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**Congress report:
EI members set out a clear strategy
to build the future of education**

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Cover photo: Delegates engage in policy debate during EI's sixth World Congress in July 2011. Photo © Bea Uhart

Preparing educators and developing school leaders

Fred van Leeuwen, EI General Secretary



EI's sixth World Congress was a triumph for education union leaders and activists who came together to agree EI's priorities for the next four years. As delegates scrutinised and debated, strategised and voted, the solidarity within our profession – between teachers and the wider schools workforce – was abundantly clear.

In a context of financial crisis, delegates kept returning to the theme of building the future through quality education, using best practice, professional experience and educational research. EI's comprehensive policy on education was agreed at Congress and will impact every aspect of the profession because it locates education personnel at the centre of developing sustainable and successful education systems that promote equality.

Gender equality, in particular, has been at the core of EI's work over the past year. From the World Women's Conference in January to World Teachers' Day, celebrated on 5 October, the focus in 2011 has been on gender equality in classroom achievement and on women's leadership roles within education. Many EI member organisations have taken inspiration from this focus to tackle the root causes of inequality between girls' and boys' school performances, by emphasising that quality education can help reduce gender attainment gaps, and the obstacles that stand in the way of women's ability to achieve senior leadership roles in education, trade unions and public life. As long as women continue to account for two thirds of the world's illiterate population and the majority of out-of-school children continue to be girls, EI will ensure that gender equality in education remain a crucial aspect of our work.

Looking ahead to 2012, EI will once again partner the OECD and US Education Department for the second International Summit on the Teaching Profession in New York. With a theme of 'Preparing Teachers and Developing School Leaders', the two-day summit will feature plenary discussion sessions between education ministers, union leaders and teachers. EI and its members will, once again, present a compelling case, backed up by research and empirical evidence, of successful strategies to strengthen teaching and education with professional experience at its core. ■

EI CONGRESS

Congress approves comprehensive education policy

By Claude Carroué, Education International

EI's affiliates have taken the historic decision to agree to a comprehensive education policy that sets out the collective views of its 30 million-strong global membership on a wide range of education-related areas.

Before passing the policy, developed by the Executive Board through a detailed consultative process with member organisations, EI President, Susan Hopgood, laid out the policy proposal's strengths, saying: "It is coherent, it is closely argued, it is clearly evidenced and we believe it is at the cutting edge of education policy."

Addressing the most critical issues facing public education around the world, the policy is under-pinned by the belief that quality public education is essential for healthy societies and must therefore become a global priority for all governments. Its main sections are: promoting education as a human right and a public good; improving the quality of education; promoting equality through inclusive education; promoting teaching as a profession; strengthening education trade unions as essential partners in civil society; promoting solidarity in education at the international level; using technology for quality education; and promoting education for living and for life.

Teacher voice

The policy clearly demonstrates the power of EI's positive influence on education policy making – a fact evident in the forum organised during Congress where OECD, World Bank and Harvard University representatives all acknowledged the strength of EI's arguments.

The policy states: "Education is a human right and a public good; it must be publicly funded and publicly regulated." By endorsing this document at EI's sixth World Congress in Cape Town, South Africa, from 22–26 July, delegates firmly rejected the privatisation of learning because it leads to a race to the bottom, where limited resources are used to drive up profit margins instead of improving access to quality educational attainment and development. Standardised tests as a measurement of school performance were also noted as a symptom of privatisation that must be used sparingly, as reliance on test scores to evaluate and compensate teachers is inaccurate and narrows the scope of what students are taught. Instead, the policy suggests that to strengthen performance, it is essential to invest in more professional development and training.

Rights of education employees

On the status of teachers, the policy urges public authorities to "respect and implement the international conventions on the rights of education employees to organise and bargain collectively and on the status of teachers and other education employees at all levels." It goes on to say that "teachers should be accorded a high professional status in society commensurate with their professional responsibilities, qualifications and skills, and the



EI President Susan Hopgood

contribution which the profession makes to the development of society."

The policy also asserts that "independent, democratic and representative education unions have a vital role to play in the development and provision of high quality education in society. They should be granted a full role in the debates on the provision and quality of education and should be recognised for the purposes of collective bargaining as the official representatives of teachers and other education employees."

Equity and solidarity are deeply rooted within EI's Education Policy: "Education should be provided on the basis of equality of access and opportunity for all. There should be no discrimination, including that based on gender, disability, faith, race, ethnicity, sexual orientation, cultural or economic background or personal characteristics." The policy also acknowledges that "international solidarity and partnership within EI's own member organisations and globally with the inter-governmental institutions which develop education policies has a major contribution to make to the development and provision of quality Education for All." ■

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To read the full resolution, please go to:
<http://go.ei-ie.org/educationpolicy>

EI CONGRESS

Congress sets new goals for EI in the four years ahead

By Timo Linsenmaier, Education International

In view of the challenges that the global education union movement will face in the coming years, EI's recent World Congress passed a large number of resolutions relating to the most pressing issues across the education sector worldwide. These resolutions enable EI to positively advocate for the kind of profession we want to see while counteracting adverse effects on education personnel around the world.

The first resolution passed at Congress adopted the Comprehensive Education Policy, an important tool for EI's future advocacy work, in order to promote solidarity between organisations, to promote education as a public good, strengthen teacher education and professional development, as well as social dialogue.

Another major resolution passed by delegates of member unions recognised the importance of education support employees to realise quality public education. It was followed by a resolution to counteract the restricted access to educational materials for non-commercial purposes.

One of the biggest challenges facing the global community and civil society

is climate change which was tackled with the next resolution. It was followed by a resolution on the restriction of civil rights of teachers in South Korea.

The future of the teaching profession and the need to sustain public funding for teachers was emphasised by the following resolution, alongside a resolution on recruitment and organising. Meanwhile, the resolution on Social Protection Education called for member organisations to become actively engaged in schemes that promote social dialogue and protection.

The global phenomenon of migrating teachers was addressed by the next resolution, followed by resolutions on gender equality, child labour, public

education in Haiti, and the Turkish Cypriot community.

Congress also took the opportunity to adopt several changes to EI's Constitution and By-Laws. The article on suspension or termination of membership was clarified to highlight the implications of suspending an organisation from membership, while the proposal to establish sub- or cross-regional structures and groupings was carried, allowing member organisations from Arabic-speaking countries to form a structure within EI.

Several amendments concerning dues, financial auditing and voting procedures were also added or clarified, and a new category of membership was created. 'Temporary associate membership' status can be awarded to teacher organisations who do not currently meet all of EI's membership criteria but wish to work towards becoming full members.

At the end of Congress, a motion was carried to refer all remaining resolutions and decisions to the incoming Executive Board for consideration at its meeting in November 2011. ■



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The complete text of all Congress resolutions and the amended Constitution can be accessed at:
www.ei-ie.org/library

EI CONGRESS

Getting the voice of the profession heard

By Mar Candela, Education International

As an open space for debate and reflection, EI's recent World Congress offered a unique platform to hear the message of teachers and education professionals, political and trade union leaders, as well as civil society advocates from every corner of the world. Here are highlights from some keynote speeches.

Fred van Leeuwen

El makes progress despite financial crisis

In an in-depth address, EI General Secretary, Fred van Leeuwen, reported on the work accomplished by EI since the 2007 Congress. The impact of the global economic crisis, which has dominated the political agenda in many countries, was "pivotal," insisted Van Leeuwen, as was the role of global unions in building a common front across the world, at a time when many governments were cutting back on social rights and freedoms.

Susan Hopgood

Much is at stake for education

EI President, Susan Hopgood, called on educators around the world to stand together and fight the challenges that lie ahead of the global teacher trade union movement: "As daunting as this may seem, we know that we can confront new, deeper, challenges by drawing inspiration and strength from our collective global union, EI. After all, we created EI for it to be guided by the ideals of democracy, human rights and social justice."

Kgalema Motlanthe

Global trade unionism is key

South Africa's Deputy President, Kgalema Motlanthe, commended the



© Bea Uhart (EI)

Kgalema Motlanthe

work of EI on developing a strong united teacher union movement that extends to all corners of the world. He emphasised the importance of engagement between civil society and governments to develop a new social order based on justice, peace, security and the commitment to defending human rights.

Carol Bellamy

Funding gap threatens Education for All (EFA)

Chair of the US\$1 billion Fast Track Initiative (FTI) to achieve Education for All, Dr. Carol Bellamy, emphasised that international aid has been static since

2007 so the EFA funding gap stands at US\$16 billion. She outlined the FTI's proposals to seek a "replenishment pledge" of an additional US\$2 billion.

Lulama Xingwana

More to do for girls' education

In her address to activists at EI's Women's Caucus, South Africa's Minister for Women, Children and People with Disabilities, Lulama Xingwana, quoted the proverb: 'To plan for a day, catch a fish. To plan for a year, plant rice. To plan for a decade, plant a tree. To plan for a lifetime, educate a girl!' She offered evidence of progress towards gender equality in South Africa, where new strategies for girls' education were emerging, as well as work to secure internships in non-traditional professions.

