

Educate for Life

School is the best place for action against HIV and AIDS



STOP HIV/AIDS
World AIDS Day

www.ei-ie.org

together, teachers make a difference!



Worlds of Education is published by Education International, the global union federation representing 30 million teachers, professors and education workers from pre-school to university in more than 160 countries around the globe. To learn more about EI, go to: www.ei-ie.org

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Union history is made!

It's a landmark moment in the history of the worldwide labour movement. On November 1, 2006 the International Trade Union Confederation came into being, speaking for an awesome 168 million members in 154 countries and territories.

El was privileged to participate in the founding congress in Vienna, and it was deeply inspiring to experience the unity of purpose and spirit of solidarity there. We are also proud that El's former Vice-President Sharan Burrow was elected ITUC's first President.

Teachers should have high expectations of the new ITUC. Working with trade unionists from around the world, we will have greater influence on global issues that are crucial to achieving quality public education for all. To learn more about it, see page 13.



Our special report focuses on HIV and AIDS as key obstacles to Education for All. The numbers of dead and ailing are so vast as to be overwhelming, and teachers are on the front lines of the struggle against the pandemic. Students left orphaned or dying, families destroyed, communities decimated, schools emptied, the teaching forces diminished: our members are confronting these tragedies every day.

All of us at El are proud of the work we and our member unions have done and continue to do on HIV and AIDS. Our programme is active in 25 countries, and we hope to expand it in Latin America and Asia. On World AIDS Day, we will mourn those lost, celebrate our successes, and carry on teaching for life!

*Fred van Leeuwen
General Secretary*

> Special report

Educate for life!

By Nancy Knickerbocker
with files from David Mbetsé and Laura Sullivan

Nomvuzo Vilo teaches Grade 6 at Emjalisweni Primary School in KwaZulu-Natal, South Africa. But by her words and deeds, she teaches much more than Grade 6 to her students, their parents and the community.

As a master trainer in the HIV and AIDS programme, she shares the lessons of her own life: the effectiveness of anti-retroviral drug therapy and the possibility of living positively with HIV.

She says she is proof that ARVs really do work. "That is the message I want to pass on to everyone, but especially to teachers, everywhere," she says, adding that ARVs "are the reason I am healthy and very fat again!"

Vilo is one of many teachers doing her utmost to prevent the spread of HIV and AIDS. Her courageous public stand and deep commitment to education for life can serve as an inspiration to many others who struggle against the most deadly pandemic in human history.



Nomvuzo Vilo

to prevent the spread of the pandemic," says Wouter van der Schaaf, El's coordinator of the EFAIDS programme, which combines teacher training on HIV and AIDS with advocacy for universal education for all by 2015.

Since 2001, the programme has grown to embrace 40 unions in 25 countries of Africa, Asia, Latin America and the Caribbean, with plans for further expansion now under study. So far El has facilitated member unions to train more than 150,000 teachers in almost 40,000 schools.

The programme has also strengthened the teacher unions' role in combatting

"When you work with the teachers' unions, you are refurbishing the strength and dignity of your colleagues as they struggle with these incalculable affronts to the human condition."

— Stephen Lewis, UN special envoy to Africa on HIV & AIDS

Vilo overcame her fear of the stigma and disclosed her HIV-positive status during training offered through her union, the South African Democratic Teachers' Union, in cooperation with El, the World Health Organization and the Education Development Centre.

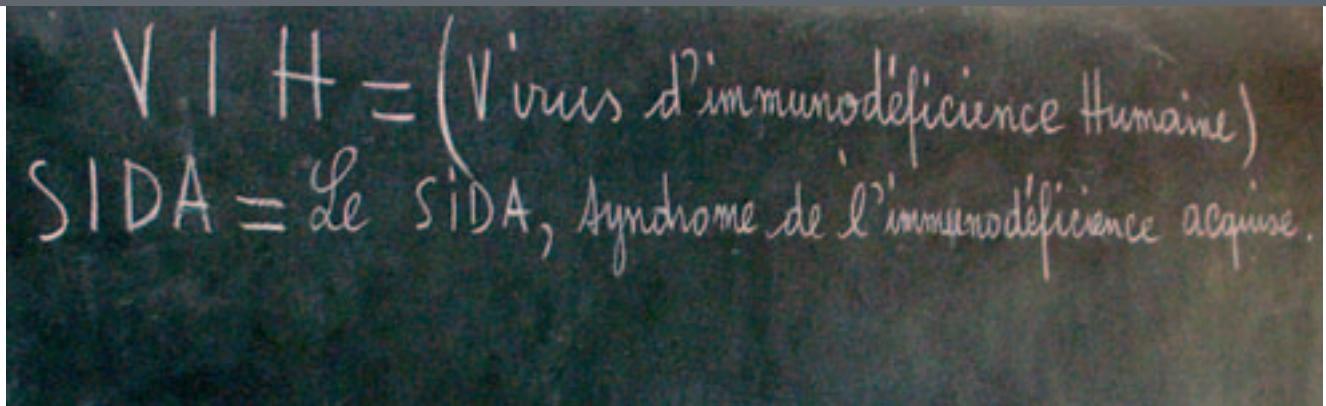
First diagnosed with HIV in 1999, Vilo didn't feel ill until almost five years later. But by 2004 she had lost her baby to AIDS and was so sick she could no longer work. She ended up in hospital, where she began receiving anti-retroviral drugs (ARVs).

World AIDS Day takes place on December 1 each year. This year's theme is: "Stop AIDS. Keep the Promise." On December 1, El and other advocates around the globe will be calling on the G8 leaders to live up to their promises of achieving universal access to anti-retroviral drugs by 2010.

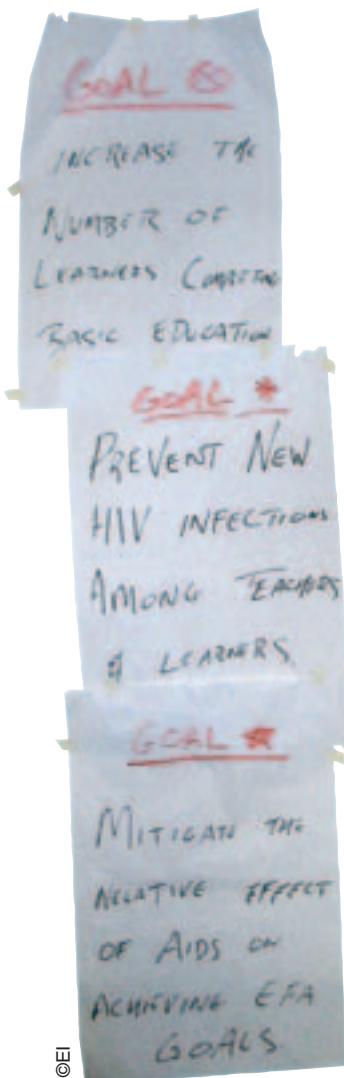
"AIDS thrives on ignorance, so we see education as the single most effective social vaccine

Teachers urge students to "Stay Safe."





