter of those who graduated actually never engaged into teaching.

needs (12%).

According to a poll organised by CTF-FCE in 2004, the public blames overcrowded classrooms and stressful workloads for the loss of teachers. The poll results reject the proposition that Canadians under-

by 60% of the respondents. 15% answered that they followed the tradition of close relatives, others referred to the security of employment and, more positively, out of passion for the subject taught.

The study of the Spanish teachers' union FETE-UGT confirms the findings. It shows that psychological diseases are the most frequent occupational health illness among the teaching profession.

The Canadian Teachers Federation CTF-FCE has explored the causes why teachers leave the profession for reasons other than retirement. The study was undertaken in 2004. The Spanish Teachers' Federation FETE-UGT polled 742 teachers from the public sector about their health in March 2005.

www.ctf-fce.ca
<http://fete.ugt.org>

Make a difference

The survey also highlighted the reasons why young people are attracted by the teaching profession. The desire to work with children and to "make a difference" in the lives of young people was mentioned

Overloaded classrooms

Asked about what change of conditions might have altered their decision, most referred to reduced workload (24%), lower class sizes and support staff for students with special

the profession. It is followed by long working hours (48%); too much administration and not enough teaching (44%); inadequate resources (material, financial, support personnel) (40%); too many students with special needs and behaviour problems (36%); lack of professional support (32%); class size too large (28%) and parental harassment (20%).

Other reasons mentioned are family problems, health, con-



"Fighting AIDS, tuberculosis and malaria is a prerequisite for reaching UN Millennium Development Goals: You can't achieve the child mortality goal unless you fight malaria, because it is the main killer of African children. You can't achieve the education goal unless you control HIV/AIDS because in Zambia it is killing school teachers at twice the rate that school teachers are being trained."

Richard Feachem, Executive Director of the Global Fund to Fight AIDS, Tuberculosis and Malaria



Colombia's people are suffering outrageous human and trade union rights violations, and unions will keep up pressure on the Colombian government until things change.

EI has joined with other global union federations and the ICFTU in appealing to Colombia for justice and respect for human rights. On International Women's Day, 8 March, trade unionists handed in to Colombia's Ambassador to the United Nations a petition urging the Colombian government to put an end to the impunity enjoyed by perpetrators,

No let-up for Colombia

and ensure protection for trade unionists.

Decades of armed conflict in Colombia have left civilians caught in the middle of paramilitary groups, guerrillas and the government crackdown. The violence is mainly targeted at women, trade unionists, teachers and health workers. More than 3,000 trade unionists have been murdered in the last 15 years. In 2004 alone, 90 trade unionists were killed, 2 disappeared, 73 were illegally detained, and 367 received death threats.

"These are very worrying times for women, who are viewed as war trophies", stressed Patricia Buritica Cespedes of

Colombia's labour centre CUT at a meeting on gender equality held in connection with the 49th session of the UN Commission on the Status of Women. A growing amount of the violence is directed against women.

The US teachers' union NEA union and EI have for some years been running a programme of solidarity with Colombian teachers' union FECODE that is a literal lifesaver - it enables threatened FECODE activists to temporarily flee the country, and also provides activists with training in human rights, democratic legitimacy and social justice.

EI protests

Nepal

EI is keeping close tabs on developments in Nepal. An early release was secured for teachers' union representatives as a result of the international pressure coordinated by EI, but other trade unionists are still behind bars. An international trade union delegation went to the Nepalese embassies in Brussels and Geneva in March to demand the immediate restoration of fundamental rights in Nepal.

The approach forms part of a global campaign launched by ICFTU and the Global Union Federations, who on Tuesday 22 March called for an international trade union day of action in defence of trade union rights in Nepal.

As the result of a complaint

lodged by the unions with the ILO, the situation in Nepal was examined by the Committee on Freedom of Association. On 24 March the ILO Workers Group issued a statement complaining about the severe limitation on trade union activities. The ILO Director-General had written to King Gyanendra of Nepal in February expressing strong concerns about the suspension of civil and trade union rights.

