

Farewell to Sandy Feldman

Sandy Feldman, vice-president of EI and former president of the 1.3 million members American Federation of Teachers, died peacefully on 18 September after a long battle with cancer, at the age of 65.

Sandy Feldman was a dedicated trade unionist, committed teacher representative and courageous leader. Sandy was recognised as an articulate champion for the cause of high quality public education for all. She spoke up to support pro-education and pro-worker measures. She became a leading supporter of EI's Education for All campaign, condemn-



ing child labour and promoting universal education for all children throughout the world. "Sandy was a good friend and advisor and a kind and convivial companion to many in the international education community," said EI general secretary.

"Sandy's death is a great loss for the AFT personally and professionally and for the children of our nation," said AFT President Edward J. McElroy. "She will be remembered for her vigorous commitment to better the lives of the teachers and school staff she represented and the children they served."

"As someone who spent time in the classroom before becoming a national education leader and as a product of public schools herself, Sandy understood just how important the job of being a teacher was to her individual students and the future of our country," said Reg Weaver, President of the National Education Association.

Messages acknowledging Sandy's achievements and charisma were posted on EI's online Condolence Register from all over the world, from Algeria to Korea, from Mauritius, France to Norway.

"Sandy was a great champion for the rights of teachers and other workers. Her leadership, compassion, insight and warmth will be sadly missed," said Julius Buski, Secretary General of the Canadian Teachers' Federation.

"Sandy impressed with her strong sense of passion and commitment for a better world for today's young," said Kevin Bunker, General Secretary of the New Zealand Post Primary Teachers Association.

"Sandy's Herculean struggle against civil rights violations, social injustice, and all forms of discrimination

will be favourably recorded by history," said Dorothy Raymond from the Jamaica Teachers Association.

From her beginnings as a child from a poor background, Sandy Feldman rose not only to meet with American presidents but also with foreign leaders. A strong proponent of civic education and democracy in the international arena, Sandy condemned terrorism and repression of human and worker rights abroad, from China to Colombia, from the Soviet Union to Sudan.

Her friendship, commitment and enthusiasm will be missed by all who knew her. EI passed its condolence to Sandy's family and to all her friends and colleagues in the AFT.

glossary

- AIDS** Acquired Immunodeficiency Syndrome
- BREDA** UNESCO Regional Office for Education in Africa
- EFA** Education For All
- EI** Education International
- EU** European Union
- GATS** General Agreement on Trade in Services
- GAW** Global Action Week
- GCAP** Global Call to Action against Poverty
- GCE** Global Campaign for Education
- GDP** Gross Domestic Product
- GUFs** Global Union Federations
- HIV** Human Immunodeficiency Virus
- IATT** UNAIDS Inter-Agency Task Team on Education
- ICFTU** International Confederation of Free Trade Unions
- ILO** International Labour Organisation
- MDGs** Millennium Development Goals
- NGO** Non Governmental Organisation
- NOVIB** Dutch branch of Oxfam
- OECD** Organisation for Economic Cooperation and Development
- PSI** Public Services International
- TUAC** Trade Union Advisory Committee to the OECD
- UN** United Nations
- UNAIDS** Joint United Nations Programme on HIV/AIDS
- UNDP** United Nations Development Programme
- UNESCO** United Nations Educational, Scientific and Cultural Organisation
- UNICEF** United Nations Children's Fund
- WB** World Bank
- WCL** World Confederation of Labour
- WCT** World Confederation of Teachers
- WTD** World Teachers' Day
- WTO** World Trade Organisation

calendar

EI/ETUCE Bureau – Brussels, Belgium	3 November
TUAC 115th Plenary Session – Paris, France	3-4 November
OECD/TUAC Liaison Committees – Paris, France	4 November
EI regional and headquarters coordination meeting – Brussels, Belgium	7-9 November
EI Annual Development Cooperation Meeting – Brussels, Belgium	10-11 November
EI/ETUCE Pan-European Round Table on Equal Opportunities – Prague, Czech Republic	14-15 November
WORLD DAY FOR PREVENTION OF CHILD ABUSE	19 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 December
High Level Group on EFA – Beijing, China	28-30 November
WORLD AIDS DAY	1 DECEMBER
EI Pan-European Committee / ETUCE Executive Board – Luxembourg	6-7 December
OECD Education Committee – Paris, France	7-8 December
5th EI International Conference on Higher Education and Research – Melbourne, Australia	7-9 December
HUMAN RIGHTS DAY	10 DECEMBER
6th WTO Ministerial meeting – Hong Kong	13-18 December

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.

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WORLDS OF EDUCATION

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Commitment to development

El's collaboration with the coalition against poverty will continue at the world trade conference in December.

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Tsunami School Project

Reconstruction of 40 primary schools has started in Sri Lanka and Aceh thanks to the El/NOVIB project and El affiliates' contribution.

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Bologna Process

Pressure from higher education unions gets Poland and Portugal up to scratch.

8-11

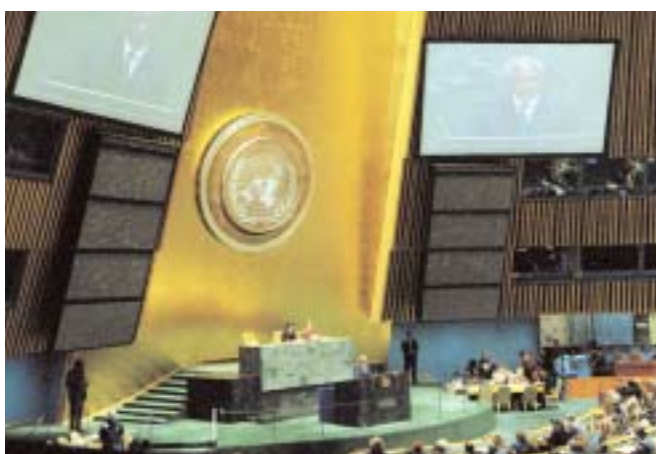
Worldwatch: Teachers' Rights

Share the victories and battles of colleagues worldwide.



Relief and disappointment at o

Relief and disappointment characterised the responses of EI and other trade union and civil society organisations to the outcome of the September 2005 UN Summit. Relief that the attempts to axe the Millennium Development Goals had failed and disappointment at the weakness of the commitments on the reform of the UN itself and on the elimination of poverty.



The summit did not tackle appropriately the issues of poverty, security, United Nations reform, nor did it reaffirm the UN as the core of the multilateral system.

However, the attempts to remove the anti-poverty policies of the UN failed.

Attention now turns to the Ministerial Meeting of the World Trade Organisation to be held in Hong Kong in December. EI and its member organisations must lobby world political leaders to ensure that the meeting delivers on a fair and just trade system which supports a broad development agenda, including the achievement of the Millennium Development Goals (MDGs).

