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Education

HOPE FOR HAITI

Education is at the heart of recovery



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EI's advocacy firmly rooted in values



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EI has a vision that encompasses democracy, equality of opportunity, non-discrimination and social justice. Our principles include solidarity and collective responsibility, as well as individual liberty. Their foundation is respect for

human rights. These values form the basis for EI's defence of quality public education for all.

Now, more than ever, is the time for us to reaffirm the potential of our countries to build a new future for their citizens through the power of education. Given the global character of the challenges facing us, international trade union action is more important than ever.

We have a special role as we bring together unionists committed to social justice, and educators committed to giving hope to new generations of children and young people. It is hard to imagine a more demanding set of challenges. But by linking EI's global advocacy with affiliates' national mobilization, we can show that we can rise together to meet the occasion.

The conviction that we can make a difference must drive us forward. Quality public education and solidarity are powerful. Solidarity between nations, solidarity between trade unions, solidarity between people, and quality education for everybody; that is the challenge before EI globally, and each member union nationally.

Fred van Leeuwen, EI General Secretary

Good news

Education beats poverty

This year's Global Action Week will focus on adequate funding for education and will have the slogan "Financing quality public education: a right for all."

Global Action Week will take place from 19 to 25 April, a key moment exactly 10 years after the adoption in Dakar of the Education for All objectives and the Millennium Development Goals.

But the EFA objectives will not be achieved at the current pace, despite progress made, particularly because of the failure of the international community to fulfil its financial commitments. This situation has been worsened by the impact of the economic, financial and social crises that have led certain donors to reduce their levels of aid.

The year 2010 is therefore crucial as decisions must be taken in order to reverse the situation and accelerate the process.

Thanks to our joint action, we can influence and contribute to the achievement of our objective by 2015: that every child in the world should be able to attend school and receive a quality education.

In order to maximise efforts and the opportunities available, the Global Action Week will be closely linked to the campaign called "1GOAL: Education For All," which is being organised around the World Cup of Football that will take place for the first time in June and July in South Africa.

The 1GOAL campaign was officially launched in October 2009 during a satellite-linked ceremony led by the 2010 FIFA



1GOAL
EDUCATION FOR ALL

JOIN THE LESSON
20TH APRIL

Financing Quality Public Education: A Right for All

JOIN1GOAL.ORG

Action Week 2010
19th-25th April

GLOBAL CAMPAIGN FOR
EDUCATION
www.campaignforeducation.org

World Cup host, South Africa President Jacob Zuma; Her Majesty Rania Al-Abdullah, Queen of Jordan; President of Ghana John Atta Mills; UK Prime Minister Gordon Brown; Jose Luis Rodriguez Zapatero, President of Spain; Jan Peter Balkenende, Prime Minister of the Netherlands; Kevin Rudd, Prime Minister of Australia; Hillary Clinton, the US Secretary of State; Ban Ki-Moon, the UN Secretary General; and Sepp Blatter, the FIFA President.

The 1GOAL campaign has also attracted strong support from many famous football players and celebrity ambassadors including Colombian-born singer and philanthropist Shakira. More importantly than all these, however, is the fact that it has captured the attention and passion of thousands upon thousands of teachers, who intend to help the Global Campaign for Education to set another world record for the biggest lesson ever taught.

The Big Lesson will be taught on 20 April in more than 100 countries, with football stars joining millions of children to support the appeal. EI and the GCE hope to send a powerful message to world leaders through the event.

Our main message is simple: Education beats poverty. Activists involved in the

campaign will be putting pressure on world leaders to end poverty by providing education to the 72 million children still out of school.

EI and the GCE also welcome the news that there will be a summit on education held as part of the World Cup. III

The Global Campaign for Education has developed a range of materials that are available in various languages at:
www.ei-ie.org/globalactionweek2010

EI encourages its member organisations to join the campaign and use these materials freely, as well as a number of documents relating to education financing which are on EI's "Hands up for education" campaign site:
www.ei-ie.org/handsup

Please do not hesitate to send pictures and reports on activities organised by your union members for Global Action Week at:
globalactionweek@ei-ie.org

Hope for Haiti

Education is at the heart of recovery

On the afternoon of 12th January 2010, Jean Lavaud, General Secretary of the Confédération Nationale des Educateurs d'Haïti, was visiting his union colleague Magalie Georges at her Port-au-Prince school, utterly unaware that in a matter of moments their city and their lives would be changed forever.

Catastrophe struck at 4:53 p.m. Fortunately, most of the students were gone for the day when the school began to collapse around them, but Georges suffered severe head injuries when a wall came crashing down upon her. Lavaud dug her out of the rubble and took her first to one hospital and then another, frantically trying to get the care she needed. Three students died at Georges' school, one of thousands of schools destroyed by the immense power of the earthquake, which was centred only 10 miles southwest of Port-au-Prince.

At magnitude seven, it was the most powerful earthquake to hit Haiti in more than 200 years. It killed an estimated 200,000 people, and injured 300,000 more. About 250,000 homes were destroyed, leaving a million people homeless, including Lavaud and the other leaders of the CNEH.

Aid was slow reaching those most seriously affected, and soon heavy rains made the already appalling situation even worse for tens of thousands of people without any kind of shelter. Having lost everything, the teacher unionists were sleeping in the open, living in the streets, going for days without food, desperately trying to find colleagues and loved ones.

Meanwhile, the emails and phone calls began flying back and forth between Education International's head office, its Caribbean office and affiliates with experience working in Haiti, everyone doing their utmost to make contact with CNEH, to rally support, begin collecting donations, and get a solidarity plan in place for both immediate relief and longer-term assistance.

There was ongoing concern for Magalie Georges, whose injuries were too serious to be treated in



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Jean Lavaud, General Secretary of the CNEH, with EI General Secretary Fred van Leeuwen at the North America/Caribbean regional conference held in Trinidad & Tobago.

Haiti. With help from the NEA, she was able to travel to Washington, D.C. for testing and treatment at Providence Hospital.

Like all international donors, EI faced early difficulties in transferring solidarity funds because so much damage was done to Haiti's banking system. However, working with affiliates and other NGO partners, EI soon managed to send emergency funds to teachers in some of the hardest-hit areas, such as Jacmel, Petit-Goave, Grand Goave, Laogane and Nippes.

Violent aftershocks continued in the days after the first crisis, prolonging the fear and driving thousands of Port-au-Prince residents to flee the city and even the country. EI's affiliate in neighbouring Dominican Republic offered support to those in

the refugee camps that quickly sprang up in the border region.

Lavaud and other CNEH leaders met with Haitian President René Préval and Education Minister Joel Jean-Pierre, where they heard the damage assessment of their already-fragile education system. The news was devastating.

Half of Haiti's 15,000 primary schools and 1,500 secondary schools, as well as its three main universities were destroyed or badly damaged in the earthquake. The Ministry of Education building itself collapsed, killing staff and officials. The CNEH estimates that more than 1,100 teachers died. Up to 300 students studying to become teachers also died when the Collège du Canapé-Vert came crashing down.

UNESCO Director-General Irina Bokova described the destruction of education institutions and the human loss of teachers and students as “a catastrophic set-back for a country already hit by other disasters.” She pledged UNESCO’s support for rebuilding, and urged academia to show solidarity, saying that universities in the region and beyond should make every effort to take in Haitian students.

“What we have seen is the total collapse of the Haitian education system,” Joel Jean-Pierre told Reuters news agency. But the education minister emphasised that classes must resume as soon as possible, even if they are in tents. “For the mental health of the population, the children and students need to go back to normal life. They will have hot meals and psychological treatment at schools.”

Children under 18 years old make up almost half of Haiti’s population of 9 million, with a literacy rate of just 53 percent. Even before the earthquake only about half of school-aged children were enrolled in classes, and poor families had to struggle to pay for uniforms, books and supplies. Now, thousands more youngsters will be out of school and compelled into child labour, especially those who have been orphaned. The longer they are out of school, the more vulnerable they become to exploitation or abuse, experts say.

EI and CNEH will develop trauma counselling programmes to assist children and parents as well as colleagues, and have already launched a programme of direct financial assistance to help teachers and their families recover from the disaster. To date, more than 250,000 US dollars have been contributed to the EI Solidarity Fund for Haiti.

Lavaud and CNEH Deputy General Secretary René Jolibois received an emotional welcome from colleagues at the North American/Caribbean regional conference held in Port of Spain, Trinidad and Tobago, on 25-26 February. The Haitian leaders said they felt overwhelmed by the tremendous solidarity shown by EI member organisations around the world.

The union is determined to play a central role in the reconstruction of Haiti’s school system,



© LAIF/REPORTERS

Port-au-Prince – An estimated 120 children were buried in the rubble of this school, which was one of thousands that collapsed after the devastating 12 January earthquake.

Lavaud said. The challenges are many and the task ahead is immense, but the spirit of the people is strong and the support committed by the international community should enable Haiti to develop a public school system that can provide quality public education for all of the country’s young people.

In a statement from UNICEF Deputy Executive Director Hilde Johnson echoed Lavaud’s words. She said that in Haiti the international humanitarian community was confronted with a situation as complex as any emergency of recent years anywhere in the world.

