

The EI Executive Board meets for the 25th time

The 27 EI Board members elected in Porto Alegre gathered for the first time since Congress on the occasion of the 25th Executive Board meeting, held in Brussels from 12 to 14 April. EI's top decision-making body between Congresses reviewed all current issues affecting the work of the organisation and its 29 million members.

The Board adopted a provisional activity report and approved the further implementation of the post-tsunami relief programme as well as the re-launch of the campaign against the application of the General Agreement on Trade in Services (GATS) in education services. In view of the WTO Ministerial meeting in Hong Kong later this year, strategies to mobilise EI affiliates around this issue were also debated.

Special emphasis was given to developments in the African region, particularly to the programs being implemented to help EI affiliates build their capacity and their ability to serve their members in the fight for Education For All and against HIV-AIDS. The Board also took note of current political crises affecting a number of

countries. In that regard, the Board adopted a special motion aimed at helping teachers in refugee camps in Darfur (Southern Sudan).

The Board expressed concern at the sharp increase in the employment of non-contracted teachers in Africa. The EI Secretariat was mandated to place the issue at the top of its advocacy agenda with the intergovernmental agencies.

The burden of foreign debt in developing countries was discussed during a special session of the Board meeting. John Evans, General Secretary of the Trade Union Advisory Committee to the OECD (TUAC), reported on the current socio-economic policies of the international trade union movement. He outlined the opportunity arising from the G8 Summit in Glasgow this summer, to advocate these policies and to lobby for the elimination of the foreign debt of low income countries so that they may invest in the achievement of the Millennium Development Goals. EI will be represented through the international trade union delegation which will meet with British Prime Minister Tony Blair prior to the summit (see article on page 12).

In the course of 2006 the International Confederation of Free Trade Unions (ICFTU)

and the World Confederation of Labour (WCL) will merge. The Executive Board expressed satisfaction at the plans for a merger, which will help to ensure more effective representation of workers and pursuit of their rights and interests in the global economy. The Executive Board established some guidelines for the position to be taken by EI in discussions with the ICFTU and the Global Union Federations. EI has proposed that a Global Union Council be established with the purpose of undertaking activities in areas of common interest at global, regional and national levels.



> El President Thulas Nxesi and El General Secretary Fred van Leeuwen.

Four teachers' organisations were admitted as new EI members: SNES/Mauritania, which represents teachers in secondary education; SAES/Senegal, which affiliates in higher education union; the Association of Tertiary Staff in Education (ASTE) of New Zealand; and Spanish teachers' union FSIE. A decision on the application of 16 other organizations was postponed pending reports confirming that these organizations meet the membership criteria. EI now includes **348** affiliates in **166** countries and territories.



Glossary

- AIDS** Acquired Immunodeficiency Syndrome
- EFA** Education For All
- EI** Education International
- ESIB** The National Unions of Students in Europe
- ETUCE** European Trade Union Committee for Education
- EU** European Union
- EUA** European University Association
- FTI** Bank World's Fast Track Initiative
- 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
- HERSC** EI Pan European Higher Education and Research Standing Committee
- HIV** Human Immunodeficiency Virus
- ICFTU** International Confederation of Free Trade Unions
- ICT** Information and Communications Technology
- ILO** International Labour Organisation
- IMF** International Monetary Fund
- GIVE** Global Indigenous Voice on Education network
- GUF** Global Union Federations
- MDG** Millennium Development Goals
- MEP** Member of the European Parliament
- NEPAD** New Partnership for Africa's Development
- NGO** Non Governmental Organisations
- OECD** Organisation for Economic Cooperation and Development
- PSI** Public Services International
- SAP** Structural Adjustment Programmes
- TUAC** Trade Union Advisory Committee to the OECD
- UN** United Nations
- UNDP** United Nations Development Programme
- WB** World Bank
- WSF** World Social Forum
- WTD** World Teachers' Day
- WTO** World Trade Organisation



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 **348** national trade unions and associations in **166** countries and territories.

colophon

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Join the GCAP mobilisation → p.12



WORLDS OF EDUCATION



Thank you for your participation in the 2005 Global Action Week. Over 100 teachers' unions actively took part in the Action Week to demand the right to education for all children and illiterate adults. Here, the Send my Friend to School campaign of UtdanningsForbundet in Norway. see page 5.

EI GATS Campaign

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EI will be reinforcing its strategy of opposition to GATS (General Agreement on Trade in Services) through information and explanation. "Our discussions with governmental delegations to the WTO in April brought home to us that some states had a naive belief that opening up their education market to foreign competition would be a magic wand for delivering the objective of Education For All. But they couldn't be more wrong, because for service-providing countries, the point is to turn a profit. Nobody will make money from opening a free primary school in Angola," says EI Deputy General Secretary Elie Jouen.

From now to December's WTO (World Trade Organisation) Ministerial Conference in Hong Kong, therefore, EI will be working to awaken the greatest number of countries to the real issues of opening up education markets. The big money making sectors of education are higher education, and testing and assessments.

Because there have been few market-opening offers so far, and not just in the field of education, developing countries that do not agree to open their markets in services, including education, up to foreign investment can be expected to come under pressure.

WORLD TEACHERS' DAY

Quality Teachers for Quality Education

World Teachers' Day (WTD) focuses international attention on the role of teachers and on their importance to the communities they serve. EI is promoting co-operation between all staff working in education as they celebrate WTD on Wednesday, 5 October 2005.

Training for a Stronger Teaching Force!

This year, EI will concentrate 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 that is supported by in-service education so that teachers have a theoretical and practical understanding of the methodologies and practices that underpin their profession. Although teacher education should be a central concern of all governments, there is an increasing trend for govern-

ments to use poorly trained teachers. This fundamentally undermines the quality of education. EI also believes teachers should be active participants in the development of the policies governing their training and professional development.

EI is promoting the development of greater co-operation between teacher education institutions, government and teachers' organisations.

Teacher training has lasting effects on the quality of education

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Quality initial training is essential!

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Teachers need training

- In academic subjects, education sciences, methodology and didactics and teaching practice.
- In the tasks demanded of teachers today, such as working as a member of a teaching team, contact with parents and local institutions, action-research and participation in the organisation and running of education institutions.
- In professional development, ICT updates, and in-service programmes to keep their skills up-to-date.

