



Special report: UN Millennium Development Goals must be met

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Cover photo: A Nigerian boy holds up a sign during an event marking World Poverty Day in Lagos, Nigeria

Time to mobilise



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Wherever you look education services are threatened with being broken up and divided into competing pieces, starved of the investment they badly need. But there is an alternative future for our schools and public services, where teachers and children are not made to pay the price for the bankers' crisis.

Teachers' organisations continue to argue for a future where fair taxes, not savage cuts, reduce fiscal deficits. Where a bonus tax on speculators in the City; a transactions tax on banks, and a clampdown on the billions lost through tax avoidance by the super rich is the way to secure services and recovery.

Around the planet our members know that savage budget cuts at breakneck speed will devastate public services, undermine growth, risk recession and raise unemployment. This is why our members continue to challenge government plans by showing that there is an alternative future for education. These efforts have not been without success. In August, a sustained campaign by EI affiliates in the USA, the American Federation of Teachers and the National Education Association helped secure government approval of legislation that will inject \$10 billion into schools, saving more than 160,000 education jobs that were previously threatened by budget cuts.

This victory, like other examples of where national unions have succeeded, was a result of members' advocacy and mobilisation of public opinion in support of quality public education. In most cases it required building coalitions with other trade unions and civil society organisations, as well as students and parents.

Under the umbrella of the Council of Global Unions, EI and other global unions are launching an international Quality Public Services campaign to encourage and support national trade unions to fight back against cuts in public services and advocate for Millennium Development Goals, including Education for All. The campaign is not just an attempt to protect jobs in the public sector. It is a new global effort to achieve more equality and a better quality of life for working families on all continents, who depend so much on the availability of quality public services, whether it is health care, transportation or education.

These are unprecedented times so we must mobilise, organise and remind national governments of their core responsibility to adopt policies that provide decent schools for all, and give teachers fair pay, terms and conditions. The stakes are high.

Fred van Leeuwen, EI General Secretary

Education

South Africa: Education summit for 1Goal

By Claude Carroue

On 11 July, just hours before the football World Cup final between the Netherlands and Spain, South Africa's President Jacob Zuma convened political leaders from around the world for an education summit in Pretoria.

Zuma, who is invited to speak at EI's World Congress in South Africa, explained the timing of the summit was determined by a "strongly held view that the first football World Cup tournament on African soil should have a lasting legacy, and the most important investment in the future of any nation is education."

The President told world leaders from Burkina Faso, Kenya, Mozambique, the Netherlands, Togo and Zimbabwe that, "no legacy could be higher than that."

Having debated a raft of education policy concerns the leaders issued a joint statement which read: "With only five years left before 2015, we are at a crucial turning point in achieving the Education for All (EFA) goals. The efforts of the international community to expand primary education opportunities have often been made at the expense of education quality; youth and adult education and literacy, as well as other education goals. Evidence shows that deep and persistent inequalities hinder progress across countries and populations, based on diverse and combined forms of marginalisation such as income, gender, location, language and disability.



© DPA/Reporters
South African President Jacob Zuma speaks prior to the 2010 FIFA World Cup opening match in Johannesburg

"Based on current trends, we are likely to miss the EFA goals, including universal primary education and gender equality in education. 'Business as usual' will leave 56 million children out of school and 710 million adults without basic literacy skills. This is not acceptable."

The statement went on to demand: "We call on the world community to give new impetus to education and scale up efforts to reach the Millennium Development Goal education targets. But getting more children into school is not sufficient. We have to ensure that students are leaving school with the necessary learning and life skills to enter adult life and the workforce."

The Pretoria summit was part of the Global Campaign for Education's (GCE) 1GOAL initiative which was supported by FIFA, the

football world's governing body. A series of coordinated activities were used to draw the attention of World Cup audiences to the goal of getting more children into school.

EI's Chief Regional Coordinator for Africa and GCE chairperson, Assibi Napoe, said: "72 million children remain out of school and millions more have no access to quality education. This is an untenable position. EI is working with our affiliate members and other partners to ensure education remains at the top of the global agenda."

UNESCO Director-General, Irina Bokova's statement to the summit read: "Education is Africa's most powerful antidote to poverty. Leaders must seize this occasion to put their full support behind giving Africa's children a quality education." ■■■

Education

Celebrate World Teachers' Day - 5 October

By Harold Tor and Monique Fouilhoux

On World Teachers' Day, which is celebrated on 5 October every year, hundreds of thousands of students, parents and activists around the world will pay homage to all teachers who have been directly or indirectly affected by a major crisis. Be it a humanitarian crisis, such as the earthquake in Haiti and China, or the global economic crisis that has devastated many developed economies over the past year, the role of teachers and other education personnel is vital to social, economic and intellectual rebuilding.

Origins of the day

World Teachers' Day was first celebrated in 1994. It marks the anniversary of the joint Recommendation by the United Nations' Educational, Scientific and Cultural Organisation (UNESCO) and the International Labour Organisation (ILO) concerning the Status of Teachers signed in 1966. The Recommendation outlines the professional and labour rights and responsibilities of the profession and is strongly promoted by Education International as a core document to be implemented by all governments around the world.

Since 1997, with the signing of the UNESCO Recommendation on the Status of Higher Education Personnel, World Teachers' Day is also celebrated by colleagues in the Higher Education and Research sectors.

Working in challenging circumstances

Today, education and educators are frequently under attack, with many teachers working in extremely challenging circumstances. There are those trying to ensure the world's 18.5 million refugee children get their right to an education; others are coping with the devastating impact of HIV and AIDS on their students, colleagues and families, while others try to contend with

violence within and outside the classroom. Though of a different nature, the economic and social crises have also had a detrimental impact on education in developed and developing countries, notably in the extent of cuts in teachers' salaries and the number of workers that have been laid off.

It is a received wisdom that teachers are the guarantors of continuity. By giving hope for the future and providing structure and stability, teachers help to mitigate the effects of conflict, disaster, violence and displacement. They provide much needed psycho-social support to ease the trauma of those children and young people who have witnessed extreme violence, or lived through destruction of their homes, or the loss of family members. In countries affected by conflict, teachers are instrumental in peacebuilding. In many instances, recovery begins with teachers.

World Teachers' Day is an opportunity to remember the importance of, the UNESCO/ILO Recommendations whose message remains as pertinent today as ever. Low status, low pay and poor working conditions, all conspire to discourage talented people from joining and remaining in the teaching profession. At a time when the world needs 10.3 million new teachers to reach internationally agreed Education for All targets by 2015, we need to show our commitment to quality public education for all.

How can you participate?

Through EI's member organisations, teachers around the world will organise national and regional events to mark the Day. From Albania to the Gambia, and from Haiti to Venezuela, teachers and pupils will be participating in demonstrations and marches to honour the profession and its unique role in supporting recovery from crises.

Many teacher unions will also be presenting awards to outstanding teachers, such as in Azerbaijan and Canada. Other teacher unions will be taking an inventive approach, for example, Malaysia's National Union of the Teaching Profession (NUTP) is organising a 'walkathon' for teachers. Teacher unions from different countries can also link up to organise joint events, such as the joint conference on Bosnian education by the Independent Trade Union of Primary School Education in Bosnia and Utdanningsforbundet from Norway.

Everyone is invited to join the celebrations!

All those who are fighting to provide quality education to children of the world can join teachers and their representative organisations to celebrate the profession and show them their support. To help you organise a wide range of activities, EI and UNESCO



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Students interact with their teacher in a government primary school in Dhaka, Bangladesh

have jointly produced a poster which will be made available in seven languages (English, French, Spanish, German, Arabic, Russian and Chinese).

On the dedicated website for World Teachers' Day you will be invited to make full use of interactive features for your celebrations:

› **Tweetboard:** If you tag your World Teachers' Day tweets with #wtd2010 in Twitter, your tweets will appear on the World Teachers' Day website!

› **Flickr:** You are able to upload photos of your events onto the World Teachers' Day photostream on Flickr. To know more about Flickr, please visit EI's photostream on www.flickr.com/photos/30593921@N03/

› **Electronic greeting cards:** Is there a special teacher that you'd like to pay tribute to? Why not send them a special World Teachers' Day greeting card?

The World Teachers' Day website address is www.5oct.org and it will go live from 6 September 2010.

As in previous years, EI will also issue a joint message with UNESCO, the ILO, the United Nations' Children's Fund (UNICEF) and the United Nations' Development Programme (UNDP) on 5 October. This statement will be published on EI's World Teachers' Day website as recognition of the wonderful profession's contribution to recovery from economic, social and other crises! III

Education

UN Millennium Development Goals must be met

By Koen Geven and Claude Carroue

How were the Goals created?

At the United Nation's Millennium Summit in September 2000, world leaders agreed a plan for global development in the new century. They committed to a world of peace and security for all and one in which sustainable development and poverty eradication had high priority. The Millennium Declaration responded to the challenge by establishing concrete measures for judging performance through interrelated commitments, goals and targets on development, governance, peace, security and human rights.