“Haiti is a unique challenge – not just because of a huge natural disaster but because of its pre-existing problems of internal conflict and institutional fragility,” Johnson said. “At the same time, we have a unique opportunity to make a new start – a transformation indeed – to create a Haiti fit for children.” III

Please show your support for the CNEH and the future of education in Haiti by contributing to the EI Solidarity Fund. Donations can be transferred to the following account:

Nicolás Richards
Education International
“Fonds de Solidarité”
ING Bank
Rue du Trône, 14-16
1000 Brussels
Account number: 310-1006170-75
IBAN: BE05 3101 0061 7075
SWIFT OR BIC CODE: BBRUBEBB

Seeds of hope

Growing a vital network of green schools in Burkina Faso

Story and pictures by Luc Allaire



Environmental education is a passion for Ouedraogo Ousséni. A teacher at Municipal School C in Kaya in the north-central region of Burkina Faso, he has been developing a plant nursery project with his Year 6 pupils since 2000.

The project has a number of objectives: to educate pupils about the environment, to contribute to the reforestation of the country, to sell trees at a profit in order to pay for school equipment and to recycle plastic bags for replanting trees.

Ten years later, every pupil in the school participates in the environmental project called “A school, a forest.” From the very youngest, who water the saplings and collect plastic bags, to the oldest, who are responsible for planting the trees in the nursery, everyone is involved.

When Ouedraogo learned that his union, the Syndicat National des Enseignants Africains du Burkina (SNEA-B), planned to offer training on sustainable development education with the Quebec trade union federation CSQ, he quickly signed up – as did 40 other teachers who also focus on environmental education.

The training session took place in Ouagadougou in December 2009. Jean Kafando, general secretary of SNEA-B, organised it with the goal of making further progress in environmental education by introducing a new area: education on sustainable development.

“The experience of CSQ is enriching and we are convinced that the Brundtland green schools model, which was developed in

Quebec, can be successfully introduced in Burkina Faso,” Kafando said.

Jean Robitaille, a CSQ advisor on education for a sustainable future, and René Prince, a teacher from Victoriaville, facilitated the training. Throughout the session, they painted a picture of education as a tool for social transformation. “There are 60 million teachers worldwide. We have real power to change things, as it is through education that we are able to change behaviours and improve our environmental situation,” Robitaille declared.

Both trainers are convinced that the Brundtland green schools model can be inspiring for a country like Burkina Faso. “The values that we promote are universal,” says Robitaille.



Burkina Faso is one of the poorest nations on Earth, ranking 177 out of 182 countries in the United Nations Human Development Index. The HDI is a comparative measure of life expectancy, literacy, education and standards of living in countries worldwide, and is an accepted means of measuring social wellbeing, especially child welfare.

“Ecology, solidarity, democracy and pacifism are all values that are essential to development, particularly in Africa. If the environment deteriorates, for example, it would be hard for Burkina Faso to develop. For that reason, we must act urgently and educate young people, as education is the first tool for development.”

Using teaching methods designed to raise awareness, the green schools model promotes a three-pronged approach: observing the context, analysing this context, and then working towards changing it.

“The values that we promote are universal. Ecology, solidarity, democracy and pacifism are all values that are essential to development, particularly in Africa.”

To put into practice a context observation activity, participants were asked to go on a discovery walk. The group walked through the streets around the training centre in order to observe challenges to sustainable development. These were grouped into three categories: social, environmental and financial.

Along their walk, teacher Ouedraogo Kadietou met a young girl and asked why she was not in school on that Tuesday morning. The girl replied that she no longer attended school since her aunt had come to collect her



Students enjoy respite from the heat of the day under trees planted around their school.

from her village and taken her to live in town. Since then she had worked as a domestic servant in the aunt's household.

Back in the group session, Mrs. Kadietou spoke about this encounter, which inspired a teaching activity on the right to education and, more specifically, education for girls. Maïga Zéli, a teacher in the Sahel region, suggested that teachers take a census of girls who are not in school in their region by asking boys whether or not their younger sisters also attended classes. Steps could then be taken to meet with the parents and encourage them to register their daughters in school

This activity is one of many that will be detailed in a teaching activity guide for primary schools. For three days, participants worked on developing activities relevant to Burkinabe schools, basing these on a guide that had been developed in Niger the previous year.

On their return to their respective regions, each of the participants will use the guide to train a further 10 teachers each. Together they will be responsible for creating a network of green schools, which could link up to the Niger network and eventually extend through the Sahel region into Mali. ■■■

Green schools project featured on video

A video documenting the environmental education exchange between teachers from Quebec and Burkina Faso is soon to be released. Produced in cooperation with the Centrale des Syndicats du Que-

bec, the National Education Association of the USA and Education International, the video will be available in English, French and Spanish.

Education for All

Don't let economic crisis create a lost generation of children, report warns

Education International stands with UNESCO in its urgent call to action for the international community to invest in sustained aid to provide quality education for the most marginalized and poorest learners worldwide.



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In their comprehensive annual report on progress towards the Education For All (EFA) goals, independent researchers warn that the global economic crisis threatens the significant progress that has been made in the decade since the world agreed to work towards the Millennium Development Goals by 2015. Their EFA Global Monitoring Report 2010, entitled *Reaching the marginalized*, is to be released 19 January at the United Nations in New York.

While rich countries have “moved financial mountains to stabilize financial systems,” they have failed to respond to the needs of the 1.4 billion people who survive on less than \$1.25 a day. “Ultimately, the world

economy will recover from the global recession, but the crisis could create a lost generation of children in the world’s poorest countries, whose life chances will have been jeopardized by a failure to protect their right to education,” the report states.

“Education is indeed at serious risk,” said Education International General Secretary Fred van Leeuwen. “The economic crisis, coming on top of the food crisis, is pushing millions more into deeper poverty, forcing families to make wrenching choices between nutrition, health and education.”

Without an effective international response, van Leeuwen predicted an increase in child labour as families struggle to survive. Widespread malnutrition also has grave implications, even for those who will be able to keep their children in school. As the report states: “Hunger not only threatens lives, but also undermines cognitive development and affects children’s future capacity to learn.”

Significant progress has been made in the last decade: 33 million more children are in school now than in 1999. But much remains to be done: 72 million children are still denied their fundamental right to education, 54% of them girls. Beyond the gender gap, indigenous children, other ethnic or linguistic minorities, disabled children, rural dwellers, those with HIV: all these groups suffer marginalization in education.

“We must use the crisis as opportunity to effect fundamental change, to create quality education systems that include all,” van Leeuwen said, adding that EI intends to

continue working along with UNESCO and the Global Campaign for Education to energetically advocate for increased investment in education central to economic recovery.

Teachers are key to any solution: 1.9 million more teaching posts are needed to meet universal primary education by 2015, the report states. It urges governments to deploy skilled teachers equitably and to target financial and learning support to disadvantaged schools.

“The elites of the world have always educated their children well. The real proof of our humanity and our commitment to democracy is how well we educate the poor, those with disabilities, minorities, refugees – in short, the marginalised of our societies,” van Leeuwen said.

“EI urges governments everywhere, but especially those in the G20, to heed the call in this important and comprehensively-researched report. It shows the way forward to a more just world, one in which every child would have the fundamental right to education enshrined in the Universal Declaration of Human Rights.” III

INFO

To read the full report,
please go to:
www.unesco.org/en/efareport

Reaching for the MDGs

Benin: A top student despite obstacles

By Claude Carroué

“We have, above all, a feeling of satisfaction with the success that Benin, through the various actors involved in education, has continuously managed to achieve in terms of development of the education system,” says Maoudi Johnson, National Coordinator of Benin’s Education for All programme in the Ministry of Pre-school and Primary Education.

According to the Global Monitoring Report on Education for All 2010, “Benin has been among the world’s fastest moving countries on primary enrolment, with the net enrolment ratio rising from 50% in 1999 to 80% in 2007. The gender gap also narrowed, going from just 67 girls to every 100 boys in school in 1999 to 83 girls in 2007. On current trends, Benin could achieve universal primary education by 2015.”

Johnson states that “in order to support this effort and provide the most needy and marginalised with access to education, the government tries to increase the education budget each year, and has done so for the past 10 years, to the point that the growth of the education budget has outstripped the national budget by 20%.”

“Currently, one of the government’s top priorities is reducing the disparity between teachers who have different categories and status,” he said, adding that there is “a global programme for the reassessment of the teaching profession, which has already resulted in a 25% increase in all teaching salaries and the recompense of thousands of teachers in the public sector.” Various different types of training are also offered to teachers to enable them to become more highly-qualified.

Although Johnson recognises efforts already made by the Benin government in terms

of budget, the report warns: “Maintaining the trend will be difficult, however. Rapid progress in enrolment has brought new policy challenges, such as raising completion rates, reducing regional disparities and tackling poverty.”

Johnson admits that the crucial issue of access poses more of a problem in secondary education, where there exists more of a contrast.

“In secondary school, this success poses different problems, notably the capacity of schools in terms of size and the fact that 2/3 of teachers at this level are substitute teachers. The financial involvement of the state is inadequate and is not supported by

partners, who continue to focus on primary education. It is therefore necessary to consider a more thorough use of resources available and to seek new partners who might be interested in other areas,” Johnson said.

What about relationships with the education unions? “There are many unions but they are also strong. Relationships are sometimes difficult but the establishment of various collaboration agreements helps to resolve conflict. Areas of dispute often relate to the revaluation of the teaching profession. This stems from a certain dissatisfaction in the profession, which, whatever one might say, remains the starting point for the socialisation of the individual.” ■■■

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Farzad Kamangar

Appeal sidelined by notorious prosecutor

An investigation by a courageous human rights lawyer has revealed that an appeal of the death sentence against Iranian teacher trade unionist Farzad Kamangar was sidelined by one of Iran's most feared prosecutors.