©EI



ed to HIV and AIDS, sex and condom use, and to develop greater ease in discussing such sensitive topics. They also learn advocacy skills to help implement programmes and policies in schools.

One of the key goals is to desigmatize HIV and AIDS, so that those who are affected and infected do not feel ashamed to reach out to their unions and their medical communities for help.

"We want to make sure that teachers who are HIV positive are not ostracized, and that we are supporting our colleagues," said van der Schaaf. "The unions should be a home or a refuge for teachers living with AIDS."

Vilo agrees that it is crucial to have a support network, whether it's family or, if that's not possible, close friends or colleagues. She participates in a support group that meets every Saturday in KwaZulu-Natal.

Prevention, testing, care, access to treatment, mutual support and solidarity: These are all aspects SADTU is emphasizing with its members, says David Mbetse, national HIV and AIDS coordinator.

At the last EI Congress in Porto Alegre, President-elect Thulas Nxesi challenged teacher trade unionists to go beyond awareness and prevention campaigns, and "take this struggle to the

the pandemic, and has fostered valuable partnerships between the unions and their national ministries of education and health.

Trainers use the *Teachers' Exercise Book for HIV Prevention*, which was developed by the teachers' unions in Southern Africa. Teachers are trained to tackle all issues relat-

next level." He said: "We have to campaign for appropriate medical treatment, and to defend the rights of colleagues and learners living with HIV/AIDS. We have to stand up in our communities and speak out against prejudice and stigma."

Certainly people's reluctance to be tested for HIV is directly related to the severe discrimination experience by HIV-positive teachers. UNESCO's Global Monitoring Report 2006, says that the stigma associated with HIV is the principal cause of teacher absenteeism and shortage, especially in Africa.

Unfortunately children who are HIV positive also suffer from the stigma. Perhaps most tragic of all, the millions of deaths of parents, teachers, and community leaders have left a generation of children without adults to care for and guide them.

At least 14 million children have been orphaned by AIDS, and that appalling number is expected to rise by an additional four million in the foreseeable future, according to Stephen Lewis, UN special envoy to Africa on HIV and AIDS.

"How do you deal with the trauma [of being orphaned]? How do you repair those young psyches? When there is nowhere else to turn to overcome the desecration of the child's life, it's the teachers who become the therapists," Lewis

said in an address to Canadian teachers.

In all his travels, Lewis said, the children always point to school as the source of hope and healing.

And for teachers like Nomvuzo Vilo that is one of the most important reasons to stay healthy and to continue working. "We need to keep teachers alive, because we need them to teach the children," Vilo says.

The EFAIDS programme is at work in:

Bolivia
Botswana
Burkina-Faso
Côte d'Ivoire
Ecuador
Ethiopia
Guinea
Guyana
Haiti
India
Kenya
Lesotho
Malawi
Mali
Namibia
Niger
Peru
Rwanda
Senegal
South Africa
Swaziland
Tanzania
Uganda
Zambia
Zimbabwe



Hard facts about HIV and AIDS

The AIDS pandemic has already claimed more than **20 million lives**, including tens of thousands of teachers.

About **3 million** people died of AIDS-related illnesses last year, and at the same time about **5 million** additional people were infected.

About **40 million** people worldwide are living with HIV.

About **two-thirds of HIV positive** people live in Sub-Saharan

Africa, a region that accounts for only 11% of the world's population.

At least **14 million** children have been orphaned by AIDS.

AIDS has the face of a young woman. **Three-quarters** of people aged 16 to 24 who are living with HIV are female.

In 2005 **India replaced South Africa** as the country with the highest absolute number of HIV positive people: 5.7 million Indians and 5.5 million South Africans. However, the proportion of population affected remains much higher in South Africa, where 18.8% of adults are HIV positive, versus only 0.9% of Indians.

The Caribbean is the second-most affected region in the world according to the proportion of population. The Bahamas, Haiti, and Trinidad and Tobago are most severely affected with more than 2% of the adult population living with HIV.

Brazil is home to more than one third of those living with HIV in Latin America: about 620,000 people. The epidemic is also serious in Belize and Honduras, both of which have a prevalence of over 1.5%.

In **Eastern Europe** the number of cases is rising, especially in Russia and the Ukraine. A lack of knowledge may be behind this rise. A recent Eurobaro-

meter study found that 45% of Europeans do not know how HIV is spread.

The **impact of AIDS on public education** is dramatic. One out of every eight South African teachers are infected: a mind-numbing statistic even in a country where 1,000 people die of AIDS every day.

AIDS and a lack of education form a vicious circle. In Malawi, for example, it can take years for deceased teachers to be replaced. Their students are then squeezed into larger classes with disastrous consequences for quality of education and their potential to learn the necessary skills to protect themselves from HIV.

> Executive Board

EI membership exceeds 30 million

Already the largest of the global union federations, Education International continues to grow stronger. EI now comprises 384 member unions in 169 countries and territories. Together, they represent more than 30 million teachers and education workers across the world!

As of November 1, 2006, 44 unions with a combined membership of 467,710 teachers and education workers were admitted into EI membership at the 27th EI Executive Board meeting held in Brussels from October 25-27, 2006. Thirty-seven of those unions had been affiliated to regional bodies of the former World Confederation of Teachers.

New countries with EI members since February 2006 in-



clude Bolivia, Iraq, Madagascar, Somalia, Liberia (reinstated), Djibouti (reinstated). Serbia and Montenegro now count as two separate countries. The new EI membership list is available on our web site: www.ei-ie.org

Leading up to the World Congress in Berlin, the Executive Board members agreed to propose four resolutions based on the different elements of the Congress theme: *Educators – Joining Together for Quality Education and Social*

Justice. They will also propose resolutions on pay equity and the gender dimensions of international migration. In addition, the Board approved one full day of Congress be devoted to an extensive series of break-out sessions on a wide range of professional and union issues.