Trade continues to work for the rich to the detriment of the poor. Trade talks have become a vehicle for forcing poor countries to open their markets at any cost, destroying the

livelihoods of the poor whilst rich countries hide behind massive subsidies and unload their goods on world markets. Developing countries should have the right to determine their trade policies and protect their markets and critical public services such as water and education. The final WTO document must, without discrimination, reflect the interests of all developing countries and avoid pitting groups of countries against each other.

Target of 0.7% maintained

Commenting on the outcomes of the September UN summit, EI General Secretary, Fred van Leeuwen, praised the countries that stuck to their original commitments, and affirmed the importance of the MDGs, the Decent Work Agenda with respect for workers' rights as poverty-reducing strategies, the Peace-Building Commission, gender equality and universal education.

Fred van Leeuwen pointed out, however, that *"this summit was to provide a major impetus to achieve the development targets world leaders had set, back in 2000. It was extremely disappointing that not only was the first target missed, that of having an equal number of girls and boys in education, but that the UN statement does not even refer to this fact."*

On the other hand, there is a commitment to ensure that a Decent Work Agenda be imple-

Commitments to education

On education, the original draft text has been finally approved, reaffirming the objectives of Education for All by the year 2015, and the Dakar Plan of Action to achieve that goal. Improved text has been added referring to "Free and compulsory primary education of good quality", gender equity, education of girls, and education for peace and human development.

Worldwide mobilisation has made an impact on diplomatic negotiations in New York – but huge efforts will now be re-



➤ 70 million girls are still out of school yet world leaders did not even recognise that they had missed the first MDG: equal access to primary education for girls and boys by 2005. Picture of a Port Antonio school in Jamaica.

mented, a confirmation that 20 developing countries will benefit from the debt forgiveness deal and a call to extend this commitment to other developing countries. In addition, industrialised countries agreed on a timetable to provide 0.7% of their GDP for development aid funding.

quired to turn promises into action.

Over the next few months EI will be working hard with other trade union and civil society organisations to emphasise that world leaders must implement anti-poverty measures.

¹At the start of the UN World Summit, the Global Campaign for Education and UNESCO highlighted new data showing that 94 countries have missed the gender parity target rather than the 71 countries predicted in the last EFA Global Monitoring Report.

M DEVELOPMENT GOALS

at outcomes of UN Summit

UN Commitments on Education

The following commitments were made by over 150 world leaders at the UN Summit in New York, 14-16 September 2005. They can be used in advocacy efforts.

Paragraph 43:

"We emphasize the critical role of both formal and informal education in the achievement of poverty eradication and other development goals as envisaged in the Millennium Declaration, in particular basic education and training for eradicating illiteracy, and strive for expanded secondary and higher education as well as vocational education and technical training, especially for girls and women, the creation of human resources and infrastructure capabilities and the empowerment of those living in poverty. In this context, we reaffirm the Dakar Framework for Action adopted at the World Education

Forum in 2000 and recognise the importance of the United Nations Educational, Scientific and Cultural Organization strategy for the eradication of poverty, especially extreme poverty, in supporting the Education for All programmes as a tool to achieve the Millennium Development Goal of universal primary education by 2015."

Paragraph 44:

"We reaffirm our commitment to support developing country efforts to ensure that all children have access to, and complete free and compulsory primary education of good quality; to eliminate gender

inequality and imbalance; and to renew efforts to improve girls education. We also commit ourselves to continue to support the efforts of developing countries in the implementation of the Education for All Initiative, including with enhanced resources of all types through the Education for All Fast Track Initiative in support of country-led national education plans."

Paragraph 45:

"We commit to promote education for peace and human development."

El campaigned for Action Against Poverty

The Global Call to Action against Poverty (GCAP) is the world's largest anti-poverty coalition, whose organisations together represent more than 150 million people globally. The global symbol of the campaign is a white band. GCAP organised a second day of action on 10 September, as leaders from 175 countries arrived in New York for the UN Summit.

EI was part of this world campaign, with its affiliates, global unions and Global Campaign for Education coalition partners like Oxfam and ActionAid.

Now the campaign to end poverty must regroup because the issue of poverty in the world will not fade away. All those who have mobilised around the world must keep insisting that governments take action to keep their promises.



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THE 8 MILLENNIUM GOALS

- 1 Eradicate extreme poverty and hunger
- 2 Achieve universal primary education
- 3 Promote gender equality and empower women
- 4 Reduce child mortality
- 5 Improve maternal health
- 6 Combat HIV/AIDS, malaria and other diseases
- 7 Ensure environmental sustainability
- 8 Develop a global partnership for development

EDUCATION FOR ALL



World Trade Organisation in EI's focus



EI will send a 3-person delegation to the Hong Kong Ministerial Conference of the World Trade Organisation (13-18 December). Thulas Nxesi, Eva-Lis Preisz and Elie Jouen will continue the lobbying undertaken by EI to protect the education sector from the General Agreement on Trade in Services (GATS).

In April 2004, EI held meetings with the GATS negotiators of a number of key countries. The

profile of countries participating differed significantly in their commitments regarding GATS in the education sector and the level of liberalisation of their education systems. A first group has not yet tabled education commitments under GATS: Venezuela, Chile, Brazil, India, South Africa, Malaysia and Indonesia.

Another group has established commitments in several sub-sectors: European Union (primary, secondary, higher and adult education, only for privately funded services); USA (higher education, adult, other); Thailand (primary, secondary, adult); Mexico (primary, secondary, higher and further education) and Rwanda (adult).

Only relevant delegations were questioned about their approach, strategy, and the principles which apply to negotiations in the education sector. In some cases, delegations did not respond since they were not authorised to (Indonesia) or due to the high degree of specialisation of their delegation (USA).

Conclusions regarding education services

The interviews conducted by EI led to a series of conclusions regarding the state of negotiations in the education sector in the present round.

Developing countries often do not have interests in trade in the education sector. Developed members, like the EU, do have some active interests in distance learning (mode 1), recruiting teachers and researchers (mode 4) or establishing an offshore campus.

Most of the developing countries were not considering offers in education services. Some adopt this position following ideological principles (*public services cannot be liberalised; we fear that privatisation is being promoted*) or based on technical issues (*we are not ready to liberalise education; we do not have enough regulating capacity in the sector*).

Least Developed Countries liberalise their education sector -or consider doing so- to attract

investment and expertise to create a higher education system of better quality, to establish partnerships with foreign universities and to introduce competition in the sector.

Some delegations were not aware of the impact that opening education services to trade could have on their education systems, like loss of planning capacity; providers of lower quality; replacement of the domestic education system by an education market (Mexico). Others were aware of the risks but minimise them (Thailand).