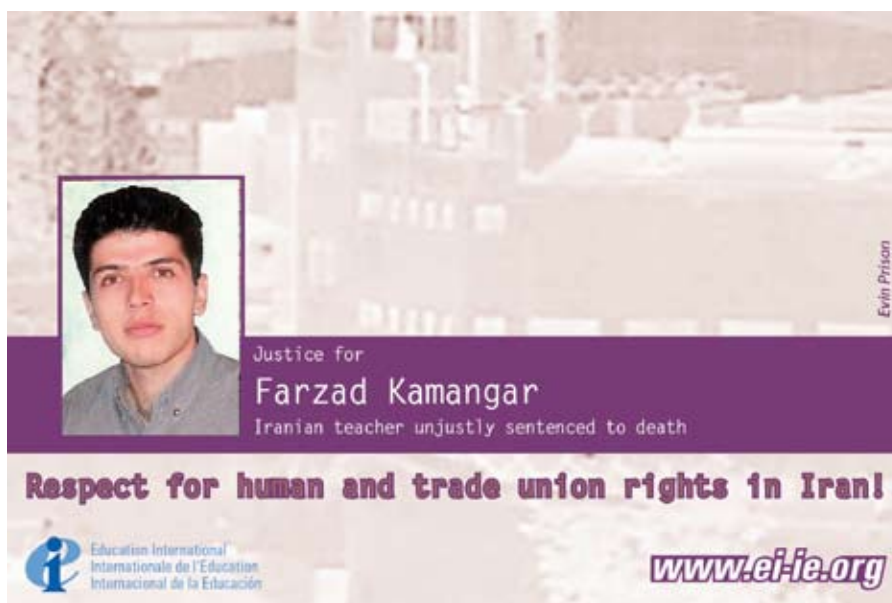
Since February 2008, Kamangar has lived under the shadow of the death penalty, which was imposed after a trial that lasted less than five minutes. Although the authorities accepted his appeal, the case stalled when it should have been sent to the Supreme Court for review. After many frustrating delays and repeated enquiries, his lawyer Khalil Bahramian was told the file had been lost.

"Two days ago, I went to the office of the Tehran prosecutor and insisted on clarification of Farzad's case," Bahramian told EI on 3 February 2010. "Finally we found Farzad's file in the personal closet of the previous prosecutor, Saieed Mortazavi."

The former prosecutor-general of Tehran, Mortazavi has repeatedly been accused of grave human rights abuses. In January he was named by Iran's parliament as the main culprit in the deaths of three demonstrators arrested at a post-election protest last year. He gained notoriety as "the butcher of the press" for imprisoning journalists and closing more than 100 newspapers. The Canadian government has called for his arrest in connection with the torture and murder of Zahra Kazemi, an Iranian-Canadian photojournalist who died in Evin prison, where Kamangar is being held.

In Kamangar's case, apparently Mortazavi simply decided to bury any evidence that an innocent man was unjustly convicted.

The case goes back to July 2006, when Kamangar was first arrested and charged with endangering national security and *mo-harebe*, or being in a state of enmity against God. The prosecution also claimed that he



Part of EI's human rights postcard campaign during the 5th World Congress in Berlin.

was a member of the Kurdish Workers' Party (PKK).

"Nothing in Kamangar's judicial files and records demonstrates any links to the charges brought against him," said Bahramian, who believes that his client's troubles stem from his work defending Kurdish minority rights. Kamangar taught school for 12 years in a rural area of Kurdistan province, where he was active in the Kurdish branch of the teachers' union until it was outlawed.

Throughout 2007, Kamangar was held in various detention centres, where he endured ill-treatment, months of solitary confinement and repeated torture by prison authorities attempting to force a confession.

His case came to court in February 2008. The trial took place in secret, and lasted less than five minutes. His lawyer was not allowed to speak. The judge issued the sentence without any explanation. Bahramian says the closed-door trial violated Iranian law that requires such cases be tried publicly and decided by a jury. Nonetheless, in July 2008 the Supreme Court upheld the death penalty.

Since Mortazavi's removal from the prosecutor's office a different prosecutor is working on the file. While this may on the surface seem to be a positive development, nothing is assured. With more and more hardliners in positions of power and influence within the Iranian judicial system, the situation for trade unionists and other political prisoners

has become increasingly difficult, Bahramian said.

He reported that Farzad is being held in Tehran's Evin prison in a public ward with a mix of common and political prisoners. Farzad's cell has a window and a two-bunk bed. There is no facility for physical exercise, but he tries to work out in his cell. He is permitted to shower twice a week.

Farzad's overall state of health is poor for a number of reasons: the long-term physical effects of the torture he endured; the intense psychological stress of living under a death sentence; the poor quality of the prison food, which lacks protein and vitamins; and the often cold conditions, which allow contagious diseases to spread quickly among the detainees.

In spite of all this, Farzad works hard to keep his spirits up. He is studying law through Payam e Nour University, which offers distance education programmes. However, access to information is very limited. Only selected books and pro-government newspapers are available in the prison.

Visits from close family members are allowed once a week, but there is little opportunity for private conversation as a prison guard is present during all visits. Bahramian said he is careful never to let the guard come close enough to overhear his legal advice to Farzad.

"It's important to note that being held in prison is in itself a type of torture, especially in Farzad's situation in that he fears the implementation of his death sentence any minute of the day," Bahramian said.

Asked whether public pressure from the international community is helping Farzad's case, he replied: "Definitely, it has a big impact, one hundred percent. I am just one person and work as a lawyer, but the campaign movement by the teachers all around the world was very important to keep him alive. It should be continued."



© AP PHOTO/VIRGINIA MAYO

Protesters in Brussels take part in a global day of action in solidarity with Iranian prisoners. "The campaign movement by teachers around the world has been very important to keeping Farzad alive. It should be continued," says lawyer Khalil Bahramian.

Meanwhile, Khalil Bahramian continues the lonely and dangerous job of defending human rights in Iran.

"There are only a few lawyers who take the risks and defend cases such as Farzad's. It is obvious that we are at high risk," he said. "There are severe pressures on human rights lawyers, but we should stand with the people and defend citizens' rights. I don't mind that my car was set on fire or any other pressure which is placed on me, but I should tell you that my family members suffer more than me."

Education International continues to call on the government of Iran to commute the death sentence against Farzad Kamangar, and has made representations to the United Nations Human Rights Council under the Universal Periodic Review procedure. In addition, affiliates in the UK and the USA have written to their respective Secretaries of State, David Miliband and Hillary Clinton, urging them to take up Kamangar's case with the Iranian authorities. III

INFO

The Coordinating Council of the Iranian Teacher Trade Associations (CCITTA/Iran) was voted in to EI membership during the 33rd Executive Board meeting held in Brussels in December 2009.

International Women's Day 2010

Celebrating and promoting women's leadership



To mark International Women's Day, 8 March, Worlds of Education asked women trade unionists one key question: What is the most positive development you see on the road to gender equality? Here are some of their thoughts.

Susan Hopgood

Federal Secretary, AEU, Australia
President, Education International

I have seen tremendous changes for women teachers including paid maternity leave and longer periods of family leave; permanent part-time work; improved access to pensions; recognition of sexual harassment and its impact and introduction of procedures for complaint; promotion on the basis of merit rather than seniority, which worked against women because of time taken for family, childrearing, etc. As a result, we have seen much improvement in terms of women in school leadership positions, although we still have a way to go in Australia. The greatest change in our union is a cultural one: gender representation at all levels is now a matter of course.

Irene Duncan Adanusa

General Secretary, GNAT, Ghana
EI Vice-President

In my union, GNAT, there has been a remarkable surge – a more than 30% increase – since 2006 in the numbers of female teachers of all ages who are pursuing higher education programmes through distance education to improve themselves academically and professionally. This has been mainly as a result of the advocacy and capacity-building programs undertaken by our Gender and Development Department. There is also a special science programme for women teachers in rural areas, an innovation of our Professional Development Division.

Whatever I have achieved for the GNAT in the role of General Secretary has not been handed to me on a “silver platter.” Women leaders should know which battles to fight, when and where to fight, and who to fight.

Haldis Holst

UEN, Norway
EI Vice-President

I see important developments that give great hope both internationally and in Norway. The new Network of Men Leaders, launched by UN Secretary-General Ban Ki-moon on 24 November 2009, represents an important step in combating violence against women and girls. I believe these male world leaders, including our own Minister of Justice, and their commitment to breaking the silence, will make a difference.

Another major development in Norway is linked to the work of The Equal Pay Commission in 2008. The Commission's report has strengthened the political debate and equal pay is now anticipated to be the major issue in the collective bargaining processes this year. I actually now dare hope for an historical step towards pay equity.

Juçara Dutra Vieira

CNTE, Brazil
EI Vice-President

In Brazil, gender issues were institutionalised in 2003 with the creation of the National

Women's Secretariat, which serves as liaison between the Presidency of the Republic and unions, women's networks, NGOs and civil society. The main positive steps were passage of Maria da Penha's Law, which criminalizes domestic violence; legal recognition of woman as heads of the household (previously the Civil Code attributed this prerogative only to men); and the extension of retirement benefits to women working in agriculture and as domestic servants. Within unions and political parties, gender quotas can be fixed by laws and statutes. In the education sector, there is pay equity. However, many cultural challenges remain, like access to positions of power and leadership in the world of work.

