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Worlds of

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# Education



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# Worlds of Education

## No more lip service to global justice



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Many teachers and students all over the world will be feverishly watching matches and cheering for their favourite teams during the Football World Cup. The game embodies many values that educators promote, such as fair play and respect for

other cultures. The World Cup will also be a time when educators call on governments around the world to fulfil their 10-year-old promise to achieve Education For All.

As a founding member of the Global Campaign for Education, EI is proud that so many teachers took part in Global Action Week 2010. Tens of thousands of teachers, students and activists rallied for the 72 million children still missing out on an education. During this Football World Cup, we will continue our advocacy efforts through the 1GOAL campaign.

After millions were spent saving reckless banks, many economies face ruin and education workers in countries around the world are being sacrificed in the name of economic recovery. EI and the Global Unions used May Day to advocate for a new framework for recovery and social justice, which defends the rights of all workers, promotes sustainable development, values effective public services and commits to the goal of Education For All.

EI will continue its advocacy work at the next G20 Summit in Canada for a fair Financial Transaction Tax. It is vital that every educator understands how decisions such as these have an impact on their daily lives. We need your support to protect the job of every teacher in every country because together, we can tell politicians to stop paying lip service to global justice.

Fred van Leeuwen, EI General Secretary

## Global Action Week

### Round Up: Don't lose sight of the goal!

Thousands of teachers, students and activists turned out to mark Global Action Week (GAW) between 19-25 April in order to demand action for the 72 million children who still miss out on getting an education.

This year's theme of 'Financing Quality Education For All' was supported by seven million people who signed up to the 1GOAL campaign, co-ordinated by the Global Campaign for Education (GCE). During the week thousands of teachers also delivered the 1GOAL Lesson for All.

UNESCO Director-General, Irina Bokova, said that "making education more affordable, bringing learning opportunities closer to those who need them and developing second-chance programmes can help increase access to education. This requires sustained funding. With the global financial crisis, education budgets are under increased pressure. We must identify new ways to mobilise resources for education."

In Africa there was lots of activity. The President of *Association des Syndicats et ONG en faveur de l'Education Pour Tous*, Issa Kassoum, spoke at a meeting with national authorities in **Niger**; the General Secretary of **the Gambia** Teachers' Union, Antoinette



Corr-Jack, organised four days of training on how to use the Education Financing toolkit. In **Senegal**, more than 20,000 people were mobilised in GAW celebrations with a launch in Dakar attended by wrestling superstar Yekini. In **South Africa**, more than 50,000 school children participated in the 1GOAL Lesson for All, this was even taught to one lucky class by the soap star, Hlubi Mboya. The lesson, which is available online, will also be broadcast on the Africa Learning Channel during the Football World Cup.

In Asia, GAW was launched in **Bangladesh** with a national seminar attended by the Education Minister and co-chair of the National Education Formulation Committee. In **Cambodia**, a high level event took place to launch UNESCO's Global Monitoring Report and GAW. In **India**, children met Members of Parliament to ask probing questions about the state of education financing, and in New Delhi, the President of Global Campaign for Education, Kailash Satyarthi, and UNESCO India's Arumugam Parsuraman, talked to 500 students about education. In **Japan**, more than 40,000 children from 350 schools took part in GAW and created yellow cards to symbolise the lack of support for education which they sent to Japan's Prime Minister, Yukio Hatoyama.



Global Action Week poster in Argentina.

In Europe, **Albania's** FSASH and SPASH unions focused activities on financing education and the commitment of education unions and teachers to keep pupils in school and get quality training. This included a football match in Tirana between disabled children and the Dinamo under-21 team which was attended by the Deputy Minister of Education and Science. A football match was also organised between blind pupils and professional players in **Austria**. This was played in the dark to show solidarity with visually impaired learners. In **Ireland**, Members of Parliament took part in a football penalty shoot out, followed by officials and pupils taking part in a session to share experiences and debate education issues. GCE board member, Helga Hjetland, and President of the **Norwegian** Education Union, Mimi Bjerkestrand, literally kicked off GAW by scoring a goal for education at Teacher's House in Oslo. This event was attended by the Minister of Education, the President of the Football Association, and stars of the Norwegian men's and women's football teams, all of whom signed up for 1GOAL: Education For All.

In Latin America, teachers began GAW with the signing of an agreement in Tucumán, **Argentina**, between representatives of the *Confederación de Trabajadores de la Educación de la República Argentina*, the

Central de Trabajadores de la Argentina and the Football League. Players from Atlético San Martín Football Club also displayed the Education For All campaign banner at one of their matches. In **Honduras**, a televised debate highlighted education quality, financing, and the scope of Education For All goals, while in **Nicaragua**, a festival took place to launch GAW and the 1GOAL campaign.

In North **America**, the President of American Federation of Teachers (AFT), Randi Weingarten, met US Secretary of State, Hillary Clinton, and presented her with a football signed by students from Columbia Elementary School in Florida. This symbolised the thousands of American students and teachers who participated in GAW this year. The AFT also called on its members and their families to write to their US Representative asking them to co-sponsor an Education For All Act. Meanwhile, President of National Education Association, Dennis Van Roekel, added his Union's weight behind lobbying for the Act by co-authoring an article in the influential Huffington Post on 'Facing the Future: Global Education at the Crossroads' with the Most Revered Desmond Tutu, Honorary Chair of the Global AIDS Alliance. In **Canada**, the Canadian Teachers' Federation kicked off GAW and the 1GOAL campaign with a breakfast with parliamentarians. ■■■

## Hope for Haiti

# EI support continues in the aftermath of the earthquake

**Education unions around the world remain committed to helping colleagues in Haiti after a devastating earthquake hit the country on 12 January, 2010.**

EI has assisted its Haitian member organisation, *Confédération nationale des éducateurs d'Haiti* (CNEH), to arrange its first national meeting, held during March, in Montrouis, Haiti. This was followed by a meeting between representatives of EI and CNEH with more than 120 trade unionists from around the world in the Dominican Republic during April. The summit focussing on a trade union response to the reconstruction and development of Haiti.

One key section of a report entitled: '*Trade union road map for the reconstruction and development of Haiti*', which was issued

after the meeting, was dedicated to ensuring that 'vocational, technical training and free, compulsory, public and high-quality education are the basis for sustainable development'. The document also states that 'sustainable development cannot be achieved without education', and 'requires access to free, high-quality education for all at each level, as well as a vocational and technical training programme covering the main areas of the country's employment and development policy'.

Although some schools have re-opened in Haiti's capital, Port-au-Prince, since the

earthquake, reports suggest that more than 4,000 schools were badly damaged or destroyed and many are still in need of repair. Other schools that were scheduled to be re-opened are still not ready.

EI's initial assessment is that private schools, which represent 90% of all schools in the country, are mostly out of use, and there is still no clear overview of exactly how many schools have re-opened.

EI is also working with CNEH to assess how many teachers have been affected by the earthquake – what numbers have lost their workplaces, how many are displaced, or have lost their homes, and how many fled north after the disaster struck. This assessment will form the basis on which EI and its member organizations can provide further help to strengthen CNEH's capacity to support and represent teachers, and to give every child in Haiti a better chance of improving their life chances.

CNEH has developed an action plan that it is following until its next national congress meeting that will take place in September, 2010. An assessment form will be completed by each of CNEH's federal branches in preparation for the congress, in order to develop an overall picture of the situation on the ground.

In line with an agreement at the North America and Caribbean Conference held in Trinidad during February, EI is working with the Caribbean Union of Teachers to co-ordinate activities in support of these federal branches, as they represent the main pillars in strengthening the CNEH.

**Haiti, April 2010. Students arrive for classes in a makeshift school provided by UNICEF.**





## Interview with Jean Lavaud, General Secretary of CNEH, Haiti's education union

CNEH General Secretary, Jean Lavaud Frédéric, and Deputy General Secretary, René Jolibois, have also had meetings with the Ministry of Education and other authorities since the disaster struck. They continue to participate in the Education Cluster of the United Nations Office for the Co-ordination of Humanitarian Affairs, according to which, 'in the South East Department of Haiti, 1,000 schools have officially re-opened while 49 schools have been identified as severely damaged, and 405 tents are needed to set up temporary learning spaces.' Consequently, the immediate priority has been to facilitate the provision of temporary learning spaces, which include tents and transitional structures, accompanied by training and materials for the children, teachers and parents.

To support CNEH's efforts to rebuild and help its teachers, EI has set up an account within its Solidarity Fund to which contributions can be made for this purpose. III

To make a contribution to this fund, please send your donation to:  
**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**

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For more information, please email Nicolás Richards EI's Senior Coordinator for Solidarity and Development at:  
**nicolas.richards@ei-ie.org**

### What key measures were adopted at the recent meeting between your National Executive and the federations to rebuild the education system in Haiti?

We agreed to do a number of things. Firstly, we will ensure that the teachers' unions, including the National Confederation of Teachers' Unions of Haiti (CNEH), form an integral part of the National Committee for Reconstruction. The CNEH National Executive was also mandated to lobby the Haitian government to deliver on its responsibilities for the education system. Delegates at the meeting understood that this was an historic opportunity for key players in the education sector, particularly CNEH, to make a full contribution to help and advise the government to meet its constitutional responsibility to provide good quality public education for all. We agreed to develop counselling and social support measures for teachers and pupils, and to organise meetings in all the associations and federations in order to energise them to recruit new members. The dates for the CNEH Congress were also set as 17–19 September, 2010.

