

WORLDS OF EDUCATION

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Global Action Week

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Education for All

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Darfur, Sudan

Testimony of a Sudanese refugee teacher in Darfur. Each day, Mrs Fatimé teaches more than one hundred children in conditions of extreme destitution.



Education

International and its teachers' unions worldwide are playing a leading role in Global Action Week to increase the pressure on governments to demonstrate greater leadership and to ensure that all children get the chance to be taught by qualified teachers.

Global Action Week aims at mobilising public opinion to exert pressure on governments and intergovernmental agencies to provide free

year 2015. This commitment was renewed in September 2000 in the context of the UN Millennium Development Goals.

children currently excluded from schools.

To get over 100 million more children to school, countries need better infrastructure,

EVERY CHILD NEEDS A TEACHER

quality public education for all. Global Action Week is organised in April each year, to recall the commitment made by 186 governments at the World Education Forum in April 2000 to provide by the

This year will see the 7th annual Global Action Week in which EI, together with its partner organisation the **Global Campaign for Education**, will demand the right to education of millions of

teachers, and materials. This year, Global Action Week activities will make the case for teachers. Over 15 million new teachers are needed to attain universal education. Qualified teachers are the key to

Every child needs a teacher

"Every Child Needs a Teacher". This is the message being carried forward this year by civil society organisations and teachers' unions alike, joining hands with the Global Campaign for Education. "Every Child Needs a Teacher" is a global appeal for action being addressed to governments and international agencies. The importance of this appeal cannot be understated because of the challenges in the education sector worldwide, a phenomenon which is increasingly a cause for concern among parents and teachers alike. The current lack of properly trained teachers has one common denominator: the children of today and tomorrow who have no guarantee of receiving the quality education to which they are fundamentally entitled.

Governments and intergovernmental agencies constantly emphasise the crucial

role played by teachers in providing quality education. Education International notes that there is no lack of resolutions and commitments on paper. But, do national governments and the international community really live up to these statements, promises and policies? We dare say that this is not the case. We note that many governments still do not give the much needed priority to education and educators. Good intentions are all too often overruled by cheap solutions and cost-cutting measures. Such is the case at all levels of education. It starts with early childhood education, the crucial stage prior to primary school. At this level, we are witness to a wave of ever increasing privatisation. Central and Eastern Europe, where parents were used to well organised, publicly funded early childhood education, face a tremendous fall in the enrol-

ment rate, simply because parents can no longer afford to pay the fees.

In primary schools, we note rising enrolment rates, a great achievement, which Education International welcomes wholeheartedly. But where are the teachers to meet the increasing demand? Thousands of well-trained teachers in Kenya are not being employed, despite overcrowded classes. In Malawi, teachers who die of AIDS are not being replaced, leading to double shifts and an average class size in rural areas of over 100. Such developments in turn lead to increasing privatisation of the education sector. This runs counter to achieving a social cohesion in the country.

At secondary school level it is extremely hard to recruit qualified teachers for core subjects such as mathemat-

ics and science. This is a worldwide phenomenon. In most countries the salaries in the education sector simply can not compete with the private sector to attract enough teachers for these subjects. This represents a major threat to the transition from education to the labour market.

Regarding higher education, we see that developing countries are subject to the so-called brain-drain, losing their most qualified teachers in droves. This process is one which is fuelled by the poaching practices of certain developed nations which tend to treat education as just another business sector.

One particular issue applies to all levels of education: the reduction of pre-service training. In Tanzania, training for primary school teachers was reduced from two years to one. This is also the case in



quality education. They need to be fully trained, and to have status, respect, decent wages and adequate working conditions.

Following on the success of last year's GAW, one of the activities for 2006 will be to invite officials back to school and to talk about the problems facing the education sector at the local level for a few hours. This initiative is significant because it gives political figures the opportunity to become aware of the

difficulties associated with running schools in their own countries.



Kenya, in Brazil, in India and in numerous other countries. The education system in West Africa is increasingly the domain of 'para-teachers', with pre-service training of only a few months or even weeks. This is a direct attack on the quality education which all aspire and are entitled to.

"Every Child Needs a Teacher": this slogan covers the basics. But our demand goes one step further. Education International demands that all teachers should get the

qualifications they need to provide quality education. What is more they should not be asked to work in classrooms with more than 40 pupils. Children should sit in classrooms rather than under trees; they should have the books they need. These are the very basic conditions needed to constitute a true learning environment.

From April 24 to 30, Education International and its partners in the Global Campaign for Education will organise the Global Action Week on

WHAT TO DO FOR GAW 2006 ?

This year, Global Action Week affiliates invite participants to create a file of materials which demonstrate the need for an adequate number of fully trained quality teachers. This can include, for example, stories under the heading "Our school needs more teachers because ...", pictures of overcrowded classrooms etc. This evidence will be collected and incorporated into debates engaging a broad section of society. The files will then be presented to national authorities at the "Big Hearing", taking place on 24-25th of April.

CONTACT YOUR LOCAL GCE COALITION [HTTP://WWW.CAMPAIGN-FOREducation.ORG/ACTION/ACTION_COUNTRY_UPDATES.HTML](http://WWW.CAMPAIGN-FOREducation.ORG/ACTION/ACTION_COUNTRY_UPDATES.HTML) OR TEACHERS' UNION TO FIND OUT MORE ABOUT GAW ACTIVITIES IN YOUR COUNTRY. THE EI WEBSITE SECTION IS UPDATED REGULARLY TO KEEP YOU ABREAST OF DEVELOPMENTS.

Education For All. During that week, hundreds of thousands of concerned parents, students, activists and teachers will demand that governments and international agencies seize the opportunity to contribute to the Millennium Development Goals by investing in the training and status of teachers. This is our chance to guarantee that every child in the world is guaranteed a well qualified teacher from early childhood all the way to higher education. "Every child needs a teacher".



RWANDA A CRACKDOWN ON TRUANCY

School attendance is compulsory in Rwanda, and parents face a penalty for a child's truancy. In order to achieve Education for All's goals by 2015, in 2004 Rwanda made primary education free and compulsory for children aged 7 to 15.