Teopista Birungi Mayanja

General Secretary, UNATU,
Uganda
EI Executive Board member

In 2004, UNATU developed a project in 2004 called Teachers' Action for Girls (TAG). It has now been transformed into a programme which aims to support teachers in acting as lead agents in the creation of gender-sensitive school environments that support both girls and boys to access, complete and achieve in education. It has attracted many partnerships, with government and non-state actors alike. This being a teacher-led intervention, we see it as a very positive development.

Salimata Doumbia

General Secretary, General Workers' Union of the Ivory Coast
EI Executive Board Member

The most positive sign is that in more and more countries there is a political will to achieve gender equity, and more women are holding positions of leadership. I've been Secretary General of a union with only 20% female membership, and I'm also Secretary General of the largest union federation in Ivory Coast. More and more women hold the job of general secretary in the member unions. In 2005, there were only five women secretaries general out of 160 unions; in 2009 there are 18. For my country, that is real progress.

Eva-Lis Sirén

President, Lärarförbundet, Sweden
EI Executive Board Member

A positive development in Sweden is that men are increasingly taking a responsibility for their children and for the unpaid work at home. Parents can be off work with parental benefit for long continuous periods, single days or parts of days. During 2009, men took 22% of the total number of parental leave days, an increase of 10% in ten years. This is obviously not enough, but we have taken a few more steps on the long road to gender equality.

Antoinette Corr

General Secretary, GTU, Gambia

Whether it is a developed or developing country like the Gambia, women everywhere are struggling to break the shackles of the patriarchal society that has divided the sphere of action into private and public. Today, women who have been acted upon as objects of development plans and policies are now initiators of change. Empowering women is an indispensable tool for advancing development and reducing poverty. For this reason, intensifying programmes that



raise awareness amongst women and girls are of paramount importance.

GTU is working closely with other social partners through its Women's Wing to conduct training on the African Charter and Proto-

col and other legal instruments affecting women, conduct programmes on life skills and offer career counselling services to discourage subject stereotypes as road map to gender equality in the Gambia. III

Education crucial to advance towards gender equality

Approximately 350 women and men from education unions across the globe will meet for EI's First World Women's Conference from 19-22 May 2010 in Bangkok, Thailand.

The conference is structured around three main themes within the current context of global crises of economic recession, food security and climate change:

- Connecting and strengthening the EI women's networks
- Taking stock of the status of women in today's world
- Empowering girls and women through education

Working to achieve gender equality in unions, education and society has been a principal aim and a major work priority for EI since its Founding Congress in 1995, where a Resolution on violence against women and girls was adopted. At the last EI Congress, delegates adopted a Resolution on gender and equality of remuneration. Regional and sub-regional women's networks have also been set up and are actively working on gender equity, and developing a network in the MENA geographic region is envisaged. In education women make up the majority of the

work force in most, but not all, countries. Although increasing levels of participation in unions is evident, women's representation still lags behind their male counterparts in decision-making and leadership positions. We know that women who are members of unions are better off than those who are not; women need their unions, but unions need the skills and contributions of women too. Today, the union voice must be strong and it must be heard; unions therefore need all members to be active participants, and unions must reflect the needs and use the strength of all members, men and women, in the collective efforts to achieve education and equality for all, decent work for decent lives in democratic, caring and socially just societies.

The struggle for equality, particularly gender, is persistently difficult, a chronic problem, easy to talk about but difficult to make real change. It is noteworthy indeed that 2010 marks 15 years since the birth of the Beijing Action Plan. By working together globally we can do more than merely define and understand the barriers and challenges; we can share the successes, revitalize and make visible an action plan that will move us towards real equality for women and men, girls and boys.

Copenhagen Climate Summit

A small step forward, but much remains to be done

The controversial Copenhagen Accord, ratified early in the hours of 19 December, is the least that the international community could have agreed in order to recognise and begin to avert the worst expected consequences of global warming.

Stories and photos by Nancy Knickerbocker

After two decades of scientific study and two years of negotiations, reaction around the world was critical of the weak nature of the deal approved by most of the 194 countries at the COP 15 Climate Change Summit.

“Given the urgency of the need to act on climate change, teachers and education

activists hoped for a stronger, more binding, deal that would actually turn the tide against climate change,” said Fred van Leeuwen, General Secretary of EI. “Unfortunately that was not possible and we have much more work yet to do.”

Acknowledging the widespread disappointment, UN Secretary General Ban Ki-Moon noted that the commitments were backed up by \$30 billion of pledges for short-term adaptation and mitigation measures for poorer countries, and further commitments to raise \$100 billion annually by 2020.

“The Copenhagen Accord may not be everything that everyone hoped for, but [it] is a beginning, an essential beginning,” Ban said.

Going into the summit, trade unionists and other activists representing all sectors and all continents agreed that the highest priority was to achieve a fair, ambitious and binding commitment on crucial reductions of global greenhouse gas emissions by 2015, one which would contain provisions to ensure a just transition to a sustainable economy based on decent, green jobs.

And indeed, the labour movement did have some success in the negotiations. Sharan Burrows, President of the ITUC, and other union leaders welcomed the support expressed by negotiators for a “just transition” to a low carbon future, based on decent work and good quality job creation.

The accord attempts to limit global temperature rise to 2 degrees Celcius, the level scientists say is essential to avert catastrophic consequences due to extreme weather events from floods to droughts, increased famine and disease, massive forced migration and the consequent civil unrest and social injustice.

A deep rift between the promises made by developed countries, which have emitted 80% of the carbon dioxide now in the atmosphere, and the needs and expectations of developing nations, which will suffer the most severe consequences of global warming, were behind the failure to achieve a legally-binding agreement.

Greenpeace called Copenhagen “an historic failure that will live in infamy.” The chair of the G77 Group of 130 developing countries, said: “[This] is asking Africa to sign a suicide pact ... in order to maintain the economic dependence of a few countries.” Friends of the Earth said that the deal “condemns millions of the world’s poorest people to hunger, suffering and loss of life.”

EI urged its affiliates to speak out strongly for urgent action at the international level to conclude a firm deal that would prevent climate catastrophe. “Teachers everywhere are urging their governments to take the strongest action possible to preserve planet Earth and to leave a healthy climate for our students and children,” van Leeuwen said. III



Leading the way

Danish teachers and students aim to create a carbon-neutral school

As world leaders met in COP 15 to negotiate a global agreement to avert climate catastrophe, students and teachers in Copenhagen were already taking concrete steps towards making their school carbon neutral by 2015 – a full decade before their city aims to achieve carbon-neutrality.

“Oh yes, we are definitely going to do it,” predicts Peter Daniel Andersen, vice-principal of Vanløse Public School. “We set ourselves a deadline that all the children in the school would be educated in the climate challenge by January 2010 and we have done it across the entire curriculum, not just in the natural sciences.”

The 507 students at Vanløse, from Kindergarten through Grade 10, have created art work, poetry and videos, along with solar-powered cars and windmills made of Lego. One of their teachers wrote a song about climate change and the school choir performed it on Danish television during the



Vanløse School Vice-Principal Peter Daniel Andersen and Principal Pia Dalsgaard show off some of the miniature solar panels students have created to power cars made of Lego and a model windmill

week of the climate talks. Some of the older students are volunteering at COP 15 and the Klima Forum.

As the students are actively engaged in learning and teaching others, including their parents and other adults in the local community about sustainability, Andersen and the rest of the school staff are working on many different levels to reduce the carbon footprint of the 1920s-era school building.

Isolated outer doors, modern double-glazed windows, low-wattage lighting, timers on light switches and solar panels are only a start. They have plans to improve drainage and usage of

rainwater, to plant a green roof on one building, and even to put windmills on another.

But beyond the physical changes, Andersen is most excited about the intellectual and ethical growth of the students and the entire school community. Danish Union of Teachers (DLF) are very dedicated and innovative in their commitment to the programme, he said.

“We’re all creating a sense of ownership on this issue. And the youngsters we are educating here are going to become the global citizens who will make a real difference in the future.” ■■■

Arts in Education

Instruction in music and the arts is essential to a well-rounded education

By Roger S. Glass

We've all heard stories about struggling students who were falling further and further behind their peers (and whose interest in school was waning along with their grades) until someone, usually a teacher, pushed the right button. And, all of a sudden, those students had a renewed interest in school and in their future success.

For some young people, that "right button" is the arts. Many kids find their motivation and future niche in science, math or English classes, but for others it's exposure to music, theater, dance or the visual arts that both motivates them and gives them an opportunity to shine.

New York City second-grade teacher Jessica Carbone has witnessed profound changes in students who have been exposed to the arts. "I've seen shy students come out of their shell and develop a self-confidence that I hadn't seen before. They start to believe in themselves."

There's a wealth of research to support assertions that instruction in music and the other arts has a positive impact on everything from brain development and test scores to study habits and a student's interest in school....

Yet, despite the well-documented value of arts education, many art and music teachers say they are regularly called upon to rationalize their worth, to prove that what they teach is more than a "fun" subject or a frill designed to provide students with a break from their regular classroom routine. This is especially true in the current environment with its emphasis on testing and "core" subjects. "For some reason, there is this underlying element in the arts that makes you feel you have to justify what you're doing," says Karla Beck, who teaches choral music and music history at St. James High School in St. James, Minn....