### In what ways are EI, its affiliates and teachers' unions around the world helping teachers in Haiti?

EI and our colleagues from other unions around the world must continue to call on the Haitian government to prioritise education so that Haitian children can finally get a chance to go to school. Colleagues must also urge our government to provide good quality public education for all. There is still so much to be done and we welcome the solidarity and support we have from EI members.

### What are your members main needs?

There is a need for decentralised activities to provide trade union and vocational training for new members. We also need communications equipment urgently, items

such as laptop computers for access to the Internet, as well as motorcycles to make it easier for union officers to travel from one place to another, and to facilitate communication between them and the CNEH members.

### What has been accomplished since the earthquake?

The government has begun clearing the rubble and repairing schools. Pupils are hesitantly resuming lessons. Unfortunately, many teachers in the private sector have lost their jobs because the government has not done anything for them and most private schools have closed down.

### What is the next stage in reconstructing the Haitian education system?

As yet there is no debate on the education system. The Minister of Education and Vocational Training is still acting in the framework of implementing the National Education and Training Programme. However, in his speech at the UN, the Haitian President said that education would be one of the government's first priorities in the post-earthquake period. CNEH has mobilised its members and is ready to assist in this effort.

### What are the numbers of destroyed school buildings and of teachers and pupils without a school?

Nationally, 70% of the school infrastructure was destroyed. 549 teachers and more than 1,300 students died in the Western Department, while 13 teachers and 20 students were killed in the South-Eastern Department, and four teachers died in Nippes Department. The headquarters of the Ministry for Education and Vocational Training also collapsed, killing 13 senior officials. In the public sector, only about 15% of the available hangars and tents can accommodate pupils. In the private sector, that proportion drops to 10%. III



## Interview with

Ulrika  
Peppler  
Barry

“ We are at the crossroads of destiny. The economic and food crises at hand are exerting huge pressure on both national and household budgets, and this makes the financing of education all the more vulnerable to cuts. ”

At the Crossroads  
of Destiny

Ulrika Peppler Barry is the team manager in charge of the Education For All Global Monitoring Report at UNESCO, and the Deputy Executive Secretary of UNESCO's Education For All Forum. The French teacher union SNUipp-FSU met with Ulrika in Paris to reflect on the opportunities and challenges involved in achieving the Education For All goals by 2015.

It is precisely 10 years since the Education For All goals were adopted. Can you give an assessment of how far we have come?

There has been undeniable progress in a large number of countries and in many different areas but we are still a long way from our goal. We know that on current form the six Education For All objectives will not be achieved by 2015. Malnutrition still affects 175 million infants each year. The adult literacy objective is much neglected. If we continue at the same pace we are going at right now, there will still be 56 million school-age children out of school in 2015. In Sub-Saharan Africa, there are close to 12 million girls who might never go to school. On top of that, the shortage of adequately trained teachers means that even if we get these children into school, they may not get the basic education they should. For example, according to an analysis of a survey we conducted in 21 Sub-Saharan African countries, the probability of young adults remaining illiterate after five years at school is 40%. With results like that, I would say that the future outlook is moderate at best.

How do you explain this situation?

The provision of aid has been disappointing despite it being a vital component

in the Education For All pact. Numerous countries, including those in the G8, are not carrying their fair share of the aid burden. You have to multiply by six the amount of aid currently provided in order to have enough to finance the deficit which amounts to US\$1.6 billion. At a global scale such a figure is completely manageable. Another problem is that the financial support does not always reach those who need it most. A number of countries which have been affected by internal conflicts do not receive sufficient aid to help them in their reconstruction. It is true that international aid cannot replace efficient national policies, but it can contribute to removing certain obstacles to access education, caused either by poverty or gender-based discrimination, which often affect the most vulnerable groups in society.

What are the main obstacles to universal access to education?

Poverty is the first reason. There are 1,400 million people who live on less than US\$1.25 a day. In many households in the Third World, the cost of education is in direct competition with other costs such as healthcare and food. The fact that many parents are not able to come up with the costs of schooling is one of the main reasons why their children do not attend school. Approximately 166 million chil-



@SNUIPP-FSU

Picture of Ulrika Peppler Barry.

dren between the ages of five and 14 are required to work to supplement family income. The place where they live is also a factor. Children who live in shanty towns, extremely rural areas or areas affected by conflict are generally excluded from education. Likewise, children with disabilities or who are affected by HIV/AIDS have limited opportunities for schooling.

**You refer to progress being made. How would you describe this?**

Big steps have been made in the area of primary education. The number of children out of school has fallen by 33 million since 1999. South and West Asia have more than halved the number of children out of school at primary school age. Such positive developments have

brought about advances in the area of gender parity. The number of girls who are out of school is dropping steadily too, and female adult literacy is rising faster than that of males. On the ground, this progress has been made possible by the construction of new schools, the supply of properly trained teachers, and the elimination of school fees, as well as the free supply of school uniforms, books and writing materials.

**What should be the next priorities?**

We are at the crossroads of destiny. The economic and food crises at hand are exerting huge pressure on both national and household budgets, and this makes the financing of education all the more vulnerable to cuts. Either we continue

“ The provision of aid has been disappointing despite it being a vital component in the Education For All pact. ”

to pretend that nothing can undo the progress made in the last ten years, or we make use of these crises to build more sustainable systems. It is not possible to have development without education. We have to act fast. Innovative financing mechanisms have to be put in place to cover the current deficit. We also have to build inclusive education systems. That is the responsibility of the whole international community.

\* This interview was first published in the *Fenêtre sur cours* magazine (29 March 2010), and is reproduced here with the kind permission of Syndicat National Unitaire des instituteurs, professeurs des écoles et PEGC (SNUipp). III

# UNESCO Global Monitoring Report 2010

## Too many children still out of school

By Dennis Sinyolo

Education International has responded to the Education For All Global Monitoring Report (GMR) 2010. The report is an annual publication that monitors progress towards achievement of the six Education For All (EFA) goals that were agreed in Dakar in 2000. It is produced by an independent team working under for UNESCO. This year's edition focuses on 'Reaching the marginalised' and was launched in January at the United Nations headquarters in New York.

El's response to the GMR scrutinises and summarises the main findings of the report. This will be published and distributed to El affiliates in June. A brief summary of El's analysis is provided here.

### Main findings of the GMR: Progress on the EFA goals

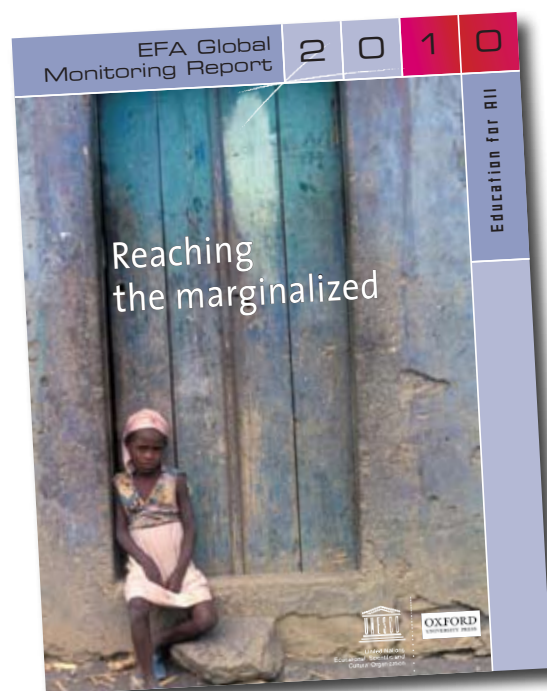
While the GMR notes that there has been progress towards the achievement of the six EFA goals, it admits that these targets are unlikely to be achieved by 2015. For example, despite the number of out of school children having fallen by 33 million worldwide since 1999, there are still 72 million children out of school, with the majority of them in Sub-Saharan Africa, and South and West Asia. Based on current trends, 56 million children will remain out of school in 2015.

Similarly, based on current trends, the EFA goal to achieve 50% improvement in levels of adult literacy will be missed. Despite steady progress, with 759 million adults, two-thirds of whom are women, still lacking basic literacy skills, the GMR warns that unless more is done to accelerate

progress, an estimated 710 million adults will remain illiterate in 2015. It is also clear from the evidence presented in the report that the situation is no different concerning the other EFA goals: the targets on gender parity, early childhood education and life-skills for young people and adults will also be missed. These statistics should be a clear wake-up call to governments, donors and other education stakeholders that we must all invest in education now!

### Impact of economic crisis and declining donor support

This year's GMR came out during the most severe global economic crisis since the Great Depression of the 1930s. Education systems in many of the world's poorest countries are just starting to experience the aftershocks of a crisis that originated in the financial systems of the industrialised world. There is an imminent danger that after a decade of encouraging advances, progress towards the EFA goals will stall or even reverse, because of slower economic growth, rising poverty and subsequent pressures on government budgets. The



report confirms El's argument that the economic crisis threatens human development targets, including education. However, the global economic crisis cannot be used as an excuse to deprive another generation of young people and adults of their fundamental right to quality education.

The GMR also reveals that aid disbursements are stagnating. Despite an increase in levels of aid over the last decade – reaching US\$ 10.8 billion for education in 2007, more than double the 2002 level – the overall commitment levels are stagnating around the 2004 level of US\$ 12 billion. There are also no signs of giving priority to education in overall aid packages. In 2010, education expenditure accounts for the same 12% allocation as in 1999-2000. El



## Hands Up for Education

# EI strategy for post crisis recovery

By Monique Fouilhoux

supports the GMR's recommendation to increase resource mobilisation to strengthen equity in public spending, and for donors to honour and increase their aid commitments.