In Byumba, as in other regions, the authorities try to enroll children who have never been to school. *"This policy was adopted with a view to helping refugee children who fled Rwanda during the genocide of 1994. They leave the refugee camps of neighbouring countries to return to their own country. Some have interrupted their schooling, others, who were born in the camps, have never even been to school,"* explains Faustin Kanamugire of the teacher's union Equipes Enseignantes du Rwanda.

The poorest families face many difficulties, as they cannot afford the school materials their children need and also lose the income from the extra pairs of hands that helped them to make ends meet. *"We have taken on a lot of children this year, but a student cannot complete a term without pencil and paper. It's a serious problem for the teachers,"* says Sébastien Muganza, a teacher in a primary school in Byumba. *"These are the same children who get only one meal a day and cannot concentrate in class because they are hungry."* The teachers would like their pupils to be given a meal in school by the World Food Programme (WFP), as is the case elsewhere.

In Byumba, in the north of the country, the local authorities have concentrated their efforts on raising parental awareness and have taken harsh measures: parents who prevent their children from going to school face a prison sentence of two months and a fine of 20,000 Rwandan francs (€30).

The number of children in education has consequently increased significantly. By last July, a third of the 21,000 children enrolled in the village schools had dropped out after two terms. Two months later, three quarters of them had returned to class. The administrative authorities had been working to retrieve the children and return them to school.

In Byumba, tea picking in plantations is the main source of income, and children take part in this. *"The parents involve their children in order to earn more,"* says Sousane, headmistress of Mulindi primary school, near the town of Byumba. Many children also carry out housework or work in markets or small shopping centres.

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50,000

As previously, the Swedish teachers' union Lärarförbundet allocated 50,000 Swedish Krona (5,300€) to the EI Solidarity Fund instead of sending Christmas cards to national and international colleagues. EI and its affiliates world-wide thank their Swedish colleagues for this initiative.

OECD PLEADS FOR AN INCREASE IN AID TO POOR COUNTRIES

In 2005, official development aid (ODA) reached a record \$97.5 billion (€81.4 billion) compared to \$79.5 billion in 2004. With \$24 billion given in donations, the US is still the biggest donor, followed by France (\$9.98B), Japan (\$9.9B), UK (\$9.6B) and Germany (\$9.2B).

In its annual Development Co-operation Report, published on 7 February, the Organisation for Economic Co-operation and Development (OECD) reiterates the fact that the total figure for this aid should reach around \$130 billion by 2010. Aid given to the poorest countries should reach 0.30% of the GNP of donating countries in 2006, compared to 0.25% in 2004. Luxembourg ranks highest in this respect, donating 0.9% of its GNP.

With the G8 summit, which took place in Gleneagles (Scotland) in July, and the UN summit in September 2005, the issue of development became an international priority; 2005, according to the report, became known as *"the year of development"*.

For the OECD, this is not enough. In fact, the sharp increase in aid can be explained

largely by the debt relief in Iraq and Nigeria, and by emergency aid to countries affected by the Indian Ocean tsunami and the earthquake in Kashmir.

The OECD highlights the fact that aid to the poorest countries still falls well short of the goals set by the UN. The OECD predicts that once the large debt relief operations are complete, *"donors will have to increase other forms of aid by around 10% per year, double the rate of recent annual increases."*

The organisation is taking this opportunity to invite donor countries to spend "smarter". In 2004, nearly a quarter of all funding was allocated to technical co-operation, in particular to providing experts from donor countries.

"No significant correlation has been proved between technical co-operation and the economic growth of a country," states the OECD. The report recommends that the funds be given directly to the developing country so that they can recruit local experts. This "more economical" solution would avoid the brain drain from the poorer countries to the richer ones.

According to the report, Sub-Saharan Africa receives a third of the aid. However, in spite of the progress made towards achieving the Millennium Development Goals, 47% of the population of Africa still live below the poverty line, as do 11% of the population of Latin America.

Progress remains slow in raising the funds to meet the eight Millennium Development Goals. 189 countries agreed to the Goals in 2000 under the aegis of the UN.



The fourth EI Congress stressed that EI and teachers' unions worldwide are committed to the success of the Education For All initiative. Each year UNESCO, on behalf of UN agencies, releases a "Global Monitoring Report" assessing the progress made on achieving the goal of EFA. This Global Monitoring Report "Literacy for Life" can be used by teachers' unions to support their claims when dealing with governments.



DEBT DENMARK CANCELS UNPAID DEBT

On 23 January, the Danish government made the decision to write off the debt of 8 African countries, including Angola, Nigeria, Somalia and Sudan. The amounts of debt ranged from €1-320 million. The total sum of the cancellation was €470 million. The Minister for International Development Co-operation, Ulla Tournaes, former Minister for Education, attributed this move to

Denmark's desire to respect the commitments made at the G8 Gleneagles summit.

Denmark was one of the strongest advocates of the debt initiative for the highly indebted poor countries (HIPC). The enhanced focus on education means that education received more than 8 percent of Danish bilateral aid in 2004.

To help its affiliate make good use of the Global Monitoring Report, EI produced a review which summarises and comments upon the main points raised on the particularly relevant issues of: 1. EFA progress: where do we stand? (Chapter 2), 2. Country efforts: increasing the momentum (Chapter 3), 3. International commitments: time to act (Chapter 4)

This EI publication aims to highlight some key areas of importance and to comment upon them from the union perspective. EI hopes that the result is of value to all of its readers.

Professional Ethics under the spotlight

At its last meeting held between 21st and 23rd February, the EI Executive Board adopted a strategy in order to enable the EI Declaration on Professional Ethics to better reach all teachers.

The EI Declaration on Professional Ethics was first adopted at the 2001 World Congress and updated at the 2004 World Congress. In 2001, General Secretary Fred van Leeuwen made a strong appeal for EI and its affiliates to give special attention to the question of professional ethics, in order to combat serious and unacceptable lapses in the behaviour of educators, particularly in their relations with students.

Since then, the issue of teacher behaviour has been raised in a number of ways,

particularly in the context of EFA meetings and in development reports released by the World Bank, Oxfam, and Transparency International. It is generally recognised that this is a serious issue and needs to be addressed. However, EI and its trade union partners have made it clear that it is unacceptable to stigmatise the good work of the vast majority because of the behaviour of a minority. It should not be forgotten that teacher unions have exposed such practices in some countries.