Board members heard reports of activities in all of the EI regions but focused particular attention to Latin America, where member unions have great difficulties promoting quality education and decent

working conditions. As well, activists face grave violations of their human and trade union rights, especially in Colombia. Board members also expressed concern about repressive measures against teachers in Oaxaca, Mexico.

The need to find ways to help improve conditions for teachers in China was another key topic. Representatives from member unions in Hong Kong and Taiwan attended the meeting to provide information and analysis. Executive Board members decided to establish a special advisory body, to organize a workshop in Hong Kong on the role of education unions in promoting democracy and human rights, and to support groups of teachers in China with training on professional and trade union issues.

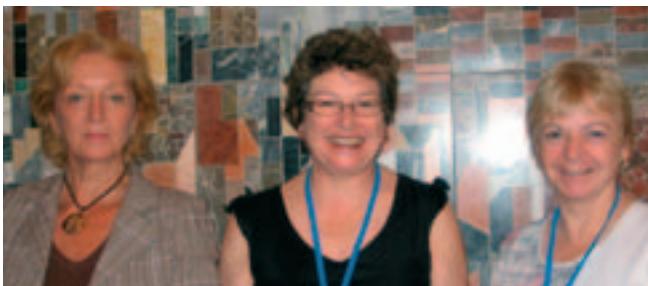
Women educators unite across Europe

All those who share the belief in education as an intrinsic human right also share the responsibility of promoting non-discrimination in our unions, our schools and our societies.

With that, EI Deputy General Secretary Janice Eastman welcomed more than 60 delegates from 20 countries to the first-ever Pan-European Round Table

European Women's Lobby, said that violence against women is committed on a vast scale worldwide. However, she said, Hungary can be seen as "a case study for worst practice" in dealing with the problem.

The World Health Organization estimates that as many as 3 million women are killed annually in gender-based crime, Wirth said. Such violence takes many



SEH Vice President Erzsébet Szlamkó, EI Deputy General Secretary Janice Eastman, and Pan-European Women's Committee Chair Veronica Rankin.

of Women Education Workers, held in Budapest, September 25-26, 2006.

Educators who believe in quality can never ignore equality, said Veronica Rankin, chair of the Pan-European Equality Committee. And teacher trade unions must confront the increasing violence against women in the education sector, she said.

Rankin told of a teacher who was subjected to threats of violence, including rape, by a student. The headmaster simply shrugged it off, saying she was young and good-looking. In another case, a teacher was severely harassed by a man who even attempted to burn down her house. Again, the employer dismissed it as merely a personal matter.

Judith Wirth, chair of the Hungarian section of the

forms: domestic abuse, sexual harassment, stalking, rape, incest, prostitution, trafficking in women and children, an array of "traditional" practices including infanticide, female genital mutilation, honour-killing and dowry deaths, as well as violations of sexual and reproductive rights such as forced pregnancy or abortion, and involuntary sterilization.

Wirth encouraged teachers to raise the issues in their schools and work with all their students, especially girls. After lively discussions, working groups recommended a variety of solutions including:

- De-stigmatize violence against women and get unions to act on it
- Lobby Ministries of Education to include gender issues in teacher training
- Take an international ap-

proach to human trafficking and immigration concerns

- Increase awareness of problems due to new technologies, such as internet bullying
- Expand services of school psychologists and teacher-counsellors
- Work with parents, as violent behavior is often learned in the home.

Elaine Fultz, of the International Labour Organization's regional office in Budapest, reported on a comprehensive study of pension reforms and their impact on women in the Czech Republic, Hungary and Poland. ILO researchers found that the move toward gender equality actually made things worse for women. The losses were most severe in Poland, but women in all three countries fared worse after reform of their pension systems than under state socialism.

Fultz urged broad labour market responses to promote gender equity, including a gender lobby, affirmative action programs, more public education and stronger protections against discrimination.

Luigina de Santis, General Secretary of the European Federation of Retired and Older People, explained how men's and women's different work patterns (shorter careers due to maternity leaves, more part-time work, etc.) coupled with salary discrimination against female workers, have created large gender gaps in pension in-



come. In Spain, for example, pensions for men are 37% higher than for women, while in France they are 42% higher.

Clearly, women are at much higher risk of poverty in retirement than are men, de Santis said. She called on delegates to organize women's structures within their unions to resist all such forms of discrimination.

One of the conference goals was to launch a dynamic network of women educators and activists across Europe. To that end, EI consultant Marta Scarpato offered a fascinating analysis of networking as a strategy long used by women in cultures around the world.

Participants left Budapest inspired to continue the dialogue, build their relationships and work together towards authentic gender equity in our unions, our schools, and our societies.

Teachers celebrate and advocate

October 5, 2006 was a day of action and a day of celebration, as teachers around the world took to the streets to defend their rights and joined together to promote their profession and honour their colleagues.

Education International hosted a series of events in Brussels on World Teachers' Day, starting with a panel discussion on quality teachers for quality education, followed by an international round table with EI's President Thulas Nxesi and General Secretary Fred van Leeuwen, Johanna Walgrave of the ILO, Georges Haddad of UNESCO, and Annelise Hostmark Tarrou, president of the CEART, the Expert Committee that monitors compliance with the standards articulated in the ILO/UNESCO Recommendations. For more details on EI's major report to the CEART, see page 8.

Here are only a few snapshots of events that took place in various countries:

In Lisbon, capital of **Portugal**, more than 25,000 education workers took part in a march to demonstrate against the Ministry of Education's proposal to introduce a teaching career statute for pre-school instruc-

tors and teachers at primary and secondary level. The new statute sets out major changes for teachers in many aspects of their terms and conditions of employment, and the unions regard it as a serious attack on their profession.

In Athens, **Greece**, several events were organized amidst a strike by members of the Primary Teachers' Federation, who are demanding better wages and an increase in the budget for public education. In a message of solidarity from EI, van Leeuwen said: "Governments need to accept that the teaching profession is not a voluntary enterprise and teachers need a living wage to exercise their profession."

In the **Caribbean**, the Barbados Union of Teachers organized a full week of events including a national teacher appreciation day, an awards ceremony for students and teachers, a public lecture, professional development workshop, and a social



Panelists at EI's event on quality teachers for quality education.

event at the union headquarters, complete with food, refreshments and a karaoke session.