### Specific focus on marginalisation

The GMR 2010 emphasises the overarching need to reach out to learners who are marginalized, for whatever reason, whether it be poverty, remote rural location, ethnic status, gender, language, disability, or any other factor. EI strongly supports the Report's recommendation that governments have to do far more to extend opportunities to marginalised groups such as ethnic minorities, poor households in deprived and remote rural areas, children with disabilities, those affected by HIV/AIDS or armed conflict.

Marginalisation and quality issues cannot be addressed without also dealing with the shortage of qualified teachers. In order to close the gap between the numbers of teachers required and those available – 10.3 million new primary teachers will be needed to achieve the EFA goal of universal primary education by 2015 – we need politically courageous national and international strategies, based on sustainability and quality. Short-term measures only sacrifice quality for quantity. Governments also need to invest in quality initial and in-service training of teachers and professional development, as these are the cornerstones of quality education. III

Since the financial crisis broke out in 2008, EI has been promoting education and training as a strategy for economic growth through our campaign *Hands Up for Education*. We work together with our members, other Global Unions and civil society organisations to bring our position to world leaders. Slowly, governments are starting to take our message seriously although we have to remain persistent and vigilant so that political rhetoric will translate into meaningful decisions. In the coming months, EI will follow its strategy along two main lines.

### The Global Campaign for Education

Firstly, as you will find on pages 2 – 3 of this magazine, EI runs initiatives such as Global Action Week and the 1GOAL campaign during the Football World Cup with civil society organisations. These campaigns raise awareness about the problems of industrialising countries in reaching the goals of Education For All. EI wants to ensure that the financial crisis will not lead us to fail in our promises to an entire generation of children. In the coming months, EI members will push even harder for a strong declaration at the Millennium Development Goals Summit, due to take place in New York in September. The summit, called by the United Nations' Secretary-General, Ban Ki-Moon, will be a unique opportunity to declare a unified and integrated vision for the future of development.

### Targeting World Leaders at the G20

On 21 April, G20 labour and employment ministers decided to make education and

training a prominent issue on their agenda for post-crisis recovery. The meeting, which was attended by trade union leaders, asked the G20 to adopt a training strategy. EI members now need to make use of this momentum to press for change at upcoming meetings. The G20 leaders will meet in Canada during June and then in South Korea in November. EI is co-operating with other Global Unions to publish strong statements and apply pressure on governments to act. Moreover, EI supports the mandate given by the High Level Group on Education For All to the UNESCO Director-General, Irina Bukova, to take part in the discussions at the G20 level, to ensure that education will feature prominently on the agenda. We have waited for a long time so by the time of the meeting in South Korea in November, we expect to see results.

### Upcoming events in relation to the crisis

**June** (during the Football World Cup)  
Meeting on Education For All in South Africa.  
**25-27 June**  
G20 meeting in Muskoka, Canada.

**20-22 September**  
Millennium Development Goals Summit in New York, USA.

**11-12 November**  
G20 meeting in Seoul, South-Korea. III

INFO

More information about our Hands up for Education campaign can be found at : [www.ei-ie.org/handsup](http://www.ei-ie.org/handsup)

## Quality Educators Project

# Teachers improve skills through development co-operation

By Claude Carroué

The 'Quality Educators For All' project has been developed by EI in partnership with Oxfam Novib Netherlands. Commonly referred to as the 'Quality-Ed Project', its purpose is to help public authorities meet their responsibility of providing good quality public education.



Students at school in Uganda are benefiting from fully trained teachers.

The Quality-Ed Project focuses on building relationships between education authorities and stakeholders, in particular teachers unions, with the aim of developing a teacher competency profile, a curriculum focusing on life-skills, and supporting training programmes for unqualified primary school teachers in both formal and non-formal education.

"The programme has two major advantages," says EI's Quality-Ed Project leader, Gaston De la Haye. "Firstly, it brings added value in terms of teacher's professional development by allowing teachers unions to share their expertise and 'reclaim' their profession through the major role they play in this project. This is particularly valuable in the development of the teacher competency profile, the review of teacher training programmes and the life-skills focused curriculum."

"The second advantage is that trade unions can reinforce their position as social partners in negotiations about employment and teaching conditions," adds De la Haye.

"It is not only about training unqualified or under-qualified teachers or standardising their status. Unions will also get to play their full role in negotiating salaries and decent working conditions for their members," concludes De la Haye.

The Quality-Ed Project was launched in November 2007 in Uganda and Mali, with



the two pilot projects achieving commendable results.

“In those two countries, we were able to gather all education stakeholders, including education ministries, trade unions and civil society organisations as participants,” notes De la Haye.

Oxfam Novib’s project leader, Liana Gertsch, explains that her organization got involved because: “This project is an integral part of our work on human rights and social equity. The right to essential services, such as quality education, is part and parcel of a government’s responsibility towards its citizens.”

“We welcome the opportunities that are evident in the Quality-Ed Project to contribute to a link between non-formal and formal education, so that every child has equal access to quality public education, starting with the educators as the cornerstone of quality throughout the educational process,” she adds.

Gertsch continues to add that “Quality-Ed Project also aims to increase the proportion of women recruited for teacher training, and to support women who are in training to complete their training. UNESCO has documented very high attrition rates that are often found in the teaching profession. It is not always clear how related to gender these rates are, but we know from experience in Mali and Uganda that attrition rates are high among women, even at the stage of training. An indispensable starting point for quality educators is to define the competencies that female and



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Teacher and students in a Malian school are being supported by EI and Oxfam.

male teachers need to actively promote gender equity in their teaching practice.”

According to independent Chairperson of the Programme, Sylvia Borren, “The improvements for trade unions are that they can grow by including non-formal teachers as members, and creating a win-win situation to get them trained and thereby reduce teacher shortages. This will reduce class sizes, which is hugely important to teachers and pupils alike.”

“Through life-skill lessons, teachers and pupils can be encouraged to teach and learn what is of vital importance in the local context,” adds Borren. “This can be anything from growing your own vegeta-

bles, to baby-care, to how to avoid contracting HIV or prevent violence against women.”

The partners are now working on a process to review the teacher competency profile that will help provide student teachers and teachers with the overall knowledge and pedagogical, social and psychological skills that are required in order to tailor their teaching practice to the needs of each individual pupil, while respecting the collective learning objectives of the group.

EI and Oxfam are also seeking to secure further funding to expand the successful Quality-Ed Project to other regions and countries. ■■■



## Global Tax Policy Reforms

# Taxing the financial sector for global public goods

By Koen Geven

As the full extent of irresponsible financial excesses by those in the financial sector have come to light over recent months, so there has been a growing demand for a Financial Transaction Tax, popularly referred to as the 'Tobin tax', 'Robin Hood tax' or 'banking levy'.

Education International supports the idea of a global Financial Transaction Tax, and has adopted a resolution on this topic for debate at our sixth World Congress in South Africa, next year.

At present, we are working with national trade unions and NGOs to convince world leaders to do the same, especially at June's G20 meeting. If adopted, what would it mean?



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### What is a Financial Transaction Tax?

Simply put, a Financial Transaction Tax is a small tax on cross-border transactions in the financial sector. It is estimated that such a tax, when applied on a global scale, could generate between *US\$200-900 billion* of revenue annually.

In its original form, as proposed by the Nobel Prize laureate James Tobin (hence the name 'Tobin tax'), the aim of the tax would be to:

- ▶ reduce the size of the global trading volume and accordingly reduce risk; and to
- ▶ generate revenue to provide for global public goods.

Until the crisis hit, the tax remained a largely academic idea, popular only among social movements. Now, as we see the destructive potential of an under-regulated financial sector, it has become a serious option for many governments and institutions.

### Is the IMF proposing a 'Tobin tax'?

A leaked report from the International Monetary Fund (IMF) to the G20 proposes an insurance system to increase stability in the financial sector with two measures:

- ▶ A "financial stability contribution" which is a levy on public loans extended to banks during the financial crisis; and
- ▶ A "financial activities tax" which is a levy on the profits and salaries of bankers to pay for any future intervention by governments.

While the 'Tobin tax' aims to come up with a large amount of money for the provision of national and global public goods, for example better climate protection, more balanced human development, and more decent employment, the IMF proposals are only meant to increase stability in the financial markets. In other words, the IMF *does not* propose real tax, as taxpayers will not be able to spend this money as they wish.

### Can this tax benefit education?

Analysts predict that we will see deep cuts in public sector spending over the next few years. The Organisation for Economic Co-operation and Development (OECD) projects that, by 2014, public debt will reach around 75-115% of a country's gross domestic product. Pensions, social security, and healthcare are all listed as targets for reducing public debt. In some countries, such as Latvia or Ireland, the education sector has also been earmarked for savage cuts.

In countries where the education sector is not the primary target for cuts, it is still indirectly affected by post-crisis reforms. In industrialised countries, where young people face high levels of unemployment, they are trying to gain access to chronically under-funded vocational and higher education systems. However, low-income countries will be hardest hit because development aid for education will not reach the levels that

## Cross Border Teacher Mobility

# New Qualifications Comparability Table reveals challenges for teacher mobility

By Dennis Sinyolo

Enhancing teachers' professionalism and status to promote, recognise and register standards was the focus of the fifth Commonwealth Teacher Research Symposium, which was held from 24-25 March at the University of the Free State in Bloemfontein, South Africa.

are needed in order to reach internationally agreed targets such as the Education For All goals. The Financial Transaction Tax could be a sustainable solution to these problems.