Guy Ryder

Never waste a crisis

The ILO Executive Director noted that decisive change has not yet come out of the crisis and called on education unions to help stimulate new models for growth. Ryder stated: "What greater betrayal of future generations can there be than the denial of their access to public education – a basic precondition of social justice in any society?" ■

Pictures from Congress 2011



Congress delegates elected a new board to lead EI from 2011–2015

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EI President, Susan Hopgood (centre), chairs the World Congress

© TheFort (EI)



A choir consisting of teachers from the V perform at the opening ceremony of Cor

© TheFort (EI)



Delegates listen to debate among EI affi during Congress plenary sessions

© TheFort (EI)



Delegates discuss issues in the pre-Congress Women's Caucus meeting

© Bea Uhart (EI)



Delegates unite at the pre-Congress EI and PSI LGBT Forum – the biggest event of its kind in Afri

© Bea Uhart (EI)



the Western Cape
Congress



The Mannenberg Drummer Boys perform
at the closing ceremony of Congress



affiliates



EI Vice President, Haldis Holst, speaks to a
group of students outside the Congress centre



SI
Africa



Delegates vote on policies during
the Congress

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EI CONGRESS

New EI leadership elected

By Claude Carroué, Education International

More than 1,800 delegates from unions in 154 countries at EI's quadrennial World Congress have elected a new team of education trade unionists from around the world to lead EI over the next four years.

The newly elected Executive Board members begin their four-year term in office at a time when public sector unions and education workers around the world are facing enormous challenges. With continuing attacks on collective bargaining rights, chronic under-investment in the development of a strong and qualified profession, the rolling back of financial commitments to achieve the Millennium Development Goal of education for all, as well as regular infringements of trade union and human rights, the work programme of the Executive Board, supported by the EI Secretariat, will be shaped by resolutions that were proposed from member organisations to the Congress. ■

The EI Officers are:

- **Susan Hopgood**, AEU (Australia), President
- **Irene Duncan-Adanusa**, GNAT (Ghana), Vice President, Africa
- **Juçara Dutra Vieira**, CNTE (Brazil), Vice President, Latin America
- **S. Eswaran**, AIPTF (India), Vice President, Asia-Pacific
- **Haldis Holst**, UEN (Norway), Vice President, Europe
- **Dennis Van Roekel**, NEA (USA), Vice President, North America and Caribbean
- **Fred Van Leeuwen**, AOb (Netherlands), General Secretary

The six Executive Board members who have been elected for the first time are:



Sławomir Broniarz, ZNP (Poland), Regional seat, Europe



Roustan Job, T&TUTA (Trinidad & Tobago), Open seat



Stella Maldonado, CTERA (Argentina), Regional seat, Latin America



Senen Niño Avendano, FECODE (Colombia), Open seat



Marième Sakho Dansokho, Sypros (Senegal), Regional seat, Africa



Dennis Van Roekel, NEA (USA), Vice President, North America and Caribbean

The teacher unionists re-elected to the Executive Board are:

- **Mugwena Maluleke**, SADTU (South Africa), Regional seat, Africa
- **Yuzuru Nakamura**, JTU (Japan), Regional seat, Asia-Pacific
- **Yim Pheng Lok**, NUTP (Malaysia), Regional seat, Asia-Pacific
- **Eva-Lis Sirén**, Lärarförbundet (Sweden), Regional seat, Europe
- **Maria Teresa Cabrera Ulloa**, ADP (Dominican Republic), Regional seat, Latin America
- **Emily Noble**, CTF-FCE (Canada), Regional seat, North America and Caribbean
- **Randi Weingarten**, AFT (USA), Regional seat, North America and Caribbean
- **Teopista Birungi Mayanja**, UNATU (Uganda), Open seat
- **José Campos Trujillo**, FE.CC.OO (Spain), Open seat
- **Patrick Gonthier**, UNSA-Education (France), Open seat
- **Grahame McCulloch**, NTEU (Australia), Open seat
- **Abdelaziz Mountassir**, SNE-FDT (Morocco), Open seat
- **Alain Pelissier**, CSQ (Canada), Open seat
- **Patrick Roach**, NASUWT (United Kingdom), Open seat

HUMAN RIGHTS

Educators wave the green flag

By Angie Striedinger, Education International

Eco-Schools are part of an international programme for environmental education that operates in more than 50 countries worldwide. It is leading the way in showing how lessons about climate change and conservation can educate the next generation to heal the planet's battered eco-systems.

The Eco-Schools project aims to raise students' awareness of sustainable development issues and focuses on empowering teachers and students through democratic and participatory processes to take an active role in how their school can be run for the benefit of the environment.

New perspectives

At Pokanong Primary School in South Africa, which joined the programme in 2009, teachers and students regularly organise and engage in activities on environmental issues. For example, in August, 40 students and their teachers assembled on the schoolyard to take part in an Eco-Schools picture-building game. After 30 minutes of heated discussions, sprints and victory cheers,

the local Eco-Schools co-ordinator, Judy van Schalkwyk, answered students' questions about soil erosion, water pollution and nature parks.

Judy, who co-ordinates the Eco-Schools project for 11 schools in Limpopo Province, says: "These are the forgotten schools of South Africa; poor and in remote areas with high unemployment. Teachers are poorly equipped to adapt to curriculum changes, and working away from their families affects their morale. Very often, the Eco-Schools activities are the only projects that breathe new life into the everyday reality of teachers and students."

Unions mobilise for environmental protection

Now is a good time to inject new energy in efforts to teach environment protection. EI's new resolution on climate change – adopted at the World Congress in July – emphasises the 'important role' that education unions have to play 'in educating students about the causes and effects of climate change.' The policy encourages all affiliates to organise awareness projects among their members and calls for curricula to include specific sessions on environmental issues.

The UN has proclaimed 2011 the International Year of Forests, offering a unique opportunity to raise public awareness of the challenges facing

many of the world's forests and the people who depend on them. Meanwhile, UNESCO's Decade of Education for Sustainable Development runs until 2014 and promotes education for development that is environmentally sound, socially equitable, culturally sensitive and economically just.

For schools and educators, the Eco-Schools project is a practical and well-established framework to realise these opportunities. ■



Students at Pokanong Primary School learn about environment protection

© Angelika Striedinger (EI)

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Eco-Schools Programme:
www.eco-schools.org

UNESCO Decade of
Education for Sustainable
Development:
[http://go.ei-ie.org/
unescoeduenv](http://go.ei-ie.org/unescoeduenv)

HUMAN RIGHTS

Educators play a key role in social struggles, including environmental issues

During his keynote address at EI's Sixth World Congress in Cape Town, Greenpeace International's Executive Director, Kumi Naidoo, told 1,800 education union leaders to challenge the threat to education services "peacefully, principally and courageously."

In a special interview for *Worlds of Education* magazine, Naidoo shares his thoughts on the Congress, the adoption of EI's resolution on education and climate change, and he pays tribute to the role of educators in struggles for social justice. He also offers some advice on ways in which EI could deal with private companies who are seeking to make in-roads into the education sector.

Guest interview: Kumi Naidoo

By Claude Carroué, Education International

What was your main message to the EI Congress in South Africa?

My main message was that educators are society's key components. Of the major challenges that humanity faces, such as climate change, economic justice, social justice, gender justice, or indigenous peoples' rights, educators have a tremendous role to play in addressing these by their unique access to young people throughout the world.

Specifically with regards to climate change, the message was that time is running out so we need to build the strongest possible alliance; raise maximum awareness, and get people to take urgent action to push our governments and businesses to act much faster than they are currently willing to.

Why is the education profession important?

History shows that educators were part of all movements for justice the world has ever seen, from anti-slavery to anti-Apartheid, to civil rights, to women's right to vote, and a number of other struggles. In my mind, none of these has been won without the involvement of educators.

Coming from one of them, I also acknowledge in working-class communities, educators are still held in very high regards, enjoy a considerable economic status

and respect. Consequently, when teachers get involved in struggles, such as privatisation of education, they represent role models to encourage many people to get involved.

From my personal experience, as young people growing up in South Africa and resisting the Apartheid system, when we were expelled from school for standing up against the system, the fact that some teachers were on our side made it a little easier to explain to our parents why we did it.

What is your reaction to EI's new policy on education and climate change?

Greenpeace welcomes this resolution. It has the right balance in terms of practical things teachers can do in their schools, classrooms, and the communities where they operate, as well as an advocacy component, where educators are located as citizens who have a voice in the global public conversation on climate change.

When unusual suspects like education trade unions step forward and say 'we will stand up because this is about defending the future of our children and grandchildren' it has a different kind of impact on public opinion than when we do it. So we value this resolution setting the basis for close working relationships not only between Greenpeace and EI, but also with the broader environmental movement.

What do you consider to be the key function of educators in environmental issues?

Educators have never waited for someone to tell them what to do. In many parts of the world I have seen excellent initiatives from teachers in primary and secondary schools, and higher education institutions.

We are also witnessing, especially in communities where environmental destruction is going on, that teachers mobilise their students, for example, tree-planting programmes, or work on agriculture and community gardens on school premises. There are also often environmental clubs at schools which are facilitated by teachers, bringing a very positive sharing of responsibility between the educator and the learner in addressing this issue.

What skills can these activities develop within students?

By engaging young people in such activities you enhance their environmental consciousness and their ability to provide leadership in the future. This, hopefully, ensures that all forms of life on this planet – human beings, plants, and animals' lives – can co-exist in a more harmonious way than in the past.

What advice would you give to EI in its struggle against the privatisation of education?