Clearly there is scope for work to be done within the framework of existing programmes, including the joint programme for prevention of HIV/AIDS and promotion of EFA, and leadership training programmes. The Recommendations on the Status of



Teachers (1966 and 1997) are useful and important references.

The EI Executive Board recommended the setting up of a task force which should encourage the affiliates to organise awareness activities in all schools.

The trade union delegation to the UN Commission on the Status of Women –consisting of representatives of teachers' unions from Canada and the Philippines, as well as EI staff– encouraged the adoption of mechanisms for improving women's representation in decision making bodies. EI also co-authored a trade union statement on migration and the deplorable effect of brain drain on developing and transition countries. The work of EI at the CSW in New York is part of the EI campaign for the achievement of the Millennium Development Goals.

EI calls for better teaching of democracy and human rights



In the context of the Mahomet's cartoon row, EI General Secretary Fred van Leeuwen said *"The issue of religion in schools is looming as one of the big challenges facing the profession."*

"Like journalists, teachers also have special responsibilities. Our schools should help bridge

the gap between cultures and religions, and fight ignorance, prejudice and fear which are underlying the current 'cartoon row'," explains Fred van Leeuwen.

"People with fundamentalist beliefs are inclined to impose those beliefs in schools, and that is true for different reli-

gions and in many countries – not just for one Islamic religion. In so doing they sow conflict and division when in a global community we simply have to learn to live together and accept that people have different identities and traditions. That is why it is so important to have public schools open to all, without discrimination. That is also why our schools should enable young people to understand the importance of freedom of expres-

sion, while learning how to exercise that fundamental right as responsible citizens".

EI has plans underway for a new initiative in its programme to promote understanding between cultures, including questions of religion.

ACTIVITIES

CEART: Follow-up on the [1966] Recommendation

Adopted 40 years ago by UNESCO and ILO Member States, the 1966 Recommendation on the Status of Teachers set common standards for the teaching profession, beyond the diversity of legislations, bylaws and traditions.

In order to monitor the implementation of this recommendation, international teachers' organisations are invited to submit a report to the ILO-UNESCO Committee of Experts on the Recommendations on Teachers (CEART) every three years.

CEART will meet in October and EI has invited its member organisations to contribute to the drafting of the report. This year, the report is focusing on seven issues.

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- 1 **TEACHER SHORTAGE AND THE RECRUITMENT OF UNQUALIFIED TEACHERS**
 - 2 **TEACHER SALARIES**
 - 3 **CONSULTATIONS WITH TEACHER ORGANISATIONS**
 - 4 **ACADEMIC FREEDOM AND TENURE FOR TEACHERS**
 - 5 **COLLEGIATE GOVERNANCE**
 - 6 **SAFE SCHOOL ENVIRONMENT AND VIOLENCE AGAINST TEACHERS**
 - 7 **PRIVATE SCHOOLS AND INSTITUTIONS**

This year's meeting will be particularly important as it will mark the 40th anniversary of the 1966 Recommendation on the Status of Teachers. EI will celebrate the anniversary by organising a special series of events in Brussels on World Teachers' Day, 5 October, when our Report will be officially released.

TSUNAMI: Rebuilding Aceh and Sri Lanka through Education for All



> In Sri Lanka, EI, NOVIB and the local teachers' unions are rebuilding 12 schools, among them the Ahangama Shariputhra Maha Vidyalaya.

EI is pleased to report that good progress is being made with the development and rebuilding of schools in Aceh/Indonesia and Sri Lanka, the areas targeted by the EI/NOVIB Tsunami Rehabilitation Programme.

"The progress is not just in the construction of schools. Each building site is respecting the health and safety of construction workers and labour standards are high. Women are also working on the programmes and the programmes are having a positive impact on the communities," said Nicolas Richards, who coordinates EI's Assistance Programmes Unit.

"Teachers have been involved through their unions. Parents

and students see the real progress being made as their schools are extended and reconstructed."

EI members and donors are regularly informed of the progress achieved through an electronic newsletter >

www.ei-ie.org

In Atjeh, the EI/NOVIB/PGRI reconstruction project is underway in cooperation with the ILO. Here, a schoolbuilding in SD Negeri 70 in Rota, in the Atjeh province of Indonesia.



8 MARCH: Empowering women



In 2006, EI is focusing on accomplishing the 3rd UN Millennium Development Goal related to Gender Equality and the Empowerment of Women. This will require fundamental changes and political will in the distribution of resources, equal opportunities and power; starting with adequate re-

sources to ensure a public quality education for all, including girls and women.

Education is fundamental because education is a process of empowerment in itself - research shows that increased education is associated with the empowerment of women. Yet education alone does not guarantee women's empower-

ment. The positive impact of education on the status of women is highly dependent on its context. Factors including the level of economic development, characteristics of the labour market, and degree of gender stratification all have a negative impact on the situation of even highly educated women.



ETHIOPIA: Innocents face death penalty

have been involved in the Global Call to Action against Poverty (GCAP) activities in Ethiopia.

The human rights organisation Amnesty International has officially adopted Kassahun Kebede, the chairperson of the Addis Ababa branch of the Ethiopian Teachers' Association (ETA), a prisoner of conscience. Kassahun is among the 131 opposition leaders, human rights defenders and journalists charged among other things with treason, inciting violence and planning genocide. Their trial is to start on March 22.

Together with Kassahun, 17 journalists are accused, as well as the local representative of Action Aid, Daniel Bekelle, and Netsanet Demissie, an environmental and human rights lawyer, chair of the Organisation for Social Justice in Ethiopia. All

EI is coordinating action to secure their release with the International Federation of Journalists (IFJ), the ICFTU and, of course, Amnesty International.

EI has called for the immediate and unconditional release of

those who will face trial. It seeks to halt this attempt by the Ethiopian government to criminalise freedom of expression and prevent legitimate human and trade union rights activities. It is feared that the defendants may not be tried in accordance with internationally-recognised standards of fair trial before impartial and independent judges. Most of the defendants are currently held in the Kaliti prison on the outskirts of Addis Ababa, with restricted access for their families.