### Is there political hope?

EI is working with partners in the trade union movement, including the Global Union Federations and International Trade Union Confederation, to put pressure on national governments and international institutions. We are supported by many non-governmental and civil society organisations, but also political bodies such as the European Parliament, which voted for a financial transactions tax. However, national governments, such as Canada and the BRIC-countries (Brazil, Russia, India and China), oppose the tax as they fear negative effects on their economies. The IMF, which itself is dependent on financial markets for its revenue, is also against the tax as it fears a reduction in the size of financial markets.

### Where can I find more information?

EI is closely monitoring the debate on tax reform and its impact on the education sector. For more information on EI's work in relation to the crisis, please visit our *Hands Up for Education* campaign website at: [www.ei-ie.org/handsup](http://www.ei-ie.org/handsup) III

INFO

To read EI's resolution on 'Educating in a Global Economy', please visit our policy library at: [www.ei-ie.org/library](http://www.ei-ie.org/library)

The symposium was attended by more than 30 researchers, officials and representatives of national and international organisations, and higher education institutions, as well as EI and its affiliate members from the South African Democratic Teachers' Union (SADTU), the National Professional Teachers' Organisation of South Africa (NAPTOSA) and the American Federation of Teachers (AFT).

Over the two days, evidence was presented that teacher migration continues to be a growing phenomenon in many countries across the globe, causing shortages in teacher supply and demand, which impacted severely on the quality of education systems in the 'sending' countries.

The delegates reiterated the need for countries to apply both the principles and provisions of the Commonwealth Teacher Recruitment Protocol in managing teacher migration, in order to guarantee the right of individual teachers to migrate, while protecting the integrity of vulnerable education systems.

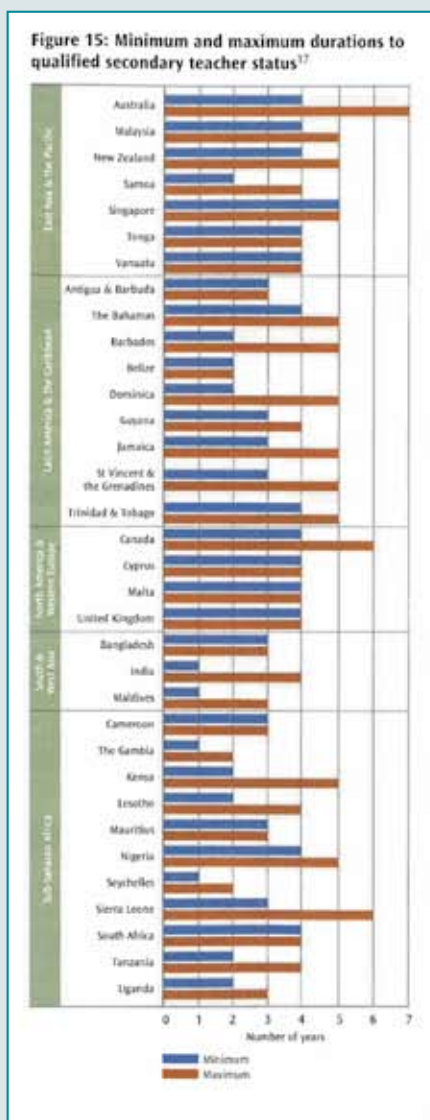
The participants also called on governments and other stakeholders to address

the challenge of devaluing professional status of teachers across, and beyond, the Commonwealth, because evidence presented at the event showed that teachers' professional status continues being devalued. Governments, teacher unions and other stakeholders also need to address teacher training and upgrading the recognition of teacher qualifications, the professional registration of teachers and the development of professional standards. The symposium emphasised the need to regulate recruitment agencies in order to prevent the exploitation of migrant teachers.

Releasing the Teacher Qualifications Comparability Table which contrasts teacher qualifications in 35 Commonwealth countries at primary and secondary school level, the Commonwealth Secretariat also presented the implications of recognising teacher qualifications across borders, mobility and minimum standards for the profession within, and beyond, the Commonwealth.

The document noted that "an increased acknowledgement of the role of professionalising teachers through an improved understanding of teacher qualifications

## The minimum and maximum time taken to qualify for primary (left) and secondary (right) teacher status



and standards, that considers local, national, trans-national and international contexts, is encouraged in the Commonwealth to inform the way in which qualifications and standards are developed.”

EI General Secretary, Fred van Leeuwen, welcomed the launch of the Teacher Qualifications Comparability Table and called for the implementation of the Commonwealth Teacher Recruitment Protocol as basis of good practice in managing teacher migration. He said: “The comparability table is a valuable research tool which provides a useful comparison of teacher qualifications across the Commonwealth.” III

INFO

You can purchase a copy of the Commonwealth Teacher Qualifications Comparability Table by James Keevy and Jonathan Jansen from the Commonwealth Secretariat's website: [www.publications.thecommonwealth.org](http://www.publications.thecommonwealth.org)

Tables from the Commonwealth publication showing the comparative length of teacher training courses which vary across and within regions.



## Human and trade union rights

# Teachers murdered in Colombia: Twenty years of impunity

By Mar Candela

*Some men wearing masks came into the classroom and shot him, right in the middle of our lesson. They didn't give him a chance to say anything. One of the masked men lifted our teacher's dead body by the back of his shirt and spoke to us: 'This man had to die because he was teaching you bad ideas. We can kill all of you as well, so don't get any bad ideas if you want to stay alive.'*

This testimony was one among the many gathered by Dr. Mario Novelli in a report prepared for EI in 2009, entitled *Colombia's Classroom Wars*. The person sharing the testimony was a child who witnessed the crime. So who are the masked men and what are the bad ideas they were referring to?

In Colombia, fear has forced more than three million people to leave their homes and abandon their land. They were caught up in the middle of a conflict between different armed groups: the Marxist-oriented guerrilla, the army, the narco-traffickers, and extreme right-wing paramilitary groups. The situa-

tion in schools in rural areas epitomises this strife: the guerrillas use schools as platforms to call for support of the local community; the army uses them as operational bases to combat the guerrillas. Helicopters land in school yards, troops sleep overnight in classrooms; narco-traffickers use them to hide their caches of drugs, while the paramilitaries break into them to "liquidate" people whom they consider legitimate military targets, that is, teachers. To complete the picture, students are recruited by the guerrillas and the paramilitaries alike. Some estimates put the number of child soldiers at between 8,000 and 10,000 (Human Rights Watch, 2010).

Education workers are the main victims of the selective assassinations. Most of them are union activists and, as such, are openly opposed to neo-liberal policies, including budget cuts and privatisation of essential public services such as healthcare and education, as well as national industries and natural resources which, since 2002, have been rapidly implemented under the rule of Colombia's President, Álvaro Uribe, and his party, the *Partido Social de Unidad Nacional*.

In his report, Novelli explains: "While education unionists have been targeted by all armed actors in the Colombian conflict, it is the particular role of right-wing paramilitaries that has been the most prevalent and there are robust allegations pointing to their strong links with sections of the Colombian state."



The armed conflict in Colombia is one of the longest running in the world. It has had a serious impact on the daily life of teachers and students in that country.



In Medellín's deprived areas violations of teachers' human rights are frequent.

## Death squads

The origin of the right-wing paramilitaries dates back to the 1960's, when large land-owners began to support armed groups as a means of protection against guerrilla incursions, and to suppress calls for agrarian reform which demanded a fairer distribution of the land among the peasants.

Thus began a bloody legacy of murders and human rights violations by armed groups, which gradually increased in size and influence, spinning a web of "complex and often conflicting relationships with the political establishment, particular local elites and the drug cartels." An on-going political scandal in Colombia concerns so-called *parapolitica*, a term which refers to the links between elected politicians who are supportive of Uribe and the paramilitary organizations. "The *parapolitica* has demonstrated that the state was not a victim," Novelli reports. "It appears that an important section of national and regional elites with a decisive presence in the state, as high government functionaries or as members

placed there by popular vote, have aligned themselves with paramilitaries and drug traffickers to consolidate their dominance inside and outside the state, and to alter the political contest."

## Joining voices

In order to develop new strategies to help remedy this situation, Education International organised a training session in Bogotá, in April 2010, together with FE-CODE, the largest federation of Colombian education unions, which is also one of the hardest-hit by the political violence. The meeting provided a valuable opportunity to facilitate the exchange of information and co-operation between union activists throughout the country. Data produced at the meeting showed that, between 1991 and 2010, approximately 873 teachers were murdered, including 13 between January and April this year. In over 96% of cases, no investigation was carried out or it was determined that the assassins could not be identified.

Participants in the training event also highlighted the fact that economic interests are a key to explaining the forced displacement of entire communities –often the poorest and most vulnerable, as in the case of Indigenous people– in order to "free" land which is then quickly converted into minefields or large-scale plantations financed by foreign capital, like the oil palms used to produce biodiesel. One report from the Arauca Teachers' Association pointed out that, "With the discovery of crude oil and increased guerrilla activity, this district became more and more important for the country and foreign interests because of the natural resources present within it. The Caño de Limón oil field area is a fully fledged North American 'state within the state'. Everyone knows about the tight security measures and the permanent presence of US military personnel side by side with Colombian troops."

Against this background, and in present-day conditions, the free-trade agreements with the United States, Canada and the European Union, which the Colombian gov-

## Gender Equality

# It is time for equal pay

ernment intends to ratify, can be seen to represent a harmful form of deregulation, given that they place the interests of multinational corporations above the welfare of the Colombian people and the fragile local economy.

