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Teaching is the noblest profession, but it is also one of the most difficult. Indeed, the challenges of teaching today are so daunting that many young professionals quit after a short time in the classroom.

Wanted: Quality teacher training

But now, more than ever, the world needs teachers: 18 million more are needed to achieve Education For All by 2015. Faced with teacher shortages and tight budgets, many governments are recruiting unqualified people with inadequate training and non-existent prospects for professional development. But short-cuts like that are short-changing future generations.

That's why EI is working so hard to persuade governments to invest in quality teacher training with breadth and depth in four key areas:

- Training in educational theory and practice
- In-depth knowledge of the subjects taught
- Understanding of the psychological development of students
- Pedagogical approaches to active citizenship, technological change, HIV/AIDS, and many other social issues.

Teacher training should be balanced between theory and practice, with academic studies followed by practicum and supported induction. There should also be a continuum between pre-service and in-service training, building a life-long process of professional development.

Now is the time for governments to get serious about recruiting, training and keeping well-qualified teachers in classrooms around the world.

Fred van Leeuwen, EI General Secretary

Hands up for education!

The smart strategy for global economic recovery

Education is a universal human right, not a commodity. In this time of economic crisis, world leaders are at risk of losing sight of that important reality. That's one of the reasons why Education International is working so hard to persuade governments around the world of the need to invest in education as a positive response to the global economic crisis.

To that end, EI has launched a new campaign and web site called "Hands up for education: The smart strategy for economic recovery." It aims to assist EI's 400 member organisations in their efforts to ensure that funding for public education is enhanced, not cut back, as governments struggle to cope with the impact of the crisis. As well, it aims to ensure that investments in education include teachers, not only school infrastructure.

The web site will be a vital tool for linking EI's global advocacy with national and local action to encourage reinvestment in strong and stable public education systems to confront the crisis and build ways to meet the needs of the knowledge society.

The web site will feature breaking news about the economic crisis and decisions affecting funding for education, as well as analysis and commentary on a new blog called Funding Education: Crisis Watch by veteran teacher trade unionist Bob Harris, Senior Consultant to the EI General Secretary. Bob's blog will offer insights from

the inside of top-level meetings with the decision-makers from the World Bank and other international bodies.

The web site will also offer campaign materials for educators (fact sheets, brochures, posters, stickers, etc.) and snapshots of the developments in different countries through interactive Google maps. Click on the map of any region of the world, and you'll see brief reports from the teacher unions about the situation in specific countries.

Unions can also contact EI through the web site to update information, file reports or link to relevant sites. Please feel free to share campaign materials your union has created in response to the crisis. Together we can make this campaign truly global!

In some countries there have already been drastic cuts to education budgets, staffing and wages, while in other countries the worst is yet to come. In all countries, there is a powerful case to be made for the role of investment in education in developing more sustainable, fairer economies in the future.

All levels of education – from preschool through primary and secondary to vocational training and higher education – are important. Investment in each of these sectors, and in qualified educators and support staff, will create greater benefits for any society than sinking billions more into the financial sector. EI's campaign site will offer you the facts and figures needed to back up these points, and advocacy arguments for lobbying and public information materials.

Our message to governments? Give us the tools to teach, to help build the knowledge society of the future. EI members are 30 million strong, from early childhood to higher education. We are part of the solution, and we can make a difference!

Now, more than ever, it's crucial for teacher trade unions to mobilize, to demonstrate convincingly to the public and to governments that serious investment in education is in the best interests of present and future generations. If we are to avoid widening economic disparities and deepening social injustice, we cannot allow the Millennium Development Goals to be sacrificed in the name of economic recovery.



Teachers' unions insist that students should not have to pay for the economic crisis in lost opportunities to learn.

Next steps:

EI will host a high-level seminar on the impact of the economic crisis on education in Central and Eastern Europe in Warsaw 2-4 September, just prior to the start of the new school year. Topics to be explored include:

- › The impact of government borrowing on teacher trade unions, individual teachers and education provision;
- › The effect of the financial crisis on teachers' working conditions/ professional standards;
- › Trade union negotiating strategies in times of financial crisis. III

INFO

Please visit www.ei-ie.org/handsup and let EI know what's happening in your country and how your union is defending public education from the crisis. Together, let's raise our voices for investment in education as the smart strategy for economic recovery!

Status of teachers

Working and learning conditions in decline

By Angele Attard

Teachers' working conditions around the world have deteriorated in recent years, mainly due to deep education funding cutbacks and increasing workload pressures, and the economic crisis is only likely to worsen the situation.

This is the unfortunate conclusion EI has reached after an extensive process of information gathering in preparation for a major report to the joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART). Every three years, EI contributes a submission to the CEART based on information from member organisations, from EI's own research and from a range of secondary reports and studies. This year's report emphasises that teacher shortages remain a major challenge in education systems worldwide.

To reach the goal of Education for All by 2015, 18 million more primary school teachers will be needed worldwide. Despite persistent teacher shortages, there are few measures in place to attract new qualified teachers into the profession. Unqualified teachers are often employed on low salaries and substandard working conditions, not only to reduce shortages, but also to limit education expenditures. Teachers' salaries are often insufficient to maintain a reasonable standard of living. In developing countries some primary teachers' income levels are close to, or even below the poverty line. In developed countries, teachers' salaries may be lower than those for similar professions.