Supporting the teaching and learning of the arts

Do we give music and art education too much credit for enhancing academic and social success? Richard Kessler doesn't think so. Kessler is the executive director of the Center for Arts Education (CAE) in New York City. A recent CAE study shows that the high schools with the most access to—and support for—arts education have the city's highest graduation rates....

Like other arts education advocates, Kessler believes the arts are essential to developing the whole child. "If we really are concerned about all kids getting a quality, well-rounded education," then arts education must be part of the equation.

Not surprisingly, there are often profound inequities in access to art and music education. While most private schools and suburban schools offer a range of art and music programs, that's often not true of schools that serve our most disadvantaged youngsters.

In those New York City schools with the lowest graduation rates, students have the least opportunity to participate in arts learning, the CAE study shows. A core mission of Kessler's organization has been to build a "critical mass of schools with quality arts education programs in order to highlight their value and importance and encourage similar programs throughout the New York City public schools," Kessler says.

The Center for Arts Education has collaborated with the United Federation of Teachers' Teacher Center on a series of arts education professional development conferences. The first, held in mid-November, focused on grades K-5 and the integration of arts across the curriculum. Educators, parents and ad-



ministrators attending the conference were joined by professionals from the world of dance, theater and music.

CAE is committed to "doing more to support the teaching and learning of the arts," including helping to make sure teachers receive the professional development and in-service training they want and need, says Kessler, who credits the UFT with helping to create CAE almost 20 years ago.

"It's important that we show members how to integrate the arts into their lessons," says Roberto Benitez from the UFT Teacher Center staff, adding that tighter school budgets are forcing educators to find "creative and innovative ways to teach the arts."...

Carbone, who teaches at P.S. 151 in Brooklyn, was a presenter at the November conference.



The UFT member says the integration of arts instruction across the curriculum is a central aspect of the elementary school's program. And "you don't need a vast background in the arts or music to incorporate arts into the curriculum."

Students are introduced to advanced vocabulary words through the dialogue and songs they learn in preparing for a play, Carbone says. "And the arts have helped them learn to work cooperatively and to believe in themselves and their talents, which carries over into their classroom performance."

Connecting across the curriculum

Arts instruction is often most effective when three or four art forms—such as music, dance and acting—are combined.

Scott Leahy, who teaches music and band at Stewart Middle School in Pasco County, Fla., recalls a musical production he helped put together at a county elementary school where he used to teach. The musical was

about the Roman Empire, and Leahy and several other classroom teachers used it as a springboard to incorporate lessons about the period into their curriculum...

Currently in her 11th year as a teacher, Beck considers her class a wholistic experience that engages a student's mind, body and spirit.

Kids in her choral music class learn how to read music, receive instruction in good posture and breathing techniques, and gain an appreciation for how music and the other arts feed the spirit...

Beck often has her students sing songs in languages other than English. "My students have learned Spanish, Latin and Hebrew" through the songs they've been asked to sing.

Keeping kids engaged and in school

Several of the educators interviewed for this article say today's emphasis on testing and test prep often is done at the expense of

electives like arts education.

Leahy believes this hurts the very kids who benefit most from music and art—students who are struggling academically and need both the outlet and the opportunity to experience success in school that the arts can provide. "Sometimes we don't look at the big picture when it comes to music and art and how they enhance learning," he says.

Galveston, Texas, English teacher Selena Stair is convinced that many of her students "would have dropped out if they had not had the creative outlet, personal validation and sense of community that come from playing in a band or working on a play."

CAE's Kessler thinks it will take parents, teachers unions, administrators—and their community and business allies—working together to ensure that arts education continues to play a pivotal role in a child's public school education. "A big part of what's been missing is advocacy and public engagement on behalf of arts education," he says.... III
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World Social Forum Porto Alegre

Learning to unlearn the lessons of neoliberalism

By Mar Candela



© CNTE

Jucara Dutra Vieira and other CNTE activists ready to lobby for funding to meet the MDGs.

Conceived of as an open space for dialogue within global civil society, the World Social Forum was first held in 2001 in Porto Alegre, acting as a counterbalance to the annual World Economic Forum held in Davos. Under the slogan “A different world is possible,” participants in the WSF propose and discuss alternative development models to the prevailing neoliberal one. Education, as an essential prerequisite for dialogue and

peace, plays a leading role within this global alternative movement. For that reason, the World Education Forum was set up.

Education International is a key actor in this space for reflection and debate. In late January, EI Vice-President Jucara Dutra Vieira and EI’s Chief Regional Coordinator for Latin America, Comberthy Rodríguez García, attended some of the many meet-

ings organised in Porto Alegre to mark the 10th anniversary of the WSF.

As Dutra Vieira explains, two of the key demands EI raised in the Forum are increased investment in education and training up to, at least, 6% of GDP and fulfilment of the Millennium Development Goals in education, including the provision of primary education for all children around the world



School children at the World Social Forum in Porto Alegre, Brazil.

by 2015. Public policies to provide quality education and effective measures to improve the professional status of teachers, in terms of better pay and better training, are also among the crucial objectives.

Participants included teachers at all levels, students, theoreticians, researchers and representatives of unions, NGOs and governmental organisations – all of whom are engaged in a worldwide debate and constitute a huge global communication network aimed at promoting international policies to protect and develop public education as an inalienable right. Initially the unions had a “rather low profile” in the Forum, but over time they have achieved a stronger and more balanced presence in relation to NGOs, Dutra Vieira said. The unions are thus “taking on the responsibility, as collective organisations, of opening up to other social movements represented in the WSF.”

Continuing the tradition of previous WSFs, more than 500 events were held in and around Porto Alegre from 25 to 29 January with the aim of expanding and strengthen-

ing participation in the Forum. There are plans to extend the geographical scope of the meetings that will be held throughout the year at various levels in countries including Spain, Japan, the Czech Republic, Turkey, Iraq, Palestine, Mexico, United States, Niger, Mali, Argentina and Bolivia.

The agenda of the 10th World Social Forum will be focused on the global crisis, understood not only as an economic crisis, but also in environmental, energy, food, ideological and humanitarian terms.

Unlike other countries, Brazil is experiencing a fairly rapid economic recovery. Dutra Vieira is convinced that Brazil’s success lies in social welfare policies such as building public housing to generate employment, investing in education and reducing interest rates. Furthermore – unlike other governments – the 2010 budget adopted by President Luiz Inácio Lula da Silva provides for an increase in expenditure on infrastructure, education and social services, including pay raises.

World Social Forum encourages idealism and open debate

One of the most interesting aspects of the WSF is its “rhizomatic structure,” which is based on a continuous decentralisation strategy, a horizontal networking and communication methodology, and the principle of non-directivity. As one of its founders, Chico Whitaker, argues, “Nobody should control the leadership of the Forum, since there should be no room for power struggles within it.” This will make it possible to preserve, to some extent, the utopian ideals that inspired it in the first place. The WSF is not a body, but rather, an open space for debate. It “has become an ongoing process of searching for, and building, alternative policies – and this process is not limited exclusively to the events organised in support of the Forum.”

Among the ideas put forward in Porto Alegre is the need to strengthen democratic participation in decision-making processes as well as the need to repeal legislation that favours the interests of multinational groups and financial elites. With these aims in mind, education is considered a key strategic asset to emerge from the current situation and develop a new economic production model.

Throughout the 2010 Social Forum, new solutions and alternative responses will be sought to enable civil society to build a common front against a predictable worsening of the crisis and against further measures that negatively impact on people’s living and working conditions. III

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For more information: www.forum-socialmundial.org.br

Education For All

Access to education provides helping hand to migrants

By Guntars Catlaks



© CARLOS MORENO/AP

Red Cross workers offer a helping hand to a newly-arrived migrant on the Spanish Canary Island of Tenerife in June 2009. He was one of 40 migrants intercepted by Spanish coast guards.

All around the world, vast numbers of human beings are on the move – fleeing war zones, escaping injustice or seeking better life chances for themselves and their children. Global migration flows have increased for many reasons. Since the 1960s, the number of immigrants has more than tripled in OECD countries, creating significant demographic changes in student populations. As a consequence, educators face new and urgent needs in their classrooms. Responding to current migration trends and guaranteeing access to schooling for every child has become a concern for teachers everywhere.

A new study published by Education International has found that teachers and their unions are putting the interests of every child – and especially those most vulnerable immigrant and refugee children – before their own. In no incidence have teachers refused education to these children because of the lack of resources, training or support. Quite the opposite: teachers have tried to do their best to provide quality education, despite many limitations and obstacles.

The report, entitled *Education for Refugee and Asylum-Seeking Children in OECD*

Countries, was written by Paloma Rosa Bourgonje, an independent researcher. She examined the educational opportunities for refugee and asylum-seeking children in the UK, Sweden, Spain, and Australia focusing on the experience of five teachers' unions, as well as NGO representatives, policy makers, educators and experts in the field of multicultural education.

The study found that in 2008, a total of 839,000 asylum claims were submitted to governments or UNHCR offices, an

increase of 28 per cent over the previous year. Little wonder migrant education is now high on the policy agenda of many OECD countries.

With the increased diversity of nationality and cultural heritage in contemporary classrooms, it has become essential to rethink the moral and political responsibilities of schools. Issues of justice, equity of opportunity and outcomes in schooling, social and political tensions sparked by diverse identities within the educational landscape – all these factors create challenges for both educators and policy makers around the world.