Firstly, it is important to recognise that education is a basic human right



© Frederik Destree (EI)

Kumi Naidoo challenges educators to take lead in fighting for justice

which governments must guarantee. The idea of turning education into a profit-making enterprise is something highly problematic. We have seen in South Africa, for example, so-called 'flight-by-night school' where people set up schools, promise high levels of certification, and yet, before you know it they collect their money and disappear.

Maybe today the call is on EI to support Greenpeace and other environmental groups to oppose big oil and fossil energy companies and to push for a fair and legally-binding climate treaty, while tomorrow EI will come to us and ask for Greenpeace's support to

prevent mass privatisation of education by multinational companies. Therefore, my advice is to build close relationships between trade unions and NGOs like Greenpeace. ■

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More information about Greenpeace's activities can be found at:

www.greenpeace.org

To read EI's resolution on climate change go to:

<http://go.ei-ie.org/resolutionclimatechange>

HUMAN RIGHTS

Global project preserves the past to inspire the future

By Larry Specht, American Federation of Teachers (AFT, USA)

Delegates to EI's Sixth World Congress encountered South African secondary school students eager to learn about their involvement in struggles for human rights and social justice. The students were on an important educational mission: to identify Congress attendees who had been active in pro-democracy movements in their home countries and to record their stories for posterity.

The students were invited to Cape Town by the National Professional Teachers' Organisation of South Africa (NAPTOSA), a Congress host, and one of eight education unions participating in the Civic Voices project.

Civic Voices brings together teachers and students from around the world to build an online archive of oral history interviews with engaged citizens. This archive, called the International Democracy Memory Bank, is available at www.civicvoices.org.

By gathering the stories of activists in their communities, students deepen their knowledge of local history and gain insight into the role of individuals in effecting change.

"As a student, I have become more socially conscious of what happens around me," said Wanda Bhala, a pupil at Clairwood Secondary School in Durban, South Africa, who participated in the project. "I have realised life is more than just about me, it is also about my community and making a positive contribution to society."

The project boasts an innovative model with EI affiliates working together to promote professional development for members, educational outcomes for students, and civic engagement for a new generation of citizens.

International exchanges

Participating teachers have the opportunity for international exchanges and work together to develop classroom materials that are available for free on the project website. These materials harness the power of personal narrative to bring history and democratic concepts alive and are available in multiple languages.

More than 60 EI delegates and guests were interviewed at the World Congress and their stories will join the nearly 250 interviews already on the website.

Interviewees such as EI President, Susan Hopgood, and Greenpeace Executive Director, Kumi Naidoo, were gratified to meet students actively engaged in preserving the history of struggles for freedom.

There is both immediate and lasting value in capturing these stories. "For my students, this project gives a human face to history," said Monika Konczyk, project coordinator for Poland from Solidarnosc. "They are able to see the feelings. You can't see feelings in books... Every free democratic



South African students pose with the AFT's Walter Robinson (right) at the EI Congress

“I’m proud of what this country has achieved and thank all the unsung heroes who fought long and hard to free our people from oppression.”
Wanda Bhala, student

society, if it doesn’t remember its history – its past – it dies.”

Courageous voices

Project evaluation research suggests that engaging students in this work increases their readiness for civic engagement. “Some of our young people have become a little too complacent, a little too willing to accept authority without much questioning”, said Lee Cutler, a vice-president of the American Federation of Teachers (AFT). “We believe that’s a very dangerous place to be in a democracy. This program deals with the real life experience of standing up for what you believe in, having to be the hero, having to be courageous.”

As Civic Voices partners continue their work to collect interviews and develop materials to help teachers use those interviews in the classroom, more students around the world will have the opportunity to hear these courageous voices.

The project is funded by the U.S. Department of Education and administered by the AFT Education Foundation in conjunction with the following partners:

- Federacion Colombiana de Educadores (FECODE), Colombia
- Educators and Scientists Free Trade Union of Georgia (ESFTUG)
- Federation of Mongolian Education



South African students prepare to interview participants at the EI World Congress

- and Science Unions (FMESU)
- National Association of Schoolmasters Union of Women Teachers (NASUWT), Northern Ireland
- Public Services Labour Independent Confederation (PSLINK), Philippines
- Solidarnosc, Poland
- NAPTOSA, South Africa

Civic Voices is at the same time a very local and a very global project. It contributes to the preservation of civic memories within communities and also reinforces the value of comparing and studying social movements around the world. ■



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The Civic Voices project has recently developed a comparative resource to analyse non-violent strategies for effecting political change.

Study methods such as community dialogue, education, legislation and strikes can be found at: www.civicvoicesforpeace.org

HUMAN RIGHTS

Reflections on the World Indigenous Peoples' Conference on Education

By Joann Sebastian Morris, National Education Association (NEA, USA)

The ninth World Indigenous Peoples' Conference on Education (WIPCE) took place in Cusco, Peru, from 14–18 August, and was the first time that a Latin American country hosted the triennial event since its inception in 1987. As an Indigenous educator, Sault Ste. Marie Chippewa of Michigan and Cayuga of Six Nations Reserve in Canada, I was delighted to return to WIPCE to learn of new advancements, be reminded of our collective strengths, and greet old friends, many of whom I first met in 1987.

The opening ceremony, which was tinged with excitement and cultural richness, was held at the national preservation site of Sacsayhuaman. The impressive fortress served as the backdrop for waves of participants who had converged – many in traditional dress – from a wide range of countries that included Australia; Brazil; Canada; Chile; Ecuador; Japan; New Zealand; Peru; Taiwan; Samiland (in Norway), and the United States of America. They were joined by government officials, traditional leaders, delegation representatives and others who offered song, dance, prayer and wisdom.

Preserving Indigenous cultures

The content of the conference was equally rich and included 12 keynote speakers and almost 250 workshops. An overarching theme of the five-day event was the unapologetic preservation of traditional Indigenous cultures, languages, histories and life ways, such as discussions of Maori and Native Hawaiian immersion programmes, and striving to make culture-based or inter-cultural education the norm for Indigenous students. The activist and former Peruvian Congresswoman Hilaria Supa spoke of the maltreatment of Indians, still “being called peasants,” the need to rely on our “ancestral wisdom” and “fighting to teach about the Andean cosmos.” A corollary theme was the



on-going need to decolonise and indigenise current educational systems, offering examples such as a successful Iroquois school that had transcended historical colonisation, or a project that differentiates Incan and Western values and beliefs. Others, such as the Aboriginal presenter, Michael Donovan, shared concerns about education systems: “Government money is thrown at Aboriginal education, not ever asking Aboriginals what we want or need; rather, it’s what they think is good for us.”

The workshops covered the full range of topics from early childhood education (ECE) to higher education, and from technology to international issues. For example, some presenters offered models and success stories while others

pleaded for culturally sensitive teachers and teacher preparation programmes.

Studies that effectively reframed research to support Indigenous knowledge were cited while other workshops included the assessment and accreditation of Indigenous colleges; a Sami framework for ECE, and a Canadian analysis of First Nations adult education.

Using technology

Using technology for rural Aboriginal Australians, in order to preserve storytelling, was also promoted, while a number of conference sessions also emphasised the importance of environmental education, recognising Indigenous Peoples' connection to the land, and the results of climate change adversely impacting on many Indigenous communities. Presenters also discussed the UN Declaration on the Rights of Indigenous Peoples and the Millennium Development Goals.

Native Hawaiians will host WIPCE in 2014. ■

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Further information about presentations delivered at WIPCE are available at: <http://wipce2011.net>
For the ILO Convention 169 on Indigenous and Tribal Peoples visit: <http://pro169.org>

HUMAN RIGHTS

Update from Global Campaign for Education

By Owain James, Global Campaign for Education

GCE General Assembly 2011

The fourth General Assembly meeting of the Global Campaign for Education (GCE) took place earlier this year in Paris. At the event, GCE adopted its 2011–14 strategy, including a commitment to campaign on the global professional teacher shortfall.

GCE is currently discussing the details of the strategy for this campaign with EI and an update will be provided in the next edition. What is very is that there is a united desire to demand stronger action from world leaders and for a final push to tackle the professional teacher shortfall before 2015. GCE hopes to launch the campaign in the third quarter of 2012. It will seek to demonstrate the enormous public support that exists for the improved access and quality of education that one million trained and qualified teachers will bring to bear.

Other priorities from GCE's new strategy include the increased focus on the Education for All (EFA) agenda, and expanded work on discrimination and education rights.

The triennial General Assembly, constituted of national coalitions as well as international and regional organisations that advocate for quality public EFA, elected Camilla Croso from CLADE (Brazil) as the new GCE President, and EI's former Deputy General Secretary, Monique Fouilhoux, as the new GCE Chair.