Teachers from various organizations in the **Philippines** marked World Teachers' Day in cooperation with the Department of Education, and the Commission on Higher Education and Technical Education. The Alliance of Concerned Teachers held several activities in the Mindanao region, including a forum and an essay or composition writing contest.

In **Niger**, chiefs as well as political and administrative leaders visited schools and awarded prizes to deserving teachers. The celebration coincided with debate in Parliament about accusations that former education officials had mismanaged education funds. The union used the opportunity to reaffirm the importance of transparency and sound management of education resources, and the role of the union in monitoring and implementing education policies.

In **Ethiopia** the WTD celebration was postponed to Saturday, October 7 because, in the context of the current government

repression, teachers could not get permission to attend events on October 5. Teachers, parents and supporters from Addis Abbaba and suburbs attended the event, which provided a chance to reflect on quality teachers and quality teaching. EI Deputy General Secretary Janice Eastman sent a letter of support. The reading of this letter sparked a standing ovation to the international community for its support. The teacher union leaders previously arrested had been released on bail, so they were present to greet colleagues.

In **Canada**, teacher unions across the country organized a variety of events and campaigns to highlight the key role teachers play in society. British Columbia teachers coordinated a successful advertising campaign in which famous citizens offered testimonials about important teachers in their lives. For example a much-loved novelist is pictured saying:

"My mother was a Kindergarten teacher. She gave me the love of stories. My Grade 1 teacher taught me to read. She gave me the love of books. Teachers give us the gifts of what they love."

World Teachers' Day message from EI President Thulas Nxesi:

On behalf of Education International, I want to wish a very "Happy World Teachers' Day" to all of the 30 million teachers who are members of our more than 350 affiliated unions.

And to all teachers everywhere, I want to say thank you!

Thank you for your caring and your dedication to the students. Thank you for your hard work and long hours in the classroom, on the playground, and in the community. Thank you for your professionalism and your commitment to life-long learning. Thank you for your activism in your unions, and your solidarity with colleagues around the globe.

To the teachers of the world ... I salute you! I know that together we can continue to strengthen our profession and build strong, stable public education systems in all our countries.



Thousands of teachers demonstrated in Lisbon on Oct. 5.

In **Germany**, the GEW published a colourful booklet called *Proud to be a Teacher*, which featured profiles of teachers in Indonesia, Brasil, Kenya, and Australia as well as Germany. It also sent

colourful e-mail greetings to members with a photo of a big bouquet of red tulips and a thank-you message.

Kudos to the employers in Victoria, **Australia** who created a

witty advertising campaign to mark World Teachers' Day. Large newspaper advertisements showed a smiling teacher wearing a number of funny hats piled on top of his head.

The headline said "Teachers do it with hat and soul" – a word play on "heart and soul." The ad read: "Every day teachers wear many hats, from coach to project man-

ager, creative thinker to entertainer. They bring passion and enthusiasm to the classroom that inspire our students. Teachers are multiskilled professionals who lead our children in learning."

If only every teacher got the same praise and respect from the employer!



In its World Teachers' Day statement, UNESCO warned that the world will need **18 million new teachers** in the coming decade to meet demand for primary education.

"There can be no viable long-term solution to our education challenges and teacher shortages without investment in training and measures to promote respect for the teaching profession," UN agency leaders said.

Australia

A young Aboriginal trade union leader emerges

— By Dominique Marlet and Claude Carroué

The unanimous election of Darcel Russell as Deputy Federal Secretary of the Australian Education Union was a moment of national significance.

Previously Federal Aboriginal Education Officer, Russell was elected along with two other women to lead the 169,000-member AEU, one of the first Australian unions to include Aboriginal people as a part of their decision-making structures and to ensure a remarkable level of participation by women. Russell says that "working for such a progressive organization is an absolute privilege."

Asked whether her Indigenous background or gender played a role in her election, Russell replied frankly:

"Maybe I'm here because I'm young, I'm black and I'm a woman. But regardless of the

reason, I owe it to myself, to the members of our union and the people who put their confidence in me to work to the best of my ability to improve public education."

Born as a goori woman and raised on Minjerribah (North Stradbroke Island), off the coast of Brisbane, Queensland, Russell grew up proud of her Aboriginal heritage and eager to share it with a younger generation.

She has worked as a teacher and curriculum designer both in urban settings in Brisbane and Cairns, and in a remote community in northern Queensland. Her first school principal, a strong mentor, encouraged her interest in trade unionism: "She said, 'Get your planning in on time, control your class, and join the union.'"

Russell says that now, more than ever, unionists must take

action against the government's attempts to undermine the rights of workers to organize and bargain collectively.

"The Australian government has brought in incredibly draconian laws, even restricting workers' rights to access a union on a worksite," Russell says. The legislation is so extreme that EI is supporting a formal complaint against the Australian government to the ILO.

Russell's top priority remains to improve public education for Aboriginal students. The statistics reveal a "devastating tragedy," she said. "In such a rich First World country we have so many disparities between Aboriginal and non-Aboriginal students."

She strongly recommends "the policy of [teacher] training in Indigenous studies. It's important for every teacher in



© AEU

Australia to know and have competence in relation to teaching Indigenous culture and history."

And what about unions' support for Indigenous demands for quality education and social justice? "Some are doing absolutely fantastically and others — well, there is a lot of learning that needs to take place," Russell says.

She is optimistic that Indigenous issues will be more respected in the future and sees events such as EI's Asia Pacific Forum and World Congress as "fantastic opportunities for networking across the region and across the world."

EI reports on status of teaching

On World Teachers' Day 2006, Education International presented a major report to the ILO/UNESCO Committee of Experts (CEART), which monitors application of the 1966 Recommendation concerning the Status of Teachers and the 1997 Recommendation on the Status of Higher Education Teaching Personnel.

In adopting these Recommendations, governments unanimously recognized the fundamental importance of having highly-qualified teachers for quality education. On the 40th anniversary of the first landmark document, EI's report notes that significant progress has been made: sustained improvements in education systems globally and the invention of mass public education in most countries.

However, while governments claim to support the values and principles in the Recommendations, many do not demonstrate respect for the rights enshrined in them, nor do they implement policies that comply with them.

In some parts of the world teachers make good salaries and are respected for their professionalism. They can count on reasonable classroom conditions, adequate learning resources and support from governments committed to educating their citizenry. Unfortunately, these are the lucky few.