EI strongly encourages all affiliates and partners to continue sending letters of protest to the Ethiopian Prime Minister Meles Zenawi, via the Ethiopian Embassy in the country or re-

gion, and to alert foreign ministries to these unfair political trials.

Solidarity actions from member organisations around the world are crucial. EI would like to highlight the continuing support of several member organisations: the NUT's regular contacts with the British government led to the decision of the UK in January to suspend £50 million aid to the Ethiopian government over concerns about its commitment to human rights. The Dutch teachers' union AOb is contributing to the costs incurred by Kassahun's legal defence.

CANADA: British Columbia teachers file additional complaint with ILO

EI, on behalf of the Canadian Teachers Federation and its affiliate, BCTF of British Columbia, sent additional information to the ILO Committee on Freedom of Association, alleging that the British Columbia Government had violated international principles of freedom of association and collective bargaining with the passing of the Education Services Collective Agreement Amendment Act. The complaint was lodged on 31 January and bears case number 2405.

"The International Labour Organisation has already con-

demned the British Columbia government and recommended it should repeal the 2001 legislation that made teaching an essential service, thus limiting the right to strike. It also urged government to refrain from imposing settlements through legislation and to respect the autonomy of bargaining partners", says BCTF President Jinny Sims.

The complaint centers on Bill 12, which precipitated a two-week strike last October, and has resulted in almost five years of imposed conditions of employ-



BCTF President Jinny Sims at a teachers' rally protesting at the new legislation imposed on teachers.

ment, no improvement in students' learning conditions, and a freeze on teachers' salaries.

"Although the BC government may recognise collective bargaining for teachers on paper, teachers have been 'effectively' deprived of any lawful means of

exercising their right to strike. This is contrary to international law", asserts the teachers' union complaint to the ILO.

VICTORIES



NEPAL: All teachers' union leaders have been released

→ EI has received information from its members in Nepal that all teachers' union leaders have been released from detention - the last one being released on February 16. EI affiliates in Nepal - NTA, NNTA and TUN - thank all EI member organisations for their support. It is obvious that international pressure helped.

However, EI continues to monitor the situation and is liaising with its affiliates in Nepal and with the ICFTU and other Global Union Federations active in Nepal, about further actions to support genuine trade union freedom in Nepal. Teachers' unions in Nepal will continue joining demonstrations calling for democracy in Nepal and EI fears that more teachers and union representatives might be arrested.

ALGERIA: re-establishment of social dialogue



→ Social dialogue has been relaunched after some tough weeks for teachers and their unions in Algeria. EI's protest letter, dated 22 February, to the Minister of Education in support of its Algerian affiliates, the "*Union nationale des travailleurs de l'éducation et de la formation*" (UNPEF) and the "*Syndicat autonome des travailleurs de l'éducation et de la formation*" (SATEF) seems to bear fruit.

Since the beginning of March, the UNPEF met with the Minister on several occasions and managed to reach a state of mutual understanding. The judiciary actions against the UNPEF have been abandoned, and social partnership has been re-established to find solutions that meet the demands of education personnel, especially those concerning the free exercise of trade union rights.

In addition, the Minister has agreed to meet with all social partners, including representatives from teacher unions not currently recognised by the government.

The EI affiliates had coordinated to call for an improvement of teachers' wages and pensions, the adoption of a status for education personnel, and the lifting of obstacles to trade union rights, including the right to strike. In spite of the incomes generated by hydrocarbons in Algeria, the minimum monthly wages of the civil servant is still as low as 10.000 dinars (112€).

Teacher salaries and working conditions in Latin America

On average, teachers' salaries in OECD countries, including Mexico, start at about the level of the average income per capita and grow steadily to reach 1.4 times the Gross Domestic Product (GDP) per capita after 15 years of teaching experience. Teachers in non- OECD Latin American countries, except Chile, start their career with salaries between 60% (Uruguay) and 90% (Peru) of GDP per capita. After 15 years of service, salaries are 1.4 times the starting level in Argentina and 1.5 times higher in Brazil, while in Chile and Uruguay, the ratio between starting and mid-career salaries is a more modest 1.2, and Peru has no increase in basic salaries throughout the teaching career.

Career progression for teachers in Latin America is very limited, with few opportunities offered except to become principals or inspectors. Chile is the only country in Latin America to systematically evaluate public schools and their teachers (both state-run schools and those that are privately run but state-subsidised). It provides monetary rewards to schools and teachers whose performance is evaluated as excellent. In the last two performance evaluations (2003 and 2004), 10% of teachers were assessed as outstanding, 52% as competent, 37% as at the basic level and 3% as unsatisfactory.

Source: EFA Global Monitoring Report 2006, p90



AFGHANISTAN: girls' schooling under threat

EI has asked the Afghan President, Hamid Karzai, and the international community to redouble their efforts to guarantee girls' education in Afghanistan and the safety of teachers who educate girls.

Reprisals have been taken against girls who attended classes, and their teachers, leading to terror in Afghanistan's schools. On 15 December, a teacher was beheaded at the school gate after he ignored Taliban guerrillas' orders to stop teaching girls. On 4 January, Malim Abdul Habib, headmaster of a school in Qalat, suffered the same fate. Malim had received

threatening letters, but had continued teaching without any special protection.

According to the authorities of the province of Zabul, in Southern Afghanistan, 100 of the 170 registered schools have been closed down in the past two years because of poor security. EI therefore urges the Afghan Government, as well as the international community, to ensure the safety of teachers and education workers who firmly commit themselves to providing schooling and, especially to teaching girls.

BRAZIL: CNTE reinvigorates its campaign for education

The Brazilian affiliate *Confederação Nacional dos Trabalhadores em Educação* (CNTE) has been campaigning for a year in support of a new law on the financing of education. This law which would widen the scope of the current Fund for primary education (FUNDEB) to early childhood and secondary education was adopted by the Chamber of Deputies and is now under discussion with the Brazilian Senate. Currently, it is the provinces and municipali-



ties which manage the budgets of primary and secondary education respectively. The CNTE indicates that because of the economic and social disparities it is fundamental that this Fund guarantees an equitable distribution between all the sectors of education. This new law is significant in more than one way: it establishes the financing of "creches"/kindergartens (from 0 to 3 years) and a

national threshold of remuneration for all education personnel. Currently provinces are entitled to establish wage levels, without State control.