The eight Millennium Development Goals (MDGs) with 21 targets and measurable indicators were developed after the Millennium Declaration which all UN member states agreed to achieve by 2015. The goals are:

- › Eradicate extreme poverty and hunger
- › Achieve universal primary education
- › Promote gender equality and empower women
- › Reduce Child Mortality Rate
- › Improve maternal health
- › Combat HIV/AIDS, malaria, and other diseases
- › Ensure environmental sustainability
- › Develop a global partnership for development

Why is the MDG Review Summit being organised in 2010?

With five years left until the 2015 deadline to achieve the MDGs the UN Secretary-General, Ban Ki-Moon, has invited world leaders to a summit in New York from 20-22 September to accelerate progress towards the Goals while there is still time.

"We must not fail the billions who look to the international community to fulfil the promise of a better world," Ki-Moon says in his report, *Keeping the Promise*, which will serve as a basis for government deliberations at the Summit.

The report identifies success factors and lessons learned. It also highlights gaps, emerging challenges and opportunities, and lays out recommendations for action to boost progress towards the MDGs.

A mixed picture

A number of countries, including China whose poverty population has reduced from 452 million to 278 million, and India, have had success in combating extreme poverty and hunger due to clear internal and external factors of population and economic development. Other countries have improved school enrolment and child health, expanded access to clean water, strengthened control of malaria, tuberculosis and increased access to HIV treatment.

These successes have taken place in some of the poorest countries, proving that MDGs are achievable with the right policies, adequate investment, and international support. Yet progress has been uneven and several Goals could be missed. The challenges are most severe in least developed countries, those vulnerable to natural hazards, and countries in or emerging from conflict.

The UN report argues shortfalls in progress are not because the MDGs are unattainable, or because time is too short, but because of unmet commitments, inadequate resources

and a lack of focus and accountability. This has resulted in failure to deliver on finance, technical support and partnerships. Consequently, improvements have been slow, and some hard-won gains are being eroded by the food and economic crises.

What about the goal for universal education?

In some MDG areas, including education, the projections are clear that the goals will not be reached. The UN report notes that:

'To achieve the goal of universal primary education by 2015, all children at the entry age for primary school would have had to be attending classes by 2009 or so. In half of sub-Saharan African countries data shows at least one in four children of primary-school age were out of school in 2008.'

Lessons learned

The UN report identifies a number of lessons learned. Among them is the need for national ownership of development strategies. Successful countries pursue pragmatic policy mixed with enhanced domestic capacities. International cooperation should strongly support such development strategy and domestic capacity building efforts.

While economic growth is necessary, it is insufficient for progress. The growth process has to be inclusive and equitable to secure poverty reduction. Countries need forward-looking economic policies to support stable growth by sustaining public investment strategies and universal social protection, for achievement of MDGs.

Adequate, consistent and predictable financial support has to be aided by coherent national and international policies. The lack of adequate and predictable international financing has been an important constraint and there is an urgent need to strengthen partnerships to ensure supportive international frameworks for debt relief, trade, taxation, technology and climate change mitigation sustain long-term progress.

Commitments need to be kept

While financing the MDGs has begun with developing countries raising and allocating domestic revenues, the donor community must deliver on its promises of expanded official development assistance (ODA). Large gaps remain in meeting those commitments.

Developments in rethinking strategies and approaches include the role of equity. Evidence suggests progress can be accelerated with equity creating a virtuous circle which ensures the poor participate in their country's development, creating financial stability. Equity is not purely economic but also political. For example Brazil's cash transfers, Uganda's eliminations of user fees and the subsequent huge increase in visits from the very poorest, or Mauritius's dual-track approach to liberalisation with inclusive growth and inclusive development.

How are education unions involved?

In June 2010 the UN held a hearing of NGOs, civil society and the private sector to contribute to the review process. At the

hearing, trade unions, including education unions, voiced their concerns about reaching the Goals.

EI has based its input to the Summit on the Education For All (EFA) agenda. UNESCO recently calculated that EFA, which comprises more than just an MDG, still lacks US\$16 billion per year in low-income countries. EI will point to the link between the Goals and show the importance of education to address poverty, health and gender equality. We will work continue working with partners in the Global Campaign for Education to ensure education features prominently on the agenda.

What outcomes do we expect from the Summit?

The Summit could provide an opportunity to strengthen collective efforts and partnerships in the run up to 2015. It could endorse accountability frameworks that consolidate global aid commitments, link them to results with timelines, and establishes monitoring and enforcement mechanisms.

Ahead of the Summit, the MDGs campaign has issued a list of demands on rich and poor countries. The latter are asked to become more accountable, the former are asked to set targets to contribute at least 0.7 per cent of GDP to development aid.



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A boy holds up a sign during an event marking World Poverty Day in Lagos, Nigeria

EI hopes developing countries will be given more ownership over their development strategies and developed countries will increase their aid levels, despite the economic crisis.

Ban Ki-moon is adamant that: "Our world has the knowledge and the resources to achieve the MDGs." He also notes that, "falling short would be an unacceptable failure. The dangers in the world – instability; violence; epidemic diseases; environmental degradation, and large population growth – will all be multiplied." III

INFO

For more information on the Summit visit:
<http://www.un.org/en/mdg/summit2010/>
 The Secretary-General's report is available online at:
www.un.org/millenniumgoals

Education

E-9 ministers commit to halving illiteracy



Pupils at a preliminary school in Abuja, Nigeria

Ministers of education from the world's nine most populous countries – the E-9 group of countries: Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan – have reaffirmed their commitment to meet the basic learning needs of all their peoples and to work more closely together to achieve the six goals set at the World Education Forum held in Dakar, Senegal, in 2000.

E-9 countries rose from their four-day meeting on 'Literacy for Development', in Abuja, Nigeria, with a call to heads of state and government to make youth and adult literacy a priority investment for achieving all the Millennium Development Goals (MDGs).

EI President Susan Hopgood said: "EI welcomes the commitment of the E-9 countries to work together to achieve the EFA goals. Quality education is a basic human right and enables children to gain the literacy. It is not acceptable that EFA targets around the world are not on track to be achieved by 2015. All governments must honour their aid commitments to close the financing gap to achieve the goals."

In the Abuja Framework for Action and Cooperation issued at the end of the meeting on 24 June, participants observed that the Education for All (EFA) goal of halving illiteracy was at great risk of not being achieved by 2015 by some of the E-9 countries unless urgent and augmented action is taken.

According to them, the MDGs individually and as a whole, cannot be achieved without education and the fulfilment of all six

EFA goals, ensuring that every society becomes a learning society where individuals and communities are equipped to adopt and adapt change in their lives.

Participants agreed that literacy, as an indispensable learning tool and key indicator of quality education, must be vigorously promoted, inside and outside the school systems, for every child, adolescent, young person and adult.

A total of 508 million adults have been deprived of literacy in the E-9 countries. These countries represent 54 per cent of the world's population and 67 per cent of world's non-literates.

While identifying the challenges confronting the countries to include, policies and strategies, access, quality, capacity building, financing and good governance, the participants committed themselves to "increasing and improving our efforts to achieve universal literacy in our countries - it is an essential aspect of the human right to basic education. We recognise that this demands political commitment, innovation and initiative, and commensurate resources." ■■■

Hands up for education!

G8 and G20 summits fail to deliver on education

By Koen Geven

Despite intense lobbying from EI's affiliate members, two consecutive summits of world leaders in Canada have failed to deliver on education.

Neither the G8 meeting in Muskoka, nor the G20 meeting in Toronto, took any substantial steps forward, at the same time development agencies were ringing alarm bells warning that official development aid has been declining rapidly.

The G8 declaration, adopted on 26 June 2010, focuses on development, international peace and security. Regrettably, it does not make reference to the need to improve funding for Education for All (EFA) or the Millennium Development Goals (MDGs) on universal primary education or gender equality. Notably, the Global Fund was identified in the recent Global Monitoring Report on EFA as a model for how education financing could also be reformed.

In 2002, the G8 created the EFA Fast Track Initiative (FTI), a global partnership to increase aid effectiveness in education. The G8 is supporting reform of the FTI in an Annex to the Muskoka declaration. The G20 declaration, adopted on 27 June 2010, is concerned with a return to growth during the economic crisis. The education sector though has voiced concerns about the announcement of austerity measures in the declaration, which calls on advanced countries to halve their deficits by 2013.

EI is also concerned about decisions not taken at the Summit. While the Pittsburgh G20 Summit, held in September 2009, followed by the G20 meeting of Labour and Employment Ministers, held in April 2010, called on world leaders



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Protesters during demonstrations in Toronto at the G20 Summit.

to adopt a strategy on education and training, the declaration that was adopted in Toronto fails to mention any concrete steps to implement such a strategy.

This evident lack of progress implies a growing political divide between world leaders. The initial consensus that led to strong statements after the financial crisis hit world markets is falling apart as politics returns to business as usual. For EI and its affiliates, it is time to ask the question why world leaders are increasingly unable to take the decisions needed to lead our countries out of the global recession. The political divide will require a smarter strategy, identifying which hosts and member states will be able to take the decisions that are needed for education.

In the meantime, critical reports are piling up stating that decisive action is needed on education. In July 2010, the Global Monitoring Team of UNESCO warned that official develop-

ment aid figures for education are falling. There is still a financing gap of \$16 billion to reach the MDGs by 2015. Among other challenges, 10.3 million teachers are still needed to reach only one of the six EFA goals - universal primary education by 2015.