WTO Conference in Hong Kong

EI affiliates going to the WTO Ministerial Conference are invited to attend the Global Unions' preparatory meeting on December 11, as well as a public event on December 12¹. On December 14, EI and PSI will organise a workshop on GATS in Public Services.

¹ Check with EI or on www.icftu.org closer to the date for details

Stop HIV/AIDS – Education for life

**1 DECEMBER
WORLD AIDS DAY**

On World AIDS Day, EI wants to emphasise the crucial role of teachers in curbing the pandemic through effective and concerted HIV/AIDS prevention efforts in schools.

Through its teacher training programme, EI has been successfully involved in HIV/AIDS prevention in schools for over four years. But the very lack of schooling contributes to the

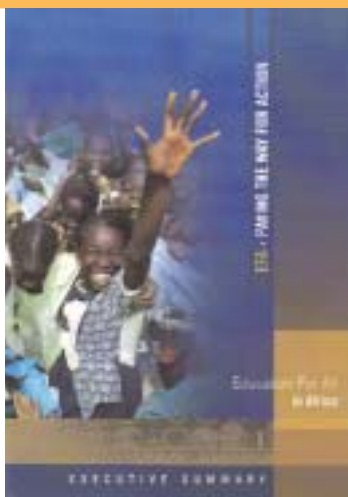
spread of the pandemic. Therefore, EI and its affiliates defend education as a fundamental right for all and as a means to preserve life and bring hope for a better and healthier future for all.

On World AIDS Day, EI wishes to show the scope of its commitment and the strength of its global action against the pandemic by mobilising its affiliates worldwide to promote

Education for life! EI is therefore encouraging its member organisations to organise nationwide activities on the theme **Education for life!**

EI's World AIDS Day 2005 posters and stickers are available for download from the HIV/AIDS section of the EI website: www.ei-ie.org/aids.





► Far from significant progress in the primary sector, states the EFA report for Africa

Education will be the main theme at the next summit of the African Union in Khartoum (Sudan) in January 2006. The report of UNESCO's regional office for education in Africa (BREDa) on the implementation of Education For All in Africa will feature in discussions. This report, which gives an update on progress made 5 years after the adoption of the framework of action for EFA is rather critical. In particular, it criticises the withdrawing of the right to education, a policy based on refusing access to primary education to part of the school-age population with the excuse that educational continuity is not guaranteed for that generation up to the end of the lower secondary level.

The report condemns the fact that *"government policies are of little benefit to uneducated children who come from the poorest sections of the population, and public resources are concentrated on children who are already educated"*. It adds: *"There is a strong concentration of public resources for education benefiting a minority, mainly coming from the wealthiest groups of the population."*

Of the 34 African countries which have not yet achieved the Millennium Goal of universal primary education, only three will achieve this by 2015 (the report does not specify which countries),

El supports the BREDa Pact on Education

In an analytical report on education systems in Africa, UNESCO advocates a pact on education defining "co-operation and responsibilities on a national and global level". Fighting the corner of common sense, the proposed recommendations support ideas defended by teachers' unions.

whilst 25 countries will still fall below a 75% completion rate even in 2015, which puts them beneath the critical threshold above which the economic and social benefits of education may be fully attained.

The report, which has analysed the development of education systems in countries which will

parents and local communities".

On a national level, the pact will become a *"clear contract in the spirit of the Dakar Declaration, to increase and make more effective the indispensable share coming from external aid"*.

The report is also teeming with practical examples, with the

For UNESCO, the development of education systems hinges upon:

1. Mobilising sufficient public resources for the education sector (according to national priorities, budget share allocated to education varies from 5% to 30%).
2. Making decisive choices over allocation and use of resources (sectoral share, distribution of pupil unit cost, management of pupil influx).
3. Improving educational and administrative management (allocation of resources, organisation of classes, allocation of responsibilities to stakeholders, monitoring educational results).

not achieve EFA, notes that *"systems have adjusted themselves rather than being submitted to strong government action"*.

National and international commitments

The pact on education will aim to promote the goal of Education for All, and therefore the right to universal and cost-free education, as a national priority for governments. The pact will then set *"sectoral negotiation parameters allowing education systems to adjust based on goals which are accepted by all"*. With regard to implementation, the pact will also aim to *"give a sense of responsibility to all stakeholders such as teachers and inspectors, but also*

noteworthy suggestions of adapting classes to the agricultural calendar or the provision of school feeding programmes to meet the objectives of attracting and retaining pupils. The report also highlights the importance of a *"desire to evaluate teaching practices which make a significant difference in the process of pupil learning"*.

All these concerns are shared by EI affiliated teachers' unions. BREDa's reminder of these common sense principles will arm the 27 teachers' unions involved in EI's EFA programme with extra arguments.

EFA in Africa: UNESCO BREDa action points for 2005

El at the high level EFA evaluation

EI's Founding President Mary Hatwood Futrell will participate in the High Level Meeting on Education For All (Beijing, 28-30 November) which will focus on governments' efforts to improve the quality of education worldwide.

This fifth annual meeting of the EFA High Level Group will pay particular attention to key areas such as girls' education, teachers and financial resources. A specific session will also be devoted to the Fast Track Initiative which aims to quickly channel funds to countries which submit education plans meeting criteria imposed by donor agencies. EI's representative will stress again that too little funding is provided for education. *"Promises have been made, but developing countries have very often been confronted with promises not being kept. If all promises of the past had really been kept, this topic would not have been dealt with on this agenda of this meeting"*, said Assibi Napoe, EI's Chief Regional Coordinator for Africa, in a hearing at the European Parliament in June 2005.

The EFA High Level Group brings together some 30 participants from four constituencies: Ministers of Education from developing countries, Ministers of Cooperation from developed countries, heads of 5 UN agencies and representatives of the civil society. Only 6 civil society organisations are part of that group, most of which are also members of the Global Campaign for Education. EI's representation is a recognition of the teacher union movement's involvement in the EFA process.

A new Global Trade Union Centre to be formed

Intense discussions are underway to form a new Global Trade Union Centre by June next year. This process is aimed at more than a structural merger of the International Confederation of Free Trade Unions (ICFTU) –with which EI is associated– and the World Confederation of Labour (WCL). It is part of an effort to install a new dynamism in trade unionism at a time when globalisation poses dramatic challenges for people everywhere.

The new centre will be the global advocate for over 170 million working people in some 160 countries. Discussions also involve trade union centres from 10 countries which are currently not affiliated to either the ICFTU or the WCL.

The new centre will also aim at organizing workers in the rapidly growing informal economy,

and measures will be taken to strengthen the participation of women (40% of today's ICFTU membership) and young people.