The vast majority of the world's teachers still strive to do the best for children despite inadequate training, terrible salaries, unmanageable class sizes, shortage of basic supplies, lack of government support for ed-



EI President Thulas Nxesi presents a report to Dr Annelise Hostmark Tarrou, President of the CEART.

ucation or even official representation of teachers and their unions.

EI's report to the triennial meeting of the CEART decries the fact that in all major areas addressed, key elements of the Recommendations are disregarded. The report addresses eight major issues:

Teacher shortage

There is a major shortage of teachers looming, with increasing numbers set to retire and few newly qualified entrants to the profession. Unfortunately most governments are applying strategies that only serve to undermine quality of education: the intensification of teachers' workload in developed nations and the hiring of unqualified personnel in the developing nations. EI is calling for governments to invest in significant improvements to the living and working conditions of teachers to facilitate greater recruitment and retention in future.

Teachers' salaries

Teachers' low salaries are at the root of the shortage. The report documents ongoing long-term deterioration in teachers' earn-

ing power. EI is calling for adequate pay levels across the teaching force, thus restoring high social prestige to the teaching profession as a long-term guarantee for social cohesion, progress and stability.

Consultation with teachers' organizations

The two Recommendations clearly call for governments to recognise teachers' unions and representative organizations as partners in policy-making. Unfortunately, nations demonstrate widespread violation of this provision. Without the full cooperation and participation of teaching professionals, no education reform can succeed. EI calls for governments to engage in social dialogue with teachers and their unions to build stronger public education systems.

Academic freedom and tenure for teachers

Academic freedom and tenure for teachers are crucial to education systems that are free from political, economic, ideological or religious influences.

Recently teachers experienced more centralized control over curriculum and pedagogy, along with interference in educational matters by government authorities, the media and the church. Globalisation, commodification and market forces all increase these pressures on free academic inquiry and research.

Collegiate governance

Collective decision-making is acknowledged to be of utmost importance and faculty participation in governing bodies used to be guaranteed. Today however, academic personnel are excluded from governing bodies of higher educational institutions to an unprecedented degree. EI strongly opposes the trend toward unilateral management of higher education institutions and advocates a return to collegiate governance.

Safe school environments and violence against teachers

Living and working conditions of teachers are threatened by the growing phenomenon of violence in schools, a reflection of broader shifts in society at large. For teachers to be protected in their workplaces, effective insurance systems must be in place. However, this remains a dream for most teachers. EI advocates ongoing work with parents and communities towards a culture of cooperation and tolerance in schools.

Private schools and institutions

EI is particularly concerned with the spread of private institutions at the expense of public schools and universities. Education is a public good, and a service to the citizenry. It is not a commodity to be bought

and sold, and it should not be privatized for profit. EI calls on the public authorities to shoulder their responsibility to open up access to education for all, not only for the elite few.

HIV and AIDS

The HIV and AIDS pandemic poses one of history's most significant challenges to the medical and educational communities, and indeed to societies across the globe. The drastic scale of the problem and the lack of capacity to address it is of major concern to teachers,

particularly in sub-Saharan Africa. The spread of the pandemic significantly undermines efforts to achieve Education for All, one of the Millennium Development Goals. EI calls for an end to discrimination against HIV-affected professionals, and is concerned about the gender issue, as most people affected worldwide are women.

Conclusion

Despite the many difficulties facing educators around the

world, EI does not want to lose sight of the remarkable progress that has been achieved in public education over the past four decades. The 1966 and 1997 Recommendations remain unachieved ideals, but there can be no doubt they are worth striving for. EI believes the Recommendations must be universally implemented because only then will all children have the opportunity to learn, grow and contribute to their fullest potential.



Education International Report In The Expert Committee on the Application of the

1966 ILO/UNESCO RECOMMENDATION ON THE STATUS OF TEACHERS

1997 UNESCO RECOMMENDATION ON THE STATUS OF HIGHER EDUCATION TEACHING PERSONNEL



Norwegians help post-primary in Africa

By Dennis Sinyolo

OSLO – The Norwegian Post-Primary Education Trust Fund was officially launched this autumn to focus on secondary education in Sub-Saharan African countries.

For 2006, the fund amounts to about US \$2.7 million and, according to Norwegian officials, it is expected to grow to about \$7 million. The fund will be managed by the World Bank.

This latest initiative will complement the already-existing Norwegian Education Trust Fund, which focuses on Education for All at the primary level. EI welcomed the new fund and congratulated the Norwegian government for establishing a good model for other governments and donors to emulate.

“We believe this fund is a solid step in the right direction towards improving secondary education in Sub-Saharan African countries,” said EI General Secretary Fred van Leeuwen. “All over the region there are students eager to learn, but who cannot get access to secondary school. Now



L to R:
Utdannings Forbundet members Aagot van Elslande, Ingrid Convery, Dennis Sinyolo of EI, Lajla Blom, head of department of International Affairs, Katherine Blyvesket, and Marianne Lindheim.

more doors will be opened and learning resources made available for these youth. It's very good news indeed.”

The launch seminar was attended by high-ranking Norwegian officials including His Royal Highness Crown Prince Haakon, and the Ministers of Education, Foreign Affairs and State. Representatives of the World Bank, several African countries, Oslo University, NGOs, and civil society organisations also attended.

The seminar aimed to identify

current challenges affecting secondary education in Africa and then craft strategies for addressing them through the new fund. Some areas identified were: vocational education, teacher training and capacity building, research, and improvement of access, quality and equity in African secondary education.

EI and its Norwegian affiliate, Utdannings Forbundet, spoke strongly against the World

Bank's position that too much money is being spent on teachers' salaries in Africa. The teacher trade unionists pointed out that most African teachers receive salaries far below the poverty line. They also opposed the hiring of untrained contract teachers, insisting that quality secondary education in Africa and elsewhere depends, to a very large extent, on qualified teachers.

Rich countries get poor grades

"Minister – have you asked me what I need as a pupil? As you sit confidently in front of others do you think of what I need to also sit in that chair in future?"

The Global Campaign for Education begins its latest report with this question from Lusibilo, a Malawian student, to his minister of education.

Entitled *Underachievers: A school report on rich countries' contribution to Universal Primary Education*, the organisation deplores the lack of progress by wealthy countries, especially the G8, toward achieving Universal Primary Education by 2015.