EI reports that government consultation with teacher organisations has generally improved in a number of countries in Eu-

rope, North America, the Caribbean and in Asia. However, in some parts of Africa, notably Tunisia and Cameroon, governments refuse to consult with teachers' unions.

Particularly for contract teachers in developing countries, appropriate preparation for the teaching profession is either lacking or very brief, and in-service training is often haphazard. In contrast, in many countries of Europe and North America, teacher education is of a generally high level and possibilities for raising teachers' qualifications and continuous professional development are readily available.

In Africa, academic freedom is respected in a number of countries, though in countries like Zimbabwe political repression has severely constrained academic freedom. In the Middle East, severe restrictions on academic freedom arise due to conflict.

Increasing neo-liberal trends and entrepreneurial-style management in higher education have led to a restriction of academic freedom in some parts of Europe (e.g. Denmark) and Latin America (e.g. Colombia). Academic freedom for contract teachers is particularly curtailed due to the precarious nature of their employment.

In addition, teachers are increasingly subject to violence and work in unsafe school environments. Political conflict and oppression has led to rampant violence against

teachers in Colombia and the Middle East, while violence against teachers has also been reported in parts of Asia and Europe.

Despite persistent teacher shortages, there are few measures in place to attract new qualified teachers into the profession.

Several countries, including those with a high HIV prevalence, still do not systematically include HIV and AIDS prevention in teachers' pre-service training or in school curricula, and have not developed an HIV and AIDS workplace policy for the education sector.

EI has stressed to CEART that the 1966 UNESCO/ILO Recommendation concerning the Status of Teachers and the 1997 UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel are key international instruments to protect and defend teachers and quality education. However, implementation is poor across the globe, and educators are involved in a constant struggle to guarantee respect for their rights and working conditions as laid out in the recommendations. EI remains strong in its commitment to strive for the proper implementation of these recommendations around the world. ■■■

Global economic crisis

What the IMF and Central Bankers knew, but didn't tell us

By Bob Harris

One of the principal announcements coming out of the G20 Summit in London last April was the launch of the Financial Stability Board, which is meant to ensure global financial stability and especially to set up measures which would prevent another crisis in the future. It will bring together major international players – the International Monetary Fund, the World Bank, the OECD, the Finance Ministers from 25 countries and others.

The Secretary General of the new Financial Stability Board is Svein Andresen, who previously headed the secretive Financial Stability Forum based in Basel, Switzerland. Now, after the G20, he will get more staff and an expanded mandate – to save the world from new financial disasters, no less!

After the launch of the FSB, he came to speak to the Trade Union Advisory Committee at the OECD. Very carefully, and in considerable detail, he explained the FSB's new role, its structures, and how he expects to fulfill the G20 mandate.

One of the Board's tasks will be to set up an "Early Warning System," he told us. But then, as my trade union colleagues around the table peppered him with questions, came the startling revelation: the IMF already had an "Early Warning System," he said.

We have been allowed to peer in and see some of the inner workings of institutions that previously did not feel the need to talk with representatives of workers. Now those doors must be pushed wide open.

A couple of years ago, the IMF had prepared "a fine report" describing precisely

the risks to the global financial system. They had analyzed the massive imbalances in the system, imbalances which made it unsustainable. In other words, it was not *if* a major crisis would erupt, but *when*.

Trade union economists had been sounding the same alarm bells for at least two years. At that time, trade union representatives were labeled as being unduly pessimistic. Nobody wanted to spoil the party!

But Andresen now revealed that the IMF had made precisely the same analysis! Surely such a warning should not have been ignored. So what happened?

"Well," he replied, "the report was circulated internally to Central Banks and to key financial ministries, but nobody acted on it."

He followed with an elliptical commentary on how central bankers and finance ministries had to be careful with information, so as not to disturb the markets. "But the report will probably be published some day – perhaps soon," he sought to assure us.

I pointed out that the FSB was now more visible than its predecessor, because of

the prominence given to it by the G20. The global union movement had to be given a seat at the table, we said. If the Marshall Plan, which gave birth to today's OECD, could set up consultative mechanisms with trade unions, as well as business and industry, the FSB could do it too.

Closed door meetings are no longer acceptable, we said, nor are confidential reports that are ignored and kept secret, for fear of "disturbing the markets."

Today, previously closed doors are slightly ajar. We have been allowed to peer in and see some of the inner workings of institutions that previously did not feel the need to talk with representatives of workers. Now those doors must be pushed wide open.

When historian Barbara Tuchman wrote "The March of Folly" some years ago, she showed how major upheavals in human history had been preceded by warnings that were then ignored. So it has been with the financial crisis – another unhappy example of the collective folly and failure of institutions. That is why these institutions must be opened up, and why representatives of trade unions must have a seat at the table. ■■■

Special report: A wave of solidarity

EI helps rebuild education after tsunami

Stories and photos by Nancy Knickerbocker

Banda Aceh, Indonesia – Girls in exquisite golden headdresses and traditional costumes of green and black brocade tossed pink flower blossoms as they danced to welcome visitors to the closing ceremony of Education International’s post-tsunami project in Aceh, the region of northern Sumatra most devastated by the cataclysmic tsunami of 26 December 2004.