EI and its member organisations in Europe are putting pressure on the European Parliament and Commission to review the free-trade agreements. Although there is a clause that would annul them should there be “sudden disruption of democracy,” EI warns the EU against concluding such an agreement with a government that fails to curb human rights abuses and, in particular, the targeting of trade unionists.

The real question then is clear: what can be done to put an end to this climate of impunity and violence, which is deeply rooted in a purportedly democratic system?

The first thing we must do is continue making the teachers' voice heard. We must draw the attention of the international community, once again, to the grave situation in Colombia, through the media and through inter-governmental institutions such as the Human Rights Councils, the European Union and the International Labour Organization. These platforms can be used to put pressure on the Colombian government to protect the life of all its citizens and to strengthen the judicial system, putting an end to the rampant impunity.

*“I want to cry out but they won't let me”,* says a Colombian folk song – a cowboy's song which was banned in 1948 because of its subtle but clear political message. Teachers worldwide must show their solidarity with Colombia and become the voices of outrage that shout and cry, refusing to give in to violence. Voices that should be heard across the planet, until weapons finally fall silent. ■■■

On 15th April Europe marked Equal Pay Day as a reminder that pay equity remains a major global challenge towards achieving gender equality. The date was deliberately selected to symbolise how many days into the year the average woman must work just to earn the same amount as the average man would have earned, in the previous year, for performing similar work.

Even today, not a single country in the world can claim to have achieved pay equity, despite various international treaties urging all governments to close the wage gap.

On the occasion of International Women's Day this year, Education International launched its global campaign called: *Pay Equity Now!* Through this campaign, EI re-affirms the right of all workers to equitable wages, and aims to help education unions overcome gender discrimination in employment.

Pay equity means equal pay for the same work or work of comparable value. Nevertheless, women-dominated occupations are often paid less than those roles performed by men. Teaching, for example, is perceived as a *feminised* profession, where the proportion of female teachers is greater than male teachers. However, with the increasing age of students and higher earnings, the proportion of female teachers is in decline. This is especially the case in the higher education sector, where the salary scale is higher and women struggle to get management, or even, teaching positions.

At the same education level as their male colleagues, women are more likely to work part-time, more likely to hold non-tenure and non-decision-making positions. All of these factors contribute to women's disadvantage, first on the pay roll, and later in the amount of pension they receive after retirement.

EI's campaign encourages teacher organisations worldwide to collect solid evidence on



gender pay disparity, adopt union policies on equal pay, and network for well-coordinated lobbying to get governments to commit to implementing pay equity.

On the *EI Pay Equity Now!* website you will find campaign tools, questions and answers on pay equity, as well as background documents and links to further information on this issue. ■■■

INFO

Please support our campaign today. Visit: [www.ei-ie.org/payequitynow](http://www.ei-ie.org/payequitynow)



## Spain

## Education for equality

**The Spanish union FETE-UGT has launched an awareness campaign on gender equality. Developed on the back of an agreement with the Ministry for Equality, it aims to open up new spaces for dialogue and debate on gender equality issues, while providing teachers with specific tools to address the issues across all disciplines and age groups.**

In spite of education reform and the introduction of mixed schools, there are still obstacles to gender equality in Spain. Sexist attitudes and values continue to influence personal development and career choices, limiting women's participation in all areas. This expression, in its most extreme form, can result in gender violence. One symptom of inequality is the hierarchical segregation in the education system, where women are still a minority among senior managers and policymakers: rectors, heads of department, and directors of educational establishments, as well as among teachers at secondary and university level.

Several studies have shown that the career options available to female and male students are still largely oriented towards fields associated with *traditional* gender roles. A case in point is vocational training, where courses relating to healthcare, social work, education or fashion and personal image are still mostly attended by women, whereas courses such as telecommunications, automotive studies, and electrical and mechanical engineering are preferred by boys. The percentage of women studying architecture and technical engineering at university level is just above 25%, and that of women working in the architecture and higher engineering sectors is 30%. On the other hand, more

than 80% of social work students and 91% of speech therapy students are women.

### On-line teaching materials: a virtual library

The teaching materials developed for the campaign 'Educating for Equality' include guidebooks for teachers as well as for students at primary, secondary and tertiary level. Available in the official languages of the Spanish State (Spanish, Catalan, Galician and Basque), the guides cover different aspects of education on gender issues. They will be distributed to more than 50,000 educational establishments and can be downloaded free of charge from the campaign's website.

The 'Educating for Equality' website also provides theoretical and practical materials,

classified by subject area, including teaching suggestions and strategies for implementing gender equality across the education system.

Furthermore, users of the website will be able to request advice from educational psychologists and educators on issues concerning gender equality and education, the prevention of violence against girls and women in educational establishments, training for co-education, the development of gender equality curricula in schools, and other aspects of the project.<sup>III</sup>

INFO

For comprehensive information on this campaign and to access all the teaching materials, please visit: [www.educandoenigualdad.com](http://www.educandoenigualdad.com)



## Human and trade union rights

# Iran and Women's Rights

By Rebeca Sevilla

Iranian teachers are speaking out against human and trade union rights violations that result in them being imprisoned and killed for peaceful activism. Four teachers are reported to have been jailed in recent months, while 35-year-old teacher, Farzad Kamangar, is reported to have been executed in secret despite the legal appeals process for his case not being complete.

In the past year, women's rights activists have also been arrested and jailed as they have demanded freedom and greater gender equality, arguing that Iran treats its female citizens as inferior to men. One example of this practice is the recent piece of legislation, the 'Family Support Bill', which activists have argued will curtail women's rights in the name of 'strengthening' the family. Among those women's activists who have spoken out, including workers and students, have been detained or have received heavy prison sentences.

Ironically, Iran had made a bid to become a member of the United Nations' Human Rights Council but dropped that goal in order to secure a position on the Commission on the Status of Women (CSW) instead. The CSW is a subsidiary body of the ECOSOC, which is made up of 45 elected representatives for a period of four years. Iran's successful bid is a serious blow to the CSW's goals because the body evaluates progress on gender equality, sets global standards and policies to promote gender equality of women. It is shocking that a UN body has granted membership to Iran on the CSW, because is a member state that is not a signatory of the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and it continues to ignore women's rights violations.

Other countries joining Iran for the term beginning in 2011 include, Belgium, the Democratic Republic of Congo, Estonia, Georgia, Jamaica, Liberia, the Netherlands, Spain, Thailand and Zimbabwe.

### A sign of disrespect

EI was deeply concerned about the process and opportunity for critical engagement be-

tween government and women at the CSW Session 54 held in New York in March 2010. Civil society members faced major hurdles, both political and practical, including the disagreement over the agreed outcomes document, registering for the event, and lack of interpretation in meeting rooms.

When the Commission on the Status of Women next convenes on March, 2011, it will discuss: *"Access and participation of women and girls to education, training, science and technology, including the promotion of women's equal access to full employment and*

*decent work.'* The Commission will evaluate progress made in implementing the conclusions of its 51st session on *"The elimination of all forms of discrimination and violence against the girl child."* Both themes require the mobilisation of teachers' unions and collaboration with civil society organizations at the national level.

EI's First World Women's Conference will be held in Bangkok, Thailand, from 20-23 January, 2011, and will allocate time to appraise participants and discuss actions to be taken. III

### INFO

- › El Urgent action appeal on Iran [www.ei-ie.org/en/urgentactionappeal/show.php?id=12&country=iran](http://www.ei-ie.org/en/urgentactionappeal/show.php?id=12&country=iran)
- › Open Letter to United Nations Secretary General Ban Ki-moon concerning the 54th Session of the Commission on the Status of Women" at <http://unioncsw.world-psi.org>
- › [www.ei-ie.org/gender/en/](http://www.ei-ie.org/gender/en/)

October, 2009. Participants at a flashmob for 'Freedom in Iran'.



## End Child Labour

# World Day Against Child Labour - Join the Fight

A new EI publication called *Go for the Goal: End Child Labour* is being launched on 12 June to mark the World Day Against Child Labour.

The initiative is a collaborative effort with the International Labour Organisation (ILO), which estimates that there are more than 200 million children around the world who are victims of child labour. More than 100 million of those children work in very hazardous conditions where their basic rights and dignity are violated.

EI affiliates have long recognised the link between eliminating child labour and achieving the goal of quality education for all.

EI General Secretary, Fred van Leeuwen, also underlines the role of teachers in keeping children in school. He argues that: "Teachers are key players in existing initiatives and synergies to tackle child labour and keep children in school. Teacher organisations work in partnership with other civil society groups, as well as national and international institutions involved in combating child labour."

The publication articulates the need for an appropriate curriculum, and states that children are more likely to go to school if the education offered is relevant.

It also argues that beyond professionally-trained and qualified teachers, critically important as they are, it is also necessary for a 'healthy, safe and friendly school environment, safe passage to and from school, relevant curricula and access to schools, especially in rural areas' as being paramount to combating child labour and getting children, especially girls, into school.

'Go for the Goal: End Child Labour' proposes two concrete activities that teachers and pupils can undertake on World Day Against Child Labour.

The first activity aims to help children understand the issue of child labour. Some of the activities are suitable for children above the age of 14, while the rest are specifically tailored to younger children.

The second activity is called: 'Go for the Goal: Show the Red Card to Child Labour!' This is closely linked to the Football World Cup which is taking place in South Africa during June and July. Just as a red card is shown by the referee during a football match to send off a player, the activity will also be conducted by pupils flashing their own red cards to draw the public's attention to the malign effects of child labour.

The EI publication also advises teachers from affiliate members on how to talk to children about the issues of fair play and inclusion, not only in the context of sport but also in society at large. The activities will help teachers and their pupils to approach the issue of children's rights and what this right to education means. The activities will also bring to



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their attention the multitude of children who continue to be exploited in manufacturing and other industries, including the production of sports goods.