A new constitution is being drafted, with explicit references to be included on the informal economy, decent work and education and training for young workers. The new centre will be composed of national trade union centres. But it is the intention that cooperation be strengthened with the 10 Global Union Federations including EI, representing employees in the major sectors of industry and services. As the current chair of the GUF General Conference, EI General Secretary Fred van Leeuwen, is playing a key role in consultations aimed at achieving more effective cooperation between 10 autonomous sectoral federations and the new Global Centre. It is also generally recognised that the agreement of July 2004 between EI and the World Confederation of Teachers helped to set the ICFTU-WCL talks in motion.

Another global union partner is the Trade Union Advisory Committee at the OECD (TU-AC), bringing together the national trade union centres affiliated to ICFTU and WCL in the 30 OECD member countries from Europe, North America and Asia.

The impact of globalisation on the lives of ordinary people is immense. The structures and even the underlying concepts of the trade union movement, inherited from the 19th and 20th centuries, have to be rethought.

There is a new proactive climate at ICFTU following the December 2004 Miyazaki Congress, under the leadership of Sharan Burrow, former EI Vice-President, now ICFTU President, and Guy Ryder, General Secretary. The move to form a new Global Trade Union Centre is part of a larger picture. That larger picture requires a collective vision, a willingness to rise above smaller and less important differences, in order to build a renewed force for solidarity, equity and social justice.

As Guy Ryder said in Miyazaki, *"the status quo is not an option. The international trade union movement must change, it must modernize, it must develop, it*



► *The international trade union movement must modernize, it must develop, it must go on," says ICFTU General Secretary Guy Ryder.*

must go on". EI is committed to play its part in the rethinking of fundamental concepts, like solidarity, and apply them in a relevant and effective way in today's fast changing world.



These logos will soon be part of trade union history.

Beslan: EI President at the commemoration ceremony



On 3 September, EI President Thulas Nxesi took part in the commemoration of the first anniversary of the massacre in a primary school which took away the lives of more than 300 people, many of them children. In total, 11 teachers were killed, 104 children of teachers were wounded, 23 of them were killed. EI and its affiliates have collected 160,000 euros to contribute to the education of Beslan's orphans. As the Russian authorities are han-

dling the primary and secondary education of most children, the foundation will concentrate its aid on orphan children.

The EI foundation will also be in close contact with several children who were extremely traumatized by events and will need special psychological support during all of their schooling.

Thulas Nxesi was accompanied in Beslan by Galina Merkoulouva, the President of ESEUR, the Russian teachers' union.

ACTIVITIES

El rebuilds 40 primary schools in Tsunami area



People who have been displaced by the Tsunami have a persistent hope: see schools reopen. Schools where children are safe and cared for by dedicated professionals. El is working to make this happen.

Thanks to the contribution of El's member organisations worldwide and the funds of Novib (Oxfam Netherlands), El and the teachers' unions in Sri Lanka and Aceh/Indonesia will rebuild 40 primary public schools.

However, progress is slow. It is slow for everyone, but especially for the thousands of children who are still sheltered in

refugee camps. Bureaucracy, communication hiccups, lack of raw material, absence of skilled workers, among other things, make the reconstruction process slow and difficult.

When El and Novib attended the first brick laying ceremony in Banda Aceh, Indonesia, on 12 September, government officials admitted that El/Novib were actually the first to ma-

► On September 12, the foundation stone of the SD Negeri 70 primary school was laid in Kampung Jawa, in the sub-district of Kota Banda Aceh.

terialise any official construction of public building in Aceh.

The area in which this first school will be built, in Kampung Jawa, in the sub-district of Kota Banda Aceh, is still desolate. However, the primary school will be located in the middle of a community area, which is to be rebuilt through other funding agencies.

All the schools will have 6 fully furnished classrooms for 40 pupils. Each school will have a large library, a prayer house (musallah), separate toilets for female and male students, water and electricity supply, as well as a teachers' room, headmaster's room and a caretaker's house. The classrooms will have wooden desks and chairs, lights and 4 ceiling fans. Each school will be equipped with 6 computers. The schools will have fencing and a bicycle shed.

In Sri Lanka too, progress is in motion. As soon as the Sri Lanka Joint Teachers Unions' Tsunami Relief Committee receive the green light for the master plans from the Ministry of Education construction will begin.

Stepping up the fight against child labour



El is going to reassert the role of teachers in the fight against child labour at the first assessment meetings organised at ILO this autumn.

"To El, child labour and the

Millennium Development Goals are intimately linked, therefore El advocates for increased initiatives towards the 246 million child labourers including the 182 million working in worst forms," says Elie Jouen. The El Deputy General Secretary will ask the ILO to involve teachers' trade unions more in the national awareness campaigns against child labour.

In September, at the Children's World Congress held in Delhi, India, at the initiative of the

Global March against Child Labour, Elie Jouen encouraged representatives of NGOs to go out and meet teachers.

The right to education is crucial for actively combating child labour. However, what is needed is quality education, commensurate with the sacrifices made by parents who opt to send their child to school. Numerous El members have embarked on an active approach in the fight against child labour: this is particularly

the case of the Uttar Pradesh Teachers' Union (PRTU) in India. In parallel with asking institutions to improve the facilities, the Indian trade union has made teachers aware about how they must treat children. At the initiative of the PRTU, the local authorities are now distributing free meals in public schools, and this measure has proved very effective, explains Sudhakar Reddy, PRTU General Secretary.

SOLIDARITY WITH THE US TEACHING COMMUNITY HIT BY KATRINA

El member organisations have started to donate funds to El's Hurricane Katrina Solidarity programme. The American Federation of Teachers and the National Education Association will ensure that the solidarity contributions are used to maximum effect for displaced teachers and schools in need of assistance.



TEACHERS' R

Colombia: International investigation mission

After several years of mobilising the international trade unions, the International Labour Conference of 2005 succeeded in persuading the Colombian government to accept a high level visit from the ILO. Until that time, the Colombian authorities had always been against any international presence geared to defending the human and trade-union rights of workers. From 24 to 29 October 2005, the chairman of the ILO Committee on the Freedom of Association will be in Colombia, accompanied by representatives of workers and employers from the ILO

Committee on the Application of Standards. The mission will, in particular, endeavour to ensure that ILO Convention no. 87 on the Freedom of Association and Protection of the Right to Organise is applied, and that the ILO technical assistance programme on human and trade-union rights is applied in Colombia. The Global Unions (to which EI belongs) will prepare for the visit with the Colombian trade unions. EI, in cooperation with its Colombian member FECODE, will make sure that the ILO representatives are apprised of the situation of teachers. EI has on numerous occasions

denounced the flagrant violations of the rights of teachers and their trade union representatives and the indifference of the Colombian authorities.