In the coming months, EI will focus its attention on the next G20 meeting in Seoul, South Korea, from 11-12 November 2010, and will promote our 'Hands Up for Education' campaign. The Korean hosts have proposed to put education on the agenda and will invite UNESCO to make a prominent contribution.

One lesson to learn from recent events in Canada is that if we want to overcome political divisions over the importance of education for a post-crisis recovery, then we will need to become an even stronger voice to our governments. ■■■

Education

Israel: A 'New Horizon' for the national education system

By Yaffa Folger

After years of efforts for a comprehensive change in the education system, EI affiliate the Israel Teachers' Union (ITU) has succeeded in establishing whole-school reforms. Across all aspects of country's education system, from pedagogy, organisation and teachers' status, a raft of new policies are being phased in to improve the quality and professional status of public sector teachers.

The ITU's success can be attributed to the intensive engagement it conducted across all 28 of its local chapters to determine teachers' priorities before it embarked on a complex set of negotiations with the government. Winning the support of public opinion was also a critical factor in leading to the historic agreement for reforms between the state and the key education workers' union.

According to the terms of the 'New Horizon' agreement, the government has committed to allocate resources that will fundamentally alter teachers' occupational conditions, improve their status, and lead to major changes in the education system. All of these measures are supported by the ITU.

The six tenets of the agreement are:

- Enlargement of the education budget to 6.5 billion Israeli Shekels (US\$1.7 billion);
- A 25-50 per cent increase in teachers' salaries;
- A new nine-point salary scale that increases teachers' salaries from 7.5 to 8.5 percent every 2-3 years which raises the status of the profession and enables the recruitment and retention of high-quality teachers into the public education system;
- A change to the teachers' working week which enables them to be 'present' in school for 36 hours per week, whether they are in the classroom or doing administrative work;
- A structural change in the school principals' salaries, involving them more closely in the recruitment of new teachers as well

as disciplinary reviews of teachers for pedagogical reasons;

- A reform of the teachers' dismissal process, where the process for 'unsuitable' teachers with seniority up to 15 years has been shortened to one year instead of two; and
- A requirement for teachers to have a first degree diploma in order to lift professional standards.

As the 'New Horizon' reforms have brought in considerable changes to teachers' work, as well as to the governance of schools, including management of larger budgets, agreement is being implemented gradually and should be completed across the entire Israeli education system by 2013.

The ITU is actively engaged in explaining the reforms to teachers throughout the country. It has utilised its 28 chapters, particularly its chairmen, through whom it has initiated the gathering of professional assemblies to guide implementation of the reforms at school level. Workshops and lectures have also been organised in schools working according to the 'New Horizon' agreement in order to enable teachers to discuss issues and concerns about how the reforms ought to be implemented.

Additionally, two communication tools have been put in place by the ITU, to aide those teachers implementing the 'New Horizon' reform. The first is an information, advice and guidance centre which can be accessed by education workers. It is staffed



Israeli teachers will see their professional status increased thanks to the new reforms

by teachers and school principals who know about professional details linked to the agreement and can share their experience with colleagues across all levels. The second is the use of social media, including a blog, which enables on-going dialogue among educators relating to questions that arise. It operates in real-time so can provide teachers with up-to-date information, and can host experts who answer teachers' questions.

ITU President, Joseph Wassrman said: "The process of engaging our teacher members to determine the agreement before engaging the public to support our negotiations has proven to be critical in the success we have had. Every union campaign should think about how to build a broad coalition to support its endeavours." ■■■

Education

Indian union demands qualified and permanent public school teachers

By Claude Carroue

The growing use of para-teachers in Asia is a source of real concern to affiliates within Education International. It is estimated that as many as six per cent of those employed across South Asian countries are para-teachers.

Under pressure from the World Bank, many governments in the region turn to para-teachers to overcome their shortage of teachers, instead of increasing investment in training sufficient numbers of qualified teachers to provide quality public education for all.

In India, where the policy of decentralising educational management to local bodies has, since the 1980s, fuelled a trend towards the use of such 'teachers', the problems has become increasingly acute.

In a report commissioned by the All India Primary Teachers' Federation (AIPTF) to highlight the status of para-teachers, AIPTF President and EI Vice-President, S. Eswaran, said: "Over the last few years, India has witnessed a growing trend of state governments recruiting para-teachers in primary and upper primary schools. Ostensibly, this is to meet increased demand for teachers resulting from the need to secure universal access to elementary education."

"At present there are more than 500,000 para-teachers operating in the country which equates to ten per cent of the total workforce in schools."



An educator teaches children at a footpath school, as vehicles drive past them in Ahmadabad, India

Eswaran explain the problem of this is that: "Para-teachers are paid considerably lower salaries than regular teachers, which raises the spectre that para-teachers are being employed due to limited financial resources being allocated to education in state budgets."

The AIPTF report also identifies that para-teachers are contracted for limited periods, sometime from a few months to a year, and therefore lack long-term job security. It also notes that both trained and untrained individuals are being appointed as para-teachers.

Eswaran is adamant that these para-teachers constitute "low-cost 'teachers' who de-professionalise the profession while offering

poorer quality education because they lack the pedagogical basis from which to teach."

The AIPTF reports the difficulty of organising para-teachers into a body that could improve the working conditions as some contracts do not permit trade union involvement. This leads to fragmentation of 'unions' which can, at times, appear as each others' adversaries. Without full collective bargaining rights, most industrial action by para-teachers has failed to secure better working conditions.

EI has always fought for the trade union rights of all teachers and has opposed contractual recruitment. EI's campaigns also make clear that investing in education is about investing in the future. III

Sport in education

France: Sport at the heart of education

By Nina Charlier

In France, sport and physical education (EPS) is a right that still needs to be developed. All pupils must be taught sport and art by law, with programmes adapted to their educational level. Despite the progress made, be it in terms of hours, programmes, facilities, or specialised teachers, the syndicat national de l'éducation physique (SNEP-FSU) is still striving to improve conditions so that SPE retains a fundamental place within the education system. As a result, sports facilities and the content of sports teaching are at the centre of its demands.

The SNEP, with the support of 80 per cent of the profession, is making an important contribution to the thinking on essential issues surrounding education and sport.

It will organise a series of events, the 'EP-Siliades', from 12 to 14 November 2010, which 2000 people are expected to attend. These meetings, supported by UNESCO, will provide the opportunity to compare approaches between teaching professionals, educators, researchers, policy makers and representatives from the sporting and associative world, as well as pupils and parents. Six key themes will be examined across 30 debates:

- › EPS, what kind of arts and sports culture for all?
- › EPS and sport, schooling and cultural open-mindedness
- › Sport, humanity's heritage or just a consumer product?
- › School, sport, EPS and the media
- › School: a critical appropriation of culture and the development of the person
- › Training/research: teaching, a creative profession. III

INFO

For more information on the 'EPSiliades' please contact:
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Education

UCU: A careers guide for teachers

The University and College Union (UCU), an EI affiliate in the UK, has launched an early careers guide for teachers who are new to, or considering, a career in further or higher education.

The publication follows a survey of UCU members in which respondents overwhelmingly stated that working in post-school education is one of 'the most rewarding professions'. However, the respondents also stated that starting a new career could be a daunting task.

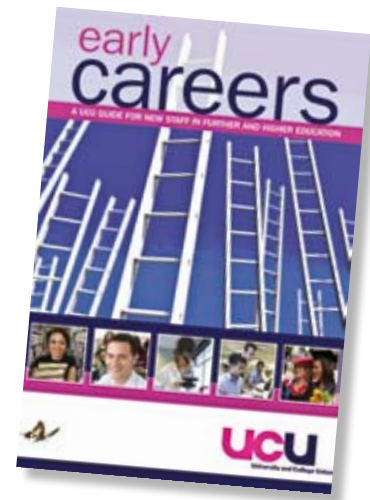
Consequently, the UCU produced a handbook which contains professional guidance

on finding the right job; what to expect when you start work; tips on getting the most from your career; practical advice on what to do if you have a problems at work with bullying, stress or discrimination among other issues.

UCU's national organiser, Ed Bailey, states that: "The guide signposts sources of help which are available and, importantly, it shows how active membership of a trade union can improve the working lives of everyone."

EI welcomes this resource which is aimed at improving teachers' access to the profes-

© UCU



INFO

For more information,
please go to:
<http://www.ucu.org.uk/>

sion, their qualifications and their working conditions, as well as helping them fully focus on their favourite past time: teaching students. III

NEA leads on tackling low-performing schools

By Tim Walker

The National Education Association (NEA) in the USA believes that public education should help all students reach their full potential. However, persistent problems such as academic achievement gaps and high truancy and drop-out rates continue to affect far too many students, especially those from lower-income backgrounds or minority communities.

To meet this challenge, the education union launched a Priority Schools Campaign, a multi-year multi-million dollar commitment to bring permanently transform and improve America's lowest-performing schools.

Through the Priority Schools Campaign, NEA has united educators, administra-

tors, parents, community members and policymakers in a collaborative effort to improve academic achievement in struggling schools.