In this year, 10 years after ILO Convention 182 on the Worst Forms of Child Labour the most widely-ratified international labour convention – came into effect, the good news is that we are six years ahead of the global target for eliminating the worst forms of child labour. While the global movement has made excellent progress in reducing child labour, efforts must continue, without any let up so that we can deliver the commitment of a world free of the worst forms of child labour by 2016.

EI has worked with the ILO, UNICEF, the World Bank and the Dutch Ministry of Social Affairs and Employment to help draft a *Roadmap for achieving the elimination of the Worst Forms of Child Labour by 2016*. III

INFO

To download the *Go for the Goal*, please visit our website:  
[www.ei-ie.org/childlabour](http://www.ei-ie.org/childlabour)

Visit the website of the 'Stop Child Labour – School is the best place to Work' campaign now to sign the petition: [www.stopchildlabour.eu](http://www.stopchildlabour.eu)



## EI Research Publications

# Learning from each other: union leaders and teachers speak out



Education International has launched two new research publications based on interviews and observations with union leaders and teachers in their working environments. The studies give an insight into everyday practices and challenges facing students and teachers alike.

In the study, *Learning How to Teach: upgrading unqualified primary teachers in Sub-Saharan Africa*, Herman Kruijer, an independent researcher, examines the strengths and weaknesses of four initiatives for under-qualified primary teachers in Tanzania, Malawi and Nigeria. Kruijer spent two months interviewing teachers, union representatives and stakeholders about their views on different upgrading initiatives. These interviews informed the findings which are set in a broader context of international education policies of the last decade in Sub-Saharan Africa.

International campaigns promoting access to free primary education and have increased enrolment which places huge pressure on education systems. While good progress has been made in broadening access, the resulting challenges are an urgent need to meet the demand for more primary teachers. To meet this demand,

but keep public education costs to a minimum, governments tend to recruit large numbers of unqualified contract teachers, who often face overcrowded classrooms, under-resourced schools, poor working conditions and low job security. Combined, these factors negatively influence teachers' motivation and status, and in the long run undermine the overall quality of education.

Given the mounting pressure on governments to improve the quality of education and raise standards of teachers' qualifications, identifying those aspects which make a successful and sustainable training programme to upgrade teachers' qualifications is important.

Kruijer argues that successful upgrading depends on a combination of in-service training, mentoring, and face-to-face tutoring. He states: 'Tutors and mentors play a crucial role in the success of education

programmes for unqualified and under-qualified teachers[...] unfortunately, this is often a neglected element in educational policies for teacher education'.

In-service training allows the programme curriculum to be built around daily teaching practices, which enables the introduction of new teaching methodologies and subject matter in the classroom, and enhances the practical relevance of the training. The report also argues that teacher training colleges and qualified teachers should be involved in designing upgrading programmes, as they understand the possibilities and limitations of the teaching environment. III

INFO

To see a copy of the publication visit:  
[www.ei-ie.org/research/en/documentation.php](http://www.ei-ie.org/research/en/documentation.php)

## Education for refugee and asylum-seeking children in OECD countries

"Across the globe, people are always on the move... Fleeing war zones, escaping injustice and persecution or seeking a better life for themselves and their children," begins the new book by Paloma Bourgonje. In any case, young people who find themselves in these situations are called *refugee*

*or asylum-seeker children*. They are uprooted, and far from their country of origin, with a life full of uncertainty before them.

In July 2007, a resolution on International Migration was passed at EI's fifth World Congress in Berlin. It expressed concern about

children losing out on their education when families were uprooted or exiled.

Since school is a critical instrument for creating integrated communities, this study analyses the situation of those children within the education environment. Five teacher unions

were contacted to help draft the publication: the *National Union of Teachers* in Britain; the *Australian Education Union*; the *Central Sindical Independiente y Sindical de Funcionarios* and USTE in Spain, and *Lärarförbundet* in Sweden.

Bourgonje believes comparison between these countries is problematic since they have “different social, economical and historical backgrounds and a wide variance in the legal and practical context.” However, it is possible to highlight patterns of similarities between two or more of the countries. In many cases, there is an obvious lack of training for teachers to teach in a multicultural setting. Consequently teachers find it difficult to work with children from diverse backgrounds. Language barriers are also an obstacle compounded by the fact teachers feel they have insufficient skills to deal with children living with trauma. A lack of resources at the school level, classroom

resources and materials, to support newly arrived children, are also cited as issues. The report identifies so-called “hidden” children, who are completely deprived of education, as a priority group in need of support.

The study also highlights segregationist practices in countries like Spain, where the system has created the EBEs (*Espacios de Bienvenida Educativa*) – educational centres for refugee and asylum-seeking children – where children must enrol before they can enter Spanish mainstream schools. EBEs are usually located far away from regular public schools, and in areas where there is a high concentration of ethnic minority children. One union representative explained: “Children are out of contact with other children of the same age group and migrant pupils are all put together. In no way can this be called inclusive education.”

Bourgonje proposes several recommendations for teachers, their unions, governments, schools and NGOs, to tackle the structural obstacles and support meaningful integration. She also stresses the importance of ensuring that no child is denied its right to education: “Integration of migrant communities into society is not only a moral obligation, but also of tremendous benefit for host societies, because people bring new cultures, perspectives, skills and talent into the citizenship of the nation. Schools are the key institution to unlock this talent.” III

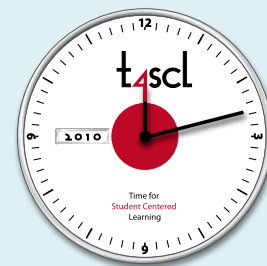


INFO

To download the publication in pdf format, please visit:  
[www.ei-ie.org/research/en/documentation.php](http://www.ei-ie.org/research/en/documentation.php)

## Teachers and students improve teaching in higher education

Results from the ‘Time for student-centred learning’ study show that teachers are committed to improving their ways of teaching and are ready to listen to students’ opinions on pedagogical practices.



The responses to questionnaires sent to teachers and students’ unions across Europe, as part of European Commission-funded project, show that educators are supportive of policies to improve their teaching methods so they can better cater to students needs.

Teachers are also ready to evaluate and improve their practices in partnership with students in the academic community. However, the study found teachers are sceptical of efforts to involve employers, who they believe promote a consumerist model of education, based on a narrow view of quality education.

Traditionally, teaching and research constitute the two dimensions of academic work. According to the study, students now perceive an academic’s career as mostly built on research, while teaching takes a back seat. Students have suggested making teaching a more important part of the career of academics. Teachers, for their part, prefer to have less to do with the larger burden of administrative work, so that they can teach more. They would also like to teach smaller classes where they feel they can better motivate students.

The study reiterates the goals of the Bologna Process which are to improve the quality of

education, and highlight the concept of the ‘academic community’ involving both teachers and students.

These findings should be a catalyst for higher education institutions and governments to put in place measures to support pedagogical development, in a framework that recognises academic freedoms and professionalism. III

INFO

For more information on the project, please visit:  
[www.t4scl.eu](http://www.t4scl.eu)



Education International  
6<sup>th</sup> World Congress

# Be prepared for EI's sixth World Congress!

Education International's sixth World Congress will take place from 22–26 July, 2011, in Cape Town, South Africa. The Executive Board of EI has agreed that the main theme will be *'Building the Future through Quality Education'*.

In order to ensure that affiliates are properly equipped with all the information they will require to take a full and active part in the event, the EI secretariat has produced a dedicated website packed full of useful information. Here is an overview of some key dates that member organisations should take particular note of.

During the course of September, 2010, EI will begin the formal Congress registration process. EI member organisations will be able to log into their online Congress administration account to appoint delegates and observers using a unique login and password which will be sent to them before this date.

Once they have been appointed, Congress participants will receive personalised login and password details for their online Congress account, where they can select the sessions that they want to take part in, book hotel rooms, and print out supporting letters for visa applications.

The deadline for submitting nominations for the two EI award that are presented at each Congress: the Mary Hatwood Futrell Award for Human and Trade Union Rights and the Albert Shanker Award for Education is 1 September, 2010.

The Executive Board of EI will meet in October, 2010, to discuss the draft education policy document which has been developed on the back of those responses that were received from EI affiliates during the consultation which was launched in February, 2010. The decision about who



the winners will be for both EI awards at Congress will also be made at this meeting.

By 30 November, 2010, those EI affiliate organisations that are entitled to receive financial assistance to attend Congress will need to have indicated whether they accept or reject EI's offer. The allocation of financial assistance is different for Congress 2011, as compared to previous Congress events, because EI will identify the countries and organisations that will benefit from the scheme. A maximum of three organisations from each qualifying country will be selected, based on their pro-rata dues-paying

membership. Member organisations that qualify for the scheme will be notified.

Member organisations are reminded of several other deadlines as follows:

- for submission of proposed amendments to the EI Constitution or By-laws, 22 January, 2011.
- for submission of draft resolutions, 22 March, 2011.

The Executive Board of EI will then convene at the end of March, 2011, to review all resolutions and outstanding Congress business. III

INFO

All this information and other details about the sixth World Congress are available on our dedicated Congress website. Please visit: [www.ei-ie.org/congress6](http://www.ei-ie.org/congress6). Do you still have a question regarding the Congress? If so, please email us at: [congress6@ei-ie.org](mailto:congress6@ei-ie.org) or telephone us at: +32 2 224 0611



## HIV/AIDS Education

# Francophone conference on HIV/AIDS in Casablanca

By Delphine Sanglan and Julie Kavanagh

**More than one thousand participants from 40 different countries attended the fifth Francophone Conference on HIV/AIDS which took place in Casablanca, Morocco, from 28-31 March.**

The conference was aimed at education activists to discuss the social, political and economic dimensions of the AIDS epidemic, to learn about medical progress, and understand HIV-prevention and care.