Guatemala

EI has protested to the authorities against the issuing of an arrest warrant for the General Secretary of the teachers' union STEG, Joviel Acevedo. The union leader has been penalised for taking part in a demonstration against ratification of the free trade treaty with the United States.

More than 8,000 protesters, many of them teachers, were demanding a referendum on whether the free trade treaty between the Central American states and the US should be approved.

In March, the ILO Governing Body underlined the gravity of the threats and assaults against trade union members in Guatemala. The Committee on Freedom of Association urged the government to order urgent impartial investigations, and to revise the procedures for the protection of union rights provided for in law.

Turkey

The government has still not implemented the July 2004 freedom of association legislation passed by parliament, but vetoed by the president of the

republic. The Turkish teachers' union Egitim-Sen has been persecuted by the executive and judiciary for its open support for mother-tongue education - in this case, mainly Kurdish. But at its last hearing on 21 February, the labour court ruled that the union was not violating the Turkish constitution, and should not be shut down.

EI is continuing to defend its affiliate, not least by arranging for a representative mission from Egitim-Sen to the European Commission and Parliament in February this year. EI also raised the persecution of the Turkish union at a session of the Council of Europe's Education Committee.

NEWS FROM AFFILIATES

University neglected in Albania

In Albania, a teachers' strike brought the entire university system to a standstill in December. University professors and deans decided to protest against the lack of investment, the overburdened system, and poor wages. Higher education teachers demanded a doubling of their current salaries, extra pay for any work done at school outside the lecture hall, and that the schools themselves be allowed to manage money generated by student fees.

With Albania's attempts to introduce the European Bologna system, which, in effect, cuts undergraduate studies to three years followed by two years of Master's-level graduate studies, the professors found their teaching load had increased while their pay remained unchanged.

The low pay in part reflects the low priority given by the Albanian government to education. Albania spends 2.4% of the nation's \$4.4 billion GDP on education, still a long way

short of the approximately 4% typically spent in neighbouring countries and the 5% average in Western Europe. The 2005 budget has set aside 2.7% of the projected \$4.7 billion GDP for education.

Most of the money was collected through taxes, but part of it is additional student fees, following the government's decision to increase the quota of students who are allowed to matriculate. Universities discovered that the money collected, whether from taxes or

student fees, is not affected specifically to education. Since student numbers were being increased, deans had assumed that the extra money would allow them either to hire new teachers or to improve facilities. Any money that has trickled down to the university has been controlled by university officials, whose priorities are questioned by teachers and students.

EI supports affiliate in Niger crackdown

EI was quick to react to the arrest of union leader Issa Kassoum following labour protests in Niger.

United we stand! The General Secretary of Niger's teaching union SNEN joined with other civil society organization leaders to protest against falling living standards.

The coalition against the high cost of living has been protesting since the start of the year against the Finance Act, which raised VAT on basic items. A series of marches rallying over

100,000 protesters have taken place, followed by a successful "dead country" stay-at-home in March.

The country's floundering leadership reacted by invoking the riotous demonstrations act and inventing a putsch to throw SNEN General Secretary Issa Kassoum and three other NGO leaders into jail. The armed forces also carried out searches.

The UNDP ranks Niger next-to-bottom in the development

league. For years, Issa Kassoum said, the population, including underpaid teachers, have struggled with soaring prices for basic items, seen their living conditions steadily worsening, and the chasm between governors and governed widening. The government seems unwilling to get behind a policy to increase wages or provide the infrastructure and facilities to meet people's basic social needs.



► Issa Kassoum, General Secretary of the Niger teachers' union SNEN

Morocco: speaking up for public education

The defence of public education is a headline issue in Morocco, where the Moroccan Social Forum has officially come out against GATS and the commercialization of education.

In a statement, the Forum calls for quality public education that is free in all years and at all levels from primary to higher, that delivers equality of opportunity for all, real gender equality, and respects cultural and linguistic diversity.