Persisting violence

On June 9th of this year, Alfredo Medoza Vega, a laboratory assistant at the Nuevo Horizonte school in Valledupar, was assassinated in front of his students by an unidentified individual. On May 24th and then on June 2nd, Maria Elena Diaz and Myriam Navia Silva, teachers at the INEM and Alfonso



Burial of a victim of paramilitary repression.

López Pumarejo schools respectively in the City of Cali were likewise killed.



Finland:

6,000 jobs could be axed in universities

"The loss of a professor may mean the loss of a job to the government. But in fact, it is a loss to the whole growing scientific community," says Riku Matilainen, from the Finnish Union of University Researchers and Teachers (FUURT), affiliated to EI.

Thousands of jobs in 20 universities will be lost due to the government's decision to restructure the public higher education sector. Only half of the posts that will become vacant in the state-run universities by 2011 will be filled. Hence up to 6,000 jobs could be axed.

The target is to improve the cost-effectiveness of the public sector administration. However, last April, the Finnish Government requested universities to invest in quality research and promote interdisciplinarity of an internationally high standard.

The Finnish Government has, on several occasions, pointed out that education, research and development are important to improve the country's competitive edge, and that resources should be allocated towards strengthening these areas.

"More research means more per-

sonnel. The current staff cannot do more," says Antero Puhakka, Chairman of FUURT. *"This move would also endanger the achieving of the European*

goals of the Lisbon Strategy," adds Olavi Arra, advisor on higher education at the Finnish Teachers Union OAJ, also affiliated to EI.

"Finnish universities do not have any extra personnel, as the staff cuts made during the economic crisis of the 1990s have not been re-filled," comments Chairman Gustav Björkstrand of the Finnish Council of University Rectors. *"In comparison, the top universities worldwide typically have just 13 to 14 students per teacher, while in Finland, the ratio is 20 to 30 students per teacher,"* Björkstrand points out.

The universities and higher education unions have not been addressed nor involved in this cost-effectiveness debate. In one of the central documents, the Ministry of Education refers to the unions as actors that will be heard in the implementation phase of the cost-effectiveness programme. But from a union's point of view, such "consultation" is "too little too late."



Riku Matilainen, FUURT



Olavi Arra, OAJ

S' RIGHTS

Victories

Tonga: salary increases and democratisation

After weeks of industrial action (see WOE15), Tongan public workers, including teachers, succeeded in achieving their demand for a 60-70-80% salary increase.

A memorandum of understanding was signed between the Public Services Association (PSA) and government officials, which also includes stopping the transfer of teachers.

The Ministry of Education was also requested to give due consideration to the students involved in the strike.

During the discussions, the cabinet agreed to consider setting up a Royal Commission to review the Constitution to allow a more democratic Government to be established.

Ghana: 22% salary increase

Following negotiations with members of EI affiliate the Teachers and Educational

Workers Union (TEWU) and the Federation of University Senior Staff Association of Ghana (FUSAG), the Ghanaian Ministry of Finance has announced a salary increase of 22% for members of Ghana's public universities.

The increase takes effect from 1st April 2005. Payment of arrears is to be made in four monthly instalments beginning in August 2005 and ending in November 2005.



Argentina: Right to organise triumphant

Thanks to the vigilant action of the trade union of Argentinean teachers, CTERA, trade union rights were not breached in that country.

On September 22nd of this year, an Argentine court dismissed the charges that had been brought against trade unionist Eduardo Pereyra. The director of the provincial federation of CTERA for Buenos-Aires, Eduardo Pereyra had been prosecuted for "illegal obstruction of the public thoroughfare." If found guilty, he could have got six months to two years in prison. The events went back to 2002, when the trade union of teachers had for several months opposed the government's proposed reform of the education system. CTERA had in particular erected a village of white tents in public gardens.

When the trial was announced, trade unions, with the support of EI, mobilised and held protests against the government. The message was heard and the case was dismissed. Trade union rights were defended once again. Many thanks are in order to all trade union activists who showed solidarity with Eduardo Pereyra.

Protests

Nigeria

On 1 September EI called for the reinstatement of 49 university lecturers who were dismissed for participating in a strike in Nigeria in 2001. According to the Federal Court decision of 26 July 2005, the higher education personnel were to be reinstated in their posts. However, the reinstatement has not yet taken place.

The strike in May 2001 had been called by the Academic Staff Union of the Universities (ASUU) to request better funding for higher education. On 26 July 2005, the Federal Court ruled that the dismissal of the lecturers for their participation in the strike was illegal and unconstitutional. Consequently, the Court declared the termination of the lecturers null and void and ordered their immediate reinstatement.

EI asked the Nigerian President, Chief Olusegun Obasanjo, to ensure that the University of Ilorin reinstate the lecturers in their post im-

mediately and pay their entitlements in full and in accordance with the court decision.

United Kingdom

EI strongly condemned the violation of the rights of higher education personnel at Brunel and has publicised the AUT's call (Association of University Teachers) to 'greylist' the University. EI affiliate asked higher education staff around the world to drop any links with Brunel University after the university had decided to sack two academic staff who 'over-teach' and threatens to make up to 60 staff redundant. Brunel university wants to make room for new academics whose research profiles would help further Brunel's strategy of becoming a research led university.

Many staff reached negotiated settlements through the AUT which avoided compulsory dismissal, but the threat of sackings was never lifted.

The AUT is asking members of

EI affiliates around the world to refuse approaches to ask them to act as external examiners, not to enter into joint research or contribute to journals edited at Brunel, participate in conferences held at or organised by Brunel or apply for Brunel posts, citing the greylist as their reason.

Virgin Islands

The American Federation of Teachers (AFT) chapters for the St. Thomas, St. John and St. Croix districts filed a complaint for Unfair Labour Practice with the Virgin Island's Public Employees Relations Board to protest a plan by the Education Department to lengthen the school day by half an hour.

St. Croix AFT Local 1826 President Tyrone Molyneaux said the the teachers deplore the fact that the new mandate was not negotiated with the union.

NEWS FROM A

Bahamas: schools unfit is a major problem

President of the Bahamas Union of Teachers (BUT), Ida Poitier, has announced that many schools are in desperate need of repair. Speaking at a BUT membership meeting, Mrs Poitier said that many schools have not been repaired in 6 years, resulting in students being taught in unsuitable and unsafe sites including a dockside church.

"Daily, complaints are being faxed in, mainly about the phys-

ical structures of the schools. San Salvador, Andros, Crooked Island, Abaco, and Grand Bahama are all problem areas as far as disrepair. Things are not what they should be in our schools," said Ida Poitier.

Education officials had to deal with a number of complaints in the first week of the new academic year with teachers at several schools walking out of the classrooms in protest at the unacceptable or unsafe conditions.

In one school, where there were no railings on the stairways, the teachers have been asked to give up their lunch hour so that they can keep the children in the classrooms to prevent them from having accidents.