World Teachers' Day in Colombia

May 15 is teachers' day in Colombia. On that occasion, EI's affiliate FECODE decided to highlight the issue of security. According to FECODE, every week a teacher is forced to abandon the country on grounds of death threats.

Over 400 teachers, have been assassinated in the last ten years, 11 in 2005, and so far in none of these cases the culprits have been brought to justice. FECODE calls for an end to impunity.

5 OCTOBER 2005

Bridging the gap between training and the reality of teaching

All teachers, at every level, should receive high quality basic training. And they should also receive in-service training and continuing education so that they can further develop as education professionals and maintain the highest standards in the profession.

To support teachers in their efforts to improve the quality of education, it is the responsibility of government and education authorities to provide teachers with a high quality pre-service education and continuing professional development (see EI Resolution on Teacher Education, 1998 and EI Resolution on the Recruitment and Retention of Qualified Teachers, 2004).



www.ei-ie.org/worldteachersday

All EI material is available for download from the WTD section of the EI website in the three official languages. Member organisations are urged to adapt these materials to their own requirements by adding their logos and the details of any programmes they are running. If member organisations have any questions, requests or feed-back they can contact EI at the WTD email address: 5oct@ei-ie.org

The voices of teachers must be heard throughout the world on 5 October. It is essential that we all work together to achieve this goal.

Investing in Teachers

Teachers are the strongest influence on learning. Countries that have achieved high learning standards have invested steadily in the teaching profession.

Less than 10% of the teaching force in some sub-Saharan countries have completed lower secondary schooling, says a UNESCO study carried out in 2001 in 26 African countries. In Benin only 7.2% of full-time teachers have upper-secondary education, while in Cape Verde the figure is nearly 10%.

The picture is better in Kenya, Mauritius, Zambia and Zimbabwe, as well as Cambodia and China, where qualified teachers now make up more than 90% of the teaching force.

The teacher shortage in both North and South is reaching unprecedented levels. In a drive to accelerate recruitment while limiting public spending, some countries are having to recourse to low-paid, poorly trained 'voluntary' teachers.

In many countries, teachers' salaries have declined over the past two decades. According to the 2005 EFA Global Monitoring Report, in Africa, teacher earnings were lower in real terms in 2000 than they were in 1970.

Pressures on the teaching profession have not ceased to soar due to overcrowded classrooms. In countries where enrolments have recently surged, the pupil-teacher ratio has risen to 60:1, leading to more double-shift teaching.

EI defends the right of Indigenous Peoples to education

For EI there can be no sustainable development for Indigenous Peoples without quality Indigenous education. As part of its commitment to promote Education For All, EI is raising awareness about the critical education issues faced by Indigenous Peoples.



On the World Day for Cultural Diversity, 21 May, and under the UN Decade on Indigenous Peoples, launched in January, EI renewed its commitment to place Indigenous education issues on the trade union agenda.

About 300 million Indigenous People live in over 70 countries and represent 4% of the world's population. For most Indigenous Peoples, education has been used as one of the tools in the destruction of their culture. It has been part of the process of assimilation. Around the world, children from Indigenous communities feature at the bottom of indicators of educational achievement. Educators and EI member organisations have a special responsibility to support Indigenous Peoples in their efforts to ensure the educational success of their children and the survival of their traditions, languages and cultures.

Critical issues facing Indigenous Peoples' education are:

- | improved student retention and achievement rates;
- | culturally inappropriate testing and labelling of Indigenous students as "special needs" or "deficit disorder" students;
- | racial and economic segregation in schools and society;
- | lack of recognition and respect for Indigenous peoples' "ways of knowing" and their world view;
- | discrimination against them in public spending policies and in the provision of basic social services;
- | lack of resources and appropriate curriculum to support Indigenous education programmes;
- | the need for greater involvement of Indigenous Peoples in curriculum and programme development;
- | mother-tongue literacy and learning in indigenous languages;
- | inadequate support for Indigenous teachers and barriers

ers in the teacher certification process for Indigenous people wishing to become teachers;

| the need for Indigenous cultural awareness training for all teachers as part of the certification process and of in-service training and,

| insufficient efforts to teach non-indigenous communities about indigenous cultures as a means of combating prejudice and fostering social cohesion and peace.

Indigenous Peoples need strong national and international commitments to intercultural and bilingual education and effective state and public services to implement them.

Representatives of Indigenous Peoples should have the right to participate in the design of relevant educational initiatives with teachers' unions and other organisations. The education of Indigenous students remains a major challenge for the education sector.

EI is committed to supporting policies to promote the development of Indigenous education. In 1995 and 1998 it adopted resolutions on Indigenous education and in 2004 EI adopted resolutions supporting cultural diversity. In 2002 EI sponsored the development of the Global Indigenous Voice on Education (GIVE) network.

Global Action Week was a huge worldwide success

Global Action Week for education (April 24-30) was a major success with EI member organisations in over 100 countries taking part. Campaigning with the message 'Send my Friend to School', 63 teachers' unions took the lead in their national coalitions of teachers, parents and students.

As part of the Global Campaign for Education's (GCE) the 'Send my Friend to School' campaign saw students present politicians, cabinet ministers and even heads of state with colourful

In Uruguay, more than 600 children, teachers, politicians, education leaders and parents attended a ceremony where boys and girls from each state-owned school read aloud the stories written on their cut-out 'friends'. White bands, pens and bandanas with the slogan "Educate to end poverty" were also distributed. Over 60 officials, including the Director of Human Rights of the Ministry of Education, the Counsellor of the National Education Board, the President of the Secondary Education Council and the mayor signed pledges expressing their support to the campaign.

Politicians have responded

Education Ministers, Finance Ministers and local politicians were invited 'Back to School', with an estimated 3000 politicians agreeing to attend around the world.

The Presidents of Mali, Niger and Burkina Faso signed a pledge on the back of cut-out 'friends' and re-affirmed their commitment to improve education in their countries. In Cambodia, the Education Minister also re-affirmed the government's commitment to achieving the education Millennium Development Goals.

In Ireland, the Development Minister pledged to increase aid for education and the Netherlands' Development Minister agreed to raise the issue of increased aid for education with relevant

In Norway, the teachers' union UtdanningsForbundet (UEN) ensured that Education For All made headline news. UEN focused on the enrolment of Roma children in schools. "*The enrolment of Roma children in Norway is very poor and GCE Norway decided to highlight this group this year*", explained UEN President, Helga Hjetland. In front of the Parliament, the teachers' union brought together four speakers to explain the education challenges faced by Roma children. Pupils from Norwegian schools also brought their "friends" to remind political leaders of the fate of the millions of children who cannot attend school.