The Priority Schools Campaign held its first national conference in March 2010, where it brought together teachers and education union activists from some of the nation's lowest-performing schools to discuss how to work together to ensure all students could have access to a quality public education.

NEA President, Dennis Van Roekel, said: "If we work together, we can open opportunities for tens of thousands of students – day by day, one building at a time, and one student at a time." III



© NEA

The NEA campaign will help students at Mae Eanes Middle School in Mobile, Alabama, reach their potential

Technology in education

Adobe – a global partner in education

By Christine Silbermann

Adobe is known to most teachers as a supplier of software including Photoshop, InDesign, Reader and Acrobat. Many schools use these professional tools in the classroom, to employ Adobe solutions for administrative management or work with the eLearning Suite in virtual continuing training for teachers. Adobe Reader and the Flash reader, above all, are virtually inevitable because they provide simple and rapid access to data and videos on all sorts of platforms.



© Adobe

accessible in English but also in other languages, teachers have found real value for inter-disciplinary usage of these classroom aides.

On Adobe TV, for instance, accessible on the Internet, there is a channel especially devoted to education which offers videos giving concrete examples of how to present a course in a creative manner using Adobe solutions. For more technical education, the programme which serves as the basis for certification is also very useful.

To encourage the field of education, Adobe places substantial emphasis on partnerships and has committed itself in many places to initiatives in favour of education launched by national governments and ministries of culture, together with industrial partnerships such as Intel Teach. One of the most important recent programmes for education is the world programme Adobe Education Leaders (AELs). The objective of this is to set up a world network of teachers working on high-quality examples demonstrating the use of products for courses.

Under the AEL programme, Adobe encourages teachers in Australia, Belgium,

Germany, the Netherlands, New Zealand, Singapore, Taiwan, the UK and the USA. The AELs develop course scenarios encouraging creativity and improving the communication, collaboration and experience of pupil and teacher alike. It is particularly important for the AELs not to work in isolation but openly exchange their knowledge. This happens in several ways such as, for example, in the form of projects based on technology, blogs, publications of books and articles, presentations at seminars and conferences, and training courses. The latter are given online above all. They are also recorded, so that these knowledge transmission events can be flexibly incorporated into members' agendas.

Read further in the next issue of Worlds of Education on how Adobe includes teachers' advice and expertise in the development of their software! III

The numerous inter-disciplinary usage possibilities of Adobe products help teachers to put their subject across and pupils to familiarise themselves with the tools which they will encounter later on in their professional lives.

Over the course of a partnership of several years with the world of education, Adobe has developed offers specially designed for schools in the framework of its world education programme. In addition to licensing programs at very low prices for educational institutions and producing editions for students and teachers, including learning material which are

INFO

More information is available on
Adobe in education at:
www.adobe.com/education

Technology in education

Can social media blur the line between teacher and friend?

By Douglas Quan

In a digital age where everyone is tweeting, blogging and messaging, school districts across the world face a conundrum: is it appropriate for teachers to be 'friends' with students on Facebook and other social networking sites?

The consensus among Canadian education leaders appears to be that teachers should avoid communicating with students using social media — or that they should at least tread very carefully. Once you start engaging students online, you blur the lines between a professional and personal relationship, they say.

The Toronto District School Board is in the middle of developing social-media guidelines for its teachers. The Vancouver Board of Education has told its teachers flatly that communicating with students using personal e-mail accounts and being 'friends' with students on social networking sites is "unacceptable behaviour."

There have been a number of recent cases where authorities say teachers clearly crossed the line. A 28-year-old student teacher in British Columbia, Canada, was charged with inappropriate conduct after he allegedly contacted a 15-year-old female student using Facebook and interacted with her using instant messaging and a web camera.

However, educators say the communication does not have to be overtly sexual to be considered inappropriate. Giving advice online to students about dating or their relationships with their parents could also be problematic.

Officials say they are also concerned that some of the content on teachers' social media pages might not be suitable for students' eyes, such as photos of uninhibited moments during a party or vacation.

"Things you'll be sharing with adult friends are not always things you want to share with students," one teacher said.

A survey by the British Columbia College of Teachers found that teachers were frequently asked by students to be 'friends' on Facebook. More than half of teachers said they refused to accept those requests.

"I feel my personal life is private. I do not want my students exposed to my pictures or reading where I go and what I do on my own time," one teacher wrote.

However, one out of five teachers who responded to the survey said they would allow students to be their Facebook friend. One teacher said: "As an educator, my private life pretty much mirrors my professional life. I am careful to edit the content that others post to my profile."

Some teachers said Facebook allowed them to deepen their understanding of their students' lives.

Vancouver education consultant Jesse Miller says there's nothing wrong with



teachers creating web pages or using the Internet to convey information to students, but he believes it is best to use online tools that have some level of oversight and access by school administrators. This ensures content is strictly related to academics. At the end of the day, he said, "you're a teacher, not a friend." ■■■

Education

Copyright legislation: no 'digital locks' for education

By David Robinson

Copyright is a public policy issue that has moved from obscurity to centre stage in countries throughout the world and teachers have a vital stake in the growing international debate. Increasingly, domestic copyright reforms and new international agreements like the proposed Anti-Counterfeiting Trade Agreement (ACTA) threaten to restrict access to teaching and learning materials.

National and international copyright laws were developed to balance the economic rights of creators with the rights of the public to access and use creative works. Most countries have attempted to manage this balance by allowing 'fair use' or 'fair dealing' exceptions to copyright protection. These clauses permit, otherwise unauthorised, copying of material if it is done for educational and research purposes, or for personal, non-commercial use.

In recent years there has been a steady ratcheting up of copyright protection and erosion of fair dealing rights. Technology allowing instantaneous copying and distribution of information has had a positive impact on education and teaching but at the same time has facilitated commercial piracy of digital works. The major entertainment and publishing industries are now protecting their digital property with encryption measures that prevent copying, and they want domestic and international laws to prohibit the circumvention of these 'digital locks'.

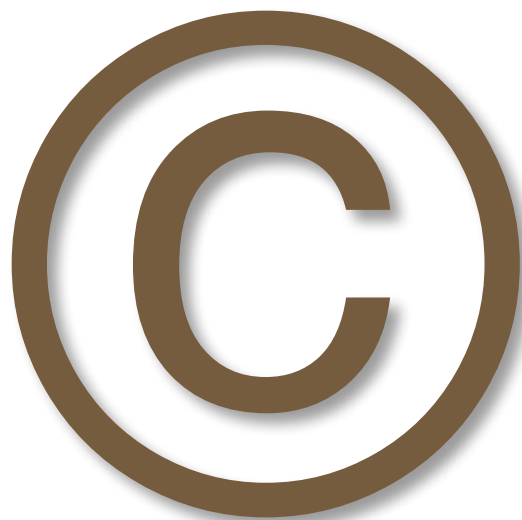
The danger for educators is that while digital locks can prevent illegal copying, they can also restrict educators' ability to copy material for academic purposes. Making it illegal to break these locks means that material which is in a paper format can be legally copied by teachers and students but any material which is an electronic format and digitally encrypted, could not be copied.

As educational material becomes increasingly available only in digital format, vast swathes of learning materials could be effectively locked down, leading to a rise in costs and restrictions on their use for research, education and innovation. Under pressure from industry, many countries are amending their domestic copyright laws and seeking new international rules to ban the circumvention of digital locks. The United States and the European Union have led these efforts, and are now pushing other countries to adopt even more stringent anti-circumvention rules.

However, industrialising countries are fighting back, as India and China are campaigning against the ACTA agreement, warning

it could undermine their development efforts. Brazil recently tabled new copyright proposals that would not only permit the circumvention of digital locks for education and other legitimate purposes, but would establish penalties for owners who prevented users from exercising their fair dealing rights.

Improving access to teaching and learning materials is vital if we are to build innovative education systems and achieve the goal of Education for All. In the current debate over copyright policy at the national and international level, EI and its affiliates have a crucial role to play in ensuring that teachers and students are not locked-out of the digital age. ■■■



Education

Global Unions summit to defend public services and education



EI will join the council of Global Unions to launch a new campaign at a conference in Geneva, Switzerland, to defend the public sector and education by winning public support for quality public services.

In a statement about the conference which will take place from 12 - 14 October, 2010, the Council of Global Unions (CGU) said: "If the world is to emerge from recession and social inequality then it must do so with a fresh vision of the future, built on the principles of decency, democracy and quality of life for all."

The statement goes on to explain that the Global Unions are planning for a future in which public service values are at the core of human development. "Citizens the world over yearn for quality public services and the right to access them. Otherwise there is little hope for hundreds of millions who need the Millennium Development Goals to provide them with health, education, and a life free of want and despair. In rich countries, too, the values of public services are keys to protection of the social wage, social security, health, infrastructure and pensions."

The CGU expects that the conference will be an opportunity for sharp analysis, mixed with inspirational speaking and intelligent

consideration of the changes that we must make. There will also be a rich mix of opinion from all corners of the globe and from all branches of academic, economic and working life.