Global Action Week 2012

GCE has selected Early Childhood Care and Education as the theme for Global Action Week 2012 (the precise dates are 22–28 April). Activities will be planned in more than 100 countries on this important issue. If you are interested



Participants at the GCE General Assembly 2011

in participating, please email: florence.trauscht@ei-ie.org

Education under attack

GCE has mounted campaigns in response to situations in Bahrain, Chile and Malawi, where teachers and students have come under attack. In Chile, students and teachers have been speaking out against an unfair education system which is deepening social injustice across the country. In Bahrain, the government is cracking down on public protests and many of the victims of this persecution have been teachers and university students. GCE has been working with EI and Amnesty International on this campaign. In Malawi, civil society has

been under attack since protests began in July. The Malawian Civil Society Coalition for Quality Basic Education, a GCE Member, has been forced into hiding. ■

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You can take action on these campaigns by visiting: www.campaignforeducation.org which is available in English, French, Spanish and Arabic. You can also subscribe to the GCE newsletter by e-mailing: info@campaignforeducation.org

HUMAN RIGHTS

Action on child labour: School is the best place to work

By Jan Eastman, Education International

A comprehensive resolution from the GEW (Germany) and AOb (Netherlands) unions was acclaimed by delegates at EI's recent World Congress. The call for action was to 'encourage, support and coordinate the active participation of all affiliates' to mainstream child labour into national education policy and Education for All (EFA) goals.

World Day Against Child Labour, on 12 June each year, has provided a pivotal focus for global and national advocacy and campaigning. Expanding on this, EI and the International Labour Organisation's (ILO) Programme on the Elimination of Child Labour will embark on an ambitious two year programme of joint work. It will enable collective action on the Global Child Labour Conference Roadmap (The Hague, 2010) that aims to eradicate the worst forms of child labour by 2016 and will focus on implementing EI's new resolution,

including development of tools and resources. One key resource will be a manual on education and child labour to be developed by EI and the ILO.

Children's rights, including the elimination of all forms of child labour, have long been a priority of EI. It is timely to accelerate actions in the field, with members and partners. As 2015 rapidly approaches, there is no guarantee of achieving the Millennium Development Goals, especially the goal of universal access to primary education. Furthermore, it is secondary, tertiary and vocational education that empowers girls and boys alike, and increases their chances of a better quality of life, employment and social protection.

With 215 million child labourers in the world, 152 million of whom are between 5-14-years-old, it remains

a real impediment to universal completion of basic education, contributing to cycles of poverty, inequality and life without hope of a better future. Education and equality, freedom from discrimination and exploitation are human rights, well worth everyone fight for. ■

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EI is a member of the EFA Global Task Force on Child Labour, the Governing Board of the Global March Against Child Labour, and the Cocoa Initiative, among others.

To know more about EI activities on children's rights, please visit:

<http://go.ei-ie.org/childrenrights>

EQUALITY

Crisis in girls' education

By Myra Khan, RESULTS Education Fund



Make it Right: Ending the Crisis in Girls' Education, a report by the Global Campaign for Education and RESULTS Educational Fund, underscores continued challenges in achieving education for all girls.

Using a rights-based approach, the report assesses efforts of 80 low-income countries in providing a full-cycle of education to girls. Despite gains made in global enrollment levels, there is an overwhelming gender gap in school completion rates. In 47 out of 54 African countries, girls have a less than 54 per cent chance of going to

secondary school. Case studies from Mali and Bangladesh highlight some gains made as well as the barriers girls still face in accessing education, including a shortage of female teachers.

Lack of female teacher training and support perpetuates a cycle of illiteracy among girls and women. Indeed, as the report points out, women make up nearly two thirds of the 796 million adults who cannot read.

The report illustrates how the presence of trained and well-resourced female teachers is critical in ensuring retention of female students. This is especially true in secondary school, when girls reach adolescence and the factors that leave them physically and socially vulnerable intensify. Pressures to engage in sexual activity, early

EDUCATION

Rebranding the Fast Track Initiative: Global Partnership for Education

By Jefferson Berriel Pessi, Education International

The Fast Track Initiative (FTI) – a partnership between donors, developing countries, multilateral institutions, the private sector and civil society to ensure fast progress towards education for all – has a new name. At the UN General Assembly, in September 2011, it was declared that the FTI will become the Global Partnership for Education (GPE) to better express its purpose.

EI welcomes this move but continues to make the case that the GPE needs more than a new name and logo. The GPE has made significant contributions towards universal primary education, both in terms of aid mobilisation and policy debate, nevertheless, the mid-term evaluation published in 2010 concluded that it could have achieved much more, that it was unbalanced, and it remained more of a donor-collaboration than a genuine partnership. Some efforts have been made to tackle this problem and

ensure the participation of developing countries, civil society and the teaching profession in decision-making processes. The evidence to corroborate this is the fact that EI is now a Board member and can directly influence the debate on educational development and aid.

It is of critical importance to EI that its members are actively involved in GPE to help influence the education policies being proposed and financed by the partnership. Out of the 45 GPE countries, only Gambia, Malawi and Nepal have teacher unions represented in the Local Education Group (LEG), which serves a fundamental role in developing, endorsing and monitoring the implementation of national education funds financed by the GPE. While the LEG is meant to ensure the active involvement of civil society, its evaluation concluded that in many countries it did

not exist at all, while in others, it was not involved in decision-making.

EI believes that a successful partnership requires all partners to be engaged and participating on an equal footing. It is therefore essential that EI members mobilise and that the GPE calls on national governments to ensure teachers' organisations are represented in fully-functioning LEGs.

As 2015 looms, the obstacles to achieving universal primary education become more visible and call for a new and reinvigorated partnership with the active participation of teachers. ■

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To learn more about the GPE and how your union can get involved visit:
www.globalpartnership.org

marriage, and join the labour force can be alleviated with the presence of female teachers and management in schools. In this capacity female teachers serve not only to provide safety to female students, but also act as role models for students, their families, and communities at large. Yet despite the increasing need for female teachers at the secondary and tertiary level, that is usually where disparities are the greatest. In Liberia, Somalia and the Central African Republic, fewer than one in five teachers are female. At the tertiary level, Ethiopia has fewer than one in 10 female teachers and Bangladesh has less than one in five.

The findings in this report are a wake-up call to policy makers and practitioners, reminding us that although we must focus on issues of quality and

accountability in education, we are far from solving the basic issue of access.

The authors lay out steps international financial institutions can take to address the impact on girls. The International Monetary Fund and World Bank must use their influence on national economic policies to encourage increased spending on education and health sectors, and employ Gender Responsive Budgeting practices to ensure that women and girls do not pay the price for the International Financial Institutions' economic policy frameworks.

The Education For All Fast Track Initiative (now called the Global Partnership for Education) is also in a unique position to support the structural reforms necessary in order to achieve gender equity in education. As the Partnership

works to raise US\$8 billion for global education development this year, its members must commit to ensuring that all national education plans are engendered and that equity targets are systematically implemented and measured.

Girls' right to learn in a safe environment is not negotiable; now it is time for the world to 'Make It Right' and end gender discrimination in education. ■

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For more information about the report or the work of RESULTS Educational Fund please visit:
<http://go.ei-ie.org/girlseducation>

EDUCATION

New study reveals serious teacher quality challenges in Mali

By Dennis Sinyolo, Education International

More than half of primary school teachers in Mali are without a basic teaching qualification and the competencies required to deliver quality education, according to a new study commissioned by EI and Oxfam Novib.

Entitled *Reducing Barriers for Community School Teachers to Become Qualified Teachers*, the study was conducted by a team of local consultants led by Moussa Adama. It sought to identify the key challenges facing community teachers, and the barriers that prevented them from delivering quality education or acquiring qualified teacher status.

Community teachers working in community schools are often employed by local communities using their own meagre resources. In Mali, more than 80 per cent of these teachers are unqualified and earn far less than teachers in public schools.

A total of 200 community teachers from four of Mali's regions participated in the study. The views of education union leaders, education ministry officials and teacher trainers were also taken into account in the study.

Major findings and conclusions

Major findings revealed that more than half of the country's nearly 40,000 primary school teachers were unqualified. Women constituted a mere 25 per cent of the teaching population, revealing serious disparities in the gender composition of the teaching workforce. This staffing imbalance is likely to hinder the participation of girls in education,

thereby creating a vicious circle that could risk perpetuating disadvantage and the marginalisation of women and girls in Mali.

It is crucial for the government of Mali to ensure that more women are trained and recruited as teachers, and that support mechanisms are put into place to attract both female and male teachers to rural and remote parts of the country, and to encourage them to remain in post. Promoting women into school leadership positions would be an important step towards bridging the gender gap.

This study has used the teacher Competence Profile, developed by the Quality Educators for All project partners in Mali, as a benchmark for assessing the professional needs of community teachers. The Quality Educators for All project is a joint initiative between EI and Oxfam Novib. It aims to help governments meet their obligation to provide quality education for all by improving teacher quality through pre- and in-service training and continuing professional development. The project also advocates for improved conditions of service for teachers. The project mainly seeks to improve the skills and qualifications of unqualified and under qualified teachers in both formal and non-formal education and to ensure that the non-professional teachers are trained, certificated and integrated into the public service.

The study came to the conclusion that the majority of the community teachers who participated in the study did not meet the quality teacher criteria within the Competence Profile. The knowledge and skills gap identified by community teachers, and those working with them, indicate that they lack an in-depth understanding of the following:

- Subject matter and content
- Teaching techniques and methods
- National language teaching
- Class management and organisation
- HIV & AIDS concepts and teaching methods
- Gender issues and ethics
- Child-centred teaching approaches and methods

Improving teacher quality and conditions of service

In 2009, to try and address the challenge of community schools and community teachers, the government of Mali began to transform some of the institutions into municipal schools. To date, 514 out of 2,463 schools have been accorded the new status. The transformation is partly intended to enable community teachers to earn civil service status and the same conditions of service and benefits as other teachers.