The Social Forum also wants better working conditions for teachers, pupils and all education workers, as well as the necessary provision and facilities, and democratic management of schools.

Woman takes top post in SUTEP Peru



Caridad del Rosario Montes Rebaza was elected General Secretary of Peru's powerful teaching union Sindicato de

Trabajadores de la Educación del Perú (SUTEP) on 26 February. She has pledged to fight for teachers' rights and better learning environments for all children through increased education budgets.

Rosario Montes Rebaza is a secondary school teacher and the first woman to hold the SUTEP's top job. She will hold office for 4 years, and takes over from Nilver López Ames.

The SUTEP leader is determined to get more money spent on education - 0.25% of

annual GDP, she estimates - but stresses that the union is about more than just getting more pay for teachers. "The budget increase will also go on improving the learning environment for all students; we need better facilities and equipment, and to build new school canteens", she stresses. EI wishes Rosario every success.

Kenya: KNUT demands government to implement scheme of service

EI's Kenyan affiliate, the Kenya National Union of Teachers (KNUT), gave the government a two-month ultimatum, until May 13, to implement the scheme of service for non-graduate teachers. Secretary General Francis Ng'ang'a warned that the union

would increase the pressure on the government.

Since the introduction of free primary schooling in 2002, more than 1.7 million Kenya children who had previously been excluded from the education system were able to be enrolled in school. However, it is rapidly be-

coming clear that many classrooms were filled to overflowing, with teachers obliged to conduct lessons outdoors. Teacher to pupil ratios of one to 80 - sometimes 90 - are recorded, something that places a severe burden on the country's instructors.

EI expresses condolences to US affiliates

Following the shooting which killed and wounded several students and killed one teacher and an unarmed school guard in the state of Minnesota on 21 March, EI sent a letter of support to its US affiliates, the National Education Association (NEA) and the American Federation of Teachers (AFT).

"It is all the more distressing," wrote the EI General Secretary, "when it takes place in a school in which some measures had been taken to protect the teachers and children."

EI insists that teachers have the right to teach and students have the right to learn in a safe

and secure environment under conditions conducive to the achievement of the highest levels of academic and social development.

EI extends its condolences to the families of the victims and to the teachers in Red Lake High School, and to express its support at this difficult time to the Red Lake Chippewa Indian community, and to the members of the EI member organisations in the USA.

Education is a liberation tool, which brings about the social protection of the poor from poverty particularly the working people. Education is a key to innovations and undertaking research in order to develop solutions to problems confronting humanity daily.

M.J. Motopela, General Secretary
Lesotho Teachers Trade Union (LTTU)

Foundation for Beslan

In consultation with the Russian teachers' union ESEUR and the surviving staff and families of teachers killed in the attack on school No. 1 in Beslan, EI and ESEUR decided to set up a Foundation for Beslan. It is an international charity established without limit of time to administer the funds received from EI affiliates.

It was decided that the money would go towards the educational expenses of victims, especially the children of teachers who died at Beslan.

The Foundation will be managed by a board of trustees of at least 4 members who will be appointed at ESEUR's national congress in May 2005.



PAY EQUITY

EI Action Tool on Pay Equity for Union Activists

As part of its joint campaign with PSI to promote Pay Equity, EI has produced a CD to support pay equity training and awareness among its member organisations.

The CD, which was distributed to all 343 EI member organisations, provides basic information and ideas for union delegates and negotiators to develop collective bargaining strategies to remove pay inequities. It contains training materials prepared by EI and PSI and also international legislation promoted through the International Labour Organisation and the European Union.

What is Pay Equity?

Pay equity is about ending discrimination in pay and employment conditions for women. Pay equity goes beyond equal pay for the same job. Historically, the jobs carried out by women are often paid less than the jobs performed by men. When jobs have the same level of skill, the same demands and efforts, they should receive the same pay and conditions.