Building on this analysis, "the conference will chart an agenda for the future – a new direction for quality public services, and strategies for unions to take the lead in nations and communities around the world. It will adopt a Charter on Universal Access to Quality Public Services, and an Action Plan."

Encouraging affiliate members to participate in the initiative, EI President, Susan Hopgood said: "With the Global Unions coming together we have a unique opportunity to map out a new agenda for the future of public services. One in which all working people have a stake. EI will be sending a large delegation and we are urging all our affiliates to be there too."

EI General Secretary, Fred van Leeuwen, said: "Public services in many countries are being hit hard by so-called 'exit strategies'

which mean massive cuts in public sector budgets," stated in a circular to affiliates.

"After the financial crisis, many governments are trying to cut back the deficits they ran up to bail-out the banks and stimulate the real economy, but they are doing so too early, before sustainable growth returns. They are reacting to continued speculation in the financial markets, and the recommendations of the International Monetary Fund (IMF), which has returned to its old ways, despite the calls of the IMF's Managing Director to defend public sectors like education and health."

"The financial crisis was global, the consequences for the public sector are global, national and local," van Leeuwen added. "Our responses must be global, national and local." III

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For further information or to register to attend, please go to: www.global-unions.org

Interview with

Sharan Burrow

By Mar Candela

“ If we are not reaching the public more broadly then we are not gathering a community of interest around human and trade union rights. We would also not be reaching out to young people, who will be the future members and leaders of the trade union movement. ”

A woman unionist leading towards recovery

When the International Trade Union Confederation (ITUC) marked its second World Congress in Vancouver, Canada, from 21–25 June, it was remarkable for two reasons. Firstly, the Congress resolved to campaign for quality public services and Education For All (EFA), as part of the strategy to exit the global economic crisis. This elevated EFA among the key priorities of the ITUC. Secondly, Sharan Burrow was elected to succeed Guy Ryder as ITUC General Secretary. This marked a rise to the pinnacle of global trade unionism for the trailblazing former teacher and EI Vice President from Australia.

The election of the first female ITUC General Secretary is historically significant for the global trade union movement. How do you feel about your new role?

It's a very proud moment for me to be ITUC General Secretary and the first woman in this role. Anyone who knows me knows that I have always been a warrior for women. In most countries women are almost half the workforce and increasingly members of trade unions, so we need to ensure that gender issues are trade unions' issues too. We have a lot of work to do still, and women will certainly be very high on my agenda.

At the ITUC Congress many delegates came from countries which are experiencing the full impact of the economic crisis. What was their perception of the current situation?

Congress was very successful in terms of the mandate it provided the ITUC over the next four years. However, we have a world where the global financial crisis has destroyed jobs and is destroying livelihoods.

This crisis has nothing to do with the real economy. When you look at the crash, 40 percent of financial activity was boosted by the 'real economy'. This is what creates jobs, provides public services and generates the solid wealth of the world for working people.

Going into Congress, people thought we were coming through the crisis, that governments had invested in jobs and would continue doing so. Then, just a few weeks before the Congress, we saw Europe being bullied by the financial markets about the perception of sovereign debt, and their view that austerity measures had to be put in place. This basically means cuts to public services and cuts to jobs in the public sector, including health and education. There are also multiple effects of job cuts in the private sector, with a decrease in demand, a risk of recession and deflation. So we go back to where we started!

For working people, for union members, Congress encompassed exaltation, anger and a determination to stand up to the financial markets' business as usual agenda.

Speakers at ITUC Congress included the IMF President, Dominique Strauss-Kahn and the WTO President, Pascal Lamy. What was their message to unions?

We are anxious about what appear to be confusing messages to governments of the world. Months ago, the IMF argued we must stimulate economies; put global investment of at least two percent GDP into the real economy, and protect jobs. The world listened and governments acted.

The current message about fiscal consolidation and austerity measures conflicts with the reality that the private sector's recovery is far from creating jobs, and that cutting public sector finances and investment overnight is, in fact, going to cost us more jobs and turn the circle back to negative growth, in terms of demand. So we need a clear strategy, we need fiscal consolidation to be over the longer term, and we need to protect public sector investment. We are also concerned that the IMF is sending out stronger messages about cuts to the public sector: to pensions, education, and health.

How will these actions affect education?

There is some hope, at least on the education front, because there are some world leaders saying that education expenditure must be exempt from cuts. I recently participated in a BBC debate based on the economic outlook of the OECD. The head of that organisation also insisted education must be exempt from cuts. That is a good start, but it is not enough.

Could you say more about your experiences at Education International?

I became involved in EI through its Asia Pacific Region, then EI's Executive Board, before being named EI Vice President between 1995 and 2000. EI is a wonderful Global Union Federation. It has a huge responsibility, not just in terms of advocating for the rights and professional status of teachers, but also the responsibility of caring for the world's children, increasing investment in professional standards in education, for people going into jobs through high level qualifications and, of course, life-long learning and the university sector. So, EI is a magnificent organisation. I remain a proud member and very much look forward to working with it in my new role.

ITUC is developing campaigns which appear to be addressing the general public and not just affiliates. Should unions open up more to the general public?

If we are not reaching the public more broadly, then we are not gathering a community of interest around human and trade union rights. These are critical issues like global justice, education and training. Of course, we would also not be reaching out to young people, who will be the future members and leaders of the trade union movement. So we have a major responsibility and a big opportunity to engage the broader community in our activities, and to recruit the heads and minds of future generations.



© ITUC/jacky Delorme

One of the major issues in the world today is that young people are not in education, training, or work. If we are not actually advocating for them, if we are not reaching them, then we can't expect them to be the members and leaders of future generations of trade unions.

What are your main priorities as ITUC General Secretary?

What I want to do is, first of all, listening to my staff, to look at areas where we are operating well, to look at areas of improvement within the context of the mandate provided by Congress. But if there's one thing that I really do want to do it is to continue building the relationship between the GUFs and the ITUC through the Global Council of Unions. It is absolutely critical. We have the membership, we have the resources, and we have the common values that are necessary to work together to win real challenges in a world that is currently not a fair world for too many people. ■■■

Equality

Educators tackle gender equality using multimedia

By Collin Berglund

The most recent video produced by Education International's Communicators' Network (ComNet) is entitled 'On the Move for Gender Equality.' This collaborative piece of work reports on the Dominican Association of Teachers' Maria Teresa Cabrera who was elected president despite an historic under-representation of women in the Union's leadership.



NEA videoman, Sewell Johnson, shares his footage with union leader María Teresa Cabrera

The project was headed by one of EI's American affiliate members, the National Education Association (NEA), with the video was produced in English and Spanish versions.

As part of the project, the NEA's Rebeca Logan, followed Cabrera over three days as she visited schools, ran union meetings and media interviews, and engaged with her wider community. In addition to learning about Cabrera's extraordinary personal story of her rise from being a valued teacher to the

top of her trade union – 75 per cent of teachers in the Dominican Republic are women, but 70 per cent of those occupying leadership roles in the Union are men – the video also charts her impact on the next generation of trade union leaders.

As Logan observed: "The integration of gender equity into teaching methodologies is only part of the change being implemented through the work of Cabrera and her colleagues. For her it is insufficient just to be the

first woman elected as union president, she works on changing the structure, organisation and perception of women and their roles in leadership, not just among educators, but also in the rest of society."

The video, which was shot on location in the Dominican Republic, includes Cabrera's perspective as well as those of other education leaders, both male and female, who have developed a training programme around this issue. It also features the voices of elementary school children who are becoming the next generation of leaders, showing that they are already aware of the issues they face in an unequal society.

"In the classrooms we visited young students that were aware of the issues and struggles around achieving equality. It is surprising to hear nine-year-old children talking about gender equity in such an informed way. It is obvious that the issue is an integral part of their curriculum," said Logan.

On the Move for Gender Equality will be shown at EI's first World Women's Conference which is scheduled to take place in January 2011.

Previous EI ComNet videos have helped raise awareness of critical global education issues that educators face on a daily basis. Many videos illustrate the larger inequities that still exist: poverty, child labour, health crises, government sanctions, and gender inequality among others. To publicise the critical work that teachers and their unions do to meet



© NEA

Rebeca Logan, from NEA Interactive Media, interviews schoolchildren for the video

these challenges, EI's ComNet has created a series of video and media packages that are easily accessible to member unions, reporters, and educators themselves.

In 2008, EI highlighted a programme designed to reduce children dropping out of school in Morocco, it illustrated how keeping children in school kept them out of child labour. In 2009, the EI video documented the story of how teacher unions came together to rebuild 35 schools that were obliterated

by the tsunami that struck Aceh in December 2004. In 2010, EI's ComNet video highlighted the daily struggle that teachers in Burkina Faso face to teach their students – who are among the world's poorest – about the importance of the environment.

By calling attention to these critical issues, the product helps to generate an international dialogue on education reform. Through compelling narratives and images, video can create awareness and promote

advocacy across geographic and cultural boundaries.

NEA staff member, Steve Snider, who is a member of the ComNet editorial board which selects the story ideas to pursue, describes the videos as 'little campfires' which are meant to be used as a source of light to illuminate a much larger area.

"Cabrera's story illustrates the struggle for gender equity in leadership worldwide. We're trying to use media to turn these campfires into much bigger bushfires.