CTF's Global Action Week in Canada.

cardboard cut-outs or "friends" representing one of the more than 100 million children who do not have access to education.

At least half a million cut-out 'friends' were made with an impressive 44,000 in Greece and 30,000 in Nepal. Thousands of the cut-out 'friends' from around the world will be presented to the G8 Summit in Scotland in July.

Young people delivered their 'friends' and discussed their demands for better education with the Presidents and Prime Ministers of eight countries and with thousands of members of Parliament.



ministers in other developed countries.



EI and its partners from the Global Campaign for Education will organise a hearing at the European Parliament on 22 June to assess the progress made by the European Union towards reaching the Millennium Deve-

European Hearing on Education

lopment Goals (MDG) on education.

Although the European Union is a major contributor to the MDGs, more resources are needed for the MDGs that deal with Education For

All and gender parity issues. In 2003, the European Parliament, following heavy GCE lobbying, committed to double the European aid budget allocated to basic education. The funds were set aside, but have not yet

been spent. The GCE is attempting to make it clear that education must be at the top of the European aid agenda.

The hearing will be attended by the EU's Development Commissioner, Louis Michel, the Minister for Basic Education of Burkina Faso, Mathieu Ouedraogo, MEP Glenys Kinnock and a NEPAD representative. The GCE will be represented by EI's Regional Chief Coordinator for Africa, Assibi Napoe, and by Action Aid International campaign officer, David Archer.

Higher education a priority for EI

The Bologna process aims to establish an open area for higher education – comprising 45 countries – by the year 2010 in order to enable greater student mobility and the mutual recognition of qualifications and diplomas. This will obviously have significant implications for teachers and researchers.

Launched in 1999, the Bologna process did not initially include the participation of the organisations that represent academic staff at national and European level. However, this has now changed, thanks to the recognition of the EI Pan-European Structure as an official partner.



welcome development. Unlike the associations representing students and higher education institutions, which were officially involved at the two previous ministerial

affiliates to work in close cooperation with the EI Secretariat in order to carry forward the agreed priority objectives at the institutional, national and European levels. Addressing the conference, Paul Bennett, Chair of the Pan

noted the significant progress achieved but recognised the need for consolidation and full implementation, highlighting the "central role of higher education institutions, their staff and students" in this context.

→ The Bologna process: recognition at last!

The Bergen Conference of Ministers Responsible for Higher Education, in which 45 "European" countries are now represented, has granted the EI Pan-European Structure "consultative member" status in the Bologna process.

This official recognition of teachers and their unions as participants in the Bologna process is a

conferences (Prague and Berlin), teachers had been left out of the process until now.

The EI Pan-European Structure was represented at the Bergen ministerial conference by Paul Bennett and Monique Fouilhoux. Gaining "official partner" status gives rise to new challenges and opportunities. EI has called on its higher education and research

European Higher Education and Research Standing Committee (HERSC), expressed the hope that "EI's integration at the highest level of the process will promote a deeper involvement of teachers' unions at the national level".

The ministerial conference was characterised by a high degree of agreement and cohesion around the Bologna objectives. Ministers

A number of workshops focusing on research, lifelong learning, quality assurance and governance were held on the fringes of the ministerial conference, thus enabling participants to map out some of the key issues which EI and its affiliates in higher education will be addressing in the coming period, now that they are finally in a position to contribute directly to the debate.

→ Strengthening cooperation with students and institutions

Over the past few months, EI has been cooperating closely with other participants in the Bologna process, including ESIB, the European umbrella organisation of national unions of students, and the European Universities Association (EUA), which represents the European universities and the national rectors' conferences.

Following an agreement signed with ESIB in July 2004, EI took part in the European Student Convention held in Luxembourg from 17 to 20 March. Discussions at the convention centred on the funding of educational establishments, the provision of student grants, the governance of universities, and student mobility. Subsequently ESIB and

EI held a working meeting to identify key areas for cooperation in the coming months.

EI was also invited to the EUA Convention "Strong Universities for Europe", held in Glasgow early in April. Speaking of the implementation of the Bologna process, EI representative Monique Fouilhoux emphasised the view that the Bologna objectives might be too ambitious to be realised by 2010, particularly in the context of financial uncertainty. Voicing the concerns of academic staff, she said there was a serious risk that the current unattractiveness of

the profession, due to unsatisfactory salaries and working conditions and lack of tenure, would make it impossible to realise the Bologna objectives and would undermine the quality of higher education and research in the future.

Much like EI, the two associations, each adopted a Declaration that was submitted and taken into account at the Bergen Ministerial Conference. The three organisations have agreed to work together in preparation for the next ministerial conference, which is due to take place in London in 2007.

EI represents more than 3 million teachers and researchers in higher education worldwide, including some 650,000 who work in the geographical area covered by the Bologna process.

The EI Pan-European Higher Education and Research Standing Committee (HERSC) will be closely involved in monitoring and promoting the implementation of the Bologna process. The HERSC meets twice a year; its next meeting is scheduled for September 2005, in Brussels.

www.ei-ie.org/hiednet

ACTIVITIES

Championing investment in public education

EI is continuing to campaign for state investment in public education on all fronts. In April, EI staged a conference on the impact of GATS on education, following which a meeting was arranged with the UNESCO Director General to argue the case for converting foreign debt into education funds. Since the start of the year, EI has been supporting the Global Call to Action against Poverty (GCAP - see page 12), and in June, EI will be co-hosting a hearing



► An EI delegation, led by its President Thulas Nxesi and composed of Juçara Dutra Vieira, Vice-President; Elie Jouen, Deputy General Secretary and Monique Fouilhoux, Coordinator for Education, met M. Maatsura, Director-General of UNESCO.

at the European Parliament with the Global Campaign for Education (see page 5) to persuade the European Commission to keep basic education high on the European co-operation agenda.