The CNTE will be also mobilising the public for Global Action Week in Brazil on the theme "*In education, we don't improvise, we invest*" from April 24 to 30.

INDONESIA: Insufficient education budget

The Teachers' Association of the Republic of Indonesia (PGRI) has been continually campaigning to convince the government of Indonesia to increase the allocation of the national budget for education. The latest data from UNESCO on Indonesia shows that in 2003, 9.8% of the total government spending was dedicated to education. This is a relatively

low amount compared to other leading countries in the region: India spends 12% of its budget on education, China: 13%, Iran: 17%, the Philippines: 17%, Malaysia: 20%, Hong Kong: 23% and Thailand: 27%. On average, countries of the OECD spent 11% of their budget on education: France and the United Kingdom spent 11%, Mexico: 24.3%.

Indonesia has made remarkable progress in expanding enrolment in basic education; however, EI and its affiliate PGRI are concerned that the net enrolment rates are still low, especially in secondary education. This prejudices achievement of the UN Millennium Goals for education. EI expressed its strong support for PGRI's demand

that the Indonesian government should allocate 20% of the national budget to education, as required by the Indonesian constitution. A letter was sent to the Indonesian President urging the government to respect the constitution.

USA: Affiliates unite to oppose proposed education budget cuts

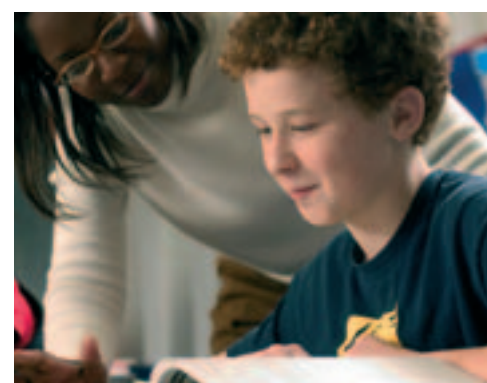
President Bush's proposal for 2007 makes the largest cut to federal education funding in the 27-year history of the Education Department. Overall funding would drop from \$56.5 billion to \$54.41 billion, a cut of \$2.1 billion (-3.8%).

The proposal eliminates 42 education programmes, but provides over \$900 million to a high school "reform" initiative, and \$100 million for a new voucher programme. Teachers, parents, and the general public have long opposed private school tuition vouchers — especially when funds for vouchers compete with funds for overall improvements in America's public schools.

EI affiliates American Federation of Teachers (AFT) and National Education Association (NEA) intend to work with US Congress to draft a budget that ensures better public schools for every child.

Both AFT and NEA have also joined forces to campaign against proposed legislation that would require a minimum of 65% of education spending in school districts go to direct instruction in the classroom. The 65 percent mandate is being promoted by what the American trade union centre AFL-CIO call "*a faux grass-roots organization*" called First Class Education.

Both unions believe that the proposal could have an immediate and negative effect on vital non-classroom activities, including school health and nursing, libraries, nutrition, transportation, building maintenance, counselling, security and professional development. Indeed, their concerns are backed up by research conducted by Standard & Poors that found the "65% solution" would require school districts to cut funding to those excluded functions,



which are critical to instruction — libraries and media centres included.

AFFILIATES



UGANDA: No EFA without improving teachers' conditions

into debt, and the study shows that this is a major contributory factor in school drop-out. *"The deteriorating relationship between teachers and communities prevents follow up of children who don't report to school or stops parents from discussing a child's problem with the teacher. This undermines efforts for achieving education for all,"* said Teopista Birungi Mayanja, UNATU General Secretary.

The UNATU study shows that 51% of Uganda's teachers work in schools without staff rooms. *"The success of teaching depends on preparation and evaluation outside classroom assessment.*

Teachers need adequate room for preparation and storage. 59% of the available staff rooms are congested with no furniture," the report says.

As part of its publicity and advocacy programme, UNATU has produced a DVD documentary film showing the living and working conditions of Ugandan teachers. It provides useful insight into the issue by listening to the teachers themselves. Copies of the DVD have been sent to affiliates who expressed interest.

Additionally, EI recently requested a Ugandan journalist to write on the Ugandan education system. Entitled "From Dreams To

Destitution, the Price Of Teaching in Uganda", Harriette Athieno Onyalla's article describes the life of Oluka, a Ugandan teacher. The article and photographs taken during the interview are available on the EI website.

A study conducted in April 2005 by the Uganda National Teachers Union (UNATU) shows that the deteriorating working and living conditions of teachers are undermining efforts to achieve Education For All.

Teachers are being increasingly disrespected in communities because poor pay forces them

For more information about the article, UNATU's DVD, or EI's EFAIDS Programme, please contact us at: ef aids@ei-ie.org

PORTUGAL: Virulent government attacks on teachers

The Portuguese government has considerably undermined workers' rights and purchasing power, sacrificing everything to decrease the budget deficit for adjustment to the EU Stability and Growth Pact.

"In the past year, the government and Ministry of Education have disrespected the democratic rights of dialogue and negotiation, as well as the principles stated by the ILO Conventions long subscribed by the Portuguese Republic," denounced Carlos Chagas, General Secretary of the Portuguese teachers' union SINDEP. Chagas believes they have denigrated teachers' image and neglected their working conditions. No attention is being paid to renovating school buildings and updating pedagogical material. Replacement lessons are organised without consideration of teachers' subjects and without payment. Teachers, and civil servants in general, have seen their careers "frozen". While

the Ministry of Education is preparing a new Bill on Teacher Status, teachers won't be evaluated nor progress in their careers for at least a year and a half.

All EI Portuguese affiliates – FENPROF, FNE and SINDEP – have been campaigning for quality public schools and against privatisation, and for dialogue and negotiation about the new status. They are also working with the media to restore teachers' image among the public. The SINDEP has also informed EI about the urgent need for vocational education, which simply does not exist in the Portuguese education system. The Portuguese teachers' unions have conducted massive demonstrations in major cities since the beginning of the year.