EI's affiliate in Mali, the National Union of Education and Culture (SNEC), is working with civil society, teacher training institutes, the Ministry of

“The Quality Educators for All project is a joint initiative between EI and Oxfam Novib. It aims to help governments meet their obligation to provide quality education for all by improving teacher quality through pre- and in-service training and continuing professional development. The project also advocates for improved conditions of service for teachers.”

Education, and other stakeholders in the Quality Educators for All project to improve teacher quality. The union and other stakeholders in Mali will continue to support the professionalisation of community teachers through training and advocacy, supported by a media campaign.

Collaborative working to build capacity

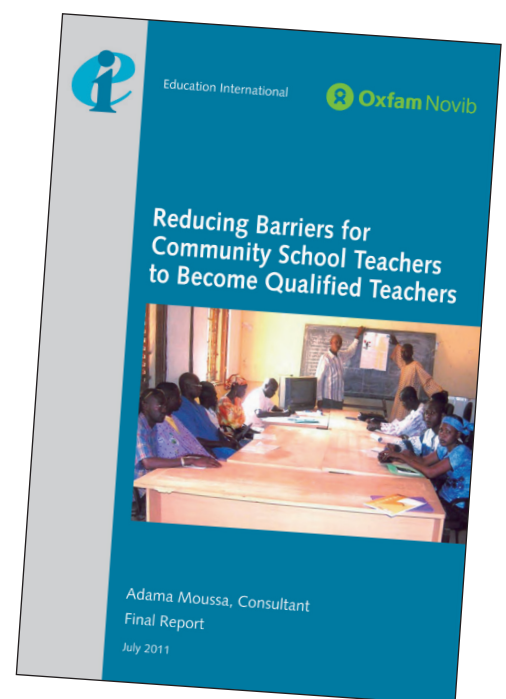
The stakeholders will also support and provide professional development programmes designed to address the knowledge and skills gap identified in this study. The programme will also focus on improving educational leadership, teaching theory, and practice. By working collaboratively with the government of Mali and teacher training institutes, SNEC and the Education for All Coalition, who are the main drivers of the Quality Educators for All project in Mali, hope to support community teachers to develop the competencies they require to deliver quality education and to achieve civil service status.

This project is a practical example of how education unions and civil society can collaborate with each other, public authorities and experts to improve education and teacher quality. The participating approach, which is one of the key tenets of the project, ensures ownership, commitment and success.

Guidelines on Teacher Competence Profiles

Meanwhile, EI and Oxfam Novib are developing Guidelines on the Development of Teacher Competence Profiles. The principles within this Guideline document are mainly based on the findings of the research, *Quality Educators: An International Study of Teacher Competences and Standards*, which was commissioned by the two organisations in 2010, and conducted by Paloma Bourgonje and Rosanne Tromp. It was launched in May 2011.

When completed, the Guidelines will be available for use by education unions, civil society and other country-level stakeholders interested in developing teacher competence profiles or teaching standards. The draft Guidelines are available for consultation and readers can contact EI or Oxfam Novib for more information. ■



EI and Oxfam Novib's new publication

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You can find out more about the Quality Educators for All project by following this link:
www.ei-ie.org/en/websections/content_detail/5528

EDUCATION

A sizeable issue: Reducing class sizes matters

By Gordon Thomas, Alberta Teachers' Association (ATA, Canada)

In Calgary, Canada, parents' fear that fewer teachers – as a result of government under-funding education by \$100 million – will mean larger classes is not unfounded. In 2010–11, some Calgary schools had close to 40 students per class. This year, those numbers will swell with the loss of almost 1,000 teachers. Meanwhile, the composition, diversity and complexity of Alberta's student population continues to shift.

While parents and teachers are concerned larger classes will adversely affect children's education, University of Calgary's Vice-Dean for Education, Sharon Friesen, argues that: "We've spent a lot of money reducing the number of children per classroom, so one of the questions we need to ask is why is the impact so small on reducing class size?" Friesen claims that more than 96 peer-reviewed studies found insignificant influence on student learning in K–12, even in classes with up to 80 students.

Following this line of thinking, it is notable that in John Hattie's meta-analysis of class size (2008) the other influences on student learning that had an even smaller effect than class size were problem-based learning, diet, extra-curricular experiences, web learning, and teacher training.

Friesen adds: "You can't say if we merely reduce the number of students in front of teachers then we'll have increased student learning... The assumption is that the teaching will change because of the class size and that's not borne out by research."

While Friesen offers the caveat that multiple factors influence student learning, this point is lost on those who prefer to home in on class size as a sole determinant of education quality.

Teaching students or crowd control?

Bring class size within Alberta schools into focus: a school teacher might begin her day with a class of 37 students. In the past, there may have been relief in the form of support staff in the classroom, funding for reducing class sizes across the K-12 system or personnel to provide a comprehensive approach to services that meet the diverse learning needs of all students, but these are all vanishing with funding cuts.

So, does this learning context set the stage for a constructive, personalised, and rewarding learning environment for our children? How frequently might positive teacher-student interactions occur? To what extent could a strong sense of belonging and community among students be created in this classroom? How often would innovative pedagogical practices be undertaken by a teacher to transform the learning in such a challenging context?

Pat Cochrane, chair of the Calgary Board of Education, acknowledges that fewer teachers this year means "there will be changes at the school level. [Students] will have more fellow students that their teacher has to look after."

The research on class size is highly contested given that schools are diverse and the measures used to compare student achievement vary. However,

recent Canadian research shows that class size reduction initiatives, when undertaken alongside a highly qualified professional teaching force, improve student learning.

In 2010, the Canadian Education Association published a report on Ontario's primary class size reduction initiative. It concluded that in smaller classes "students learn more, are more engaged, and are less disruptive" (Bascia 2010). The research team summarised its findings, stating: "Class size reduction can provide the environment in which teachers can interact with individual students more frequently and use a greater variety of strategies, create more opportunities for meaning by students, and interact more frequently with other teachers and adults in support of classroom teaching."

Better learning

A study by the University of Alberta (Haughey et al, 2001) examined the effect of small class sizes (15 students or fewer) on student growth and achievement. It found that "reduction in class size produced various benefits... less noise, fewer overt discipline issues, more space and a greater sense of autonomy, and sufficient resources. This resulted in better learning, improved student interaction and positive social growth."

In 2003, Alberta's Learning Commission recognised the importance of

“In 2010, the Canadian Education Association published a report on Ontario’s primary class size reduction initiative. It concluded that in smaller classes students learn more, are more engaged, and are less disruptive.”

reducing the average class size and the government implemented class size reductions in accordance with the commission’s recommendations. The commission found the research to be clear and, just as significant, that parents and students wanted class sizes to be reduced. The Commission’s recommendations on class size were implemented in their entirety two years ahead of schedule.

The sustainable impact of class size reductions can really only be achieved if it is implemented with attention to other conditions of teaching practice that support innovative learning environments.

Class size is complex

Clearly, reducing class size is complex. It is neither a quick fix nor is it a silver bullet to instantly transform the education system. Enduring changes that improve student learning are incremental, painstaking, community supported and classroom based.

In the Tennessee Student-Teacher Achievement Ration (STAR) project found that small class size effects persist over time. This research found that elementary students in small classes during Grade 3 were afforded greater achievement all the way up to Grade 8. This study, along with others, also indicates that small classes provide specific benefits for minority students.



© 2010 (Reporters.be/GODONG/DELOCHE)

A teacher engages with her pupils in a primary school in Lome, Togo

Elsewhere, the California Class Size Reduction programme introduced a statewide initiative to keep classes at no more than 20 students per class. The results of this study demonstrated there was more time for parent-teacher interactions and less time spent distracted by discipline related issues.

Parents, teachers and the public at large all hunger for, and have a vested interest

in, keeping class sizes small to enhance student learning. To suggest otherwise is nonsense. ■

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For further information on class sizes visit the ATA website:

www.teachers.ab.ca

EDUCATION

Research analysis highlights the education divide

By Sally Hunt, University and Colleges Union (UCU, UK)

Educational under-achievement costs countries billions every year. In the UK alone, the annual cost has been estimated at £18 billion. The challenge facing policy makers and educators is huge and as the gap between the educational haves and have nots grows wider.

Recent analysis by the University and College Union (UCU) revealed that in some parliamentary constituencies in Britain more than one in three people have no qualifications, compared to just one in 50 in other parts of the nation.

Looking at the data in more detail highlights the stark contrasts within British cities and counties when it comes to educational attainment. People living in the Newcastle-upon-Tyne Central parliamentary constituency, for example, are almost twice as likely to have no qualifications, compared to people in the neighbouring Newcastle-upon-Tyne North constituency.

In London, there is a clear east/west divide; of the 20 worst-performing constituencies in the capital, three-quarters are in the east. In contrast, a similar proportion of the best-performing constituencies are in the west.

The difference between cities is also astonishing. Glasgow has three constituencies ranked in Britain's bottom 10 and more than one in three people in Glasgow North East have no qualifications. In contrast, all of Edinburgh's constituencies are well above average, with fewer than one in ten people without qualifications.

Education brings benefits

The analysis paints a picture of two Britains living side by side, one with



UCU general secretary, Sally Hunt: "education determines life chances"

access to education and all the benefits that brings, and the other without.