The GCE reports that some countries -- Norway, Sweden, Denmark, Luxembourg, and the Netherlands -- "make heroic efforts in contributing their fair share of aid and ensuring it helps get poor children into school." Others -- including Japan, Italy, Germany, Austria, and the United States -- are "misers when it comes to helping the world's poor children."

The report cards, designed with a light satiric touch, use five indicators based on OECD statistics for 2004: meeting the internationally recognised aid target, providing a fair share of the funding needed to achieve universal access to primary ed-

ucation, committing to the Fast Track Initiative, focusing on the poorest countries where girls most lack access to education, and providing high quality aid to education.

The report calls on rich nations "to set timetables for achieving the aid target of 0.7% GNI" and warns that "the total external requirement may be as much as \$10 billion per annum."

These promised funds must be used to support quality teacher training programs and adequate salaries for the 18 million



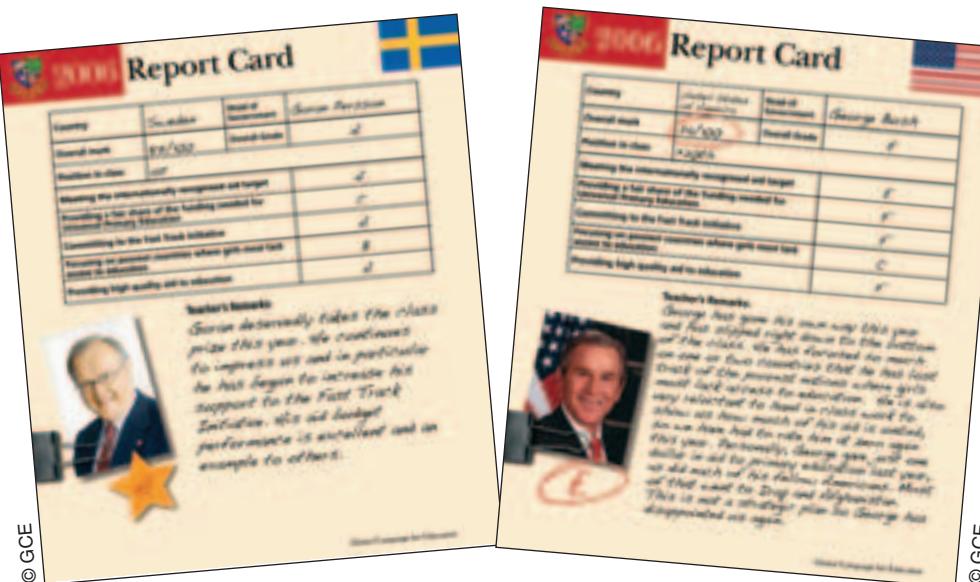
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new teachers who will be needed between now and 2015.

According to this report, "money is needed not for luxury items, but for the very basics of education. It should be used to enable children to be taught by a caring qualified teacher, in a proper classroom, using textbooks and other learning materials."

At present only 20 countries are participating in the Fast Track Initiative, but 40 more are expected to join. The FTI encourages innovative strategies and reallocation of domestic resources to achieve universal primary completion and gender equality in education.

Like its partners in the GCE, EI urges all donor nations to heed the words of Nelson Mandela: "Promises to children should never be broken."



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Armed conflict deprives youth of education

(IRIN) The UK-based charity organisation Save the Children has launched a global report exposing the devastating consequences of armed conflict on education in 30 countries. As the only country in the Middle East assessed, Iraq is singled out as one of the most recent problem areas.

Entitled "Rewrite the Future: Education for children in conflict-affected countries," the report says that 43 million primary-age children worldwide are unable to go to school because of armed conflicts in their respective countries.

"It is a moral outrage how the world is treating these children,"

said Jan Egeland, United Nations Under-Secretary General for Humanitarian Affairs and Emergency Relief Co-ordinator. Egeland is one of the report's key international supporters.

"The international community cannot leave vulnerable children, already living with the consequences of armed conflict,

without the hope of a decent future," he said. "Children cannot wait for a conflict to end before we give them the opportunity to go to school."

The Save the Children report says 818,000 children in Iraq – over 22 percent of the total number of students in the country – are unable to go to school.



BBC presenter Aled Jones joins the Birmingham Young Voices choir performing "No Wars Will Stop Us Singing."

© NASUWT

Children's voices unite in song for peace

Students, teachers and celebrities from throughout the United Kingdom marked the International Day of Peace by raised their voices in a song expressing the dream of peace in our troubled times.

On 21 September, the United Nations' annual day dedicated to non-violence, conflict resolution and global cease-fire, thousands

of children raised their voices in *No Wars Will Stop Us Singing*, an inspirational anthem that communicates hope and courage.

Written by acclaimed composer Debbie Wiseman and lyricist Don Black, the song is part of the UK Youth Music curriculum "Singbook," which is sponsored by EI affiliate NASUWT.

The union has created learning resources for music teachers including a CD with the song and backing tracks, sheet music, lyric sheets, and singing leaders' notes with suggestions for discussion questions.

The song carries a powerful message which resonates with both pupils and students about international conflict resolution and

peaceful ways to deal with disputes in the home, at school and in the community.

EI's Executive Board has adopted a proposal from NASUWT to extend the project internationally so that on September 21, 2007 students in many more countries will join in singing the song for peace.

Lessons on war and peace in Asia

For the fifth year in a row, EI member organisations in South East Asia jointly held a three-day seminar on peace education. The Korean Federation of Teachers' Associations, the Japanese Teachers' Union and the All China Federation of Trade Unions met in early October. Entitled "Sino-Korean-Japanese Teacher Unions' Exchange on History and Peace Education

Material," the seminar was held for the first time in Beijing, China. Previous seminars were held in Seoul, Korea and Tokyo, Japan.

This year's seminar focused on how teachers in each country are dealing with the history of the Second World War and the Japanese Occupation.

Representatives from each union made presentations on

how classes were delivered about these sensitive subjects in their respective countries. On the last day of the seminar, participants went on a field trip to historical points of interest.

Unions seek greater input on testing

Teachers around the globe are concerned about the impact of large-scale international testing, and its uses and abuses in development of national education policies.

For this reason, Education International has been working closely with TUAC, the Trade Union Advisory Committee to the OECD, to ensure that teachers' concerns and proposals for improvement are heard in the development of one of the world's most important educational assessment programs: the OECD's Programme for International Student Assessment.