PHILIPPINES LANDSLIDE: EI offers solidarity assistance

On behalf of all its member organisations, EI expressed its sympathy to its four affiliates in the Philippines after the entire village of Guinsaugon, in the town of St Bernard on the southern part of Leyte, in central Philippines, was buried by a major landslide on Friday 17 February, following ten days of heavy rain.

The international teaching community is particularly distressed at the fact that an elementary school with 250 children and 40 teachers was trapped by the mud. Only one child and one adult were rescued from the school.

Only 57 survivors were found out of a population of 1,857. The rescue operations were carried out in very difficult conditions.

EI has offered solidarity assistance to its four affiliates: the Alliance of Concerned Teachers and Education Network (ACT), the National Alliance of Teachers and Office Workers (SMP-NATOW), the Philippine Public School Teachers' Association (PPSTA) and the Teachers' Organisation of the Philippine Public Sector (TOPPS).

Education simply is not free



Govind Singh, EI coordinator in the Pacific region is also General Secretary for the Council of Pacific Education (COPE)

Most of the Pacific island population live in rural areas and still today many children are forced to walk several kilometres a day through tracks, bushes and on gravel roads to reach school. Travelling on horseback several miles is still commonplace as is swimming across streams. In some cases, because of distance, children as young as 6 years old stay in hostels so that they can attend school.

In Fiji for example, the country's 700-plus primary schools are scattered throughout 100 of the 300 islands and only inland on the two major islands. There are roughly 160 junior and senior secondary schools. In Papua New Guinea, 1,646 schools are administered by churches within the national education system. The government runs the highest number of schools followed by the Roman Catholic, Lutheran, Anglican, United Church and others.

Education outcomes in the Pacific Islands in general are characterised by high drop-out rates and low student perform-



ance. A 2001 estimate in the Solomon Islands puts the total enrolment at 81,000 making the primary school participation rate a mere 73%.

Attendance in secondary schools usually declines as they are not as accessible as primary schools and many children have to move to urban areas for secondary education. The exam-orientated curriculum is a serious hindrance regarding access to further education.

In addition, some countries have reintroduced school fees for secondary education, like in Tuvalu. Private schools take on any student as long as they pay \$200 per term for tuition fees. Education in government schools is free for every third and subsequent child in a family.

In Samoa, all districts have a secondary school, however, enrolments at this level do not go beyond 56%.

Education Funding

"Education funding is grossly inadequate as parents have to pay lot of money despite the claim that education is free," says Govind Singh, the EI Pacific coordinator, who is also General Secretary of the Council of Pacific Education (COPE).

Financing the education sector has been one of the most crucial challenges for the Pacific governments. As trade barriers continue to be removed, a well-educated labour force in the Pacific will be an influential factor in promoting developments and attracting new investors.

In some countries, like Fiji, NGOs and religious organisations provide substantial funding to education. Over the last five years, the Fijian government surrendered most of its primary schools to the hands of local communities. In Tuvalu, the average annual budget for education is around 20% of the national budget. In Samoa, education took 18.6% of the 2004-2005 budget.

Privatisation

"At the time, the issue of government funded education or education as a state responsibility did not exist in the minds of the Pacific people as it does today. The schools did not start as a private enterprise with the intent to profit. It was more of a service to humanity," says Govind Singh. Governments' lack of will or desire to provide more assistance and take full responsibility for education has left a vacuum that is mak-

ing education costly and inaccessible. GATS is currently putting enormous pressure on developing countries to open up their services markets to powerful foreign based profit-oriented corporations.

Samoa is currently preparing its accession to the WTO. The President of the teachers' union SNTA was informed in January by a national committee that Samoa has opened all its services to trade, including education at all levels. Fortunately, external providers are not queuing up to set up schools in Samoa. This is giving SNTA some time to come up with policies to protect teachers' interests.

In Papua New Guinea too, the number of privately run institutions increases yearly and unions fear that with the current trend in privatisation, education may no longer be provided as a public service, therefore, an increasing number of people will not be able to afford the costs associated with education.

EDUCATION FOR ALL

THE TEACHERS' UNION NUT HAS MADE RECOMMENDATIONS TO THE NIGERIAN GOVERNMENT TO IMPROVE THE PUBLIC SCHOOL SYSTEM BY

NIGERIA: The government is not getting it right

MAKING PUBLIC SCHOOL ENROLMENT COMPULSORY AT PRIMARY SCHOOL LEVEL; CONTROLLING THE STANDARDS IN PUBLIC AND PRIVATE SCHOOLS; FUNDING EDUCATION APPROPRIATELY AND RELEASING FUNDS ON TIME; AND BY MONITORING THE IMPLEMENTATION OF PROJECTS. BUT THE GOVERNMENT LOSES FOCUS.

As far back as the 1970s, Universal Primary Education was introduced in Nigeria, under the platform of "Free Education". This witnessed a rise in primary school enrolment from 6.2 million between 1975/76 to 14.8 million in 1992. Unfortunately, the rise in population was not met by supply. The authorities adjusted their policy and charged parents and guardians fees to augment provision.

Nigeria is a federation of 36 states and the Federal Capital Territory Abuja has a total of 774 local governments. This involves three levels of government: the Central, the States and the local governments. The constituent units enjoy autonomy and power over constitutionally defined areas of responsibility.

In the 2004 UNDP Human Development Report it is noted that 0.9% of Nigeria's Gross Domestic Product (GDP) went into education, while between 1999 and 2004, no account of public expenditure appeared in the report, an information deficit further reflecting inconsistency in the government approach as pointed out by veteran secondary school teacher, Felicia Emiowe. *"Over the years government has not been getting it right on what exactly they want to do with the education sector, sometimes they allow private interests to come in, sometimes the government itself takes over the schools. So there's no focus!"*

A major issue in this context is



the latest wave of privatisation of the education system, particularly in the lower tiers. Because of growing demands from a rising population and because primary and secondary schools are easier to establish and run, the growth in the recent years in private schools has been phenomenal. Unfortunately, the growth has not been matched by high standards with the consequence that quality control measures are often not in place. On the other hand there is the situation of a serious decline in the standards in public schools, arising from inadequate support for the welfare, training and motivation of staff.