There are various kinds of discrimination both within a workplace and across workplaces. Work generally performed by women is often paid less and valued less than work performed by men. For example, why should a nurse, who looks after people, be paid less than a mechanic who looks after cars? Comparable worth refers to looking at how different jobs with the same levels of demand, skill, effort

and responsibility should be paid equally. Why should a female local authority child care worker, responsible for supervising and looking after children, be paid 25% less than a man employed to catch vermin and pests on the premises?

A Union Issue

Pay equity is a basic human rights and social justice issue. To devalue and deny resources to one group of people is a denial of social and human rights. Pay equity campaigns in the workplace can be important tools for recruiting and involving women in unions. These tools make unions relevant to women.

Pay equity is also an important strategy for unions because it will lift the pay of women and men who are underpaid because their job is not seen as being as important or as demanding as other jobs.

Resource Tools

EI and PSI produced a lot of material to help their affiliates (whose membership is com-

posed of 60% of women) campaign for pay equity.

"Pay Equity: How?" is a resource kit developed by EI to raise awareness about the issue of Pay Equity. It provides basic information and ideas for union delegates and negotiators to assist with developing collective bargaining strategies to remove pay inequities.

The **EI Manual "Pay Equity Training and Awareness Raising Union Education manual"** is designed to stimulate discussion about pay equity. It is intended for "beginners"; union members and officials who are unfamiliar with the concept of pay equity. The manual will help understand what pay equity means and why it is an important union issue.

The EI Human and Trade Union Rights Unit hopes that the CD will help unions take up pay equity issues. For more information, contact

equality@ei-ie.org.



BRAIN DRAIN

Rich country seeks poor teachers



How is a developing country to achieve Education For All if it loses all its teachers? Teacher drain is a particular problem in some Caribbean countries, including Guyana and Jamaica, who are hoping that the Teacher Recruitment Protocol recently adopted by the Commonwealth countries will improve matters.

"They come back every year, and every time they come, we lose dozens of teachers", complains Evelyn Crawford, President of the Guyana Teachers' Union (GTU). *"They" are the British recruiters on their annual visit to Guyana to meet teachers who replied to their advertisements for applicants to teach in Britain. "Recruitment agencies from the United States and the Bahamas are now flocking in, too. Even Botswana looks for teachers here"*, exclaims Evelyn Crawford. The Bahamas and Bermuda are the Caribbean countries that headhunt most from their neighbours.

Guyana is one of the few Latin America's English-speaking country. Its teachers are highly trained, but working conditions are poor, making them more open to attractive offers from elsewhere. The highest monthly salary that a Guyanese teacher could earn is € 400, which even a novice teacher in the Bahamas would spurn.

Jamaica is another stop on the recruitment agencies' itinerary. Byron Farquharson of the Jamaica Teachers Association (JTA) estimates that 300 teachers leave the country each year. *"300 out of the 23,000 teachers in Jamaica might not seem*

much, but it is", stresses Byron, because *"the teachers recruited are in fields where Jamaica has a shortage: maths and science"*.

Soft option for rich countries

"Industrialised and developing countries face the same shortages", notes Byron, *"except that the industrialised countries have a way out: take our teachers!"*

"Rich countries really have a brass neck", says EI's EFA project coordinator Wouter van der Schaaf, *"They fund the EFA initiative, tell developing countries that they have to plan educational provision, and when faced with a shortage crisis, they dip into the pool of teachers trained in countries that are investing in education! Foreign recruitment should be linked to a range of compensation mechanisms"*.

Evelyn Crawford confirms that it is not just the best teachers that are taken, but also the most experienced, who are also versed in management and administration duties.

The loss of teachers is a vicious circle for countries drained of their resources. These are countries that have invested in teacher training, put public money into raising teaching standards, and at the end of the

day, lose them as soon as they have built up the necessary experience.

"We can't stop globalisation, or prevent our teachers from wanting to improve their living standards, but we need rules to see that there are neither winners nor losers", argues Byron Farquharson.