The EI representatives who attended the event showcased their work on HIV/AIDS prevention through an enormously successful presentation called *'Live and teach with HIV'* which attracted a lot of interest from the participants.

The Casablanca Conference was an opportunity for EI to publicise what teachers' unions are doing to support colleagues living with HIV, and to help them continue to practise the profession in an environment that is free from discrimination.

EI's Education For All-HIV/AIDS Prevention (EFAIDS) programme in Senegal is being rolled out through five separate teacher unions grouped under the *Senegalese Committee of Teacher Unions in the Struggle for EFA and Against AIDS* (COSSEL). The co-ordinator of COSSELL, Mor Mbengue, who was part of the EI delegation shared his experiences of the work that was being undertaken and presented an update on the activities of the *Committee of Action and Research on the Vulner-*

In 2009, COSSEL carried out a survey on the needs of educators living with HIV/AIDS in all regions of Senegal. More than 100 teachers took part.

The co-ordinator of EI's Education For All-HIV/AIDS Prevention (EFAIDS) programme in Senegal, Mor Mbengue, explained that "from the findings of the survey we were able to begin the process of setting up CARVEE with the help of EI and UNESCO-BREDA."

"It was not easy because we had to convince our HIV-positive colleagues to come forward and organise themselves in the struggle against AIDS. We also needed to assure them of confidentiality."

Discrimination against people living with HIV is rampant in Senegal, just as it is in other parts of the world, and teachers live with the risk of losing their job if their HIV status is known. In November 2009, when CARVEE held its first General Assembly, a plan of action was drawn up to protect the interests of educators living with HIV, and to build up the medical and moral support they need. Fortunately, CARVEE has received a lot of support from the Ministry of Education, which has intervened to help



"Teachers risk losing their job if their HIV status is known," says Mor Mbengue, co-ordinator of EI's EFAIDS in Senegal.

HIV-positive teachers regain their jobs when they have been lost.

The challenges CARVEE faces are immense, therefore this kind of support from the government and local communities is essential to help it achieve its mission.

Both CARVEE and COSSEL will be represented at the next International Conference on HIV/AIDS in Vienna, Austria, in July. III

INFO

For more information about this conference please email EI at: [efaids@ei-ie.org](mailto:efaids@ei-ie.org) or visit the website: [www.aids2010.org](http://www.aids2010.org)



EI exhibited its work on EFAIDS 'Live and teach with HIV' initiative at the Francophone Conference.

*abilities in the Education Space* (CARVEE). This project has been set up by COSSEL to develop a support network for teachers living with HIV.

This conference took place at a crucial juncture because 2010 is the deadline for the pledge of universal access to HIV/AIDS prevention, treatment and care, which was adopted by United Nations member states in 2006.

Sadly, it is all too evident that we remain a long way off reaching this objective as each day that passes sees 7,000 new infections globally, but only 30% of these affected will actually receive anti-retroviral treatment. Without doubt the current financial crisis is taking its toll, but the crisis cannot be used as an excuse by states to

not attain the goal of universal access to treatment.

In his speech to the conference the eminent French economist and International Affairs counsellor to the Director of France's National Agency for Research on AIDS (ANRS) and member of the Consultative Committee on Health of the World Health Organisation (WHO), Jean-Paul Moatti, told delegates that US\$200 million are needed each year to achieve universal access to treatment. He argued that the imposition of a modest tax of 0.005% on all inter-bank currency exchange transactions in the four major currencies – which is explained on page 12 of this issue of *Worlds of Education* – would ensure at least US\$400,000 was made available annually for the prevention of new infections

and to treat those people who are living with HIV. ■■■

EI co-ordinates an Education For All and HIV-AIDS Prevention Programme (EFAIDS) together with the World Health Organisation and the Education Development Centre. The programme aims to limit the impact of AIDS in the education sector through sensitisation and education in school settings. To date, 80 member organisations in 50 countries across Africa, Asia, Latin America and the Caribbean have taken part in the programme. For more information please visit our website: [www.ei-ie.org/ef aids](http://www.ei-ie.org/ef aids)

## Mary Hatwood Futrell Scholarships

# Fund helps disadvantaged students to achieve their dreams

By Dennis Sinyolo



© EI

Mary Hatwood Futrell

Nearly twenty postgraduate students have benefited from the Mary Hatwood Futrell Scholarship Fund since its inception in 2005. The fund is sponsored by Education International in honour of Mary Hatwood Futrell who was the founding President (1993-2004).

The purpose of the scholarship fund is to provide tuition and related support to eligible students in the field of education at Master's Level. Qualifying candidates should be pursuing programmes in line with the aims and principles of EI and should be committed to contributing to the quality of education in their own country or at the international level.

Scholarships are awarded to students from socially and economically disadvantaged backgrounds with a record of exceptional academic achievement. Gender equity is taken into account when selecting the beneficiaries.

The fund was initially assigned to George Washington University, in Washington DC, because Futrell was Dean of Education at that institution. In 2008, it was re-assigned to two universities in Africa, University of the Witwatersrand in South Africa, and, Nairobi University in Kenya. Currently, the fund supports the education of six students (three at each university) and four of them are young women. Three of the students are doing a Master's in

Early Childhood Education and the rest in Inclusive Education, Curriculum Studies and Educational Technology, respectively. All the students have been performing very well and will be completing their studies this year.

Peter Pausigere, a scholarship recipient from the Wits School of Education at the University of the Witwatersrand, wrote a letter thanking EI for the grant. Peter is a Zimbabwean national who migrated to South Africa following his native country's economic and political problems. Pausigere says it would have been difficult for him to pursue further studies without sponsorship. He used the grant to pay his tuition fees, purchase academic materials and carry out field work. He also used the money to pay for accommodation, meals and other basic necessities. Peter concluded his letter by saying, "There is no doubt that the scholarship you awarded us had both academic and personal benefits that enabled us to achieve higher grades in our Master's studies. I am thankful and grateful to your kind sponsorship."



From left to right: Scholarship recipients include Peter Pausigere from Zimbabwe, Zelna Cloete from South Africa, and Ceyline Tebid from Cameroon.



## New Executive Board member: Mugwena Maluleke



EI ©

Other beneficiaries from the Wits School of Education include Zelna Cloete from South Africa, and Ceyline Tebid from Cameroon.

Meanwhile, Mary Hatwood Futrell will be stepping down as Dean of the Graduate School of Education and Human Development at George Washington University. A benefit tribute to honour her services as Dean (1995-2010) was held on 15 April, 2010. The event was attended by many distinguished guests who included members of the American House of Representatives, Jim Moran and Bobby Scott. The former Governor of Virginia, Doug Wilder, delivered the keynote address, which was followed by a presentation to Futrell. EI was represented by Vice President Reg Weaver. In tribute to Futrell's outstanding leadership and service, the University has now established its own scholarship fund with the National Education Association (where she was President). Futrell's benefit tribute was also used to generate additional financial resources to increase the monetary value of the fund.

EI General Secretary, Fred van Leeuwen, described Mary Hatwood Futrell as the driving force behind the unification of the international teacher's movement in the 1990s. In his message he said: "Today EI owes its ability to defend and protect teachers' rights and interests around the globe to Mary's unwavering commitment to the ideals of democracy, freedom and social justice. She never failed to challenge governments to provide access to education for all children without discrimination. To many teachers around the world, Mary has been an inspiration and a role model." III

**EI welcomes the newest member of its Executive Board, Mugwena Maluleke, who is also General Secretary of the South African Democratic Teachers' Union (SADTU).**

Maluleke replaces former EI President, Thulas Nxesi, who was himself a former General Secretary of SADTU. Nxesi stood down from this position after his successful election as a Member of Parliament in the South African Assembly.

Formerly a maths teacher and principal of the Rodney Mokoena Junior Secondary School in Tshwane, Maluleke became a member of SADTU at its inception in 1990.

The distinguished leader described his journey to the EI Board: "I first served as the Union's branch officer in Soshanguve when we were fighting for recognition from the Apartheid government. Later on, I became a branch secretary responsible for recruitment and administration of the political activities."

After Apartheid was dissolved in 1994, SADTU underwent a restructuring and demarcated its regions into nine provinces.

"At that point I became the Deputy Secretary of the Gauteng Province and was responsible for the administration of the region and negotiations with the government. As the chief negotiator, I represented SADTU in writing the constitution of the Education Labour Relations Council and the constitution of the Public Service Co-ordinating Bargaining Chamber."

He later became National Treasurer of the Union, a post that he held for ten years, before he was elected Deputy General Secretary in 2008. In this capacity, he was appointed as the Chief Negotiator for public service unions within the Congress of South African Trade Unions (COSATU), which is country's largest trade union federation with a membership of over 1.8 million, and in 2009, Maluleke was elected as SADTU's General Secretary.

"I am a trade union and political activist through and through," he commented. "I am the General Secretary of SADTU, but my role also goes beyond SADTU."

True enough, Maluleke's trade union and political commitments are varied. He remains both a member of COSATU's Central Executive Committee, and the country's ruling party, the African National Congress.