Legal systems in the OECD countries ensure access to compulsory primary and secondary education for all children under a certain age, regardless of national background or legal status. However, refugee and asylum-seeking children face barriers to enrolment, and teachers face many challenges in providing multicultural education: overcoming language barriers, combating prejudice, and facilitating integration as demographics change.

Although teachers cannot shoulder all of the responsibility for raising awareness in society about acceptance, tolerance and recognition of human rights, they can contribute to it in the school setting. Adequate training and support for teachers is essential in order for them to fulfil this task.

Issues of integration through education are similar in all immigrant groups. However, legal conditions, the gravity of their situation, no possibility of a return home, and post-war traumas make asylum-seeking and refugee children a most vulnerable group. This raises the moral obligations of host nations to a higher order.

The destiny of these children is, indeed, a compass showing the direction in which OECD countries are moving: Is it towards international solidarity in accordance with the highest declared standards, or in the direction of nationalistic and defensive self-interest based on building fortresses against the outside world? III

Basic academic freedoms and rights violated in Israel and Palestinian territories

The academic freedom and professional rights of higher education teaching personnel in Israel, the West Bank and Gaza are increasingly under assault as a result of the continuing political conflict in the region, according to a report released by EI and the Canadian Association of University Teachers.

“Both Israeli and Palestinian academics are facing greater pressure from outside political influences and from within the academy itself,” says David Robinson, Associate Executive Director of CAUT and author of the report. “There are clear and consistent violations of internationally recognized academic rights as detailed in UNESCO’s 1997 Recommendation Concerning the Status of Higher Education Teaching Personnel.”

The study, *The Status of Higher Education Teaching Personnel in Israel, the West Bank and Gaza*, found that the strong polarization of opinions within Israel over the political conflict between Israelis and Palestinians has generated several prominent academic freedom controversies in recent years. In addition, proposed changes to the governance of Israeli universities threaten to weaken institutional autonomy and academic freedom.

However, it is in the Palestinian territories that the report finds the most serious violations of basic academic freedoms and rights.

“Many of the violations of academic freedom in the West Bank and Gaza are a result of the Israeli occupation,” says Robinson. “Israel unquestionably has legitimate security concerns and has a right and responsibility to defend its citizens. However, as documented in the report, the near complete blockade of the Gaza Strip and the tight travel restrictions imposed on residents within the West Bank go beyond what can be

reasonably justified and have seriously disrupted the work of Palestinian scholars.”

Limits imposed on freedom of movement within the Palestinian territories make it difficult and in many cases impossible for Palestinian academics and students to attend conferences or study abroad, and have forced local universities to shut down early and to close entirely for extended periods. There are bans on the import of certain research equipment and materials needed to pursue scholarly activities, and many academics face arbitrary arrest and detention by both Israeli and Palestinian authorities.

The report argues that the restrictions on academic freedom are undermining the democratic development of the West Bank and Gaza, and are frustrating the peace process.

“Israeli and Palestinian universities and colleges have a critical role to play in helping find peaceful solutions to the conflict,” says Monique Fouilhoux, Deputy General Secretary of Education International. “But they can only do this if their scholars are free to express their views and debate controversial matters without fear of recrimination.”

The report recommends ways that higher education associations and unions worldwide can provide expertise and support to Israeli and Palestinian colleagues to help improve their conditions of employment and assert their professional rights as recognized by the UNESCO Recommendation. III

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The full report is available for download on: www.ei-ie.org

Healing history

Former enemies come together on anniversary of Auschwitz liberation

EI member organisations from Germany, Austria, Poland and Israel came together in a two-day event to commemorate the 65th anniversary of the liberation of the World War II Nazi concentration camp in Auschwitz, Poland.

Starting on 26 January, the International Day of Commemoration to Honour Holocaust Victims, representatives from six unions gathered in Krakow for an international symposium and commemoration ceremony. Present were: the *Gewerkschaft Erziehung und Wissenschaft* (GEW/Germany), the *Verband Bildung und Erziehung* (VBE/Germany), *Gewerkschaft Öffentlicher Dienst* (GÖD/Austria), *NSZZ Solidarnosc* (Poland), *Zwizek Nauczycielstwa Polskiego* (ZNP/Poland) and *Histadrud Hamorim* (ITU/Israel).

In a joint declaration, the heads of their delegations pledged to do everything in their power to prevent such atrocities in the future, to condemn violence, terror, war and



© M. Brinkmann/GEW

Representatives of teacher unions from Germany, Austria, Poland and Israel gathered together under the infamous Auschwitz gate with its bitterly untrue message: "Work makes you free."



© M. Brinkmann/GEW

genocide, to reject and punish denial of the Holocaust as historical event, and to fight manifestations of anti-semitism, racism, xenophobia or any discrimination of minorities.

They asserted: "As unionists and at the same time professional educators, we are facing a particular responsibility to foster young people and the next generations in committing themselves to humanity, civil awareness and living together in peace."

With participation by education unions from countries on both sides of the battle lines, discussions at the seminar centred on the

lessons to be drawn from recent history about racism and the role of education unions in teaching those lessons.

On the second day of the event, participants gathered at the Auschwitz extermination camp itself, where a solemn ceremony was held to commemorate the 65th anniversary of its liberation.

It is the second time that education unions have taken part in the International Day of Commemoration to Honour Holocaust Victims. III

Education Under Attack 2010

Dramatic rise in violence against schools

Assassinations, kidnappings, disappearances, illegal imprisonment and torture, mass poisoning, acid attacks, sexual assault, forced recruitment as soldiers or suicide bombers, rocket and mortar attacks, gunfire, aerial bombing, burning, and looting: All these forms of violence have been perpetrated on teachers, students, schools and universities in the past three years, according to a report commissioned by UNESCO and released in New York on 10 February.

The report is entitled *Education Under Attack 2010: A global study on targeted political and military violence against education staff, students, teachers, union and government officials, aid workers and institutions*. Following up on his 2007 study of the same name, author Brendan O'Malley tracks incidents from January 2007 to July 2009 in 32 countries.

"The dramatic intensification of attacks reported in Afghanistan, India, Pakistan and Thailand and the sudden explosion of attacks during military operations in Georgia and Gaza have been the most worrying new trends," O'Malley writes. "Failure to eradicate the problem in Colombia, Nepal and Iraq and the scale of ongoing attacks in the Democratic Republic of the Congo, Somalia and Zimbabwe are matters of grave concern."

The report highlights two deeply disturbing new phenomena: "first, the alleged mass abduction and indoctrination of schoolchildren in Pakistan and Iraq to become suicide bombers; and, second, the targeted killing of schoolchildren so young that they could scarcely be considered a political threat, as has occurred in Afghanistan and elsewhere. What had they done

to provoke their killers? They had simply gone to school."

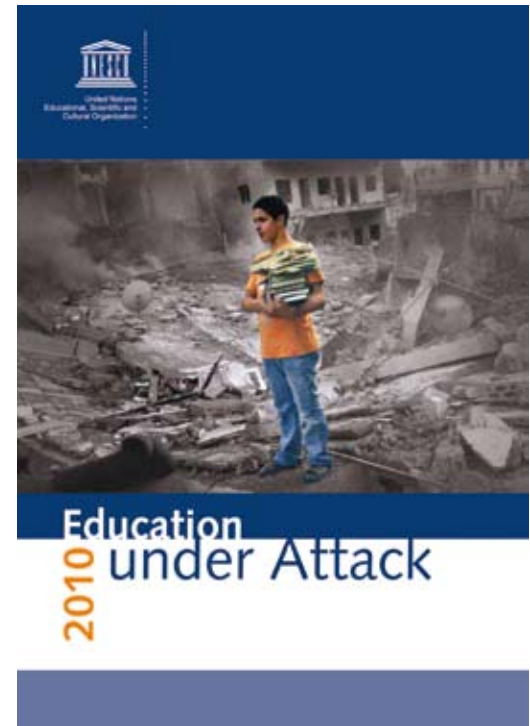
The 250-page report examines the scale of the problem, the nature of attacks, targets and motives, the impact on education and development, protection and prevention measures, monitoring and impunity. It concludes with a series of recommendations and an annex with detailed reports on attacks in 32 different countries.

Not surprising to EI's defenders of human and trade union rights, it notes: "Teacher trade unionists are still being singled out for assassination, arbitrary detention, disappearance and torture in Colombia, Ethiopia and Zimbabwe, particularly by state or state-backed forces."

"This report paints a very grim picture indeed, one that should spur us on to greater efforts to confront these atrocities and help bring them to an end," said EI Deputy General Secretary Jan Eastman. "These attacks are deliberate attempts not only to destroy education institutions, but to violate the fundamental human right to education. They attack the cornerstones of democracy itself."

O'Malley points out that the research into such attacks is still at an early stage and many questions remain to be investigated. "So far, for instance, very little research has been carried out into why particular armed groups regard schools or even schoolchildren as legitimate targets and why so many governments persecute academics in their own universities."

However, EI and other organisations including UN agencies and NGOs are building an international movement to ensure



that schools everywhere are respected as sanctuaries and zones of peace, and that those who launch attacks on education are held to account.

Education International's Declaration on Schools as Safe Sanctuaries was adopted in 2009. III

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To read the full report *Education Under Attack 2010*, please visit www.unesco.org

Côte d'Ivoire

Teachers face long hours, large classes

By Julie Kavanagh

At the latest EI EFAIDS African regional meeting, 28 teacher unionists from across the continent tackled the perennial issue of securing access to education for all children while guaranteeing quality teaching, and shared their experiences of lending support to colleagues living with HIV and promoting behaviour change for HIV prevention.