In September 2004, Commonwealth Education Ministers adopted a Foreign Teacher Recruitment Protocol, which addresses the rights and responsibilities for all those concerned. The Protocol was sponsored by Jamaica's Education Minister, and pro-

vides that recruiting countries and source countries must agree on mutually acceptable measures. Recruiting countries must guarantee teachers similar status and employment conditions to national teachers. Source countries can specify categories of teachers who cannot be recruited. Recruitment cannot be carried out during the academic year. The Protocol is binding on all Commonwealth States.

EI study on the brain drain

The EI Congress charged EI with carrying out a study on the brain drain in relation to globalisation, but also growing teacher and researcher mobility. The study will also make recommendations to:

- Protect countries that are losing trained personnel
- Facilitate the integration of qualified personnel in their country of origin
- Protect personnel from exploitation and discrimination in the host country
- Ensure that personnel have the right to return to their country of origin on suitable terms.

PUBLICATIONS

El Working Paper "The role of academics in the Bologna process"

This Working Paper is the concluding report of a study commissioned by Education International through the Norwegian Association of Research Workers and funded by the Nordic EI member organisations. One of the main goals of the study is to gather and analyse data on the European academics' perceptions and views on issues related to the Bologna Process. 31 EI member organisations from 20 European countries took part in the study through a questionnaire. The results are published

The Right to Education: Report released

The report of the UN Special Rapporteur on the Right to Education was presented to the UN Commission on Human Rights.

The publication is the first report of the new Special Rapporteur of the UN Commission on Human Rights on the right to education. Mr Vernor Muñoz Villalobos of Costa Rica was appointed in August 2004 to replace Mrs Katarina Tomasevski, who served from the creation of the mandate in 1998.

The Special Rapporteur on the right to education is mandated by the Commission to make

recommendations on appropriate measures to promote and protect the realisation of the right to education.

The report provides an overview of the activities and issues Vernor Muñoz plans to carry out during his mandate. These include strengthening the human rights dimension of education through encouraging the shift from policies that address education as an economic aim to those which promote education as a human right. In that regard, the Special Rapporteur intends to focus his efforts on the financial resources allocated to education and on emphasising the need for free compulsory

primary education. EI endorses this, and joins with the UN in emphasising the need for free compulsory primary education worldwide.

Mr. Muñoz Villalobos who is also an advisor on human rights education, has vast experience in mainstreaming human rights in the field of education.

The report can be downloaded from EI's website



A world built on bribes

Transparency International's Global Corruption Report 2005 shows how corruption in the construction sector undermines economic development, and threatens to hamstring post-conflict reconstruction.

The Global Report of TI could prove to be interesting reading for EI as it moves to participate in reconstruction projects of 12 public schools in post Tsunami Sri Lanka (see p.6).

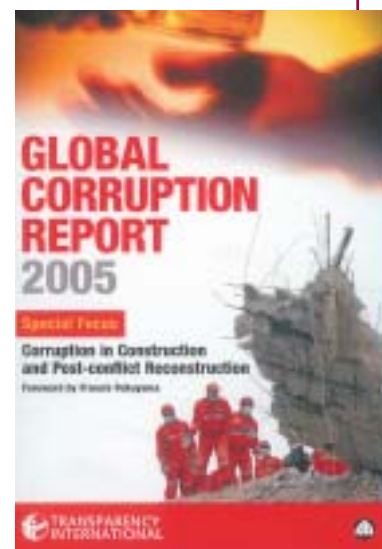
TI is the leading international non-governmental organisation combating corruption worldwide. It cooperates with EI about projects on corruption in education.

The Global Corruption Report 2005 includes a special focus on construction and post-conflict reconstruction, and highlights the urgent need for governments to ensure transparency in public spending and for multinational companies to stop bribing at home and abroad.

Corruption raises the cost and lowers the quality of infrastructure. But the cost of corruption is also felt in lost lives. The damage caused by natural disasters such as earthquakes is magnified in places where inspectors have been bribed to ignore building and planning regulations. Corruption steers

money away from health and education programmes towards large capital-intensive infrastructure projects. Corruption can also have disastrous environmental consequences.