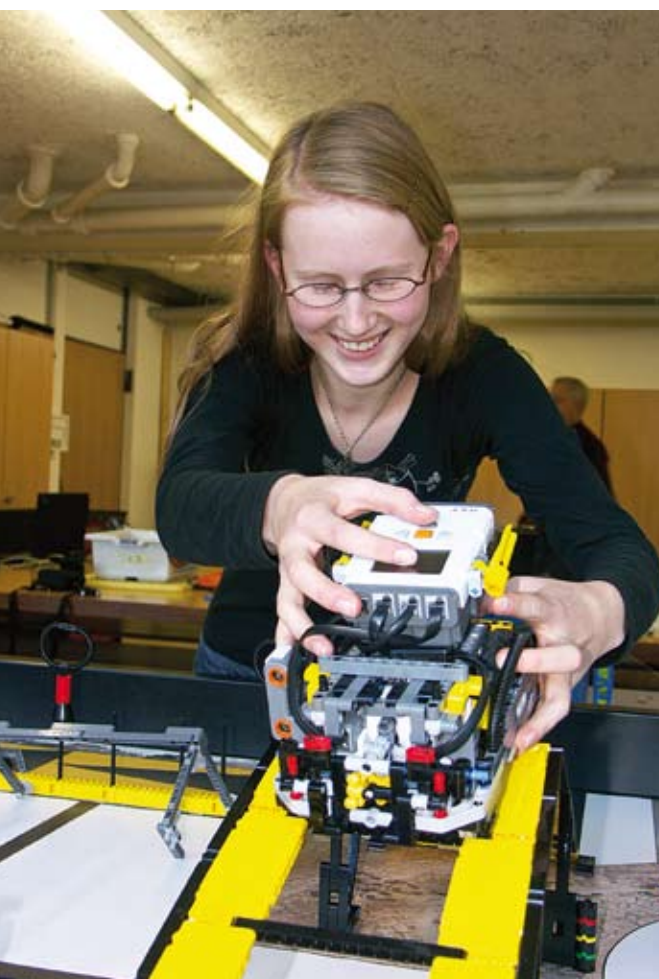
EI extends a warm welcome to Maluleke and looks forward to his experienced and knowledgeable contributions to the debates within the international teacher trade union movement. III

## Technology in Education

# Talented youngsters discover the world of robotics

By Martin Binkert

*Technology is everywhere, including the classroom, so we publish articles on software and computers, we test netbooks and smartphones, but in this issue we report on an initiative being supported by EI's Swiss member organisation Dachverband Schweizer Lehrerinnen und Lehrer (LCH). In partnership with the Canton of Aargau, which manages a grants programme for promising students, the LCH supports the First Lego League, which is a tournament in which young people from around the world make robots out of LEGO.*



Assembly, programming and testing are the name of the game. During the *First Lego League* competition, eight pupils from the Canton of Aargau brought pieces of LEGO to life; they took on teams from around the world and celebrated international victories. The tournament helped them to develop their research skills, interest in technology and build team spirit.

The competition throws children and young people, between the ages of 10 and 16, into a competitive environment with science and technology at the forefront. Each competition is given a different theme and this year, the title is 'Intelligent mobility: transporting goods and people' and the children must decide how to programme their robot to complete a number of tasks as safely and quickly as possible.

These are qualities that the Avaloq team know they have to perfect if they want to go on to compete against other groups and win the competition.

Hayley, 16, a member of the Avaloq team, always tries to come up with original and feasible ideas. Photo courtesy of LCH

### Solving problems without assistance

After the theme is published online, each team has eight weeks in which to develop a robot capable of performing tasks specified on the day of the competition. The young people have to study the instructions carefully, come up with solutions, build robots, programme them and make them work. Often, the first solution that springs to mind proves unworkable in this demanding competition, and youngsters are forced to go back to the drawing board. The key challenge is that the robots must only be built from pieces of LEGO, and then programmed by the young people using a laptop. They control the robot using tactile sensors, optical detectors and sound sensors.

Another rule of the competition states that all tasks must be performed within 2 minutes and 30 seconds, and each match ends when the whistle is blown. For this reason, Avaloq team, which takes its name from its main sponsor, ensures that every detail is finely-tuned. Adding to the challenge of securing a victory for its team, the robot must not only be able to perform tasks to perfection but it must also be capable of transformation, although each time it transforms, precious time is taken up.

## Presenting a research project

The theory behind the creations also counts, so each team must present their research project to a panel of experts. Avaloq has put together a team for the presentation. Hayley, 16, is particularly enthusiastic: "I am always trying to come up with ideas that are feasible and original. A lot of money is spent on research. Presenting the project is just as important as the points scored by the robot in the play area."

The panel also assesses teamwork. As the group progresses throughout the tournament, new demands are imposed.

## 'Robotics' as part of the research bid

The project is covered by the grants programme for promising 'robotics' students in the Canton of Aargau. For Michel Beat, member of the LCH and team coach, this is all about "supporting pupils and then defining requirements to pursue an exceptional project together."

"To prevent winning the competition becoming the sole aim, team members are involved in other research tasks. They never focus on one activity alone. The goals achieved along the way are important milestones in finishing the project," adds Michel Beat who also highlights the positive aspects of this work: "I have been teaching in special classes for nearly 30 years. It is essential to devise original concepts to broaden young people's horizons in their everyday school life. Formulating specific problems has proved to be a particularly positive experience as it makes learners think. The process of identifying solutions collectively also gives meaning to the work carried out."

Another essential aspect is the active participation of pupils in the assessment delivered at the First Lego League. Besides building a robot without help, this competition provides an opportunity for children to develop other skills through



© COURTESY OF LCH

Members of the Avaloq team work on their robot.

support given during the learning process, analysing the results and identifying alternatives when a goal is not achieved. Presenting the results also encourages the pupils to have their say and communicate. Documentation on resolving a specific problem highlights creative potential and problem-solving strategies.

Interpersonal skills are developed through group work in the project, as young people can demonstrate their talents most effectively when they work together. The cutting-edge researcher needs specialised robotics expertise, and communication skills are essential for team assessments. Therefore it is crucial that all team members are able to play a role in the activity. Recognising limits is another objective of the project, although the possibilities are endless.

## Thrilling selection process

At the end of each year, a number of children put themselves forward as candidates by submitting their portfolio, based on their teacher's recommendations. Entries for the project are selected during a qualification phase. The problem specifications are available to the children which means that all robots already have their own characteristics.

"Each time, we see impressive results achieved entirely without help. Two or three of these talented youngsters are picked for the team to take part in the First Lego League international competition. This has proven a successful combination," says one coach.

## 140,000 participants from around the world

Participation rates at the tournament – which was launched in 1998 by the First Lego League – are steadily rising. In 2008, more than 140,000 young people from 49 countries took part. There were 4,490 European participants from seven countries of whom 22% were girls. This international competition aims to encourage a young generation of researchers and technology enthusiasts to become actively involved in this sector. The results speak for themselves – with its highly motivated team, Avaloq has participated in four European finals in the last five years. With its excellent project presentations, Avaloq has also qualified four times for the Franco-German Scientific Forum in Berlin and Paris. Last year, the team was awarded seventh place at the Eastern European final and qualified for the Open European Championship which took place in Istanbul at the end of April, 2010. ■■■



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You can also fill out this form on-line at: [www.ei-ie.org/survey/woe/](http://www.ei-ie.org/survey/woe/)

## Postponement of the World Women's Conference

In light of the continuing political instability in Thailand, Education International has regrettably announced to affiliate members that the first World Women's Conference, has been postponed.

Special permission would be needed from the Thai authorities to hold the conference and though EI would be likely to obtain such permission, it would be difficult to obtain in time to allow adequate notice to members and participants to make necessary arrangements.

The conference, which was originally scheduled to take place in Bangkok during May 2010, had already been put back to September 2010, but has now been put back further, until January 2011, the exact dates will be confirmed as soon as we are advised that the situation has stabilised. It will still be held at the same location: the Ambassador Hotel, Bangkok.

EI has already communicated directly with the Ambassador Hotel regarding reservations, and has contacted those participants who had registered to attend the event.

We welcome your comments.  
Please write to: [editor@ei-ie.org](mailto: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

### September 2010

- 3-4** Council of Pacific Education Biennial meeting & Women's Network – Fiji
- 10-12** El Conference on Higher Education – Vancouver, Canada
- 14-15** El triennial Asia Pacific Development Cooperation meeting – Siam Reap, Cambodia
- 16-17** El Asia Pacific regional Committee – Siam Reap, Cambodia
- 21-22** El Communications Network meeting – Brussels, Belgium
- 22-24** UNESCO World Conference on Early Childhood Care and Education – Moscow, Russia
- 29-30** ILO Sectoral Global Dialogue Forum on Vocational Education and Training – Geneva, Switzerland

### October 2010

- 12-14** CGU conference: A Global Agenda for Quality Public services – Geneva, Switzerland
- 14-15** El HERSC meeting – Leuven, Belgium
- 19-22** El African regional conference – Brazzaville, Republic of the Congo

### November 2010

- 9-12** UNI Global Union World Congress – Nagasaki, Japan
- 18-19** El Annual Development Cooperation meeting – Brussels, Belgium
- 22** El/ETUCE Pan European Status of Women Committee – Brussels, Belgium
- 23-24** El/ETUCE Pan European Committee – Brussels, Belgium

### December 2010

- 1** World Day against HIV/AIDS
- 1-5** ITUC International Conference on "The development of Universal Social Security Systems" – Brasilia, Brazil

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](http://www.ei-ie.org)



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In a poor area of Karachi, Pakistan, classes take place on a rooftop to avoid the gang shootings at street level.