Indonesian officials were astonished that EI was able to accomplish so much in Aceh with such a small staff. Left to right: Vivi Sylvia Naution, Secretary; Aloysius Mathews, Chief Regional Coordinator; Munziana Adam, Computer Skills Instructor; Nicolás Richards, Senior Coordinator for Development Cooperation; Nurhasanah, Finance Assistant; Jerome Fernandez, Aceh Post-Tsunami Project Coordinator; and Wilda Liana, ITUC Programme Assistant.

These children are among thousands who are benefiting from the most complex and ambitious development cooperation project ever undertaken by EI. General Secretary Fred van Leeuwen and Aloysius Mathews, Chief Regional Coordinator for Asia Pacific, travelled to Aceh just 10 days after the tsunami in response to an urgent plea from the local branch of EI’s affiliate, the Persatuan Guru Republik Indonesia (PGRI).

The scenes of death and destruction they witnessed will remain seared in their minds forever: entire swathes of the city wrecked; thousands of corpses floating among debris in the toxic waters, including inside the flooded ruins of PGRI’s union hall; the anguished faces of survivors desperately searching for loved ones. “It is something I’ll take to my grave,” Aloysius said.

“For me, it became immediately clear we needed to provide more humanitarian assistance than we usually do,” said Fred. “The scale of this disaster was so immense that Education for All would never be achieved without significant help from outside.”

The global death toll from the tsunami was estimated at more than 225,000 people in 11 countries, with Indonesia and Sri Lanka hardest hit. The devastation was so overwhelming that millions of people around the world opened their hearts and wallets in an enormous wave of solidarity.



EI worked in close partnership with Oxfam Novib from the Netherlands, which provided all of funding for the school reconstruction and community rehabilitation work. In total, the EI-Oxfam Novib programme invested almost 7 million Euros in Aceh and more than 4 million Euros in Sri Lanka. Additional support came from the ILO, the ITUC and the BWI.

Initially some member organisations were highly sceptical because it is the responsibility of governments, not unions, to build public schools. However, EI and Oxfam Novib planned not merely to build buildings, but to implement a holistic response to the physical, psychological and professional needs of teachers, students and communities.

“It’s true we were stepping outside traditional union work,” says Nicolás Richards, EI’s Senior Coordinator for Development Cooperation. “But how can you provide support for teachers if their schools have been washed away? If they have no jobs? So we were setting the foundation for union work in the future ... and we were setting a new benchmark for quality education.”

Jerome Fernandez, a Malaysian teacher trade unionist, was appointed to coordinate the project. He freely admits that when he moved to Aceh in May 2005 he didn’t know anything about construction. “I can’t even hit a nail straight.” But he did know that EI wanted good workmanship and an ethical process. It wasn’t easy given the chaotic situation, the massive influx of money from abroad and the pervasive corruption.



Students in the doorway of their school library in Banda Aceh. Each school that EI built is well-equipped with computers, library books and learning resources.

According to Transparency International’s 2009 Global Corruption Barometer, Indonesia is the seventh most corrupt of 69 countries surveyed. TI has noted that reconstruction after major disasters is prone to corruption due to a tendency to bypass standard procedures to ensure rapid rebuilding.

Jerome had to turn away dozens of “fly-by-night” contractors, turn down bribes and even confront threats. But EI built in an effective system of checks and balances, so that “not a single rupiah has gone astray,” he said.



EI-Oxfam Novib’s plan included building quality earthquake-proof schools equipped with child-friendly furnishings, well-stocked libraries, adequate learning resources including computers, offices and housing for head teachers, and scholarships for needy and orphaned students. Beyond that, it provided for professional development, including training in the new curriculum to help overcome the shortage of teachers in certain subject areas, capacity-building for union leaders and

counselling courses to enable teachers to cope with their own psychological trauma and that of their students.

Certainly the physical and psychological evidence of the tragedy was never far from the surface. Jerome recalls: “I’ve picked up human bones in my own hands from the side of land where we were building.”

EI drew upon expertise within its affiliates. For example, members of the Australian Education Union came to offer training for head teachers in school leadership and administration, while members of the Japan Teachers Union who had previous experience of earthquakes came to share their skills and knowledge in trauma counselling. This proved to be an essential element of the project, since in both Aceh and Sri Lanka civil conflict compounded the impact of the natural disaster.

About 15,000 people were killed in three decades of war between Acehnese separatists and the Indonesian army. But as a result of the tsunami, both sides agreed to pull together for the good of the country and signed a peace agreement in 2005. By contrast, in Sri Lanka the conflict between the majority Sinhalese and minority Tamils continued until 2009, preventing EI from being able to build all of the schools planned.

Still, with 35 new schools in Aceh and eight in Sri Lanka, there can be no doubt that EI

has made a lasting difference in the lives of thousands of children, opening doors of learning in places where access had been denied.

Project staff members agree that the key challenges for the future are sustainability and maintenance of the schools despite underfunding of public education, and continuing to build the unions’ capacity to advocate for decent wages and working conditions for teachers and quality education for students.

Sofyan Suleiman, who heads the Education Department in Banda Aceh, expressed warm thanks to EI for its contribution to rebuilding education in the devastated region.

“The approach of EI was totally different from the other organisations which were operating in the post-tsunami education sector,” he said. “I can assure you that we will continuously monitor the situation and maintain the standard of the schools. If anything we will try to make them even better.”