Nigeria Union of Teachers member Funke Akindipupo, a firm believer in the public school system, says *"it's part of our mentality, Nigerians tend to believe that sending our children to schools where high fees are paid is better than taking*

especially in private schools), *"how do you expect teachers to give their best?"*

The Way Forward

In the 2006 proposed federal budget (note: not state), a total of 1,140 million euros is earmarked for education. Within this, provision was made for a revision of school curricula to incorporate innovations in vocational sciences, publication of statistics; creating awareness among policy makers, educators and learners; funding of Millennium Development projects from debt relief gains; rapid appraisal of primary schools across the country; promotion of science and technology; introduction of a pioneering assessment of learning achievement of pupils at primary levels; remedying deficiencies in areas of identified problems in certain schools and individual teachers, among other things.

Because change comes gradually, it is obvious that illiteracy, unemployment and poverty may not fall instantly but NUT is convinced that meeting the MDGs is workable if, for the sake of the Nigerian child, consistent and effective educational policies are pursued.

Titilayo Omotayo

PUBLICATIONS

TRANSPARENCY
INTERNATIONAL

Stealing the Future Corruption in the Classroom



Ten Real World Experiences

El Reaction to Transparency International Study "Stealing the Future"



El has many concerns about Transparency International's publication of a so-called 'study' on corruption in the education sector.



For some years, EI has denounced corrupt practices in education and urged teachers to behave in an ethical manner. In 2004, the EI congress passed a resolution on the issue. This resolution observes that *"poor management and corruption (...) increase unproductive public deficits, which put a break on the development of education."* The resolution acknowledges *"unacceptable situations involving corrupt teachers in educational establishments that engage in dubious practices, in countries where those in managing positions and in responsible roles are corrupt themselves and give the example. This situation also results from teachers' disastrous working and material conditions."* EI believes that one of the best means of combating corrupt practices in schools by teachers, management or other employees of the sector, is by awarding decent salaries which would allow everyone to attain a reasonable standard of living. Furthermore, EI insists that educational structures be run with transparency and in a democratic manner in order to avoid corruption.

El, therefore, cannot be accused of covering up dubious practices in the education sector.

However, EI denounces the Transparency International's publication, which seeks to denigrate professional education workers with its provocative title *Stealing the Future – Corruption in the Classroom*. The title is extremely misleading because TI is in fact condemning what are largely bad administrative practices, exacerbated by the increase in decentralisation by public authorities of the control of schools, rather than practices in classrooms or the behaviour of individual teachers.

El also condemns the unscientific nature of TI's "study", which was carried out in 10 countries: Argentina, Bosnia-Herzegovina, Brazil, Georgia, Mexico, Nepal, Nicaragua, Niger, Sierra Leone and Zambia. TI draws its conclusions from opinion polls, newspaper articles and hearsay. Thus, in the case of Sierra Leone, nothing newsworthy having been found by the survey carried out in July, 2005, in the province of Moyamba (since 2003, the Minister of Finance has been employing an auditor in the reallocation of pupils' enrolment fees to the schools, consequently limiting fraud, and school textbooks are distributed by Plan International),

the report makes the inflammatory remark that: *"Discussions with community members revealed that some head teachers are suspected of selling portions of the received materials to supplement their incomes."* Earlier, the report acknowledges that *"Teachers' salaries are abysmally low and they are often unpaid for months".*²

El deplores the fact that TI, an organisation that EI respects and occasionally collaborates with, has published such an inadequate and inept study denigrating the work of schools.

¹ *Stealing the Future – Corruption in the Classroom*, Transparency International, 2005, p. 73

² *Ibid*, p. 71

PISA 2006, OECD SURVEY ON TEACHERS AND LEARNING 2007

OECD's comparative work on education is growing in importance and political significance. More countries are participating, including an increasing number of non-OECD countries. EI is working closely with the Trade Union Advisory Committee to the OECD (TUAC) to monitor two OECD projects and to ensure that the views of educators and their unions are taken into account.

PISA 2006

OECD's Programme for International Student Assessment (PISA) is a comparative survey of the educational performance of 15 year-olds. The third cycle in 2006 will concentrate on science, and 57 countries are expected to participate. The OECD secretariat has agreed that TUAC and EI should be associated more closely and in future, TUAC/EI will attend PISA Board meetings as an observer.

THE TEACHERS' SURVEY AND SCHOOL LEADERSHIP

The OECD is also working on a survey of teachers and learning, to be conducted for the first time in 2007. TUAC and EI have followed closely the development of this survey, and the TUAC Working Group has set up a monitoring group comprising SNES of France, NUT of the UK, DLF of Denmark and the TUAC and EI secretariats.

It should also be noted that the OECD has begun work on a project on School Leadership. EI affiliates in Norway and the Netherlands are monitoring this project. There are several other OECD education projects of interest to EI affiliates, including higher education, adult education, early childhood education, and the well-known annual Education at a Glance.



**IT IS ESSENTIAL THAT EI RECEIVES
FEEDBACK FROM THE NATIONAL
ENQUIRIES AND INTERVENTIONS TO
MAKE EFFECTIVE CONTRIBUTIONS.
Please send all such feedback to EI's
Research Coordinator
guntars.catlaks@ei-ie.org**

A DAY OF THE LIFE OF

A refugee teacher in Darfur

by Jean-Claude Badoux*

To the east of Chad around a dozen camps are spread over an area of extremely dry land, 60 km wide and 400 km long, exposed to the sandstorms. 240,000 people from different ethnic groups have arrived here from Darfur, Sudan, since 2003. The arrival of refugees continues steadily due to the violent acts carried out daily by the pro-government Sudanese militia.

Despite the extreme climatic conditions, the general insecurity and the remoteness of the camps (they are located 20 hours by car from Chad's capital), classes are organised using voluntary teachers.

A rudimentary education, due to the circumstances

Throughout the lessons in the sweltering tents – the outside temperature borders on 40°C – the pupils, enthralled, give their complete attention to the teacher. She repeats the same Arabic sentences with conviction, before the class join in, in unison.

The teacher-pupil relationship here is a strong one, even if the teaching methods used, based on repetition, are far from convincing.

Madame Fatimé stands in the centre of a group of around a hundred under-five year olds. It is the elocution lesson. In a loud voice, she articulates a phrase in Arabic, which the children repeat five or six times: "Good morning," "How do you do?"