Meeting with the UNESCO Director General

The day after the EI conference on "GATS and Education" which took place at the UNESCO headquarters in

Paris on 4 and 5 April 2005, an EI delegation led by its President Thulas Nxesi and composed of Juçara Dutra Vieira, Vice-President; Elie Jouen, Deputy General Secretary and Monique Fouilhoux, Coordinator for Education, met M. Maatsura, Director-General of UNESCO and some of his colleagues, on the conclusions which came out from this conference.

EI stressed its serious concerns about the consequences of GATS for education. The EI delegation asked that UNESCO adopt a more proactive approach on this matter, and that UNESCO involve itself in the discussion with WTO to consolidate the position of public education.

EI also briefed Mr Maatsura on the initiative launched by teaching unions to convert developing countries' foreign debt into investment in education. EI's Vice President, Brazil's Juçara Vieira, told the UNESCO Director General about her own union's initiative in Brazil, where lobbying by the CNTE trade union has got a bill on converting foreign debt into education funds onto the Brazilian senate's table. The bill was endorsed by Brazil's Education Minister on 27 April.

Since January, CNTE has been running a people's campaign on the issue, and has already collected over a million signatures in support.



Trouble in Lomé

The situation remains tense in Lomé, the capital of Togo, where EI's African regional office is based. The presidential elections resulting from the death of long-standing President Eyadema Gnassingbé were followed by a period of unrest, which prompted the EI Office to remain closed for several days. The country's borders were closed and all communications to and from foreign countries were suspended. EI will continue to monitor

the situation closely and develop long-term contingency plans for the regional office, should the situation further deteriorate.

calendar

EFA/HIV-AIDS transition seminars Southern Africa – Johannesburg, South Africa	29 June – 7 July
EFA Working Group – UNESCO, Paris	19-21 July
INTERNATIONAL DAY OF THE WORLD'S INDIGENOUS PEOPLES	9 AUGUST
Editorial Board Global Monitoring Report on EFA – UNESCO, Paris	7-8 September
INTERNATIONAL LITERACY DAY	8 SEPTEMBER
EI Baltic Conference – Vilnius, Lithuania	12-14 September
UN Summit on the Implementation of the Millenium Development Goals – New York, USA	14-16 September
EI/ETUCE Bureau – Brussels, Belgium	26 September
EI Pan-European Standing Committee on Higher Education and Research	26-28 September
33th UNESCO General Conference – Paris, France	3-21 October
WORLD TEACHERS' DAY	5 OCTOBER
EI Pan-European Round Table for Central and Eastern Europe – Belgrade, Serbia	6-9 October
EFA/HIV-AIDS Conference – The Netherlands	7-8 October
EI Pan-European Life Long Learning Seminar – Brussels, Belgium	17 October
EI Pan-European Round Table on Early Childhood Education – Sofia, Bulgaria	24-25 October
EI/ETUCE Bureau – Brussels, Belgium	3 November
TUAC Plenary Session – Paris, France	3-4 November
EI Regional and HQ Coordinators Meeting – Brussels, Belgium	7-9 November
EI Development Cooperation Meeting – Brussels, Belgium	10-11 November
EI/ETUCE Pan-European Round Table on Equal Opp. – Prague, Czech Republic	14-15 November
UN Information Summit – Tunis	15-18 November
TUAC Working Group on Education, Training and Employment – Paris, France	22-23 November
World Indigenous Peoples Conference on Education Aotearoa – New Zealand	27 Nov.- 1 Dec. 2005
High Level Group on EFA – Beijing, China	29-30 November
EI Pan-European Committee / ETUCE Executive Board – Luxembourg	6-7 December
5th EI International Conference on Higher Education and Research – Melbourne, Australia	7-9 December
6th WTO Ministerial meeting – Hong Kong	13-18 December

Turkey: the unacceptable closure of teachers' union Egitim Sen

The legal battle launched against the Turkish union of teachers, Egitim Sen, by the Attorney General of Ankara ended bitterly on 25 May when the Supreme Court of Turkey ordered the closure of EI's affiliate Egitim Sen.



rulings and brought the case before the Supreme Court.

In the final hearing held on 25 May, the Turkish Supreme Court revoked the decision made by the Second Labour Court, resolved that Egitim Sen is breaching the Turkish Constitution and the law governing recognition of trade unions and should be closed down. The Supreme Court is the highest level of the Turkish judicial system and there cannot be any further judicial appeal.

Disrespect of human rights

EI considers this is an unacceptable decision and urged all member organisations to protest against this verdict and to request their governments to intervene at the highest level.

The decision is also extraordinary in the light of the provision of Turkish legislation that international law and conventions to which Turkey is party supersede the Turkish law and constitution.

EI asked all of its European affiliates to keep up the political pressure on the Turkish Government, particularly at a time when Turkey is engaged in a democratisation process in order to promote its accession to the European Union.

EI and the European Trade Union Committee for Education (ETUCE) sent urgent appeal letters to José Manuel Barroso, President of the European Commission and to Josep Borrell Fontelles, President of the European Parliament requesting them to take immediate action. In February, EI and ETUCE had organised meetings between European officials and the leadership of Egitim Sen.

A few days before the final hearing, Egitim Sen had staged well-attended demonstrations and nationwide protests (photos) to denounce the lack of respect for basic human right and the threat to its existence as a trade union.

Unfortunately, the hearing of the Supreme Court was closed to the public, which meant that neither representatives of EI nor its affiliates could attend.

Unacceptable decision

EI requests all its affiliates and partners to protest against the verdict. EI has protested to the government of Turkey and to the European Commission and Parliament. It has also asked the International Labour Organisation to investigate the situation.

The teachers' union was sued by the Attorney General of Ankara, who accused it of breaching the Turkish Constitution because an article in its Statutes supports the right to education in the mother tongue. On two occasions, the Ankara Second Labour Court ruled in favour of Egitim Sen stating that it did not find any legal ground to close down the union, but the Attorney General of Ankara rejected the

Taiwan: Fighting for Freedom of Association

Under the umbrella of the National Teachers' Association (NTA), thousands of teachers took to the streets in Taiwan on International Labor Day calling for the right to form unions.

Following a two-hour parade, protesters chanted their demands in front of the Ministry of Education and the Legislative Yuan in Taipei. Barriers set up by riot police prevented them from reaching their ultimate target, the Executive Yuan, where they had planned to submit their petitions to senior officials.

NTA has been fighting since 1991 for teachers to have the right to form a union.

The Council of Labor Affairs says teachers may form a union if they agree not to take industrial action. This condition is clearly not acceptable to the NTA.