Administered every three years in 30 OECD countries and 27 partner countries, PISA tests achievement of 15-year-olds in reading, mathematical and scientific literacy. The results attract intense media interest. However, simplistic interpretation by politicians and others can be misleading, and can run counter to goals defended by teacher trade unions.

In September the first-ever joint seminar on PISA took place at the OECD headquarters in Paris, jointly hosted by EI and TUAC. The event attracted more than 90 educators and scholars, including representatives of teacher trade unions from 44 member organizations in 26 countries.



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"PISA has an undeniable impact on public opinion and policy, and can provide valuable insights on issues of quality and equity in education," said EI General Secretary Fred van Leeuwen. "We want to make sure that the teachers are involved through their unions in all stages of PISA, that the focus is on the interests of the pupils, and that the data is not misinterpreted by politicians for their own purposes."

Meanwhile, EI is also concerned that the OECD's influential annual report, Education at a Glance 2006, stops short of urging governments to significantly increase investment in public education.

Even as the report offers further evidence of the importance of accessible quality education in promoting social cohesion and economic prosperity, the obvious main mes-

sage to governments is missing.

"We are eager to hear the OECD say loud and clear that increased public investment in public education is essential in the knowledge society of the future," van Leeuwen said.

"We see a fundamental contradiction between the OECD's avowed commitment to social equity through strong public education systems, and its encouragement of private investment, both by individual students and parents, and by corporate interests and other private actors."

The study reports that in many countries the share of public funding for all levels of education actually decreased between 1995 and 2003. Meanwhile, the results of PISA 2003 suggest that socio-economic status plays a major role

in determining students' performance, and that schools in many OECD countries reinforce existing socio-economic inequities.

By contrast, the example of Finland shows that with sufficient public investment and universal access to quality education, governments can overcome the dramatic social inequities that plague some countries.

"It is crucial that education be maintained as a public good accessible to all," van Leeuwen said. "That means significantly increasing funding to public education, giving teachers competitive salaries and improving their working conditions and professional development. This can be achieved only by governments taking more responsibility, not less."

GATS update

The latest issue of EI's newsletter on GATS and trade agreements TradEducation News is now available for download on our website.

In this issue, EI explains how the continuing deadlock at the Doha Round of the WTO talks

is prompting the shift in focus to bilateral and regional agreements, and warns of the potential impact this will have on education services. The danger is that many bilateral and regional agreements go far beyond the commitments in the GATS. Hence, EI strongly urges all member organisations to

continue to lobby their governments to keep education out of trade negotiations, both within the scope of GATS and bilateral and regional talks.

For the details, please download a copy of TradEducation News at:

<http://www.ei-ie.org/>

New global union makes history

IENNA -- The dialogue of global labour relations changed fundamentally on November 1, 2006 with the entry onto the international scene of a strong new voice, the voice of millions of workers set to tackle the challenges of globalisation with energy and hope.

The Founding Congress of the International Trade Union Confederation took place in Vienna, Austria, and brought together trade union leaders and activists from 154 countries and territories. Together they represent 168 million workers in 306 affiliated national union centres.

The ITUC is the offspring of two historic labour groupings, so its birth was preceded by the dissolution congresses of the International Confederation of Free Trade Unions and the World Confederation of Labour. Thus the new ITUC comprises the former ICFTU and WCL affiliates, together with eight other national trade union confederations that have for the first time affiliated to a global body.

Guy Ryder was elected to serve as ITUC's first General Secretary and Sharan Burrow was elected its founding President. Ryder is former General Secretary of the ICFTU and Burrow is from the ACTU, Australia, and a former Vice-President of EI.

Ryder said that the founding of the ITUC is part of the process of uniting the power of trade unionism. "Stronger, we will exert more influence on companies, governments and the international financial and trade institutions," he said. "Our goals are ambitious: Fundamental change in the global

economy, social transformation, universal respect of the rights of working people."

Largest among the Global Union Federations, EI has an important role to play in the new international. General Secretary Fred van Leeuwen spoke at the founding conference on the theme of "organizing for the future."

The ITUC came together out of a shared vision, he said. "We share a vision of a quest for social justice, dignity and equality, we share a vision for an end to the oppression of poverty, for the full development of every human being, and the building of our communities.

"We share a vision of states and of enterprises that serve the interests of people – not the other way round. And to achieve that shared vision, we know we must organise. Organise as we always have done." Van Leeuwen described the decision to create the ITUC as "a major step towards organising for the future."

The ITUC website explains that the international trade union movement is adapting to remain a key player in an economic climate that is creating more losers than winners. The imbalances of economic globalisation are having a devastating effect on the lives of millions of workers, their families and communities.

The ITUC action plan calls on the world to act in favour of the poor, and for the World Trade Organization to adopt social targets. It further urges a global trade system that would protect developing countries.



ITUC CSI IGB

©ITUC-CSI-IGB

On the final day of the ITUC Congress, an agreement was ratified with the Global Union Federations and the Trade Union Advisory Committee to the OECD to form a Council of Global Unions. The Council, which includes EI, aims to advance common trade union interests worldwide through enhanced cooperation.

To mark the new confederation, the Global Union Federations launched a new book entitled *Making a World of Difference: Global Unions at Work*. Editor Aidan White of the International Federation of Journalists describes it as "a tribute to international trade unionism -- past and present." With strong writing, crisp design and abundant images from outstanding photojournalists, it's a fitting tribute indeed.

From the ITUC founding statement:

The Confederation is inspired by the profound conviction that organisation in democratic and

independent trade unions and collective bargaining are crucial to achieving the well-being of working people and their families and to security, social progress and sustainable development for all.

It has been the historic role of trade unionism, and remains its mission, to better the conditions of work and life of working women and men and their families, and to strive for human rights, social justice, gender equality, peace, freedom and democracy.

More than ever in its history, confronted by unbridled capitalist globalisation, effective internationalism is essential to the

You can find more information on the ITUC at:
www.ituc-csi.org

The ITUC and EI are also part of the Global Unions:
www.global-unions.org

Anabel Vallines



Leaders, members and employees of Education International were shocked and profoundly saddened by the tragic death on 18 October of Anabel Vallines, a dedicated and esteemed member of the EI Brussels staff since 1994. She was 40 years of age.

Although she was born in Brussels, Anabel was very proud of her Spanish heritage and remained an active member of the Spanish-speaking community in her home city.