TI also launched its Minimum Standards for Public Contracting, setting out a blueprint for transparent public procurement. The TI Standards call on public contracting authorities to ensure that contracts are subject to open, competitive bidding. Other measures include maintaining a blacklist of companies caught bribing; providing public disclosure of the entire process; and ensuring monitoring by independent



ent oversight agencies and civil society.

www.transparency.org

SPOTLIGHT

World Bank: Wolfensohn's decade



James Wolfensohn is leaving the World Bank after 10 years. Appointed by the Clinton administration, great expectations were placed on him. Under his leadership the World Bank put an end to Structural Adjustment Policies (SAP), opened up dialogue with NGOs and focused on major public service initiatives: education and health. So, what objective assessment can be made of Wolfensohn's presidency during which, it must not be forgotten, he established good relationships with EI and teachers' unions in general?

Wolfensohn's arrival at the bank coincided with a change in education policy. The 1980s had been defined by SAPs, implemented in close co-operation with the International Monetary Fund. They had also seen a reduction in government spending on public services, spreading of costs (schooling costs supported by parents), decentralisation, privatisation of education, closure of teacher training colleges and a freeze on the recruitment of new teachers.

Wolfensohn symbolised a change in approach. For the first time World Bank representatives seemed ready to listen to teachers' unions – not just to highly qualified, opinionated economists.

A human face

One of Wolfensohn's greatest achievements was to give the World Bank a human face and to convince the international community that it was there to serve the people – even the poorest. It was not solely interested in macroeconomics.

The term 'SAP' disappeared from the bank's jargon. Wolfensohn worked harder than any of his predecessors on a public relations campaign to re-establish the bank's image. But what impact did his presidency have on education?

The EFA global monitoring report, published in November 2004 emphasises that the majority of funding for education still comes from the World Bank – but noted a decline in budget. *'Loans to the education sector, as a proportion of all lending, have progressively increased from 3% in the 1960s to approximately 7% in the 1990s before falling to 6% at the beginning of the decade.'* *'Loans to the education sector in 2001–2003 were lower than the average for the previous decade.'*

The consequences of SAP are still being felt through the closure of teacher training colleges and the freeze on the recruitment of new teachers. Education today is under threat. Between 1996 and 1999 Kenya did not recruit any new teachers. Today, four teachers a day are dying of AIDS.

A dogmatic bank

Even if the term SAP has disappeared, the philosophy lives on and the education sector is still penalised. In Africa, the World Bank has publicised the introduction of volunteer teachers or contract teachers. Untrained, paid a pittance and denied permanent posts these voluntary teachers enable governments to reduce teachers' salaries. This confirms the World Bank's dogma: reduce state spending.

In the same way, governments are encouraged to withdraw their commitment and hand (financial) responsibilities to local authorities. This is, sometimes, advantageous to community schools or schools run by NGOs.

A personal battle

Over the course of the years, the personal relationship between EI and Wolfensohn grew. His sincere commitment to education and desire for dialogue were never in doubt. Wolfensohn was always careful to maintain communications with EI and ensured that his colleagues, who were also committed and sincere, took part in EI's conferences and congress. But these people did not have a final say in the bank's policy de-

cisions or budget allocation and even if Wolfensohn won the battle for image, he didn't prevail over the

bankers who are not convinced by the necessity to invest in sustainable development or to give everyone an equal chance.

Wolfensohn changed the World Bank's image and his dynamism, drive and compassion made the bank focus more on people's needs. But the accountants haven't disappeared.

Wolfensohn's successor's task will be to continue commitment to making education accessible to everyone but above all, to convince the bankers to allocate the necessary resources. And EI will provide constant reminders to Mr. Wolfowitz.

1 World report, Education for all, UNESCO 2004, Résumé, p.38
2 Ibid, p194.