"No matter what the topic, team, or language, each documentary focuses on the universal story of educators solving problems. By seeing unique solutions being devised in every corner of the world, viewers can share in gaining new perspectives on their own problems in order to approach them more effectively."

EI invites communications officers from all affiliated member unions to participate in the ComNet to help develop story ideas or contribute to developing media packages. The NEA, for example, has a diverse range of personnel with media skills and access to equipment resources that are often utilised by the ComNet. All member unions are able to use media developed by ComNet in their own communications vehicles. III

INFO

The next meeting of EI's ComNet will take place in Brussels from 21-22 September 2010. To attend the training meeting, please email: editor@ei-ie.org

Equality

Gender equality: Historic events on the horizon in 2011

By Rebeca Sevilla

The United Nations' General Assembly voted unanimously on 2 July 2010 to create a new global institution for gender equality by January 2011. UN Women, the long-awaited and long-debated, long overdue international agency will replace the fragmented and under-funded group of UN entities dealing with gender, with one prominent institution headed by an Under Secretary-General.

To coincide with this major step forward, EI's first World Women's Conference will be held in Bangkok, Thailand, from 20-23 January, 2011, and will provide a timely opportunity to celebrate the historic birth of this reformed structure.

The Global Unions, ITUC, PSI and EI have all supported the gender equality architecture reform initiative which the UN set up in 2006.

The framework for UN Women will be the Beijing Platform for Action, which calls for an end to discrimination against women, especially in education, employment, political participation and human rights.

UN Women will be tasked with a focus on supporting the Commission on the Status of Women (UNCSW) in adopting policies and global standards, and assisting member states to uphold the standards set by these bodies, along with providing the support to do so through the UN system.

UN Women will merge four separate entities within the UN working for the advancement of women: the Division for the Advancement of Women (DAW, established in 1946), the International

Research and Training Institute for the Advancement of Women (INSTRAW, established in 1976), the United Nations' Development Fund for Women (UNIFEM, established in 1976), and the Office of the Special Adviser on Gender Issues and Advancement of Women (OSAGI, established in 1997).

EI's Women's Conference, themed: 'On the move for equality', will include a session to prepare for the UNCSW 2011 on issues relating to increasing women's access to, and participation in, science and technology education and training. Equality experts from around the world will also discuss practices towards an equality agenda for change. III



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For more information visit the websites:
 EI World Women's Conference: www.ei-ie.org/women2011
 UN Women: www.unwomen.org
 Gender Equality Architecture Reform (GEAR) Campaign website:
www.gearcampaign.org

Equality

US-Vietnam teacher training program benefits children with disabilities

An American foundation is collaborating with a community initiative in Vietnam to deliver training for teachers of deaf and hard of hearing children.

The Seattle-based Global Foundation for Children with Hearing Loss sent 13 experts in audiology and speech therapy education to Thuan-An Centre for Disabled Children in Binh Duong. The American teachers mentored 88 Vietnamese counterparts in how to improve their professional skills so they could support young children in the largely agricultural province, north of Ho Chi Minh, with profound hearing loss to develop listening and spoken language capabilities.

Hearing loss is a global issue

The World Health Organization reports that three per cent of children in developing countries have profound hearing loss. Left undetected and untreated, hearing loss can lead to delayed speech and language development, academic challenges, reduced employment and unfilled potential.

Children with hearing loss can develop listening and spoken language skills, but this requires access to hearing aids and early intervention support by trained teachers to help interpret sound during this critical period of development.

Supporting inclusive education through teacher training

Vietnam's inclusive education policy integrates children with hearing loss into mainstream classrooms. Successful imple-



© BSIP / Reporters

A Vietnamese schoolchild

mentation of this policy requires training expert teachers who can help those children who have been identified with hearing loss, and fitted with hearing technology, to develop listening and spoken language skills.

The Global Foundation's Vietnam teacher training program provides a model that has potential to benefit educators not only in Vietnam but in other countries around the world. The initiative has been developed in conjunction with Vietnamese educationalists, and because teachers share learning with others the benefits will be exponential.

EI welcomes this cooperation initiative and reaffirms the view that education is a human right to be enjoyed by all. EI also

urges all affiliated member unions to lobby their government to ratify the 2006 UN Convention on the Rights of Persons with Disabilities which calls for 'the universality, indivisibility, inter-dependence and inter-relatedness of all human rights and fundamental freedoms and the need for persons with disabilities to be guaranteed their full enjoyment without discrimination.' III

INFO

To learn more about the Global Foundation for Children with Hearing Loss, go to:
www.childrenwithhearingloss.org

Solidarity

International trade union movement adds its voice to the AIDS debate

By Jan Eastman

In a message to the XVIII International AIDS Conference held in Vienna, Austria, during July 2010, the Global Union AIDS Programme said that a rights-based approach to HIV and AIDS action at the workplace was at the core of the trade union strategy.

Trade union delegates from across the world took part in the conference and related events to express solidarity with the people living with HIV and AIDS and demand more resources in the fight against the epidemic. EI's Deputy General Secretary, Jan Eastman, provides a round-up of key events.

Workplace Partners Forum

The Workplace Partners' Forum held at the Reed Messe Centre on 17 July, the eve of the conference, brought together representatives from the ILO; UNAIDS; Global Union Federations; International Organisation of Employers; Global Fund and the World AIDS Campaign. It provided the opportunity to discuss ways of strengthening the partnerships with all stakeholders in the fight against HIV and AIDS.

EI Deputy General Secretary and Chairperson of the Global Union AIDS Programme, Jan Eastman, stressed the importance of trade union involvement in workplace programmes and the need for action on stigma and discrimination. She welcomed the new international instrument addressing HIV and AIDS from a human rights perspective, adopted by ILO at its tripartite conference in June 2010, and called for more trade union participation in country coordinating mechanisms.

The UNAIDS Deputy Executive Director, Jan Beagle, highlighted the important role of the workplace in promoting universal ac-

cess to treatment, prevention, care and support and pointed out that HIV and AIDS affected the most economically active age range in every population, and the adoption of the ILO Recommendation on HIV and AIDS had brought the workplace into sharper focus.

Director of ILO Programmes on HIV and AIDS, Dr Sophia Kisting, called for ways to optimise the implementation of ILO Recommendation and stressed that effective workplace responses to the epidemic was central to the development of national HIV strategies. This formed part of a wider spectrum including health, education and social protection. She also said that workers should play a leading role in the design, implementation and evaluation of workplace programmes to be developed through consultation with governments and employers.

Labour Forum

Representatives from the Global Union Federations and national trade union centres also attended the Labour Forum held on 18 July in the Head Office of the OGB in Vienna, ahead of the International AIDS Conference.

In her welcome address EI's Jan Eastman, said that the Labour Forum had become a permanent feature of the events preceding the IAC, that the workplace could make a very significant contribution to the fight against the epidemic and that the recently adopted ILO



© J. Pessi/EI

EI's Jan Eastman demonstrating during the Aids Conference in Vienna

Recommendation offered important opportunities for effective interventions

The Executive Secretary of OGB, Monika Kemperle, emphasised the need for universal access to treatment and for the respect of human rights of people living with HIV and AIDS, pointed out that the role of the workplace in combating the disease had often been overlooked and that the governments and employers needed to take it into account in developing national strategies.

Dr Sophia Kisting expressed her gratitude to the trade unions for their contribution to the adoption of the ILO Recommendation, praised the negotiating skills of trade union delegates and underscored the need for the effective implementation of the Recommendation. ■■■

Solidarity

Ghanaian teachers make progress on HIV education

By Julie Kavanagh

More than 30 teachers and education union activists gathered at the Ghana National Association of Teachers (GNAT) offices to review outcomes of the EFAIDS Programme being implemented by GNAT with support of the Teachers and Education Workers' Union (TEWU).

As the seasonal rain pattered the roof above, participants shared their experiences of engaging with the EFAIDS Programme and its impact on students, teachers and workers across the education sector.

GNAT has been active in the EFAIDS Programme since 2007. It has enthusiastically developed projects which couple HIV prevention, education and support with action to secure quality education for all (EFA) children. GNAT's achievements include developing a workplace policy on HIV/AIDS and setting out policy recommendations to achieving EFA.

The Chairman of GNAT's Volta Region, Alexander Muwasi Buadi, emphasised the need for sound knowledge of local context to make work programmes relevant and effective. He noted that data about the prevalence of HIV infection rates among teachers varied, with some sources misquoting the figure as one in ten. Buadi stressed the need for GNAT to disprove this assertion through research because national data on HIV in the education sector is patchy at best.

A key task of the EFAIDS Programme in Ghana has been the completion of wide-ranging research entitled: Survey of

Awareness and Use of HIV/AIDS Methods Among Teachers and Educational Workers in Ghana.

The EFAIDS Co-ordinator in Ghana, Helena Awurusa, pointed out that the initiative had afforded GNAT opportunities to work with partners including the Ghana AIDS Commission; UNICEF, and Planned Parenthood Association of Ghana. She stressed GNAT's commitment to work not only for, but also with, people living with HIV.