Visiting one of the local public primary schools in Grand Bassam in south-eastern Côte d'Ivoire, its stark classrooms filled with rows of pupils on crude wooden benches, provided an opportunity to hear from teachers about the effects of staff shortages, overcrowded classes and under-resourced schools.

Long days in class, beginning before 8:00 and continuing until 5:00 in the evening, take a toll on teachers and students alike. "While we teachers might well be tired, the students find it hard to pay attention after a certain time," said a teacher who is in charge of 50 pupils.

With as many as 13 subjects to be covered and an evolving course and teaching framework, another teacher with 13 years experience said: "We have so many things to do, increasingly the extra-curricular duties are mixed in with our teaching responsibilities, and the work can get overwhelming."

A colleague voiced his frustration that the objective was no longer educating, but merely finishing the course. "I came to teaching as my vocation. I came because of a strong wish to work to educate children. Today my motivation has been a little blunted by difficulties within the curriculum, financial conditions, and by the bureaucracy of the education system."

Marie Josée Mangle, the area Inspector for Pre-primary and Primary Education, over-

sees 41 schools with 12,500 pupils and over 300 teachers. She lamented that class sizes can exceed 75 pupils. "With such a level of overcrowding it becomes impossible for the teacher to work well with the class." With trained teachers seeking employment, Mangle advocates that the authorities should open more primary schools and expand pre-primary facilities.

Promoting respect

Teachers applauded the move away from traditional forms of corporal punishment, especially given the legacy of the civil war, but said discipline is an ongoing challenge as they struggle to find incentives for children to attend regularly and complete assignments.

A teacher responsible for the Child Rights Commission detailed moves toward a child-centred approach that highlights rights and responsibilities. "Once children are aware of





their responsibilities, we can go about promoting them and thereby improve general behaviour leading to a new approach in communication between teachers and students, between students themselves, and between students and their parents,” he said.

Another colleague stressed the importance of respect within the broader context. “Our employer, the government, has not shown us any respect, the way they speak about us, makes it difficult for parents to respect us.”

Union action

All of the teachers felt their unions were doing what they could to improve teaching conditions, especially since national expenditure on education continues to fall short of the 7% of GNP pledged by West African governments a decade ago. Paul Gnelou, Secretary General of the primary teachers’ union SYNEPPI, declared: “My work is to represent teachers’ issues, and we are working on many issues at once.”

In 2009, the Ivorian unions spearheaded the establishment of regional committees to address the teacher shortage in Bondoukou and San Pedro. During the first half of 2010, the Ivorian teacher unions will be training more than 150 teachers in promoting non-violence in schools, and will be conducting research on learning conditions in Port Bouet schools, with the goal of improving school facilities. III

EI opens its new African regional office



On January 7, the new EI office premises in Accra, Ghana, were formally opened by the Minister of Education for Ghana, in the presence of EI President Susan Hopgood, EI General Secretary Fred van Leeuwen and EI Deputy General Secretary Charlie Lennon.

The event was also attended by representatives of many member organisations from West Africa, by the former EI President now South African MP Thulas Nxesi and by the former Chief Regional Coordinator Tom Bediako. The President and the Deputy General Secretary of BUPL, Denmark, an EI affiliate developing a project in Ghana, were also in attendance as well as diplomatic representatives and representatives of NGOs.

The highly successful event was organised by Chief Regional Coordinator Assibi Napoe, with her colleague coordinators and the staff of the regional office.

In his speech at the opening ceremony, van Leeuwen mentioned the difficult challenges

teacher unions face in Africa, such as “the achievement of quality education for all children, the improvement of education standards across the continent, and the protection and enhancement of teachers’ rights and employment conditions.” “Today most education unions in Africa are members of EI. They have high expectations of their International, and we are determined to meet those expectations and provide all the services and assistance that are required” he added.

He also thanked “our member organisations in Togo as well as the Togolese authorities for supporting our work in the past 15 years in which we have operated from their country.” III



EI President Susan Hopgood cuts the ribbon to officially open the new Africa regional office.

Africa

Violence against girls sensationalised in media

Action Aid International has released its second quarterly media survey on violence against girls in schools in 18 African countries for the period from October to December 2009.

This media survey aims to compile and review cases of violence against girls as reported in selected national media. One of the main objectives is to improve media treatment of violence against girls by encouraging analytical treatment rather than sensationalism. Figures for this quarter show that out of 195 articles listed in the 18 countries, only 32 were considered to be analytical.

When reporting on rape, many newspapers portrayed it as an unusual perversion, when in fact it is an all too common crime. The study found that rape is typically reported in graphic detail "with an often very raw tone" that verges on pornographic.

Action Aid defines violence against girls as any form of abuse against girls under 18 that hinders their access to education or their achievement at school.

Such violence may occur at home in the form of excessive household chores, corporal punishment, ill-treatment, rapes, genital mutilations and other traditional practices harmful to girls. It may occur also at school, in terms of punishments, discrimination, physical and verbal abuse. Obviously, violence against girls also takes place on the street.

Amongst others, the study noted cases of rape, incest, early pregnancies, early forced marriages, sexual tourism, pros-

titution, HIV infection, forced labour or gender-based selection before birth and genital mutilation. According to the World Health Organisation, more than 130 million girls and women are survivors of sexual mutilation, particularly in Africa, where it is practised in 26 countries.

Action Aid data found that from July to December 2009, 4,292 cases of violence against girls took place in the 18 countries involved in this survey but only 322 were published in the newspapers selected. The majority of cases were reported during school holidays in September and October. Sexual violence is very frequent in this period because girls are left on their own, without the care of their parents or supervision at school.

During the period studied, international organisations focused on two events: the World Children's Day on 20 November and the 16 days on violence against women and girls from 25 November to 10 December. Many activities were organized to increase awareness about violence against girls and to appeal for the protection of young survivors. Unfortunately, the media coverage of these activities was minimal.

Newspapers included in the survey were published in Burundi, Cameroon, Ethiopia, Gambia, Ghana, Kenya, Liberia, Malawi, Mozambique, Nigeria, Rwanda, Senegal, Sierra Leone, Tanzania, Uganda, Zambia and Zimbabwe. ■■■



Condoms sold in Rome school cause storm

A high school just a few miles from the Vatican has sparked controversy across Italy by installing condom vending machines in both the boys' and girls' toilets.

While the Catholic Church condemned the move as an open invitation to have sex at school, Keplero secondary school officials said they hope to curb teen pregnancy and HIV, and that it is part of the school's health education programme.

Although it's a first for Italy, it is nothing new in several other European countries and some North American jurisdictions where condoms have been readily made available to teenagers at school.

In France, for example, nearly 96 per cent of high schools, both public and private schools that receive state funds, have condom vending machines, according to a 2009 survey by the Education Ministry. ■■■

Europe

Unions to promote student-centred learning

Education International and the European Students' Union will be developing many activities this year to define and promote the concept of student-centred learning through a European Commission-funded project called **Time for a New Paradigm in Education: Student-Centred Learning (T4SCL)**.

EI and the ESU hope to increase the understanding of student-centred learning among policy makers and student representatives across Europe. At the same time, they plan to widen the debate to include stakeholders through the sharing of good practices and research.

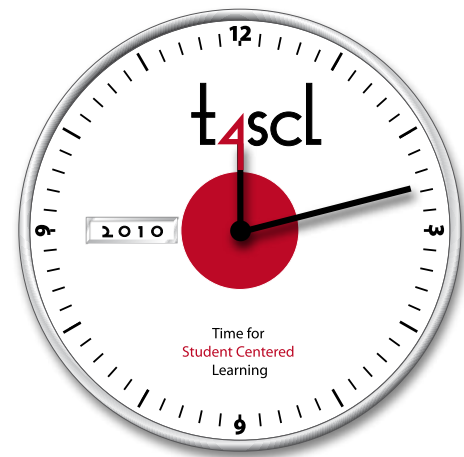
A survey will be conducted to seek input from students and teachers through their unions and higher education institutions, and the results will be published as a report, along with examples of good practices. These findings will be the topic of a series of conferences, beginning with a launch event in Romania in May 2010.

A training conference for representatives of the ESU and EI will also be held in Slovakia in September, with the aim of further developing

knowledge and skills regarding student-centred learning and informing their unions and colleagues. National events on this topic will be held around Europe, and a pool of trainers specialised in student-centred learning will help foster change at local level.

The final stage will be a stakeholders' forum in Brussels in October, during the Belgian Presidency of the European Union. All stakeholders will meet, together with EI and ESU, to learn about the outcomes of the project and the Student-Centred Toolkit.

The report on the survey and related research, as well as the toolkit will be made available through the EI website. III



Education International
6th World Congress

EI proposes major policy consultation for Congress

EI has decided to invite its member organisations to participate in a consultation process to develop a comprehensive policy on education for adoption by the 2011 World Congress. A consultative document has been issued to member organisations containing a series of key questions. The overarching theme of these questions is the role of educators and their unions in developments in education over the next 20 years.

This consultation represents an outstanding opportunity for EI affiliates to share their ideas and understandings on education issues, and to become actively engaged in the development of EI policy on the future of education. The results of the consultation will be taken into account in preparing clear, strong and comprehensive policies on all aspects of education for adoption at next year's EI World Congress in Cape Town. III

Somali teachers elect new leaders, reach out to those even more in need

Although their country has been in a state of war and without an effective government for nearly two decades, the Somalia National Union of Teachers continues its struggle to organise and to exercise its democratic structures.