I admire her enthusiasm and charisma. A primary school teacher forced to flee, Madame Fatimé opened this school five months ago, because "it inter-

ested her". She is in charge of 109 children from the nearest tents.

In Darfur, after completing her own primary education, Madame Fatimé was given a short period of teacher training. After teaching for a few years, she had to flee to Chad with her three children. With no news of her husband, who was a livestock farmer, she does not know whether or not he is still alive. She is occasionally able to communicate with her parents, who remained in the country, thanks to messages carried by the Red Cross.

She hopes we will be able to erect a tent to shelter her pupils from the wind and sun and provide a ball for their games. This woman gives me an impression of great sadness, but she seems driven by a desire to cope for the sake of her three children.

The poor take in the poorer

The inflow of refugees continues and this creates disputes with the Chad populations of neighbouring villages, who witness their modest resources being used up by the newcomers – water, firewood, grazing areas – while those

same refugees receive food, shelter, medical care and education from international aid organisations. All things considered, the refugees lead a better life than the local inhabitants. The aid organisations have therefore begun to give part of the aid to the inhabitants of the neighbouring Chad villages. But the ground water is close to drying up, which means the future of the camps is uncertain.

Working in these camps fills you with an overwhelming sense of tragedy, and yet this situation receives only sporadic media coverage. Picture a quarter of a million people – mainly women and children, as the men often disappear in battle – packed into vast camps, sheltering in thousands of tents. Stripped of their possessions (their villages were burnt down), they remain without news of those they have left behind in

➤ 109 children gather in the 40° heat for Madame Fatimé's elocution lesson.

Sudan, without plans for the future; they are helped, admittedly, by humanitarian organisations, but having lost their dignity and freedom, their only fault is not being the dominant ethnic group of Darfur.

Model Teachers

I cannot conclude without expressing my deep admiration for these Sudanese teachers who, in such difficult conditions, continue to carry out their work almost unpaid. They "educate" with the limited means available to them in the hope that these children will one day achieve something more in life.

* Jean-Claude Badoux, former teacher and editor of the Swiss union magazine SER, now retired, worked voluntarily for two months in the refugee camps of Darfur, in order to contribute to the schooling of the Sudanese refugee children.
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WORLD 2006 TEACHERS' DAY

AS PART OF WORLD TEACHERS' DAY WHICH TAKES PLACE ON 5TH OCTOBER, THIS YEAR EI WILL BE ORGANISING A WIDE RANGE OF EVENTS IN BRUSSELS. IN FACT, THIS YEAR CELEBRATES THE 40TH ANNIVERSARY OF THE 1966 RECOMMENDATION ON THE STATUS OF TEACHERS AND PROVIDES THE OPPORTUNITY TO PROMOTE THE OCCASION.

5TH OCTOBER 2006

THE EI PRESIDENT WILL PRESENT A PREVIEW OF THE REPORT WHICH WILL BE LAUNCHED AT CEART LATER IN THE MONTH (SEE PAGE 7). EI WILL PASS ON ITS RECOMMENDATIONS TO THE DIRECTORS OF THE ILO AND UNESCO, WHO IT IS HOPED WILL ALSO BE PRESENT IN BRUSSELS.

glossary

CEART ILO-UNESCO Committee of Experts on the Recommendations on Teachers
EFA Education For All
EI Education International
ETUCE European Trade Union for Education
EU European Union
GAW Global Action Week
GCE Global Campaign for Education
GDP Gross Domestic Product
GUFs Global Union Federations
G8 The eight most advanced industrialized countries
ICFTU International Confederation of Free Trade Unions
ILO International Labour Organisation
IMF International Monetary Fund
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
UNDP United Nations Development Programme
UNESCO United Nations Educational, Scientific and Cultural Organisation
WTO World Trade Organisation

NEW APPOINTMENTS TO EI EXECUTIVE BOARD

The EI Executive Board reorganised its composition following the death of EI Vice President Sandy Feldman from the USA in September 2005.



Reg Weaver,
President of the
National Education
Association and a
member of the EI
Executive Board
since 2004, was
elected Vice
President of the
North America and
Caribbean region



Edward J. McElroy,
President,
American
Federation
of Teachers
was elected as a
board member

calendar

MARCH

- 08** > International Women's Day
- 16-18** > Pan-European Higher Education & Research Standing Committee—Sesimbra, Portugal
- 16-31** > ILO Governing Body
- 21** > International Day for the Elimination of Racial Discrimination
- 21** > EI/PSI LGBT Committee meeting—Brussels, Belgium
- 22-24** > ICFTU Women's Committee—Brussels, Belgium
- 27-29** > ICFTU/GUFs meetings with IMF and WB—Washington DC, USA
- 28-30** > EI-PSI-ILO-ACTRAV Pre-Conference: Being LGBT at the workplace—Geneva, Switzerland
- 29-30** > 2nd EI Research (ResNet) meeting—Brussels, Belgium
- 30-31** > TUAC economic group (preparation for G8)—Washington DC, USA

APRIL

- 03-04** > Global Union Task Force on Trade, Investment and International Labour Standards—Oslo, Norway
- 20-21** > Pan-European Equal Opportunities Committee—Brussels, Belgium
- 22-23** > IMF and World Bank annual meetings—Washington DC, USA
- 24-30** > Global Action Week for Education

MAY

- 09-10** > TUAC Working Group on Education, Training and Employment Policy—Paris, France
- 10-11** > EI Pan-European Committee / ETUCE Executive Board
- 15-16** > UN Permanent Forum on Indigenous Issues—New York, USA
- 21** > World Day for Cultural Diversity for Dialogue and Development—New York, USA
- 22** > Pan-European Round Table on Early Childhood Education—Paris, France
- 22** > TUAC 116th Plenary Session—Paris, France
- 22-23** > OECD Forum "Balancing Globalisation"—Paris, France
- 23-24** > OECD Ministerial Council—Paris, France

JUNE

- 31M-16** > International Labour Conference—Geneva, Switzerland
- 31M-15** > ILO Commission on Application of Standards
- 07** > GUFs interim meeting—Geneva, Switzerland



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 **338** national trade unions and associations in **161** countries and territories.

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