So where do we go from here? It's one thing to highlight educational inequalities but how do we go about helping to fix them?

As the UK and other countries try to emerge from the worst global recession since the 1930s, many politicians have been quick to emphasise the importance of deficit reduction over investment.

However, the case for renewed investment in public education is overwhelming and it is our job as educators and union members to get that message across to politicians and the general public.

Education is an economic driver

As well as being a force for societal good, education is a key economic driver. A recent report from the Organisation for Economic Co-operation and Development (OECD) revealed that, on average among developed countries, the total value of public investment in an individual's tertiary degree is US\$34,000; yet the net public return on that investment is US\$91,000 – almost three times the amount of public investment.

The price of failing to invest is equally stark. On average, across developed countries, 25–64 year-old men who leave school at 16 without good qualifications are nearly twice as likely to be unemployed as those who get the requisite grades, and are almost three times as likely to be unemployed as men who have a degree.

As countless studies have shown, education can and does determine the life chances of individuals. We know that those who hold qualifications and participate in education and training go on to be healthier, wealthier and more active citizens.

It is essential that we challenge policymakers who view cuts to education as way of making short-term savings. They may argue that in the current financial climate cuts are necessary but all they are doing is

“It is essential that we challenge policymakers who view cuts to education as a way of making short-term savings. They may argue that in the current financial climate cuts are necessary but all they are doing is storing up problems for the future.”

storing up problems for the future that will cost more.

Industrial strategy against cuts

That is why in the UK, the UCU, as well as having an industrial strategy against cuts, has been quick to highlight the economic and social consequences of cutting education. Educated people are less likely to commit crime and be a burden on health and social security.

They also pay more in taxes and are wealth generators.

Countries need to put education back at the centre of plans for recovery and social mobility, not out of people’s reach. We must continue to stress the importance of investing in our children from school age up, to ensure that everybody, regardless of their background, has the opportunity to benefit from a good education. ■

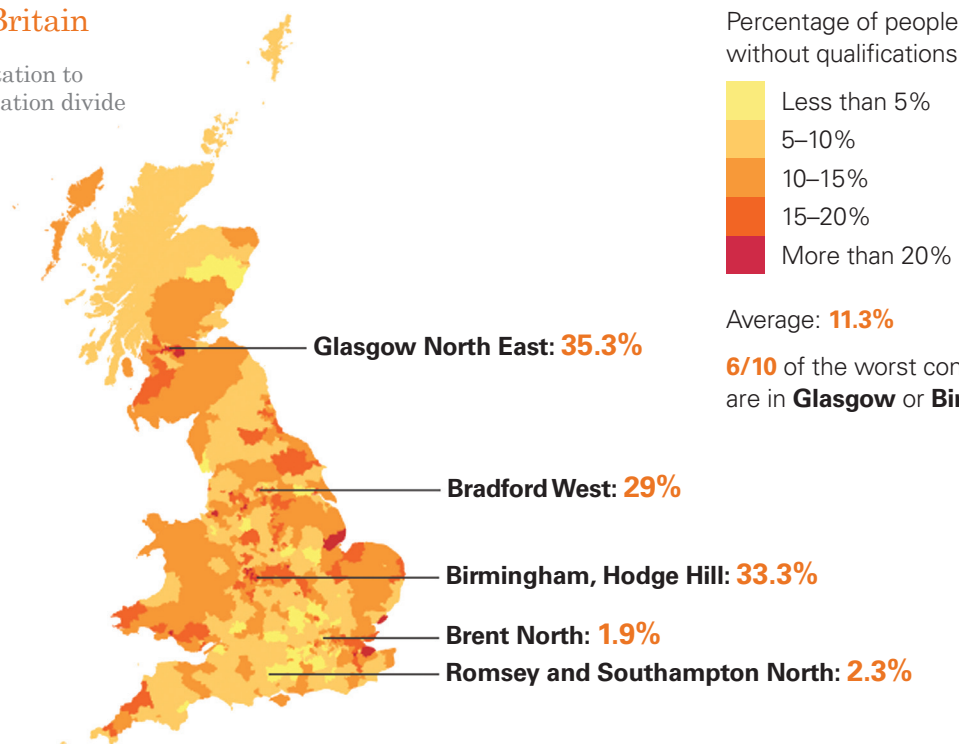
Sally Hunt is General Secretary of the University and College Union, the largest post-16 education trade union in the world.

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To read more about UCU’s analysis of educational attainment in Britain, please visit:
www.ucu.org.uk

Unqualified Britain

A visual representation to highlight the education divide within the UK



BBC (UCU analysis of NOMIS data)

EDUCATION

Latin America campaigning for quality public education

By Fernando Francia, Educational International

The success of Chile's mass protests by teachers and students for quality public education have focussed the world's attention on Latin America and the debate about what model of development and education is right for the region. What is clear is that education unions remain firm in their demands for strong quality public education.

The date of 8 September was chosen by EI's Regional Committee for Latin America on which the entire region would show its support for the Chilean campaign for quality public education. While this is not a new struggle – EI affiliate *Colegio de Profesores de Chile* (CPC) has been working to change the course of education for years – recent events have been markedly different because they began in April this year with mass marches by students and teachers who were openly joined by other sections of society.

Within the region, Chile has been used as a model for the development of education and the economic paradigm. It is one of the most open market economies in Latin America, with dozens of free trade treaties. Education unions, however, take the opposite view, because the privatisation of education policies that started under the military dictatorship of General Augusto Pinochet, who took control of the country in 1973, were clearly aimed at privatising the provision of education by introducing unregulated markets without any state guarantees.

Latin American solidarity

On 8 September, the entire region mobilised in solidarity with Chile, and in support of their own demands. EI-affiliated unions in Argentina (CTERA); Brazil (CNTE); Costa Rica (ANDE and SEC); El Salvador (ANDES 21 de



Students and teachers protest against the privatisation of education in Chile

Junio); Mexico (CNTE) Paraguay (OTEP SN), and Peru (SUTEP) went to their embassies and delivered letters to the local Chilean representatives. In Colombia (FECODE), Ecuador (UNE) and Uruguay (FUM-TEP), unions also organised their own demonstrations on local issues, while voicing their solidarity with Chile. The Spanish unions also sent letters supporting the demands of the CPC and pointed out that responsibility for the current trajectory of public education lay with the of government of President Sebastian Piñera.

In Chile, the people have risen to participate in demonstrations outside embassies, participated in press conference, invested in adverts in the media to denounce what is happening in Chile and to express solidarity with the movement for quality public education. Education trade unionists in Chile are leading the way to show that educators will not tolerate the spectre of privatisation threatening countries, and that trade union solidarity will always serve to strengthen struggles for equality and social justice. ■

EDUCATION

Shadows of Latvian teachers

By Edgars Grigorjevs, Latvian Trade Union of Education and Science Employees (LIZDA, Latvia)

The attractiveness of the teaching profession needs to be improved urgently in Latvia because the current generation of teachers is ageing and an alarmingly low number of new teachers are opting to pursue the vocation.

In the last school year just 299 out of 25,081 Latvian teachers employed in education were in their first year of work in the profession and under the age of 30. Seventy per cent of Latvia's teachers are aged more than 40-years-old, and 80 per cent of teachers are women.

Prospective teachers have told LIZDA that to keep new teachers working in schools their salary must gradually increase and this should be one of the basic conditions of employment. A teacher's minimum salary in Latvia is approximately 245 Lats (US\$480) for 21 contact hours of teaching.

EI's recent policy paper, *Building the Future through Quality Education*, put the responsibility on "public authorities and leaders of education institutions to ensure that the teaching profession remains attractive to both current and potential staff by ensuring that working conditions... are attractive and comparable to those applicable to other professions requiring a similar level of qualification".

LIZDA is concerned that there is insufficient funding for education and inadequately low salaries of teachers fails to compensate teachers comparable to their qualifications. This is negative experience is compounded by intensive work pressures and lack of access to professional development.

In late 2011, with the expectation of progressive change in the Latvian

Parliament, LIZDA took steps to ensure the state did not reduce spending in education any further.

World Teachers' Day

During World Teachers' Day in October, LIZDA members organised 'shadow days' where they invited all deputies to go to a school and be a teacher's shadow for the day. By watching the teachers' daily work, attending classes, meeting with teachers, pupils and their parents, going to after-school classes and marking children's work helped the deputies to see what it means to teach. Afterwards, LIZDA asked them if they would still vote to cut teachers' salaries.

LIZDA also organised this action to highlight the importance of the teaching profession and to build greater knowledge among the public and decision makers about a teachers' daily life.

The 'shadow days' campaign was launched on 28 September, at a conference organised to explore the theme of 'Teachers' work environments and the quality of education'. The conference aimed to underline the responsibility of statutory authorities to provide a safe and modern working environment to ensure success in every teachers' mission.