Reflecting back on the unprecedented programme of work accomplished by EI, Fred van Leeuwen said: “I’m proud of the post-tsunami project for a number of reasons. We have shown that the teaching profession is capable, if necessary, of building schools, training teachers and assisting children. Teachers not only care – we can also make a difference!” III

EI: Rebuilding Aceh through Education For All

- 35 new schools built and equipped
- 3,655 students received scholarships
- 1,655 teachers received pedagogical training
- 2,825 teachers, students and others received computer training
- 389 teachers took trauma counselling courses
- 13 PGRI districts participated in union capacity-building courses

In response to EI’s Urgent Action Appeal, member organisations, classroom teachers and students contributed more than 800,000 Euros to the tsunami response.

Special report: A wave of solidarity

Teachers and children survive tsunami trauma with help from EI



Teacher Irianti Syabaruddin played a leading role in EI's programme of trauma counselling. She helped herself to heal from the death of her daughters, Nadia and Fitria, by helping others who also lost loved ones in the tsunami.

“I thought it was the end of the world. I thought it was a sign from Allah that it was my destiny to be killed by the black wave.”



Irianti Syabaruddin, a teacher and mother of three, was at the supermarket on that fateful Sunday morning when the earthquake hit. The floor lurched under her feet and groceries began crashing down off the shelves. Then all she could think of was getting home to her family as quickly as possible.

Irianti didn't know it, but she was feeling the first shocks of an undersea earthquake with a magnitude of 9.3 – the second largest quake ever recorded on a seismograph. With the epicentre just 100 km off the west coast of Sumatra, her home city of Banda Aceh was directly in the path of the oncoming tsunami that would soon destroy her family and devastate her community.

At home, Irianti found her mother, her husband and their two daughters in the yard. The neighbourhood quickly began flooding so she urged the children and mother to flee with neighbours in their car, while she and her husband ran for higher ground. Suddenly the couple was separated by the awesome power of the water.

“I thought it was the end of the world. I thought it was a sign from Allah that it was my destiny to be killed by the black wave.”

Irianti was not dead, though, only knocked unconscious. When she came to, she was clinging to a piece of wood. “The waters were churning with debris and swirling me around and around. People shouted at me to watch out because the second wave was coming.”

Scientists later found evidence that the tsunami reached a height of 24 metres when coming ashore along large stretches of the Aceh coastline, rising to 30 metres in some inland areas.

The second wave swept Irianti into a garage, where powerful currents pushed her deep underwater. “I began to panic but then I remembered what I learned in psychology class at university. I tried to calm myself by imagining I was in a quiet, beautiful room.”

After she surfaced, she was able to clamber up onto the roof of a nearby house with a few other women. As the waters subsided they climbed down, but Irianti could not. There were dead bodies in the water and many people with grievous injuries. Time passed and Irianti realised that she was alone on the roof, perhaps alone in the world. That's when she began screaming. “I was crying out for my children and my husband. I could not stop.”



Meanwhile, in the neighbourhood of Gampong Baro, the tsunami had completely destroyed Elementary School 31. Headmistress Isjalidar Ishak Ibrahim recalled how the wave swept the entire second floor off of the building and deposited it half a kilometre away in another village. Bizarrely, the doors stayed shut and the furniture remained inside, even though the building had been ripped apart. All that was left at the original site was the foundation. Six teachers and the school custodian died, along with almost all of the 169 children who attended the school. About 2,300 Acehese teachers and 20,000 students were among the global total of 230,000 people who perished in the tsunami, making it one of the deadliest disasters in recorded history.



Headmistress Isjalidar Ishak Ibrahim says EI's leadership training helped her to bring new skills and offer better quality education at the new school.

To this day, Isjalidar searches in vain for her husband who has never been found. Her colleague Cutmalakasma also lost her husband, as well as her two sons aged 11 and 7. She says: "I remember like it was yesterday. I will never forget."



Many health professionals and aid workers reported widespread psychological trauma associated with the tsunami. Traditional beliefs in many affected regions hold that a relative must bury the dead, but in many cases no body remained to be buried. There are at least three mass graves in Aceh, some believed to contain the remains of as many as 4,000 people. Aceh in particular is a religiously conservative Islamic society in which some believed that the tsunami was divine punishment.

In the wake of the tsunami, Irianti and her husband, Atqia Abubakar, fell into a deep depression over the loss of her mother and their daughters Nadia, 11, and Fitria, 6. Indeed, all of the families in the community were in shock, suffering nightmares and phobias.

"I was constantly thinking: 'What if ...?' I felt guilty for surviving and I blamed myself," Irianti said. "Some people were angry with God. But after a couple of weeks I realised that it was my destiny to survive."

As a trained psychologist, Irianti believed she owed it to her children to transform her suffering into a means of helping others. She participated in the EI/JTU trauma counselling course, and became a respected leader of the programme. "You can imagine that if there had been no aid from foreign countries ... the psychological and mental recovery of the people from the trauma would have been much, much slower."

Irianti and her husband Atqia began visiting the tent cities and refugee camps, talking to the victims, expressing their grief and supporting one another. They worked with women from a community called Lamnga to create a play about their experiences which

they later performed in Aceh and even as far away as Jakarta.