One teacher, Haruna Ibn Hassan Agbevenu, spoke movingly of his experience living with HIV. Having established a national network for teachers with HIV, he emphasised the importance of creating environments where teachers could be as involved as possible. He recalled how coming to terms with living with HIV began as an isolating experience.

The workshop in Ghana is the first of a series of planned evaluation activities across the EFAIDS Programme. Further workshops will take place in: Argentina; Burkina Faso; Dominican Republic; Kenya; Senegal and Uganda.

Speaking about her satisfaction with the engaging and participatory workshop, Helena Awurusa said: "We hope this exercise will provide a good basis for evaluation of the programme the world over." III



Teachers share experiences at the EFAIDS Evaluation Workshop in Ghana

Solidarity

Kosovo: Educators' co-operation helps the reconciliation process

By Calvin Fraser, Trudy Kerperien and Delphine Sanglan

"It was exciting to watch teachers working in a group with some speaking Albanian, some Serbian and some Turkish. There was writing going up on the chart paper in all three languages and the translators were working hard to keep up. Wow!" These were the first, and enthusiastic, comments of Dr Calvin Fraser, from the Canadian Teachers' Federation, after he facilitated a trade union training activity in Kosovo, between 17-19 June.

Both the political and staff leadership of the Union of Education, Science and Culture of Kosovo (SBASHK), and the Union of Serbian Teachers in Kosovo (SOK), sup-

ported the intensive training session for a group of classroom teachers who have volunteered to take part in the challenge to become trainers of reconciliation trainers.

The successful workshop was held within the auspices of the Multi-Ethnic Trade Union Centre in Pristina which was opened in January 2010 by SBASHK and SOK with the assistance of AOb, the Dutch education workers' union and EI affiliate, as well as the Dutch Trade Union Confederation (FNV Mondiaal). The Centre offers a place for teachers from different ethnic backgrounds within Kosovo to come together and pro-

mote teachers' professional development and trade union education based on the collective principles of acceptance and reconciliation.

When establishing the Centre, SBASHK and SOK were able to secure the support of the Ministry of Education and local authorities, in addition to the development co-operation provided by the Dutch AOb and FNV Mondiaal. This enabled the Centre to hire staff, purchase computer equipment and implement project activities. The Municipality of Pristina contributed to the initiative by offering housing, electricity and water,

Children – often the first victims of war – being cared for by a Unicef Programme in Kosovo. Through drawing they free their emotions



while the Ministry of Education provided additional office equipment.

The small community of teachers regard their mission as working with school and voluntary sector groups in the process of reconciliation, and development of mutualism with common goals, to heal the rifts that have emerged after years tensions.

Each teacher who took part in the recent training covered a combination of personal and professional development skills including, among others: communication skills to focus on ways to communicate, even in the face of inappropriate or challenging remarks; relationship building skills focusing on respecting history and the differing perspective of others as part of the experience of developing common values, and leadership skills. Each teacher has committed to rolling out training to other teachers over the coming year.

The Centre and this training are based on the premise that building on existing skills,

small successes can be converted into larger ones. The workshop was conducted in English with simultaneous translations into Albanian, Serbian and Turkish.

SBASHK's Centre Coordinator, Bislim Behrami, expressed his satisfaction with the training and his eagerness to move on to next set of training sessions. SOK's Coordinator, Ivan Portic, praised the progress made by all participants and explained that the trained trainers would now be organising training to promote the possibilities for multi-ethnic co-habitation within Kosovo. Initially, this will be pursued through schools and living environments of different communities, and later in multi-ethnic environments.

The expected result is to lead to friendlier relations and newer forms of common organisation among neighbours, to see consensus emerge on shared issues and to enhanced opportunities for peaceful co-habitation, mutual understanding and

trust between ethnic communities inside Kosovo.

SBASHK and SOK have many reasons to be proud of their part in realizing this vision. It is their teacher members and their leadership, as well as their trade union values of international solidarity that have enabled them to make an intervention into a war-torn country plagued by animosity, fear and loss, to enable two sister teacher unions to share the sense of value in of a Multi-Ethnic Trade Union Centre that will provide leadership and improve the lives of teachers and citizens in Kosovo. III



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Solidarity with Colombian trade unions

Colombia accepts ILO sanction

In order to avoid a debate at the ILO Standards Committee, the Government of Colombia has accepted the sanction of receiving a High Level Tripartite Mission. In this way it has admitted the freedom of association situation in Colombia has not improved.

As is well known, the ILO Standards Committee debates the labour and trade union situation of 25 countries. The list is based on the report of the Commission of Experts and negotiations between the workers and business sectors.

Until June 2010, Colombia was on the list of 25 countries to be checked by the ILO

but representatives of the business sector vetoed this threatening that there would be "no list if Colombia is on it", thus engineering a final agreement which excluded Colombia.

EI and its Colombian affiliate, FECODE, hope the Colombian government will recognise the serious and persistent violence facing people belonging to trade unions, and not seek to conceal the situation with figures and declarations that contradict the facts.

According to reports, Colombia is the most dangerous country in the world for those exercising the right to freedom of

association, and accounts for 63.12 per cent of those trade unionists murdered over the last decade around the world. At least 10,887 acts of violence were committed against trade unionists between 1 January 1986 and 30 April 2010, including 2,832 murders. More than 500 trade unionists have been murdered during President Uribe's time in office. At least 48 murders were committed during 2009 and 29 trade unionists have been killed during 2010. III

Human rights

Honduras: A vicious blow to the freedoms of a people

By Mar Candela



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In the early hours of 28 June 2009, armed forces broke into the home of the democratically elected President of Honduras, José Manuel Zelaya Rosales, who was serving the third of his four-year term in office. He was kidnapped and bundled out of the country.

Roberto Micheletti who had, until then, been a personal friend and member of Zelaya's Liberal Party, was quickly installed as the acting president by the National Congress, which was chaired by Micheletti himself.

In the following weeks, as the people of Honduras rose to protest at the coup d'état, a military backed state of emergency was declared across the country. Following this, chaos set in as demonstrations in support of the ousted president were violently suppressed. And so began a bitter cycle in which many constitutional rights have been violated.

Isis Obed, 19, suffered a gunshot wound in the nape of his neck at Tegucigalpa Airport, where crowds had gathered in

anticipation of the expected, but unsuccessful, return of Zelaya. Obed was the first fatality of the coup d'état. Many more were to follow.

A year later, the repression continues. In March 2010, José Manuel Flores, a well-known trade union leader and activist of the Honduras Secondary Teachers' Union (COPEMH) was shot at point-blank range in the school where he taught. Former COPEMH President, Sergio Rivera, explained that the nature of Flores' murder "was that of a public execution, intended to serve as a stark warning to others. The assassins made sure that everybody witnessed the murder by choosing to carry it out in the schoolyard, during the break, in front of other teachers and children."

Another teachers and education workers' union, COLPROSUMAH, reported the death of at least eight teachers since the military coup. In addition to selective assassinations, there have been kidnappings, intimidation and unlawful dismissals targeting suspected Zelaya supporters who joined forces with the National Peoples' Resistance Front.

Behind the coup

At a meeting of EI's Latin America Regional Committee in Santo Domingo, in the Dominican Republic, where Manuel Zelaya is living in exile, he thanked teachers around the world for their support. During the meeting, held over two days in June, the ousted Honduran President explained to participants the reasons why he had been overthrown.

Zelaya recounted how, before the coup, he had announced his country's accession to the Bolivarian Alternative of the Americas group (ALBA) and had enacted monetary, exchange and wage policies that would benefit working people. Among other measures, he had increased teachers' salaries, subsidised public transport, and vetoed a law on the minimum wage. Two of the decrees passed by his Government related to the use of US\$265 million to promote growth and development, while a US\$105 million loan was assigned to strengthen the national financial system.

Zelaya also tried to recover the US military base of Palmerola, located near the Honduran capital, in order to convert it into a civilian airport for international commercial flights – an idea which was not to the liking of the Pentagon and the 600 US troops stationed at the base.



From left to right : EI Vice-President, Juçara Dutra Vieira; EI Regional President, Hugo Yasky; ousted President Manuel Zelaya, and EI General Secretary, Fred Van Leeuwen, during a meeting of EI's Latin America Regional Committee in Santo Domingo

According to the former president, the coup was a violent response by the US Southern Command – established in the Palmerola military base – “which colluded with subsidiaries of American multinational corporations in Honduras to plan and deliver this vicious blow to democracy with the aim of putting a stop to peaceful processes we were promoting.”

Freedom curtailed

One essential feature of Zelaya's government was the rejection of any kind of foreign hegemony or interference in the country's internal affairs. He refused to submit to the so-called Washington Consensus, and opposed the austerity policies promoted by the International Monetary Fund as well as the powerful agricultural and industrial oligarchs. He also concluded Honduras' association agreement with the Venezuelan Petro-Caribe Oil Programme; revoked decrees expelling Cuba from the OAS in 1962, and passed a law on citizens' participation which enabled the masses to

take part in surveys and consultations on policymaking.