6% The teachers' unions from Argentina, CTERA and ECA, affiliated with EI, demonstrated nationwide on May 20 to request that the government devote 6% of the GNP to education. 6% is the bottom rate of investment in education recommended by UNESCO. CTERA requires also more transparency in the management of the public funds for education. This march was organised in the context of the submission to the Parliament of the new finance law on education. "We want to move from a non egalitarian education model and push the government to adopt an ambitious national project for public education," stressed Hugo Yasky, General Secretary of CTERA.

RIGHTS

El protests

Belize

The Belize National Teachers' Union (BNTU) has been involved in a campaign of industrial action since April 26, following the government's failure to honour an agreement with it and the National Trade Union Congress (NTUCB).

The union says it has "lost confidence" in the Belize Government after it failed to implement the

February agreement. On May 4, El urged the government to reopen discussions with the BNTU.

Georgia

In April, El protested to the authorities in Georgia over the sacking of a secondary school director. According to its local affiliate, the Free Trade Union of Educational Staff (ERTOBA), the dismissal did not follow the pro-

cedures set-out in the Georgian Labour Code.

El supported the demand by ERTOBA that a commission be established, with union representation, to ensure that teachers' labour rights were fully respected.

Paraguay

El's affiliate in Paraguay, the "Organización de Trabajadores

de la Educación del Paraguay" (OTEP), held a series of protests on 15 April in support of its demands for increased spending on education, respect for trade union rights and improvements in the operation of a food distribution programme. Currently, only two percent of schools receive food through the programme.

USA:

Assault on trade union rights

Graduate teachers at Yale and Columbia Universities in the USA took strike action for a week from April 18 in support of their demand to be able to form a union. The strike followed the President Bush appointed National Labor Relations Board's (NLRB) decision to strip them of the protection of US labour laws. In July 2004, the NLRB ruled that graduate teachers and research assistants could not organise unions at private universities. The NLRB was following the advice of the Presidents of Yale and Columbia Universities who have led a national assault on academic unions. A declaration of principles regarding the right to organise, academic freedom and the importance of academic labour was been delivered by the graduates' unions to the universities' administrations.

India: Protests Against Teacher Shortage

Teachers in the Indian state of Tamil Nadu staged a protest on 21 March over the state's acute teacher shortage and an order pegging their career development entirely to student performance rates. Teachers and headmasters who are unable to ensure that

their students score above 60 per cent, will be either transferred or demoted.

The teachers also protested against the delay in the filling of over 30,000 vacancies in primary schools - a situation made worse by the government's decision to abolish

over 70,000 positions. The trade unions describe the situation as "*a mockery of the free and compulsory elementary education enshrined in our Constitution*".

El has five affiliates in India.

Australia: Fatalities Caused by Asbestos Poisoning

Two female teachers have died from asbestos-related illnesses in Queensland.

The Queensland branch of El's Australian affiliate, the Australia Education Union (AEU), has on-going concerns about asbestos in school buildings and has called on the State Government to accelerate its programme of asbestos removal.

Queensland QTU Branch President Steve Ryan said: "*The QTU does acknowledge that the removal process is costly and time consuming but believes in all cases where asbestos is a problem in schools, the government must place health and safety issues first and remove it*".

Mr Ryan said teachers who believed there was asbestos in their workplace could seek a directive from the union preventing them from entering or teaching in an affected building.



NEWS FROM AFFILIATES

GERMANY – New President for GEW

EI has congratulated Ulrich Thone on his election as President of *Gewerkschaft Erziehung und Wissenschaft* (GEW) in April. Ulrich Thone, aged 53, is a former vocational education teacher and succeeds Eva Maria Stange, who stepped down after leading the EI German affiliate for eight years. Eva Maria Stange will still be working for the international teacher community until 2007

as a member of the EI Executive Board.

Among the challenges facing the new GEW President is dealing with the ageing of the German teaching profession. Within ten years more than half of the current GEW membership will have retired.

"We are rightfully expected to have the courage to get involved, as education experts, in the necessary reform and expansion of our educational institutions," Ulrich Thone said. "At the same time, we are entitled to demand an improvement in the working

and living conditions for all educators. This is a most urgent issue."

EI President Thulas Nxesi and EI General Secretary Fred van Leeuwen attended the GEW's 25th Congress in Erfurt in April. Thulas Nxesi commended the GEW for its active participation in many international solidarity programmes.

At the same time as the Congress, Eva Maria Stange led a delegation of GEW leaders and international guests on a visit to the former Nazi concentration camp at Buchenwald. Their visit coincided with ser-

vices commemorating the 60th anniversary of the death camp's liberation.



FIJI – Fundraising undermines education

The Fiji Teachers' Union says demands by schools that parents pay fees so that their children can attend school may be threatening the students' right to an education.

FTU General Secretary, Agni Deo Singh, says schools should not make it compulsory for payments to be made. *"The union is aware that some ruthless schools set a target of \$50 per student, irrespective of whether they are from rich or poor families. As a result, there are problems at home and some parents even make their children drop out of school."*

He said some schools resorted to fundraising activities because the students' grants from the government were inadequate. The union is concerned that this financial pressure is affecting the education of many students. It has proposed that before demanding fees, schools should seek permission from the Ministry of Education.

"It is time for the authorities to think seriously about whether these activities are achieving their objectives or damaging the children," Mr Singh warned.



NEPAL: Trade Union Unification



To better defend the interests of their members in a politically unstable and deteriorating

environment, the Nepalese teachers' organisations have amalgamated to create the Teachers' Union of Nepal (TUN). Former NTA President Keshav Prasad Bhattarai was elected President of the new union.

The constituent congress of TUN was held on 17-18 March in the face of a hostile anti-union crack-down by the government. EI protested against the government's actions, which included the detention of many Nepalese trade union activists. On 22 March, trade unions all over the world presented their concerns about the violation of human rights to the Nepalese embassies in their countries. On this 'Day of Action to Defend Trade Union Rights in Nepal', representatives of the ICFTU, EI and other Global Unions met the ambassador of Nepal in Brussels, Belgium and demanded the immediate release of jailed trade unionists.