The Ministry of Education says it depends on the Ministry of Works to carry out the repairs and the latter is already inundated with requests for assistance.

UK: all unions declare support for anti-academy protest

Plans for a national demonstration against the UK government's academies programme have been overwhelmingly supported at the Trades Union Congress annual conference in Brighton in September.

Academies are privately sponsored state schools, which are run outside of local authority control. They have been established to replace schools that the government consider to be 'failing'; the government provides up to 44.25 million euros towards the building of the school and a sponsor donates 3 million euros, and then is granted control of the school's governing body.

Prime Minister Tony Blair has placed the academies programme firmly at the heart of his education policy, with an aim to open 200 of the publicly funded independent schools by 2010.

The scheme, say unions, is part of a wider push to extend privatisation in the public sector, and pose a threat to staff pay and conditions, as the schools operate outside the control of local authorities. Unions also warn that academies will lead to increased pupil selection.

The president of EI affiliate NUT, Hilary Bills, said schools were being wrested out of local accountability and placed into the



hands of "rich businessmen and faith groups." The ability to raise the £2m seems to be the sole criterion for running an academy.

"The public sector has always had a relationship with private providers – the buying of books for example – but we are now facing private takeover, private control and private profit in our public services," said Sue Rogers, National Treasurer of NASUWT.

Ms Bills said that of the 12 academies opened so far, eight have seen results in line with local authority-controlled schools, two were performing below par, and a further two have been put into special measures.

EI and its member organisations oppose the commercialisation of education, believing that education is a human right, a public service and not a commodity.

Kenya: KNUT reiterates professional ethics

The Kenya National Union of Teachers (KNUT) strongly condemns any unethical or unprofessional conduct among its membership. Secretary General Francis Ng'ang'a says teachers who engage in sexual affairs with students or who use the cane will have to "carry their

own crosses".

Francis Ng'ang'a urged teachers to remain committed to their duties and avoid mistakes that could lead to disciplinary action. However, he emphasized that the union will give its support to any teacher victimised by politi-

cians for their dedication to their profession.

He asked Members of parliament to help teachers by providing the necessary infrastructure and resources for education. *"Those who do not support education should be voted out,"* said the General

Secretary of KNUT.

The Third EI World Congress held in 2001 adopted the "EI Declaration on Professional Ethics".

For a copy of the declaration in various languages, please click on the links below or access it through our online Resource Library: <http://www.ei-ie.org>

AFFILIATES

Australia: Indigenous education funding slashed



A survey released in September by the Australian Education Union (AEU) shows that almost 1.3 million euros has been cut in direct Commonwealth Indigenous education funding. AEU Federal President, Pat Byrne said the changes to Commonwealth Indigenous funding implemented last year were being felt directly by students, parents and school com-

munities across Australia. This has led to the isolation of many Indigenous families from school communities.

Funding has been slashed across the board, programs cut and jobs lost. Nearly 450 tutors have lost employment, 265 of those Indigenous employees.

In 2004, 78% of schools had an active committee for the Aboriginal Student Support

and Parent Awareness Program. Only 9% of responding schools now have a committee under its replacement program. Schools are reporting major difficulties engaging with Indigenous parents who are staying well clear of the new programs. *"They have little understanding of the changes and are frustrated by the application process often describing it as too difficult,"* said Ms. Byrne.

"Changes to the Aboriginal Tutorial Assistance Scheme have also been devastating. Over 2700 Indigenous students no longer have access to tutorial assistance which has affected their literacy and numeracy outcomes as well as their attendance at school," said Ms Byrne.

The AEU calls on the Commonwealth to conduct an urgent and independent assessment of these changes.

Congo: Impoverished teachers



Last July, the government in Congo decided to put an end to teachers' salaries being paid by parents, after having tolerated this practice for 13 years. *"We are very happy about this decision,"* highlights Toto Lwendela Louis Gédéon,

General Secretary of teachers' trade union FENECO. *"However, the government did not make the necessary arrangements to readjust teachers' salaries in spite of having signed an agreement with the public service trade unions in February*

2004, which set the salary at 208 dollars."

Before the school year began on 5th September, FENECO convened a general assembly, which concluded that it should seek, besides decent salaries and better living and working conditions, the updating of grades and the payment of all salary arrears.

On 24th September, teachers refused the government's offer of a 50-dollar salary. A current teacher's salary is 30 dollars a month, including transport allowances. *"Teachers have become indigent,"* deeply regrets FENECO General Secretary.

France: The civil service at the heart of the society project

French teachers, and the entire public and private sectors, mobilised en masse for a one-day national strike on October 4th. The teachers were protesting against the elimination of thousands of jobs, the constant deterioration of the purchasing power of teachers, and the inadequacy of the new education act.

"France has for several years not pursued an ambitious policy to recruit and train education personnel. The current trend must be urgently reversed if we do not wish to mortgage the future of our public schools," stressed Odile Cordelier, SNES-FSU National Secretary, in a letter to President Chirac on the occasion of World Teachers' Day.

For Patrick Gonthier, UNSA-Education General Secretary, it is the approach to public service itself that is at stake. *"The government caricatures the civil service, insults civil service employees, and we are far from the positive notions of equal access and equal opportunities which are at the heart of the civil service."*

The French federations of teachers have embarked on a unified approach since 2002, asking that public services be at the heart of the 2007 presidential campaign so as to initiate a real public debate.

HIV AND AIDS

Most Ministries of Education are ill-prepared to deal with the HIV/AIDS challenge

UNAIDS Inter-Agency Task Team on Education (IATT) released a comparative report about the response of the education sectors to the HIV/AIDS threat.



The question to 71 governments was simple: what have you done so far to tackle the HIV and AIDS pandemic through the education sector. *"Many Ministries of Education appear to feel driven by the need to satisfy external demands and produce extremely ambitious strategic plans... which are quite obviously unattainable,"* says the 40 page report¹.

The IATT report highlights major deficiencies in the provision of adequate policy development, the lack of anticipation regarding the supply and demand of teachers and the impact on the quality of education. *"Ministries are reportedly ill-prepared to deal with the potential impact of HIV and AIDS on teachers, lacking adequate data on teacher morbidity and mortality absenteeism and attrition to other sectors"*. Only in three of the countries surveyed have ministries made systematic attempts to train teachers on HIV and AIDS.

No synergy effort

The report also shows that the *"relationships between civil society and Ministries of Education were often quite informal, and dependent on rela-*

tionships between individuals rather than institutions". Civil society organisations, and thus teachers' unions affiliated to EI, have been involved in the IATT review process. EI affiliates emphasised that they seek partnership with the education and health authorities of their countries in order to achieve an effective and coordinated response to the pandemic. The report strongly supports this attitude and stresses that improved collaboration and partnership is needed between the Ministry of Education, civil society and development partners.