The Obama administration reacted ambiguously to developments in Honduras, condemning them without formally recognising that the ousting of President Zelaya was indeed a military coup. A formal declaration to this effect, ratified by the US Congress, would have entailed breaking off diplomatic relations with Honduras, revoking the visas of members and sympathisers of the regime and suspending much of the economic and military assistance provided to the country. This did not happen.

In Zelaya's view, the protection afforded to the regime by the US amounted to “a threatening message to other Latin American leaders which said: ‘We will protect, back and reward those who help us stage a coup.’”

Zelaya also explained that the best evidence for reasons behind the coup was provided by the measures the new regime took soon

after seizing power: it revoked the Honduran alliance with the ALBA Group, changed the country's monetary policies, repealed the law on citizens' participation and modified the parity of fuel prices, paying instead US\$60 million in annual surpluses to fuel importers.

EI has strongly condemned the coup in Honduras and continues to assist its member organisations in that country to mobilise teachers to campaign for the re-establishment of democracy.

Latin American affiliates have also nominated Manuel Zelaya for the Mary Hatwood Futrell Human and Trade Union Rights Award, which will be presented by EI at the quadrennial Congress in South Africa, in July 2011.

The EI Regional Committee has adopted a declaration in support of the struggle for democracy in Honduras, reaffirming a resolution passed by the Latin America Regional Conference in 2009. III

Human rights

Moving towards democratic trade unions in Central Asia

By Sagar Nath

EI's *Consortium Programme for Central Asian States* is designed to familiarise elected officials of teacher unions in the region with the role of teachers in an open, democratic society and globalised economy. Simultaneously, the initiative underpins the importance of human and trade union rights, as well as the need to improve awareness of international labour standards, anti-discrimination policies, the rights of children, and other core principles of EI.

Since May 2009 more than 20 training seminars have been delivered for 686 trade union leaders in Uzbekistan, Kazakhstan and Kyrgyzstan.

EI's regional co-ordinator for the Consortium Programme, Rey Dolot, has been pleased with the impact that the initiative has been having, said: "We have seen extraordinary progress. Participants are



© EIAP

Union leaders participate in an EI session organised for the Consortia of Central Asian States

highly receptive to the information we share, even though the participatory and interactive methodology we use in conducting the sessions is new to many of them."

Dolot also noted that the process had not been without its detractors: "At the beginning, the trade unionists that were receiving the training were a little suspicious and anxious about EI's interest in their organisation because of the model of trade unionism that they have previously followed. But gradually they realised the importance of the seminars which helped them to better understand trade union principles, and the concept of democratic leadership and decision-making processes, as well as how to build union ownership and the education and labour legislation of the country."

EI's programme officer for the region, Dilafruz Kabinova, added: "It will take some time for the beneficial impact of the programme to be felt, especially in bringing about changes in leadership style and structure, but we are optimistic that the changes will come as Consortium activi-

ties are widely reported in the media. This generates eagerness among local leadership and a stronger demand for more seminars."

President of the Trade Union of Education and Scientific Workers of Kyrgyzstan, Mr Totogolic, praised the efficacy of the programme, and said: "The seminars have helped create awareness of democratic trade unionism, good governance, transparency and accountability. They also effectively address the problems of education in an era of the market economy and decentralisation. We have found the training to promote greater participation of women and young leaders in the decision-making process and other union activities."

Totogolic added: "This co-operation should move beyond the seminars and develop into long term engagement with international solidarity and programmes on child labour, gender equity and human and trade union rights should be developed to complement the existing seminars." III



Registration opens for EI's World Congress



As the 12-month countdown to EI's Sixth World Congress begins, the registration process for the thousands of participants is about to be launched.

By now, the president and general secretary of every affiliate member should have received their organisation's own log in and password code. From 27 September 2010 these codes will enable each affiliate union to access a secure registration site and input the names and details of all delegates and observers who will be attending the Congress on behalf of each union.

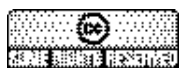
Once this step is complete, each nominated participant will receive an automated email consisting of their unique log in and password. Each participant must then register individually, using these codes, by inputting their personal information. Among other things, each participant will also be able to identify which pre-Congress events or breakout sessions they wish to attend, print their own agenda for Congress, and book their hotel room as well as find useful information about the Cape Town.

If any affiliate has problems with the registration process they should email: congress6@ei-ie.org

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

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CALENDAR

October 2010

- 5 World Teachers' Day – Worldwide
- 7 International Day for Decent Work – Worldwide
- 12-14 Quality Public Services' Conference – Council of Global Unions – Geneva, Switzerland
- 13-15 Trade Union Rights Network Workshop for Association of Southeast Asian Nations – EI Asia Pacific – Bangkok, Thailand
- 14-15 European Higher Education and Research Committee – EI – Leuven, Belgium
- 17 International Day for the Eradication of Poverty – Worldwide
- 19-20 School Leadership Meeting – EI – Paris, France

November 2010

- 3 Executive Board of Education and Solidarity Network – EI – Brussels, Belgium
- 18-19 Annual Development Cooperation meeting – EI – Brussels, Belgium
- 22 EI Extra-ordinary Pan-European Regional Conference – EI, ETUCE – Brussels, Belgium
- 23 EI Pan European Status of Women Committee Meeting – EI, ETUCE – Brussels, Belgium
- 25-28 35th Executive Board Meeting – EI – Brussels, Belgium
- 29-04/12 Africa Regional Conference – EI – Brazzaville, Republic of the Congo

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

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



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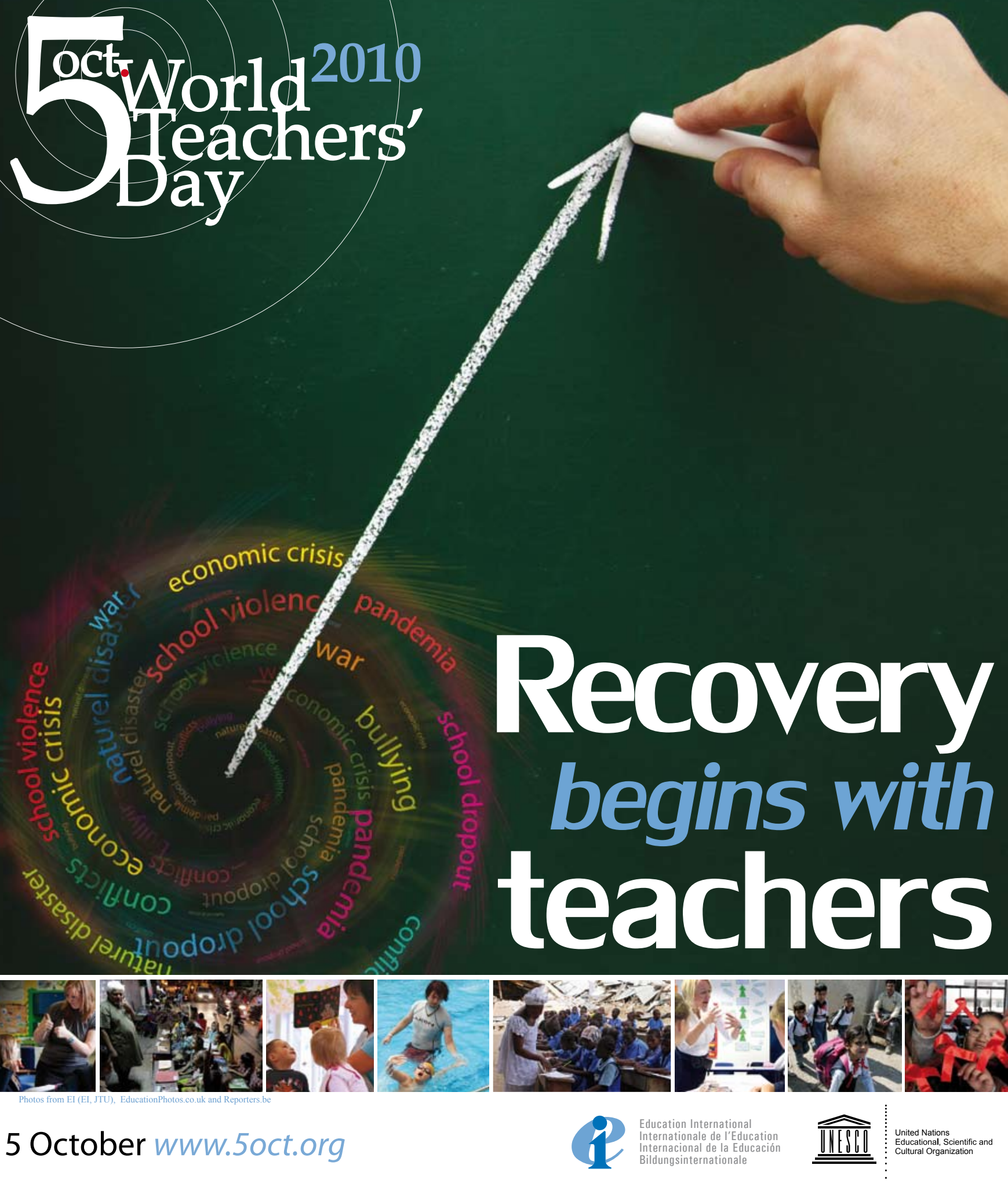
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Recovery *begins with* teachers



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