John Brownlee of the NGO Mercy Corps wrote: "Through this process of community theatre, I have personally witnessed the transformation of the Lamnga women into strong agents of positive change in their community. Their perseverance and dedication in the face of overwhelming personal loss is a testament to the human spirit and an inspiration for us all."



In the weeks after the tsunami, headmistress Isjalidar heard a rumour that the government was attempting to take back the site where her school once stood. Determined that learning would one day continue there despite all the losses, she went and planted up a sign that said: "No trespassing. Here is our school."

And indeed, thanks to EI, a new school was built on that very site. It has warm yellow walls with peach-coloured trim, six classrooms, a library, a multi-purpose room with 16 computers, a prayer room, head teacher's office and staff quarters. "The whole school is complete. All we have to do is go in and teach," Isjalidar says.

She participated in the EI school leadership programme offered by the AEU, and clearly has taken its lessons to heart. Her school is among the best-run and highest-performing of all the EI schools, says project coordinator Jerome Fernandez.

Fellow teacher Cutmalakasma says that the trauma counselling she received through EI helped her personally to cope with the loss of her family and enabled her to better support her students, especially those who were orphaned. "I learned ways to help them remember the tsunami, ways to study about it. The children were very afraid and they were looking to us teachers for comfort."

Today, the students have earthquake drills and learn about tsunamis, but their school



Workers constructing a tsunami memorial at one of the three mass grave sites in Banda Aceh. The remains of more than 4,000 people are believed to be buried here.

seems a happy, busy place where children laugh and play unburdened by the terrible memories. Some children receive scholarships from EI to offset the costs of their school supplies, uniforms, and other needs.

Two of the scholarship recipients were among the dancers at the closing ceremony for the EI project. Faadhilah, 11, wants to be a teacher or doctor when she grows up. She is happy at school because she has lots of friends there. She likes playing on the playground, reading in the library and using the computer lab. "When I go to college I'll already be able to use a computer!"

Zurrahmah, 12, says she likes her school a lot because the building is lovely and the teachers are very good. "Our teachers care about us and they always answer our questions very well." Zurrahmah wants to become a banker when she grows up because, she says, "honest people should go into banking."

Fernandez says it's precisely this kind of comment that makes his day. "It's a crusade to bring out excellence in the children... The measure of our success is when you go to a school and see the smiling faces of the children, their joy of learning – you can't express that in words or measure it in money." ■■■

Human and Trade Union Rights

Worldwide solidarity with Iranian workers

As thousands of Iranian citizens took to the streets of Tehran and other cities to demand fairness in their national election process, workers around the world expressed their support for social justice in Iran. On 26 June, EI and its affiliates joined trade unionists and activists in many countries to demand justice for Iranian workers. Protests in front of embassies and letters to Iranian authorities sent a strong message to the Iranian authorities: Now is the time to respect human and trade union rights!

Together with the International Trade Union Confederation (ITUC), the International Transport Workers' Federation (ITF) and the International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers' Associations (IUF), EI was among the four global union organisations representing over 170 million workers calling for the Iranian Action Day. This campaign was backed by Amnesty International.

In Brussels, EI Deputy General Secretary Jan Eastman spoke at a rally in front of the Iranian Embassy. She emphasised that now is the time for trade union rights, both in law and practice. She urged the Government of Iran to drop all charges against unionists relating to trade union protest action, to annul their sentences, and to compensate them for damages suffered as a result of these charges and convictions.

Eastman also said that now is the time to stay the death sentence against Iranian teacher unionist Farzad Kamangar, annul his conviction and release him from detention.

In the name of the 30 million teachers represented by EI, Eastman also urged the Iranian authorities to release a number of imprisoned



©C.CARROUÉ/EI

EI's Deputy General Secretary Jan Eastman told demonstrators in Brussels that now is the time for trade union rights, both in law and practice, in Iran.

teacher trade union activists, including Sajad Khaksari, son of Mohamad Khaksari of the Iranian Teachers' Trade Association, Hashem Khastar, Jafar Ebrahimi, Alireza Hashemi, and many teachers as yet unnamed.

"EI demands that the Government of Iran stop arresting teachers – and instead, support them to do their job of educating the next generation for peaceful co-existence in a democratic and sustainable world, one in which all people have respect, dignity and hope for a decent life," said Eastman.

EI affiliates were actively involved worldwide on the Day of Action and demonstrated together with other unions in front of the Iranian embassies in their respective countries.

In Asia-Pacific, in letters to Iranian President Mahmoud Ahmadinejad, the Hong Kong Professional Teachers' Union and the National

Teachers' Association in Taiwan demanded the right to freedom of association for teachers. Wu Chung-Tai, President of Taiwan's NTA, called for the ratification of core ILO Conventions by the Iranian government, as well as the conclusion of collective bargaining agreements.

In Indonesia, the PGRI participated in an action in Jakarta. The Malaysian NUTP collected signatures and called for sending protest letters to the Iranian government. The Australian Education Union joined other unions in calling upon their Government to press for an end to abuses and violations of workers' rights in Iran.

In Europe, the German affiliate GEW demanded "immediate and unconditional release of imprisoned trade union activists." In Sweden the Lärarförbundet joined other Swedish trade unions in delivering a letter to

the Iranian ambassador, stressing that “the introduction of democracy and internationally recognized human rights to the Iranian society is urgently needed.” British affiliates demonstrated in the UK, UNSA-Education in France and FE.CC.OO in Spain. In the Netherlands, teacher trade unionists from AOb used their General Council meeting on 26 June to discuss the issue and take individual photos showing solidarity with the Iranian workers.