The report also praises the role of teachers' unions: *"In 79% of high prevalence countries, meetings of teachers unions address HIV and AIDS as standard item"*².

In Senegal, Rwanda, South Africa – actually in almost all countries where EI affiliates implement the HIV and AIDS training programme – unions and government have entered a dialogue leading to a stronger education response.

A crucial issue for the teaching community is the

provision of prevention programmes, teacher training and orientation programmes in life skills and HIV/AIDS education. The report notes that *"there is a considerable gap between the claimed development of HIV and AIDS curriculum and life skills programmes and the availability of support materials"*. A survey done by EI amongst its affiliates in Southern Africa confirms this. For EI, prevention programmes are the basis for any effective strategy.

The conclusion of the IATT report is clear: *"The pace is too slow, at all levels in the education sector"*. *"That only half of the high prevalence countries could report the availability of HIV and AIDS materials to students in the tertiary sector is simply shocking,"* says the report. This raises questions on the ability of higher education institutions to prepare learners for their future roles as professionals, family and community members living in a world with HIV and AIDS.

Likewise, there are hardly any guidelines for teachers to deal with HIV and AIDS in school settings. The report notes that further efforts to integrate HIV and AIDS in school curricula should be advocated. On this issue, Tania Boler of Action Aid notes that in the area of prevention huge ideological battles are still going on in which some governmental donors and (faith based)



NGOs play a very confusing and divisive role.

And again the conclusion of the report does not leave room for many interpretations: *"Many ministries of education appear to continue to provide a part-time response to a full time crisis. Although many ministries may have a strategic plan, few have made concomitant strides in implementing these plans"*³.

EI started implementing a strategic programme for teachers in 1998. Since 2001, EI has been assisting teachers' unions in 17 countries to train education personnel. In four years, 133,000 teachers were trained in more than 25,000 schools.

¹ Report on the Education sector Global HIV/AIDS Readiness survey, IATT, 2004, p.49

² Ibid. p.22

³ Ibid. p.37

⁴ Ibid. p.16

⁵ Ibid. p.11

The full 40 page report can be downloaded at <http://portal.unesco.org>

WORLD TEACHERS' DAY

Quality Teachers for Quality Education



➤ On October 5th, the organisations that represent the teaching profession mobilise to put the teacher at the heart of the educational process. More than 100 countries celebrate World Teachers' Day. EI organises an awareness campaign every year, and thanks to the efforts of teachers' trade unions and UNESCO, World Teachers' Day is gaining more recognition each year.



Every year on 5 October, World Teachers' Day (WTD) provides the opportunity to increase public awareness of the role of teachers worldwide and their importance in society. In 2005 as in every other year, EI has sought the cooperation of its affiliates to build a world-wide campaign claiming the teachers' right to decent working conditions, including the need to be properly trained before and during service. Indeed, teacher training was the focus of this year's WTD: *"Training for a Stronger Teaching Force!"*

Throughout the world, from North America to the Pacific, a wide range of activities were undertaken both at local and national levels. Some affiliates like UtdanningsForbundet in **Norway**, SNEPPCI in **Côte d'Ivoire**, NUTP in **Malaysia** and TOPPS in **Philippines** organised forums and seminars, with the participation of teachers and politicians, around the main theme.

It was also an opportunity for some affiliates to show their achievements or to help carry out programmes in less developed countries. In **Canada**, CTF organised an Open House at

their offices in Ottawa where local teachers, federal politicians and NGOs were invited to examine their ongoing work on professional development in the Project Overseas in Africa, the Caribbean and other countries. The **Danish** Union of Teachers decided to sell mints in promotional tins to collect funds for teacher education programmes in Northern Ghana. The **UK** National Union of Teachers held a joint reception and photo exhibition with Education Action International (a UK-based charity) under the theme "Teachers in Adversity", to celebrate and recognise the invaluable contribution made by teachers across the world.

The **Australian** Education Union celebrated WTD on the last Friday of October to avoid school holidays, and arranged interviews in the national press to publicise their event. ACT in the **Philippines** celebrated their 12th National Congress from 7-9th October with the theme "Quality Teachers for Quality Education".

Other organisations, like the GTU in **Mauritius** and the SEW/OGB in **Luxemburg**, included their current educa-

tional issues in their agendas for WTD, and took the opportunity to discuss their policies at symposiums and conferences attended by their Ministers of Education. ACT of the Philippines also lobbied the EFA national plans, as well as issues related to pre- and in-service education for teachers. CTERA in Argentina convened a two-day seminar to discuss the government education policy.

In cases like **Cyprus**, where they held a football match involving Greek- and Turkish-speaking teachers, celebrations took into account the country's conflict and promoted unity and equality in education.

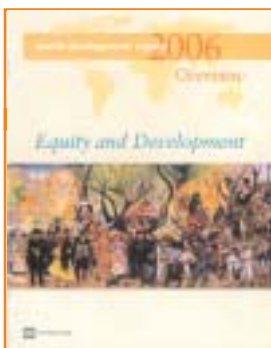
Others have opted for more fun events, but not less politically involved, where either students or teachers' talents created something... The **Cook Islands** Teachers' Institute (CITI) planned a Poetry Writing competition based on the theme "Quality Teachers for Quality Education". In **Slovenia**, ESTUS organised concerts, performances, visits to museums and galleries, and even climbing! Furthermore, teachers received awards for their

long-term efforts in **Sri Lanka**, **Estonia** and **Algeria**.

UNESCO and other UN agencies, such as the ILO, UNDP and UNICEF, support WTD. Each year those four UN agencies issue a joint message on World Teachers' Day. UNESCO shares the major concerns for teacher issues with EI, and also the need to recognise the importance of training quality teachers to achieve the six Education For All goals and the Millennium Development Goals. Therefore, the UNESCO field offices have supported teachers' unions activities in countries like **Dominica**, **Estonia** and **India**.

Teachers' voices were heard throughout the world on 5th October. Working together towards this goal made, once again, a success of World Teachers' Day.

Check the WTD section of the EI website www.ei-ie.org/worldteachersday. Queries, requests and feedback concerning WTD activities can be addressed at socet@ei-ie.org



PUBLICATIONS

World Bank's World Development Report 2006

The World Bank's last annual report (WDR) makes the case for equity as *"an integral part of a successful poverty reduction strategy in the developing world"*.

Equity refers here to a situation in which opportunities are equal, i.e. where a person's life achievements are the result of his or her talents and efforts, rather than by predetermined circumstances such as family background, caste, race, gender or country of birth.

The World Bank states that equity and prosperity are complementary. The WB analysts explain that *"high levels of economic and political inequality lead to market imperfections,*

undermining a country's potential for growth and poverty reduction." In other words: *"wealth and power inequalities lead to economic inefficiency"*. Countries are caught up in the so-called 'inequality traps', marked by high child mortality rates and low school completion rates, unemployment and low incomes.