Anabel began working at Education International as a secretary, but was soon promoted to the position of professional assistant in the Publications and Publicity Unit. Equally at home in Spanish, French and English, Anabel was a gifted translator

known for her meticulous attention to detail and rigorous respect for the facts.

Many affiliates who attended past World Congresses will remember Anabel for her intelligence, quiet professionalism, infectious laughter and sensitivity to others.

Anabel was open to the world, interested in political and social issues. She cared about those who are most marginalized in society, and offered her skills in literacy training to an association serving immigrant workers.

Anabel will be sorely missed by all who knew her and cared for her. EI extends deepest condolences to her family members, friends and colleagues.

Dr J.O. Itotoh



Dr. J.O. Itotoh, known to teachers throughout Africa and around the world as a dynamic advocate for public education, has died in his native Nigeria.

Dr. Itotoh began his career in the Nigeria Union of Teachers, rising from the rank and file to the national executive in the early 1970s. He was elected to the office of president of NUT Nigeria in 1975, and president of the All Africa Teachers' Organization in 1980. During the 1980s, he also served as president of the World Confederation of Organizations of the Teaching Profession, a forerunner of EI.

EI Founding President Mary Hatwood

Futrell, who succeeded Dr. Itotoh as WCOTP president, remembered him as a leader who travelled widely and was highly respected throughout the international community.

"He really liked to laugh, but he was also a very serious and intelligent man," Futrell recalled fondly. "He was down to earth, and very good at working out compromises."

"He travelled the world because he was deeply committed to the vision that all children, regardless of where they come from, should have the right to go to school," said Futrell. "He was a strong voice for children everywhere."

Prof. Katarina Tomasevski



The first-ever United Nations Special Rapporteur on the Right to Education, Dr. Katarina Tomasevski died October 4, 2006 in Copenhagen.

A Harvard-trained lawyer, Tomasevski completed her PhD at the University of Zagreb. She became a multi-linguist, as she lived in more than a dozen countries throughout her illustrious career, which covered a vast array of human rights issues.

"We will never forget the tremendous energy and passion she brought to the defence of human rights, especially the right to education," said EI General Secretary Fred van Leeuwen. "When the dream of free, accessible, quality public education for all finally becomes a reality, it will be in no small measure because of the work of Katarina Tomasevski." She served as UN Special Rapporteur from

1998 to 2004, during which time she established the Right to Education Project. Tomasevski's latest work is entitled "The State of the Right to Education Worldwide: Free or Fee. 2006 Global Report." At 280 pages, it offers a comprehensive look at global education promises and governments' failure to live up to them.

"The Report highlights the abyss between domestic policies of wealthy creditor and donor governments which keep compulsory education free, and their external policies which have made it for-fee," she wrote.

Tomasevski's web site poses a final challenge to us all: "Read the Report. Get angry. Help exposing and opposing economic exclusion for education."

To read the full report, go to: www.katarinatomasevski.com

Strange takes on ministerial post

Dr. Eva-Maria Strange of the GEW is leaving the Executive Board of EI to accept a new appointment as Minister for Science and Culture in her home state of Saxony, Germany.

When you look back over your years with EI, what issues sparked your passion as a teacher and a trade unionist?

I am very happy that, through my work on the board of EI, I had the opportunity to gain insight into the great possibilities of political influence and solidarity of the world's biggest trade union organisation.

I learned that the problems faced by teachers in wealthy countries are relatively minuscule in comparison with the vital problems of teachers in Nicaragua, South Africa or Kosovo.

I was impressed by the impact a worldwide campaign, supported by numerous EI member organisations, can have: for example, Education For All or the fight against HIV and AIDS. I told my students in teacher training about Education International and its struggle

against the continuing privatisation of education. We also talked about the Code of Professional Ethics.

As you depart from Education International, what is the strongest memory you have of the work here?

As a trade unionist I considered it very important to learn that we are not alone with our problems in Germany. The exchange with colleagues from other countries – for example, about international benchmark tests, continuing privatisation and declining quality of education – strengthened our position in debates within our own country. On the other hand there are issues that don't stop at national borders and can only be solved jointly. One such topic is the argument with the WTO on the concept of public education as a private commodity. Only concerted action can prevent gov-

ernments from decontrolling the education market.

What made you most proud of being involved in EI? What do you foresee in the future for EI?

I am very proud that in recent years EI has succeeded in organizing members on all continents, and finally – step by step – has succeeded in overcoming the divisions between two trade union organisations. I have pleasant memories of impressive EI congresses, the diversity of cultures and languages there, and at the same time the strong agreement on the struggle for a better education for all children.

You are now making the fundamental shift from trade union leader to government minister. What excites you about the new position? And what do you envision as your greatest challenges?



©GEW

In my new office as Minister for Science I am facing one of the biggest restructuring processes of universities and colleges. All study courses will be changed to the international pattern of Bachelor/Master.

I will fight against tuition fees in Saxony and for a free university education open to all social groups. In the coming years, our universities and colleges will experience a drastic impact of the declining birth rate. All of Germany, but especially the East, will suffer a lack of skilled labour. Therefore, we will need more young people with academic education, and I would like to make my contribution.

EI's Executive Board elected Ulrich Thöne from GEW to serve in Dr. Strange's position until the 5th World Congress.

Update Ethiopia: Jailed teachers released

Two imprisoned members of the Ethiopian Teachers Association were released on bail just one day before World Teachers' Day.

Wasihun Melese, a prominent elected officer of the ETA's National Board, and Anteneh Getnet, a teacher and union member, were arrested September 23 and held incommunicado at the Addis Ababa Central Investigation Bureau.

Both men had been previously jailed for union activism. In 2005, Melese was detained for having

participated in the preparations for World Teachers' Day. And last May, Getnet was abducted and grievously assaulted by security officers who left him for dead in a forest outside Addis Ababa.

The ETA attributes their release to the pressure brought to bear by the international community, particularly by EI and Amnesty International. These latest arrests will be added to the complaint EI and the ETA have filed with the ILO Committee on Freedom of Association.

DECEMBER 2006

01 > World AIDS Day, worldwide
04-06 > Pan-European Regional Conference / ETUCE General Assembly, Luxembourg
11-13 > EFA-AIDS Regional Project Meeting, San José, Costa Rica

JANUARY 2007

22-28 > EI North America/Caribbean Conference, Jamaica
26-31 > EI African Regional Conference, Cairo, Egypt

FEBRUARY 2007

12-14 > Conference for Organizations from OECD Countries, Vancouver, Canada