SNUT, which has been a member of EI since 2006, held an Extraordinary General Assembly in Mogadishu, the turbulent Somali capital, where members chose Mohamed Ibrahim Mohamed as their new General Secretary and Mohamed Nor Gaal as President. The sole candidates, Mohamed and Gaal were unanimously elected to serve for three-year terms.

The assembly accepted the resignation of past President Osman Mohamed Ahmed and Vice-President Abdurrahman Hassan Warsameh. The assembly also struck a constitutional review commission to draft an amendment to the SNUT constitution to reflect the current realities of the union and to better serve the interests of Somali teachers and education.

Teachers, especially those working in the south and centre of war-torn Somalia, face dangerous conditions. "A number of teachers and students were killed, while others have been wounded. Some have fled their homes and live in squalid conditions in camps on the outskirts of Mogadishu," Abdurrahman Warsameh reported.

Speaking after the election, the new General Secretary Mohamed Ibrahim thanked Somali teachers and pledged to work for their betterment. He called on international teachers' unions to support the SNUT, the only Somali teachers' union, in its struggle during these exceptionally difficult times.

Indeed, the conflicts raging within this fragile state on the horn of Africa have left half a million people displaced and thousands dead. Terrorist attacks add to the fear and chaos.

On 3 December, several hundred people had gathered in Mogadishu to witness medical, engineering and computer science students from Benadir University receive their diplomas when a suicide bomber attacked the graduation ceremony, killing at least 22 people including medical students, doctors and the government ministers for education, higher education and health. Two SNUT members were also among the dead.

Somali Prime Minister Omar Sharmarke described the attack as "beneath contempt." He said: "The loss of our ministers is disastrous, but it is an outrage to target the graduation of medical students and kill those whose only aim in life was to help those most in need in our stricken country."

EI General Secretary Fred van Leeuwen echoed the prime minister's outrage, and unconditionally condemned such actions. "Attacks against students, teachers and civilians who are not taking part in a conflict are war crimes," he said. "Impunity for such crimes must be brought to an end."

Van Leeuwen recalled that EI has issued a Declaration on Schools as Safe Sanctuaries which reaffirms the right to education in safety, and calls on the world community to ensure that education and schools are respected as sanctuaries and zones of peace. Despite all of the many crises facing Somali educators, the SNUT is quick to extend a hand when others face catastrophe. In fact, it was the very first of all EI affiliates to express concern after the earthquake.



Ibrahim Mohamed, newly-elected General Secretary of the Somalia National Union of Teachers, was first to express sympathy for Haitian colleagues after the earthquake.

"It is a great loss for all of us the tragedy that your people have suffered and we share the grief and the pain you have and express our deep sympathy with you all," SNUT General Secretary Mohamed Ibrahim Mohamed wrote to Jean Lavaud, General Secretary of the Haitian teachers' union CNEH.

"I found it really moving that the Somali teachers, who have so many of their own challenges, were the first to extend their solidarity," says Nicolás Richards, EI senior coordinator for development and assistance. ■■■

Chile

Memory Museum exposes past injustice

By Larry Kuehn

For the past 10 years the Colegio de Profesores de Chile (CPC) has been carrying out a project they call the Pedagogical Movement, a unique kind of teacher union research project.

They call it a movement because it is not just individuals researching their own situation. Rather, teams of teachers in each region conducted research on different themes as a collective way of reflecting on educational issues, reviving civil society and reasserting rights after years of dictatorship.

They are working in the country that was the experimental farm for neo-liberal ideas. In the 1970s Milton Friedman and his cronies in the Chicago school of economics advised the dictator Augusto Pinochet to privatize schools, services, industry and even pensions. Some Pedagogical Movement researchers looked at the impact of these policies on education. While the formal power of the dictatorship has faded, history is very much alive in Chile.

I travelled to Santiago to mark the 10th anniversary of the Pedagogical Movement with members of the CPC and other representatives of organisations that supported it, including EI and affiliates from Canada, France and Sweden. The anniversary events were coordinated by EI Executive Board member Jorge Pavez Urrutia, who was involved from the beginning of the Movement as then-General Secretary of the CPC.

On our second day we visited the new Memory Museum, which is aimed at keeping alive the memory of the 1973 coup that overthrew Salvador Allende, the elected president, and initiated years of repression. It also explores human rights violations in other countries.

The museum had been opened only a couple of days earlier by President Michelle Bachelet, who had herself been arrested, tortured and

forced into exile. Her father, a military officer, died of cardiac arrest from torture after supporting President Allende rather than going along with the military coup.

The Memory Museum shows a moving multi-screen film. Military jets take off and then bomb the presidential palace. Later Allende is heard making what he knows is his last radio broadcast to the people.

I recall hearing a radio interview from within the presidential palace as it was under attack. My memories of that radio report from September 11, 1973, are as strong as those from watching the Twin Towers fall on another September 11.

Just before the presidential palace was taken by the military, Allende was killed, with the official story that he killed himself, rather than risk being captured, tortured and sent to exile.

You get an idea of what he might have expected in one corner of the museum where you see a metal bed frame and a wooden box next to it with wires coming out. Prisoners were tied down on the bed and electricity was run through it, jolting everywhere their bodies touched the metal criss-crossing the frame.

The Chilean teachers we were with were clearly affected greatly by their museum visit, talking later about the importance of remembering so such injustice is never allowed to happen again.

However, I think back only a few months to when I was in Honduras. As in Chile, people resisting the coup, many of them teachers, have been killed, disappeared or detained. The Honduran military was in the streets and even running the so-called election. Many Latin Americans are afraid of another round of the coups and military governments that dominated their region, not just in Chile.

The Memory Museum is intended as an inoculation against Chile going down that road again. However, on 17 January, a right-wing presidential candidate was elected with just over 50 percent of the vote. Chilean TV news showed some of his supporters celebrating not by shouting the name of the new president, Sebastian Pinera. Instead, they were shouting "Pinochet!"

Not everyone wants to remember the same things. ■■■

EI in solidarity with victims of Chile quake

After the catastrophic 8.8-magnitude earthquake hit near Concepción on 27 February, EI expressed its concern to the Colegio de Profesores de Chile (CPC) and the Confederación Nacional de Trabajadores de la Educación Chilena (CONATECH).

CPC President Jaime Gajardo said unionists were visiting the disaster areas to assess the damage and human losses in order to organise and provide much-needed solidarity assistance. "I want to give all teachers the strength and support needed to stand up in these difficult times," said Gajardo. "We will create support centres. We will use all the resources we have to bring assistance to all teachers."

The teacher unions appealed to the authorities to open up public and private schools to be used as refugee shelters and aid distribution centres.

Worlds of Education readers, please complete our survey

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Please help us to improve *Worlds of Education* by spending a few minutes to answer the following questions. You can tear out this page and fax your answers back to +32.2.224 0606, or you can fill out the on-line form at www.ei-ie.org/survey/woe/. Thanks for participating!

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What is your gender?

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 Member of the Board
 Union employee
 Union member

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Technology in Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articles about EI campaigns and projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articles about Human and Trade Union Rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	1	2	3	4	5
Articles about Trade and Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articles about Gender Equity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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EI Calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: Very interesting, 2: Interesting, 3: Only if it catches my attention, 4: Not interesting, 5: I don't read this at all

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1: Very good, 2: Good, 3: Poor, 4: Very poor.

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Do you have any other comments or suggestions for the editor?

You can also fill out this form on-line at www.ei-ie.org/survey/woe/

We want to hear from you!

Dear readers,

As teachers and trade unionists, you know all about the importance of life-long learning. Similarly, as staff of Education International, we strive for continuous improvement in the quality of our work.

Those of us in EI's communications unit are always trying to find better ways to reach out to members and partners with the information you need and want. We aim to keep you up-to-date with news and trends that are shaping the education landscape. We try to make it easy for you to participate in EI campaigns and urgent actions. And we aim to publish articles and features that both inform and inspire.

We need your help to make Worlds of Education into a magazine that really meets your needs. Please give us your input by filling out the Reader Survey on the opposite page. We want to hear from you!

Thank you and best regards,
Nancy Knickerbocker, Editor

We welcome your comments.
Please write to editor@ei-ie.org.

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Please pass it on to a friend, or leave it at school for colleagues and fellow union members to read.



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CALENDAR

April 2010

- 14-15** OECD Education Policy Committee – Paris, France
20-21 Annual EI Research Network meeting – Brussels, Belgium

May 2010

- 4-5** TUAC Working Group on Education – Paris, France
10-11 Global Child Labour Conference: Towards a World without Child Labour; International Labour Organisation – The Hague, The Netherlands
19-22 El 1st World Women Conference – Bangkok, Thailand
25 TUAC Administrative Committee & Plenary Session – Paris, France
26-28 OECD Forum and Ministerial Council – Paris, France

June 2010

- 2-18** 99th Session of the International Labour Conference; International Labour Organisation – Geneva, Switzerland
12 World Day against Child Labour – Worldwide

July 2010

- 18-23** XVIII International AIDS Conference; International AIDS Society – Vienna, Austria

Worlds of Education is published by Education International, the global union federation representing 30 million teachers and education workers from pre-school to university in more than 171 countries around the globe.

To learn more about EI, go to: www.ei-ie.org.



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