LIZDA Chairwoman, Ingrīda Mikiško, notes: "For us, it is very important how

the teacher feels in his workplace. Are conditions adequate for successful working? This matters because in everyday life it is teachers who motivate children to learn and believe in the importance of knowledge. When a teacher is experiencing discomfort or a lack of investment in the workplace then, with time, it will not undermine their motivation to work, but also affect the results of their work to deliver quality education." ■



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Shadow days enable deputies to experience life in the classroom with teachers

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To find out more about LIZDA's campaigns please visit: www.lizda.lv

SOLIDARITY

Teachers supporting inter-regional cooperation

By John Friend-Pereira, Cambodian Independent Teachers' Association (CITA, Cambodia)

One of the most important aspects of EI's global family of education unions is to understand and appreciate the range of challenges that organised teachers are facing in every corner of the world. Often this work is undertaken with mixed levels of resources and sometimes using regional-sensitive strategies.

The Association of South East Asia Nations (ASEAN) includes Indonesia, Malaysia, Philippines, Singapore, Thailand, Brunei, Vietnam, Lao, Myanmar and Cambodia. The ASEAN Council of Teachers (ACT) is a regional forum for teachers' organisations in these member states. ACT was established in 1978 in order to:

- collaborate in the work of advancing mutual knowledge and understanding related to ASEAN philosophy and activities,
- promote joint projects and programmes within ASEAN countries of mutual benefit to teachers, education, science and culture,
- assist members in the development of educational activities which focus on promoting the aims and ideal of ASEAN.

Khurusapha (the Teacher's Council of Thailand) recently hosted the seminar *ACT towards ASEAN Community 2015* which brought together teachers from eight ASEAN members and the Republic of Korea. The purpose of the activity was to share information and experiences on the efforts enhance regional integration in education, as part of the *Roadmap for an ASEAN Community 2009–2015*, as well as to strengthen the ACT network with a view to developing professional teachers through policies for future cooperation, and to establish a framework for teachers within ASEAN.

The education union leaders and activists who gathered, heard keynote

speeches from Khurusapha and the Thai Ministry of Foreign Affairs, who highlighted the importance of education as a cross-cutting issue that impacts three pillars of the ASEAN roadmap.

Country reports

Each national delegation then presented a report on the seminar theme.

Brunei focused on the importance of integrating the theme of the ASEAN community into the curriculum, the establishment of an ACT university and the need for ASEAN education policies to reflect the challenges of globalisation.

Cambodia addressed the setting of regional targets for enrolment and literacy, harmonisation of standards in teacher training, and the need for teachers' organisations to be recognised a key stakeholders.

Indonesia led discussion on the development of in-service training for, and shared understanding about the qualities and skills of, ASEAN teachers in the future.

Lao highlighted their increased investment in education, improvements in teacher training and their Ministry's plan to establish a teachers' association.

Malaysia outlined the importance of coordinating with other regional networks and the role of teachers' organisations to promote the concept of ASEAN citizenship through education.

Meanwhile, the Philippines stressed the need for a common qualifications framework and exchange programme for teachers and the need for research on teachers' status.

Singapore illustrated the changing role of the teacher as mentor to be reflected in education policies and practices and highlighted the areas of English, Maths and Science education for possible cooperation.

Thailand laid out the importance of exchange programs and the continued professional status of teachers.

Korea outlined its work on the status of teachers and pledged their commitment to supporting ACT in future development.

The final outcome of the seminar resulted in an ACT statement with two objectives calling for all ACT members to prepare roadmaps to contribute to the ASEAN community, and strong recommendation that teachers' union from all ASEAN nations be represented within all policy development and implementation processes at both national and regional level. ■

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ASEAN website:
www.asean.org
ACT webpage:
[www.ksp.or.th/
Khurusapha/en](http://www.ksp.or.th/Khurusapha/en)

SOLIDARITY

International financial summit backs unions' priority on employment

By Claude Carroué, Education International

The final communiqué of the International Monetary Fund's (IMF) Financial Committee has taken heed of warnings from Global Unions, of which EI is member, to acknowledge that 'the global economy has entered a dangerous phase' and support calls for 'bold action from members and the IMF'. The joint World Bank-IMF Development Committee also devoted more attention to the question of jobs than usual, underlining concerns about soaring unemployment and high joblessness, particularly among young people, which was among the catalysts for the 'Arab Spring'.

The IMF declarations mirror the Global Union's statement for the 2011 annual meeting of the IMF and World Bank, held in Washington, USA, from 23-25 September. This statement, endorsed by EI, has asserted that "International Financial Institutions (IFIs) and G20 governments should put job creation at their top of their agenda and quickly implement programmes to stimulate employment through infrastructure and climate-related investments and public services."

However, EI is disappointed that the IMF communiqué includes no new plan of action or precise recommendation to attain its stated objective of prioritising "inclusive jobs and creating work."

Invest in job creation

EI President, Susan Hopgood, said: "We welcome the focus of these meeting but now we are urging governments to live up their promises in terms of guaranteeing high employment levels and decent work. We encourage all of our affiliates to keep exerting pressure on their governments and representatives at the IMF and World Bank to see concrete investment in job creation, primarily in education."

The IMF has limited itself to urging euro-area countries to implement their leaders' decision of 21 July to increase the flexibility of the European Financial Stability Facility (EFSF), a decision

which several countries have yet to ratify. It did not comment on increasing the size of the EFSF or containing the consequences of a possible debt default by Greece. The new IMF chief, Christine Lagarde, also refused to consider a contingency plan in case of a Greek default, alleging it would only propagate rumours.

Moreover, the communiqué makes no reference to the Global Union leaders' appeal to the IMF to 'lead a coordinated effort to establish financial transaction taxes (FTTs) in as many countries as possible for financing job-intensive recovery programmes and meeting development and climate-finance commitments.'

Education must not be sacrificed

Reflecting on the potential benefits to education from an FTT, Susan Hopgood added: "EI members have reiterated our strong belief that education must not be sacrificed on the altar of the economic crisis. Investment in quality education and teacher training is the best remedy to the economic



Singapore's Finance Minister, Tharman Shanmugaratnam, and IMF Managing Director, Christine Lagarde

downturn. EI welcomes the firm will shown by countries around the world to implement an FTT, and encourages those governments which have not yet done so, to get behind the reforms." ■

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The circular sent on the Statement by Global Unions to the 2011 meetings of the IMF and World Bank is available at: <http://go.ei-ie.org/gucircularimf>

SOLIDARITY

World Day for Decent Work

By Tim Noonan, International Trade Union Confederation

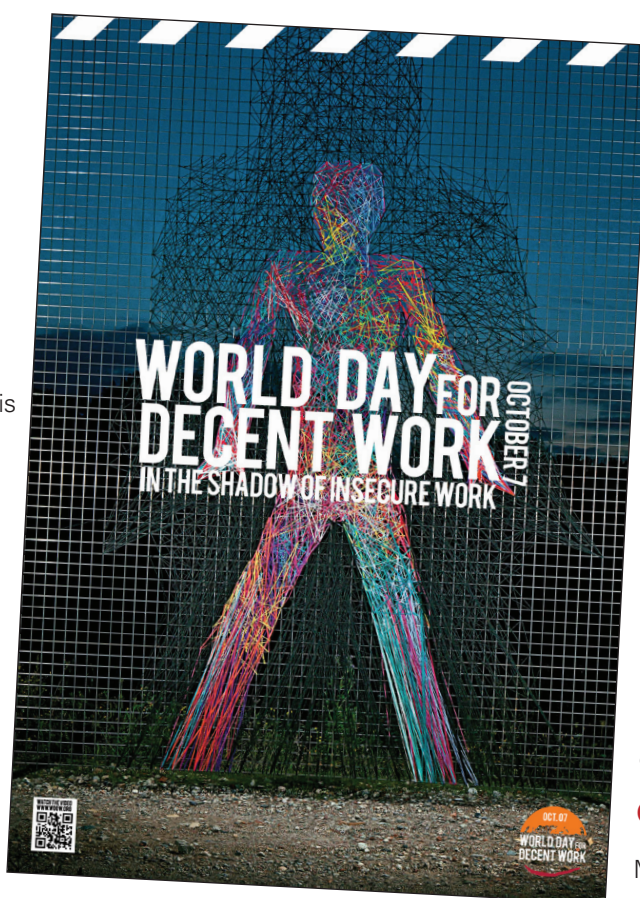
With the world on the precipice of a deeper and even more severe financial crisis than in 2008, unemployment is increasing around the globe, and governments, especially in richer countries, are making drastic cuts in vital public services including health and education. Official figures show that more than 200 million people around the world are unemployed, and these figures do not include tens of millions of people working in informal and subsistence activities.

Along with the huge numbers of people who have no job at all, the last three decades have seen a massive increase in income inequality, and a continuing trend away from secure, decent jobs towards temporary, casual and part-time employment. This trend towards precarious work has hit the education sector as well as every other part of the economy.

While the world employment crisis is finally being talked about by political leaders and institutions, such as the International Monetary Fund, this is mainly in the context of unemployment as a symptom of the financial crisis rather than part of the cause. Worryingly the impact of precarious work, which drives down incomes and demand in the real economy, is not being given the attention it deserves.

Rights at work

When the ITUC was founded in 2006, a key decision at its founding Congress was to establish a day on which working people from all corners of the world could express their call for decent work. This is defined as full employment, rights at work including trade union rights, social protection and social dialogue involving strong and independent unions and employer groups. Thus, 7 October has become the



The World Day for Decent Work 2011 poster

'World Day for Decent Work' (WDDW) on the international calendar.