At national level, the report calls, among other things, for expanding access to quality health and education services, and providing safety nets for vulnerable groups (like nutrition programmes for children in pre-school period). Regarding education, labelled as *"an investment in people"*, the WDR makes a strong case for *"public preschool programmes"*. The report also calls for *"Conditional Cash Transfer programmes"*

whereby money transfers are conditional on desirable behaviours (homecare environment, nutrition, immunisations, etc.) being implemented. For EI, the *"desirable behaviours"*, which are not clearly defined in the WDR are a dangerous move.

"Actions to equalize opportunities in formal education need to ensure that all children acquire at least a basic level of skills necessary to participate in society and in today's global economy," says the report, adding that *"greater access to schooling needs to be complemented by supply-side policies to raise quality"*, such as

- increasing teachers' incentives
- enhancing the basic quality of the school's physical infrastructure

- researching and implementing teaching methods to increase the learning performance of those students who do not perform well when left to their own devices
- improving the accountability of schools and teachers to students, parents and the broader community.

At global level, the WDR urges rich countries to increase the amount and improve the efficiency of development aid. Broadening opportunities and empowering, are, according to the WB's President, Paul Wolfowitz, strategic pillars of development policies.

The World Bank, World Development Report 2006, Equity and Development, ISBN 0-8213-6412-X – <http://econ.worldbank.org/wdr/wdr2006/>



UNDP's Human Development 2005 Report

Eighteen of the world's poorest countries - with a population of 460 million - are

now worse off than they were 15 years ago, according to UNDP's Human Development Report. Twelve of these countries are in sub-Saharan Africa, and their situation is closely linked to HIV/AIDS and war. The remaining six are former Soviet states. The main factors in their decline are falling life expectancy and economic disruption. Since 1990, income per capita in rich countries has increased by \$6,070, while aid spending has fallen by \$1 per capita. The UNDP report, which aims to compare country achievements across all levels of human development, calls

for changes in aid, trade and security policies.

This year's Human Development Report, entitled *"International cooperation at a crossroads: Aid, trade and security in an unequal world"*, also takes stock of progress towards the Millennium Development Goals (MDGs). Looking beyond statistics, it highlights the human costs of missed targets and broken promises. Extreme inequality between countries and within countries is identified as one of the main barriers to human development.

The human development index (HDI) is a composite index that measures the average achievements in a country in three basic dimensions of human development: a long and healthy life, as measured by life

expectancy at birth; knowledge, as measured by the adult literacy rate and the combined gross enrolment ratio for primary, secondary and tertiary schools; and a decent standard of living, as measured by GDP per capita. The HDI in this Report refers to 2003. It covers 175 UN member countries, along with Hong Kong, China (SAR), and the Occupied Palestinian Territories.

Gaps in opportunities for education remain large. On average, a child born in Mozambique today can only anticipate four years of formal education. One born in France will receive 15 years at vastly higher levels of provision. Average schooling in South Asia, at eight years, is half the level in high-income countries.

Moreover, while the primary school enrolment gap may be closing, the gap between rich and poor countries measured in terms of average years of education is widening. This is before taking into account differences in education quality: less than one-quarter of Zambian children emerge from primary school able to pass basic literacy tests. Meanwhile, access to higher education remains a privilege available mainly to citizens of high-income countries. These education inequalities of today are the global social and economic inequalities of tomorrow.

Full text and supporting documentation can be downloaded <http://hdr.undp.org/reports/global/2005/>

HIGHER EDUCATION



Pressure from higher education unions gets Poland and Portugal up to scratch.



► **Manuel Dos Santos,**
professor and member
of FENPROF Portugal

As in the classroom, there are good students and weak students among the countries involved in the Bologna process. Whilst Higher Education unions in Poland and Portugal are well informed on the process of convergence between universities, their governments are rather slow on the uptake. "I would say that Poland is in the middle pack along with France and Germany, whilst Portugal is trailing behind with the United Kingdom, Greece and Sweden," comments Ryszard Mosakowski, professor at the Technological University of Gdansk and representative of the Polish trade union Solidarnosc-Science. Ryszard Mosakowski has shown a long-term interest in the Bologna Process, and has also written a number of books on the subject, unfortunately only available in Polish.

Ryszard also drew his minister's attention to the Bologna Process some months before

the Berlin Ministerial Conference in 2003, and the minister replied that: "we have no obligation to this, so we will do nothing". Since then, the minister has become involved in the Bologna Process, and is now convinced of its relevance. Furthermore, the union activist Ryszard Mosakowski has been invited to sit on the Polish committee for the implementation of the Bologna Process.



► **Ryszard Mosakowski,**
professor and representative
of Solidarnosc-Science

This summer, the Polish parliament passed a law which will oblige higher education institutions to co-ordinate in accordance with the Bologna Process. According to Ryszard, 20% of institutions are currently compliant. The cycles of study, copied from the German model, are relatively close to the degree structure set out at

Bologna (three years for a Bachelor's Degree and two extra years for a Masters).

The situation is different in Portugal. A law was passed to change the degree structure, because the Portuguese system included an extra year. "However, the government did not involve the trade unions, among other reasons because there are two unions," explains Manuel Dos Santos from FENPROF Portugal, professor of physics at the University of Evora. "Also, there was no discussion over the impact of these changes on academic staff. Now teaching a subject in either four or three years makes a hell of a difference and will require retraining".

FENPROF has asked to be involved in government discussions, as recommended in the Bergen ministerial declaration, but the minister for education has not yet responded to this.

Solidarnosc-Science and FENPROF have organised seminars to disseminate information on Bologna to teachers and also to the public. "This is quite a politicised issue in Portugal," says Manuel, "the Bologna Process raises all the major fears over globalisation, privatisation and

the WTO, which means that it is not easy for a trade union to encourage constructive debate".

The fact remains that staff, rectors and ministers seem in no hurry to implement the other Bologna recommendations on staff mobility and restructuring into centres of excellence.

The Bologna Process, which includes 45 countries, aims to establish an open area for higher education by 2010. EI and Higher Education and research unions in Europe welcome the Bologna Process as a means of defending and improving Higher Education and research in the EU, as well as increasing transparency and mobility. The unions appreciate the importance given to quality, but demand greater public investment in the system and staff.



EI has published a leaflet on the involvement of staff and their unions in the Bologna Process. In May 2005, the Bergen Conference of Ministers Responsible for Higher Education granted the status of official partners to academic staff by admitting the EI European regional organisation, EI as a consultative member. EI represents over 3 million academic and research staff throughout the world, of which some 650,000 live and work within the geographical area involved in the Bologna Process.

The Bologna brochure is also available in Russian.