In North America, the Canadian Teachers’ Federation held a demonstration in the national capital, Ottawa. Emily Noble, CTF President, addressed the crowd: “Canadian teachers are appalled that the Government of Iran has banned the publication of the Iranian Teachers Trade Association called ‘Teachers’ Pen’. Freedom of expression and of association are fundamental human rights which we hold dear to our hearts.”

In the United States, the National Education Association sent a letter to Secretary of State Hillary Clinton reminding her that members of the Iranian teachers’ union “have been assaulted and detained each time they have sought to meet. This continual disregard by the Iranian government of core labour standards and human rights is unacceptable.” They also requested her to urge Iranian authorities to immediately release Farzad Kamangar.

This was the third Global Action Day of Solidarity with Iranian Workers and Teachers and clearly global and national trade unions will be back again next year if there is no positive change in Iran. Unions and Amnesty International are committed to continue to defend workers rights’ to freedom of assembly, of association and expression, in Iran and elsewhere.

**“Together we fight,
together we win!”** III



Australia



Hong Kong



United Kingdom



Turkey



USA



Germany



Thailand



Indonesia



Spain

Demonstrations like this one in London took place at Iranian embassies and consulates around the world in support of the human and trade union rights of Iranian workers.

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Teaching behind bars

Reintegrating prisoners through education

By Claude Carroué

Sophie Dupont, a business education teacher, parks her modest car outside an imposing building. At the entrance gate, she shows her ID card. Smiling, she greets the guard, who then hands her a beeper. She has to wait until one gate is fully closed before the next one opens. Only then can she make her way to the classroom. For the last three years Dupont has been a trainer at the high-security prison for men in Andenne, in the Belgian countryside. Her students are serving long prison terms, usually between 3 and 10 years.

“I don’t know what they are in for. Sometimes the press tells me who one of them is and why he has been sent to prison. For me they are, above all, a person with a name, not a number. Human relations are very important to me, and providing structure,” says Dupont.

“As a teacher, I want to be accessible,” she continues. “I have broken away from the tra-

ditional image of school and I am ready to question myself. Over the years I have built up a reputation based on trust. There is mutual respect. It is essential to show them respect and to keep your word.”

She literally took refuge in education in prison. In 1997, she was threatened by one of her students at the technical college where she was then teaching. She dreaded going back there. Instead she found a part-time job in a prison, and discovered it suited her very well. “I’m having fun! I’m thinking of asking for life imprisonment, with semi-detention (work-release) in reverse,” she jokes. But seriously: “I feel safer in prison, surrounded by guards, than outside in a technical college.”

Through her highly-motivated, dynamic approach and positive spirit — qualities she believes to be essential for teaching in prison — she tries to be a “ray of sunshine” for prisoners who are feeling down.

“I have a positive view of prison. I don’t think about the fact that there could be a hostage-taking, for example. I always try to think about the fact that I could be setting one or two of them back on the straight and narrow. I don’t think we should judge people, and sentence them twice over. Rather we should try to understand what they have been through.”

That view is shared by her colleague, Salvatore Scavone, who has been teaching welding for two and a half years.

“They have done wrong, but I am helping them overcome that,” says Scavone. “Everyone has the right to social integration, and everyone can make a mistake. Some have

been put back on track. And I like to explain my work to young people. Here we are in a prison, with adults. I like contact, thinking about things together.”

How do these teachers appear in the eyes of the prisoners, most of whom struggled in school and failed? Training gives them more possibilities when they are released, but welding students Bruno, Mohamed and Saïd say their principal motivation is to free their minds and leave their cells for a few hours.

“The teacher is someone from outside,” Bruno points out. “It is a different relationship than with the prison guards. They are here to give us something. We are learning to work in a group. Everyone helps each other to do the exercises we are given.”

What is the relationship between the teachers and the prison staff? Dupont explains that sometimes it is strained because guards feel that the prisoners tend to see them as “bad guys” and the teachers as “good.” Moreover, the prison staff sometimes think that the teachers systematically side with the inmates and also see them as “bad.” For their part, these teachers don’t always understand why there are so many checks and find it difficult to get used to all the security measures in the prison system, however essential.

Stéphanie de Ketele, the prison’s training director, explains: “We work hard at reducing tension between prison staff and the teachers. We have set up a disciplinary team for this.”

Dupont also recognises this: “I’m not seen in the same way as the guards. It is easier



©M. DE KONING/EI

Sophie Dupont in her classroom at the men’s maximum-security prison in Andenne, Belgium.



Trades teacher Salvatore Scavone enjoys sharing the techniques of industrial welding with his highly-motivated students.

to get my message across. But we all have the same aim: to help them reintegrate into society.”

Taking a training course has a positive impact on the life of the inmates. According to the preliminary results of an EI study on education in correctional settings, national legislation guarantees education for prisoners in most of the 40 countries from which trade unions responded.

The objective of the survey was to know: who and where are the teachers working in correctional settings; whether they are members of EI affiliates; what their working conditions are like; and what EI can do for them. It was carried out following adoption of a resolution on Education in Correctional Settings at the 2007 World Congress. The resolution affirms that people in prison have the same right to education and respect for their human rights as do all others; it addresses accreditation of courses taken in prison and the personal development of both prisoners and teachers.