→ Korea: KFTA

launches Online Education Portal

www.wizclass.com

On 15 March EI's Korean affiliate, the Korean Federation of Teachers' Associations (KFTA), launched a 'classroom-oriented' online education portal for teachers, students and parents. "Wizclass.com" aims to facilitate communication among teachers, students and parents through interactive tools available in the portal. Within the portal, each classroom is a self-contained website. The initiative is part of KFTA's 'Good Education, Good Teachers' campaign.

CENTRAL AMERICA – strong opposition to commercialisation of education



CAFTA, the free trade agreement between the United States, Central America and the Dominican Republic, has sparked a major controversy in the region with teachers' unions and civil society organisations warning that it will increase poverty and lead to the privatisation of public services, including education.

Teachers' unions played a leading role in demonstrations in Costa Rica, El Salvador, Guatemala and Nicaragua. In Guatemala, El's affiliate, STEG, organised mass demonstrations demanding that CAFTA be put to a nationwide referendum. The demonstrations were violently suppressed with two protestors being killed and many others injured. A warrant of arrest was issued against the general Secretary of STEG, Joviel Acevedo. Despite this popular opposition, CAFTA was ratified by the Guatemalan congress.

In Nicaragua, the agreement has not yet been submitted

to the Legislative Assembly. El's affiliate ANDEN has joined in the demonstrations against CAFTA. According to José Antonio Zepeda, Secretary General of ANDEN and member of the El Executive Board, the trade union movement is lobbying members of the National Assembly to block ratification.

In Costa Rica, protests and lobbying by civil society organisations have forced President Abel Pacheco to delay the ratification process. El affiliates in Costa Rica, ANDE

and SEC, say because the CAFTA negotiations were not transparent, Costa Ricans are not aware of the scope of CAFTA and of the adverse impact it will have on education.

Costa Rica is one of the three Latin American countries that have included education services in the GATS.

ANTIGUA & BARBUDA Teachers' union A&BUT flexes muscles

The President of the Antigua & Barbuda Union of Teachers (A&BUT) is urging all members to support the union's campaign for a new collective bargaining agreement with the government.

The union has demanded a complete reorganisation of the teaching profession in Antigua & Barbuda. Major priorities are safe and healthy working conditions and higher pay.

The President of the A&BUT, Vernest Mack, told Ministry of Education officials attending the union's annual conference: "This is a struggle, which requires us to have a clear understanding of what makes for a good teacher and why the work of teachers is so important."

She said: "We believe that this country must end the practice of sending unqualified individuals into the classroom. We believe that teachers' pay should be comparable to the pay of other professions that require the same level of training. We believe that if this nation is to provide quality education to its children, then it has no choice. It must now turn its attention to its teachers", she said.

Vernest Mack told the conference the union was willing to work with the Ministry of Education to realise these objectives but stressed that they would only be achieved if the union had the full support of its members.



DOMINICAN REPUBLIC

Teachers protest against double standards

The Asociación Dominicana de Profesores (ADP), the El affiliate in the Dominican Republic, is seeking wage increases to compensate for rising inflation and the payment of several months of back pay.

ADP President, Eduardo Cuello, says the government's decision to pay higher wages to newly recruited teachers and refusal to pay the wages of experienced teachers is ridiculous.

Hundreds of teachers have not received any pay for several months.

Teachers are also demanding improvements in the quality of the breakfasts provided in state-run schools. The union has warned that industrial action will be taken unless the government provides positive responses to the teachers' demands.

MILLENNIUM DEVELOPMENT GOALS

G-CAP 2005 Global mobilisation to demand action from world leaders

Education is at the heart of a vast worldwide mobilisation to demand action to end poverty.

Several years ago, global leaders agreed eight goals which would halve world poverty by 2015. All it needed was cash, cooperation and commitment. Sadly rich governments have been lacking in all three. Progress in meeting the goals is slow and the result is that the gap between rich and poor countries is wider than ever. A recent report for the United Nations confirmed that it is still possible to meet the goals if rich countries will get serious about helping poorer nations.

At the G8 Summit, the host government of UK, Prime Minister Tony Blair, will press the leaders of the other major economies to take action to finance the UN's Eight Millennium Development Goals, including Education for All and Gender Equity. Blair wants to place special focus on Africa. Hundreds of civil society organisations around the world including Global Unions are mobilising millions of people through the Global Call to Action against Poverty: G-CAP 2005.

In the G8 host country, EI affiliates of the British Irish Group have called on members to join tens of thousands in Edinburgh on 2 July. They will be the on-site representatives of millions around the globe. The symbol linking them is a simple white band – the symbol of

G-CAP 2005 – demanding trade justice, debt cancellation and more and better aid to developing countries.

UN Millennium Review

Worlds of Education has reported previously that the gender equity goal set for 2005 has been achieved in some countries, but others have fallen short. And too many countries are falling behind their Education for All programme. The 2015 targets are at risk. So by the time World Leaders meet at the UN in September, there must be clear decision to fund EFA and firm political will to achieve the goals.

One of the big issues is the

WHITE BAND DAY DAYS:

- **July 1 for the G8 Summit in Scotland**
- **September 10 for the UN Summit in NY**
- **December 13-18, WTO Conference in Hong-Kong**

need to reduce the debt burden of developing countries, and to eliminate debt altogether for the poorest. In February, the G7 Finance Ministers (the G8 without Russia – see box) said they would cancel debt for the poorest countries. Only five of the key countries have taken steps to implement that decision (Japan and the US have not done so).

More and better aid and fair trade

Last year, the Presidents of Spain, Brazil, France and Chile called for a Global Fund Against Hunger and Poverty. They mandated work on innovative funding to improve the flow of resources to developing

30 years ago, in 1975, the leaders of six countries met informally near Paris. From 1976 onwards there has been an annual meeting of the seven leading economies: Canada, France, Germany, Italy, Japan, the UK and the USA. Russia was invited to join the group in 1998, making it the G8.

What is the G8?

The G7 Finance Ministers also continue to meet as a group – this year joined in London by China. Other G8 Ministers, including those for Employment and Trade meet regularly. Labour leaders from the G8 countries meet the host leader before the summit. This meeting is organised by the Trade Union Advisory Committee at the OECD. With EI input, the TUAC presentation this year highlights investing in people, through quality public education for all, and life-long learning. www.tuac.org

countries. They included the UK's proposal for an International Finance Facility, and a tax on international financial trades (the Tobin Tax) supported by France and

Education is changing perceptions everywhere. It is having an impact. Political leaders now recognise that something has to be done.