Since the first WDDW in 2008, millions of working women and men have participated in activities to link the international struggle for good jobs

for all with national campaigns across a wide range of issues related to the world of work. Massive demonstrations, workplace meetings, teach-ins, cultural and sporting events, flash mobs and other innovative and attention-grabbing activities have taken place, starting in the Pacific Islands and running right through the time-zones to the west coast of the Americas.

WDDW shows the union movement at its vibrant, inventive and inclusive best. It gives a platform for people from all walks of life to show their commitment to the values and principles of the trade union movement, and to solidarity with their brothers and sisters who face, in so many countries, exploitation and oppression.

Getting involved

More than 230 actions in 44 countries had already been registered on the special website for WDDW (www.wddw.org). Many more are being uploaded onto the site. It is well worth a look and will hopefully inspire more and more people to join in next time. ■

SOLIDARITY

Cambodia: Reflection on educators' rights

By Rong Chhun and John Friend-Pereira, Cambodian Independent Teachers' Association (CITA, Cambodia)

The International Labour Organisation (ILO) is a powerful body whose remit needs to be understood and harnessed by education unions to defend teachers' rights.

Despite constitutional and international legal commitments made by the government of Cambodia on the right to freedom of association, educators continue to be denied this right, as well as that of collective bargaining, under the country's Common Statute of Civil Servants (1994). This legislation prohibits all public sector workers from "forming trade unions or engaging in collective bargaining agreements with the government."

The government of Cambodia continues to avoid reforming this statute, in line with ILO conventions 87 and 98 of which it is a signatory, despite recommendations in reports 334 and 336 of the ILO Committee on the Freedom of Association. Coupled with the absence of labour laws which apply to public sector workers – of whom teachers are the single biggest group – this results in significant disadvantage when teachers seek to defend and promote their rights.

This denial of rights has seriously impeded the development of education unions in Cambodia, who can only register as 'associations' which confers a significantly reduced status, and has been cynically exploited by the government to effectively exclude educators' voices from any significant engagement in the education reform process or collective bargaining negotiations.

The CITA continues to lobby for trade union status, however, this campaign

is complicated by two draft laws which look set to be adopted in 2011.

The first is the NGO/Association bill. If this were to be passed in its current form, it would apply to the CITA and impose onerous administrative burdens. The second is the Trade Union bill, which currently excludes public sector workers and teachers. Even if this were to change it would pose a major challenge, especially on trade union autonomy, because it rejects the spirit of ILO Conventions 87 and 98. Not only does it deny teachers their trade union rights but it excludes their role as a key stakeholder within education.

Association bill

- Articles 13 and 22 require registration fees are paid. These fees could prohibit many Associations from registering.
- Article 36 requires Associations to collaborate with relevant government ministries in planning and implementing their work. This poses a huge challenge to the independence of any Association's work.
- Article 52–54 sets out the grounds on which an Association can be denied registration but does not outline any appeals system, thus leaving the ultimate decision at the discretion of the government.

Trade Union bill

- Excludes public sector workers despite calls from Cambodian and international trade union groups.
- Article 13 determines the period of office for trade union leaders.
- Article 21 sets out strict requirements about the age, nationality and educational level of trade union officials and staff.

CITA has been actively involved in campaigning efforts to reform these two draft bills alongside other trade union and civil society organisations. As part of these efforts CITA received assistance from EI to send a submission on draft laws and ILO conventions 87 and 98. CITA is asking all EI members to support its efforts by asking their governments to apply pressure on the Cambodian authorities to apply international labour standards. ■

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For further information check:

www.cita.org.kh

www.ilo.org/asia/countries/lang--en/WCMS_DOC_ASI_CNT_KHM_EN/index.htm

To send a message of support email:
cita@online.com.kh

SOLIDARITY

Haiti: A new leader elected to advance education

By François Beauregard, Centrale des Syndicats du Québec (CSQ, Canada)

In March 2011, the Confédération des éducateurs Haïtiens (CNEH), a union that represents more than 13,000 teachers in Haiti, made history by electing Lourdes Edith Joseph Delouis as its first female General Secretary.

Lourdes Edith Joseph Delouis, the devoted French teacher and life-long trade union activist, almost lost her life in the catastrophic earthquake that struck Haiti on 12 January, 2010, but she has not let the experience hold her back. Her energetic zeal to improve public education in a country that has been devastated by a sequence of natural disasters, and destabilised by political uncertainty, is matched only by her courageous determination to fight to improve the lives and experiences of hard-working teachers and students.



© François Beauregard (CSQ)

The election of a woman into a leadership post in Haiti is not necessarily a foregone conclusion. Describe the campaigning experience.

Women in my country are slowly beginning to reach senior civil service posts but a lot more remains to be done. The principal obstacle to the advancement of women remains the lack of training and professional qualifications. Education is the key to helping achieve equality between men and women.

Was it difficult for you?

Not really, because I have been active in my union ever since it was created 25 years ago. As a result of this, I am very well known throughout the country. Furthermore, I was also the first woman treasurer of the CNEH, so there weren't

really any gender-based problems around my election.

How did last January's earthquake impact on you?

The whole nation suffered from this terrible disaster and it is still suffering. In my case, a five-storey building collapsed onto my house, destroying it completely. I had been inside when the first tremor was felt. Fortunately, I had just enough time to get out of the house with two children. It was a miraculous escape from death. I expect it wasn't my time then.

How do you manage your work as a trade union leader and a teacher in such a difficult situation?

I'm lucky because I can stay at my brother's home but it makes travelling to work more difficult. At least I am

fortunate enough to have roof over my head which, sadly, is not the case for many of my fellow teachers.

What are the big challenges facing CNEH while your country is so disorganised?

We have four major challenges. First, we need to increase our membership to improve working conditions within the profession. Second, our organisation has to aim for financial independence if we want to reach our goals. Third, we absolutely must improve the working conditions of our members because teaching salaries are unacceptably low. Too many teachers live in poverty. Several of my colleagues even have to combine two jobs to secure a decent income. Finally, we must carry out a strong campaign in favour of public education, because 85 per cent of schools in Haiti are private and several regions of the country do not even have any schools at this point in time.

Didn't Haiti's new President, Michel Martelly, announce the creation of a national education fund?

At first sight, it seems positive, but we'll see. The government hasn't set out its strategy yet. The question is, will it favour public or private education? It is important that any new funds are used to establish quality public education and better conditions for teachers.

How can trade union organisations from other countries help?

On 25 July, EI's sixth World Congress adopted a resolution to support our campaign to demand public education for all in Haiti. We asked all delegates to put pressure on their countries to respect commitments to protect education against budget cuts. So these are the main issues to tackle to ensure that the 'Pearl of the West Indies', as Haiti is sometimes known, can look forward to a better future. ■

Study: Social protection and inclusion

By Agnes Roman, Education International

The European Commission has published a report entitled *Social protection and social inclusion in Armenia, Azerbaijan and Georgia*, with national reports to assess the challenges these Southern Caucasus countries face in labour market trends, social protection, pensions, health care and education.

A series of studies has been completed on social protection and social inclusion in the six Eastern Partnership countries in the European Neighbourhood Policy (ENP) region.

EI has consistently called for action against poor infrastructure within rural education institutions and the lower remuneration of teachers which these reports uncover. Low salaries can demotivate teachers, undermine attainment of skills, and affect performance. They can also lead to increased tuition fees and teachers being forced into private tutoring to supplement incomes.

With education costs rising considerably since the transition from the Soviet era, public spending on education as a percentage of GDP remains very low, and equity in access to education is not guaranteed. ■

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A summary of the report is available at:
<http://go.ei-ie.org/eucommissionstudy>

Calendar

NOVEMBER 2011

- 1-3** EI Africa Regional Committee meeting – Accra, Ghana
- 4-12** Indo-Global Education Summit on Academic Collaborations and Student Enrolment – New Delhi, India
- 8-10** Global Coalition for Protecting Education from Attacks roundtable – Bangkok, Thailand
- 14-16** EI Development Co-operation meeting – Brussels, Belgium
- 17-18** EI Work-Related Stress Conference – Berlin, Germany
- 25** Int'l day for Elimination of Violence against Women – Worldwide
- 29-30** Global Forum on Migration and Civil Society – Geneva, Switzerland
- 30** 39th EI Executive Board – Brussels, Belgium

DECEMBER 2011

- 1** Int'l World AIDS Day – Worldwide
- 10** Int'l Human Rights Day – Worldwide
- 15-17** World Trade Organisation Ministerial Conference – Geneva, Switzerland
- 18** Int'l Migrants Day – Worldwide

JANUARY 2012

- 23-24** Council of Global Unions' annual meeting – Geneva, Switzerland

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

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



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BAHRAIN ■ BAHREÏN ■ BARÉIN

Urgent Action Appeal: Bahrain

EI is demanding the immediate release of union leaders from the Bahraini Teachers' Association (BTA).

On 25 September 2011, BTA President, Mahdi Abu Dheeb, and Vice President, Jalila Al-Salman, were sentenced to ten and three years of imprisonment for engaging in legitimate trade union activities. Abu Dheeb has gone on a hunger strike to protest against his continuing detention.

EI calls for the immediate and unconditional release of Al-Salman and Abu Dheeb. EI also calls for the respect of fundamental rights and freedoms of teachers and their unions.

You can help by sending an online message to the Bahraini authorities now! Please visit: <http://go.ei-ie.org/bahrain> for details. ■

Bahrain



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