“Everyone has the right to education, whether they are incarcerated or not,” says EI Deputy General Secretary Jan Eastman. “When prisoners have access to education,

it’s beneficial to them personally and to society in general.”

The resolution insists that students in correctional settings should be able to access accredited programmes. In Andenne, students can take the same state-approved course as students in ordinary colleges and, if successful, they receive a national certificate as a metalworker.

In Belgium, as in other countries, the trade unions insist on their role in the certification of diplomas. Régis Dohogne, former General Secretary of CSC-Enseignement, explains that the adult education programmes offered inside and out of prison are the same. “The idea is to develop a range of courses in terms of literacy and basic education diplomas, which should be available in all prisons.”

Teachers who work in prisons must, like the inmates, have their rights recognised and guaranteed. EI’s survey showed that 24 of the 43 trade unions said their principal concern is that many of their students have learning disabilities that cannot always be properly addressed. As well, teachers expressed concern for their personal health and safety.

The resolution states that “teachers working in correctional facilities have the right to be represented by their union especially within their working environment, and to secure employment, with appropriate additional financial compensation for the particular circumstances of their working environment.” The EI study reveals that teachers who work in prison have different terms and conditions of employment because their work is “sub-contracted” and there is a different source of funding for that. All too often, teachers in prisons have a lower-status contract. Dohogne warns that unions “have to be careful that they [teachers in prisons] don’t face discrimination when it comes to permanent appointments, and joining the statutory system.”

Dohogne has high praise for these colleagues: “There is a lot of generosity among teachers; many want to dedicate themselves to the public good.”

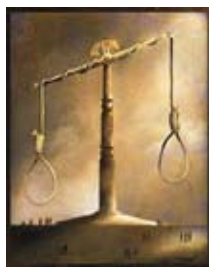
Sophie Dupont and Salvatore Scavone are among the many teachers around the world who provide prison inmates with the skills and education that they will need to successfully reintegrate into society in the future. ■■■

World Day Against the Death Penalty

Teaching abolition

“Open a school, and you will close a prison.”
– Victor Hugo

By Angelika Striedinger



Which country executes most people through the death penalty? China. More than 70% of executions worldwide happened there in 2008, most of them after unfair trials.

Which country has the highest per capita record of executions? Iran. It is also one country known to have executed juvenile offenders last year, despite international outrage.

Which country is the only one in the Americas to regularly use the death penalty? The United States. Almost half of all US executions in 2008 took place in Texas, including the execution of Mexican citizens who were denied the right to a lawyer.

China, Iran and the USA, together with Saudi Arabia and Pakistan, were responsible for more than 90% of death penalty executions worldwide in 2008. They provide the greatest challenge towards the global abolition of the death penalty.

10 October: World Day Against the Death Penalty

Each year the World Coalition Against the Death Penalty marks the World Day on 10 October with actions and initiatives across the globe. This year's focus is on teaching abolition to students.

“As teachers, our mission in society is to open minds, to give all children and

young people the means to become the enlightened citizens of tomorrow. So what would be more natural for us than teaching tolerance, mutual respect, justice and rights? That's part of our identity, of our professional ethics,” says Francis Barbe of the French teachers' union SNUIPP, an EI affiliate.

In order to support teachers in this mission, the World Coalition has compiled a manual for teachers of students aged 14 to 18. It contains directions for role plays and discussions, as well as suggestions for movies, songs and literature that can be used in teaching abolition.

Irrevocable, inefficient and unfair

The message of the manual is clear: No justice system is infallible, but the death sentence is an irrevocable punishment which cannot be reversed, and it denies the possibility of rehabilitation.

As Amnesty International points out: “It [the death penalty] is a symptom of a culture of violence, not a solution to it.”

Disproportionally high numbers of death sentences are pronounced against the poor, mentally impaired and other marginalised groups. Saudi Arabia provides sad proof of this: Almost half of those executed in 2008 were migrant workers from poor and developing countries.

The death penalty is often used as a means of political suppression. Last year, trade union leaders were charged with treason in

Pakistan, an offence that carries the death penalty. In Belarus, the only country in Europe which still uses the death penalty, demonstrators after the 2006 elections were threatened with the death sentence. EI continues to campaign on behalf of Farzad Kamangar, an Iranian teacher trade unionist who was tortured and sentenced to death in 2008 after an unfair trial that lasted only a few minutes. Kamangar is still on death row, despite international protests.

Lasting progress

Uzbekistan and Argentina abolished the death penalty for all crimes in 2008, and Burundi followed early this year. However, there are still 58 countries in the world that use this archaic punishment which took more than 2,300 lives in 2008.

But there seems to be a positive trend: Some of those countries are working on reforms towards abolition; some commute practically all death sentences to life imprisonment. This progress is based on the continued efforts of abolitionists all around the world.

Now, in order to create a stronger understanding of human rights among the citizens of tomorrow, teachers are asked to take the lead: Teach abolition today! III

INFO

More information and the teachers' manual are available on:
www.worldcoalition.org

Guest speaker

Nicholas Burnett

Assistant Director-General
for Education, UNESCO



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What is Education for Sustainable Development? It is education that banks on the future. It is designed to enable us to face the major challenges of today: preserv-

ing the environment, respecting biodiversity, protecting human rights.