But there are too many proposals on the table, and political leaders still cannot agree on which ones to support. Some of the leading world economies continue to drag their feet, and put self-interest first. And there is ideological opposition in some countries to any official aid or joining in multilateral action against poverty. Political will remains the determinant factor.

The events of 2005 present both opportunity and risk. There is an opportunity for leaders to take decisions to achieve a breakthrough in the battle against poverty. The risk is failure to agree, failure to decide, more rhetoric, and no action. People can make the difference. Join the mobilisation in your country!

Canada. But at the World Bank and IMF meeting in April, there was no agreement on which idea to support. And only a handful of countries have so far achieved the target of 0.7% of GDP for Official Development Assistance.

Fair world trade is also a key part of the picture. The World Trade Organization will meet again in Hong Kong in December. EI will be there with Global Unions.

All these issues – debt relief, more and better aid, and fair trade – were addressed by the EI Executive Board at its meeting in April (see page 16). The conclusions: the pressure for action is building. After five years, the Global Campaign for

www.makepovertyhistory.org
www.whiteband.org
www.campaignforeducation.org

ADJUSTMENT

Sustainable investment in schools and teachers



What has been the impact of the structural adjustment policies on the education system? An EI study focusing on Burkina Faso clearly shows the setbacks that SAP caused and highlights the need to train union leaders and activists and most of all to bring back quality to the education system.

With this study on Burkina Faso, conducted by the researcher Nazinigouba Kaboré, EI continues its round of thematic studies on the consequences of Structural Adjustment Programmes (SAP) on education.

The SAP recipe for education

Like so many other countries, Burkina Faso was tossed into the SAP melting pot in 1991. The main purpose of the SAP was to cut back on Government expenditure, a recipe that had to be followed rigidly.

Schools in Burkina Faso have always had very low enrolment rates (30% in primary school, 7.8% in secondary school and less than 1% in higher education). In addition there are large disparities between boys and girls, between towns and the countryside and between provinces.

Little or no improvement was noted. In that sense the SAP policies have not had the positive impact that the Government and its international supporters expected. The EI study notes that the authorities in Burkina Faso, and their partners, in particular the World Bank, introduced SAP under the guise of new teaching methods, alternative concepts and privatisation.

But what did all that mean in reality for the day to day life of the teachers? Their reality consisted of a system of double shift (where a class of 100 pupils is split into two and the teacher does a double job). Also multigrade classes were introduced, officially intended to maximise access to education. In reality a cost cutting measure. The most innovative alternative in terms of quality involved the introduction of bilingual schooling, with classes in both French and national languages. However, the study notes that in rural areas this is often perceived as creating a second-rate school system which provides less opportunities on the labour market.

To implement these "innovations", the authorities relied mainly on civil servants with no experience of teaching, classroom assistants and under-qualified teachers. In no way was the quality of the teacher really taken into consideration.

Another drastic measure was the decentralisation of responsibilities. This puts local authorities in charge of providing

basic education. Land had to be acquired, schools to be built and schools to be managed. Without previous experience and without adequate means to face up to these tasks. In this way the state withdrew from responsibilities and invited religious communities, NGOs and others to take over. The official argument was to bring the school closer to the community. However, the study states: "The authorities and their partners seem to have been guided in their strategy by cost reduction".

Not only the quality suffered, there was an additional setback to the teachers. The newly recruited were no longer on a permanent employment but got temporary contracts. These contracted teachers employed by local communities earn a salary of between 30,000 and 50,000 CFA francs (g 45 to g 75). this amount is just above the minimum wage. According to the SNESS (National Union of Teachers in Secondary and Higher Education), 82.2% of teachers live in unstable conditions.

Schools "production lines for the unemployed"

The study clearly identifies the shortcomings of the SAPs but also presents ideas to improve the input of teachers' unions. A close involvement and consultation of teachers' unions, in line with the Dakar Framework for Action, would mean a definite break with the days of the SAP. The study states that when the SAPs were introduced, union leaders were targeted and clearly told that "SAPs will be pushed through, if necessary by riding roughshod over the unions which would oppose them with all their force".

The teachers' unions in Burkina and their colleagues from all over Africa have taken up a pro-active stand on education policies. Governments start to recognise that it does not make sense to crush the



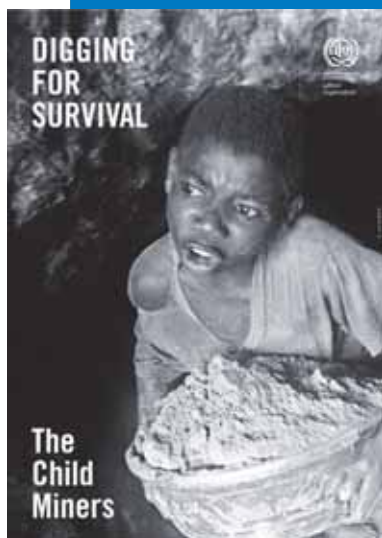
Burkina Faso, formerly Upper Volta, a landlocked country of 11 million inhabitants, remains a country of low human development. 47% of the population lives below the poverty line. The country is ranked 173rd out of 175 by the UNPD in its world report of 2003 on human development.

"As is the case elsewhere, political and economic power is held by the elite, which has divided up constitutional institutions, trade and industry, the administration, the NGOs and controls civil society organisations amongst itself", states the EI report.

union and that it is better to include than to exclude.

Although the negative consequences of the SAPs are still felt in Burkina, changes for the better are possible.

PUBLICATIONS



EI's commitment to fight child labour

rage students to engage in the global effort to combat child labour.

"Teachers, educators and their organisations are key partners in the international effort to eliminate child labour. This booklet is designed to raise awareness of the nature and effects of child labour and to instil a sense of commitment to inform others and take action in the classroom and within teachers' organisations," said the ILO Director General Juan Somavia when approving the idea of the joint EI/ILO brochure.

World Day Against Child Labour will be recognised in countries around the world on 12 June with special events highlighting the commitment of governments and social partners to take action on behalf of the children who labour in mines and quarries.

An estimated one million children work in

small scale mining and quarrying around the world. This work is of course physically dangerous because of the heavy loads, the strenuousness of the work, unstable structures, toxic chemicals, and the exposure to sun and water. In addition, mining often takes place in remote areas where law, schools, and social services are unknown, where family and community support may not exist, where "boom or bust" conditions foster alcohol abuse, drugs, and prostitution.

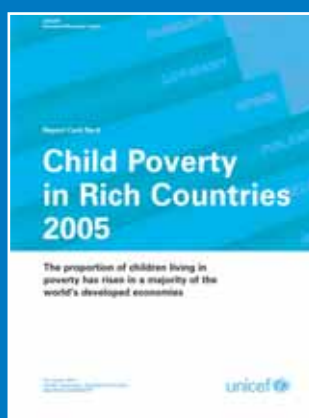
ILO pilot projects have demonstrated that it is possible to eliminate child labour in mining and quarrying communities by helping them to acquire legal rights, organise cooperatives, improve the health and safety and productivity of adult workers, and secure essential services, such as schools, clean water and sanitation systems.

To mark the World Day Against Child Labour on 12 June, EI, with the International Labour Organisation (ILO) launched a brochure for classroom activities dealing with child labourers in the mine industry. Teachers are urged to use the brochure to raise students' awareness of the scourge of child labour. The brochure is intended to initiate discussion and encour-

UNICEF: Child poverty in rich countries 2005

The proportion of children living in poverty has risen in a majority of the world's developed economies. No matter which of the commonly-used poverty measures is applied, the situation of children is seen to have deteriorated over the last decade. This publication is the sixth in a series of reports designed to monitor and compare the performance of the OECD countries in meeting the needs of their children.

At the bottom of the child poverty league are the United States and Mexico, with child poverty rates of more than 20%. Over the latest ten-year period for which comparable



data are available, the proportion of children living in poverty has risen in 17 out of 24 OECD countries.

While acknowledging the power of labour market condi-

tions and social changes, this report emphasises the capacity of governments to bring downward pressure on child poverty rates. It shows, for example, that higher government spending on family and social benefits is clearly associated with lower child poverty rates. On average, government interventions reduce by 40% the rates of child poverty that would theoretically result from market forces being left to themselves.

Full text and supporting documentation can be downloaded from the UNICEF Innocenti Research Centre website at:

www.unicef.org/irc



Annual Report 2004 on CD-ROM

For the first time EI's Annual Report has been produced on a CD-ROM to give a better picture of EI's work. With links to documents, references to publications, and photos, the Annual Report 2004 is a must-have tool for all those interested in the international aspect of teachers' trade union activities.

A DAY IN THE LIFE OF

Gertrude James, HIV/AIDS Coordinator in Guyana

"It is the personal drive and motivation that will make the change in fighting HIV/AIDS. I request all the teachers I train to show their emotional commitment to this fight. Because it is about the life and death of human beings, of colleagues, relatives and children." Gertrude James of the Guyana Teachers Unions (GTU) speaks from her own experience. That is what motivates her and keeps her going as national coordinator of the GTU HIV/AIDS programme.

What makes me go on and on is rooted in my personal story. It is about my neighbour. She and I were very close. Shared a lot. Then she moved to the capital Georgetown for a few years. After she came back to our region all her friends and relatives noted that she had changed. Slowly but steadily her health deteriorated. Hair falling out, skin going bad. She went to see a doctor but remained vague on her illness. I suspected what was wrong. But did not dare ask whether it could be that she had the virus. I was ignorant and actually I was even afraid that touching her might get me infected. I started to avoid her. Just like all her friends and even her own children did. She must have known what our thoughts were. She got more and more isolated. She gave up the will to live. She died. Quite alone. It still bothers me that we, that I, did not reach out to her. We all let her die in loneliness.

"When I heard about the GTU programme on HIV, I saw this as a chance to get involved. And I feel lucky that the union has given me the chance to become

the national coordinator of the programme. This programme gives us, teachers, the chance to contribute to saving lives, to protect colleagues and students.

I am convinced that the success of the HIV programme is to a large extent dependent upon the individual motivation, the drive of the participants. That drive is necessary because those who get trained are expected to work hard in their schools. To work with their colleagues, to convince headmasters and headmistresses that the programme must get enough time in the school programme, and to discuss with the Parent-Teachers Association that the programme is to the benefit of their children. That the programme is not to encourage the children to have sex but to protect them from unsafe practices. We have to make sure that the programme gets their support. And I see that many that got trained also work in their churches and in the community. In short, each of the trained teachers needs to be fully motivated to go ahead and make the difference.

The ambitions of the Guyana

Teachers Union are high. Within one year the union wants to have a well trained teacher as HIV focal point in 600 schools, about 70% of all schools in the country. It looks like that target is going to be reached. The union has succeeded in getting trade union leave from the Ministry of Education for all participants. In general, the union and the Ministry have established good cooperation. The Ministry of Health provides technical assistance. And there is full political support from the union at all levels.

But most of all, the participants all show a high motivation to go back to their schools and start training their colleagues and students. We get a lot of positive response from the participants. Mind you, it is not easy at all to talk about sexual relationships, also in our union workshops. So it is important to make them feel at ease. Then they speak freely which leads to open and honest debates. But you can only get such atmosphere of openness when you are open and honest yourself. And that is why I always show where I stand by telling the participants the story of my neighbour.



The working method chosen by the Guyana Teachers Union is likely to be the model for more countries in the Caribbean regions. As EI Regional Coordinator Virginia Albert stated: *"It is essential that in each school there is a well-trained person committed to drive the issue for a number of years. By building a strong and motivated group of teachers we can bring about change. In behaviour but also in policies. Unions must not wait till the Government comes with policy on which they have not been consulted. Unions must take the lead. And that is why it is crucial*

EI'S PREVENTION PROGRAMME IN THE CARIBBEAN

The EI/WHO/EDC HIV/AIDS prevention programme for teachers has been launched in 2004 in Guyana and Haiti. Other countries of the region participated in the training seminars and have developed their plan of action with the Ministries of Education and Health.

In September, EI and the International Labour Organisation will have a tripartite seminar on AIDS and the world of labour with the teachers unions of Barbados, Belize, Guyana, Jamaica and Trinidad/Tobago.

that persons like Gertrude James become coordinator of the HIV programme."

In the meantime, Gertrude is on her way to the next workshop. This time far in the interior of Guyana.

"And every day, I think of my neighbour. And think that one kind word, one show of love can save somebody an extra day of life."