Just over two decades ago, the World Commission on Environment and Development made an appeal for a “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” In a nutshell, this captures the essence of sustainability – a long-term vision that speaks to our sense of responsibility for the present and future.

This vision underpins the eight Millennium Development Goals endorsed by the majority of the world’s countries in 2000. They aim to alleviate extreme poverty and hunger, improve child and maternal health, combat HIV and AIDS, achieve universal primary education, and promote gender equality and environmental sustainability. Education is imperative for reaching these goals, a conviction that underlies the UN Decade of Education for Sustainable Development launched in 2005.

Education for Sustainable Development sets new directions for learning. First, it requires an interdisciplinary approach that integrates the social, environmental, economic and cultural dimensions of development and generates awareness of our interde-



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The puzzle shows the harmful effects of pollution. “Green Tents” project, Bolivia.

pendence – with others, with the world around us, and with nature. It enables us to address such issues as environmental protection, biodiversity and human rights.

Second, Education for Sustainable Development imparts skills such as critical thinking, decision-making and problem-solving. In this regard, teachers have an influential role to play in encouraging more dialogue, teamwork and initiative.

Third and most fundamentally, Education for Sustainable Development promotes values such as peace, equality and respect for others and for the wider natural and social environment. It is about empowering learners with the knowledge, skills and values to become real agents of change.

Rethinking education’s goals

Many countries have designed innovative ESD policy frameworks. The Decade of Education for Sustainable Development has encouraged countries to rethink the purposes of education, curriculum content and pedagogical practice in ways that are complementary to the drive to achieve Education for All.

The Decade is generating a myriad of initiatives and projects that are putting Education for Sustainable Development into practice in schools and extra-curricular settings. But progress remains uneven and

much more needs to be done to increase public awareness. Now we have to work together to ensure that sustainable development becomes a guiding principle for improving the relevance and quality of education, through appropriate engagement with policy-makers, teacher training institutions, universities and other key partners. Finally, we must take every opportunity to stress the centrality of education for sustainable development.

A response to the global crisis

The financial and economic crisis makes this injunction more timely than ever. We will not succeed in reducing poverty and building more inclusive, peaceful and sustainable societies without empowering individuals at all ages with the knowledge, skills and values to make responsible and informed choices. Quality education that promotes awareness, openness, solidarity and responsibility must be part of any response to today’s global crisis.

Much can be done when students, teachers, schools and communities mobilize to address social and environmental challenges. But leaders and policy-makers must create the conditions for education at all levels to be geared towards building more just and sustainable societies. III

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South Korea

Government cracks down on teachers' rights

Korean teachers have been forced to adopt strong positions to defend their rights and to promote quality education in the face of outright government attack and policy shifts that take education in the wrong direction. Not surprisingly, morale within the profession is suffering.

According to a teacher survey conducted by the Korean Federation of Teachers' Associations (KFTA), 60% of teachers have experienced or are now suffering from occupational diseases. Many are under great stress due to negative media reports and social criticism. "The survey demonstrates a significant decline in the morale of teachers. The majority said they have thought about leaving teaching for another profession," said KFTA spokesperson Kim. "Special efforts should be made to increase respect for teachers across society."

The Korean Ministry of Education, Science and Technology has announced plans to reduce private education spending, a significant move in a country where education is intensely competitive and most high school students must study at rigorous private academies for hours after regular school classes to boost their academic performance. The KFTA and the Federation of Korean Trade Unions issued a joint statement saying that the government's plans will not be effective in terms of reducing the national burden of private education costs nor will they improve the competitiveness of public education. "Our students are suffering from increasing private lessons and public schools are still in the grip of ill education practices focusing on college entrance rather than holistic education," the two union groups stated.

One of EI's other affiliates in Korea, the Korean Teachers' and Education Workers' Union (KTU (Jeon-Gyo-Jo) is facing heavy repression for criticising the government. One of its statements, according to *The Korea Herald*,



© KTU

KTU President Jeong Jin-hoo was arrested along with 15 other KTU executive members as they attempted to deliver a statement to the presidential office.

"berated the Lee Myung-bak administration for oppressing democracy and criticized its educational policies for driving students into cutthroat competition for tests in the expense of sound education and skyrocketing private education costs."

As a result, police forces raided the union's headquarters and branch office in Seoul and seized computer hard drives and documents. Union officials protested the police action, saying it was "politically motivated." The Seoul Prosecutors' Office launched an investigation against 88 unionised teachers who signed the statement requesting wide-scale reform guaranteeing the respect of human rights and the defence of quality public education. Ten KTU central executive committee members including the president will be dismissed, while the other 78, including metropolitan and provincial KTU chapter heads and full-time unionists, were suspended.

The KTU held a press conference to denounce the government's decision to punish teachers in a deliberate move to incapacitate the teacher union. On the way to the presidential office, the riot police blocked the teachers and took 16 of them into custody. KTU President Jeong Jin-hoo was arrested along with 15 others.

The KTU said it will gather signatures from 400,000 teachers for a second anti-government statement. It is seeking to form alliances with other civil service unions. In a protest letter to the Korean government, EI General Secretary Fred van Leeuwen said: "EI vehemently protests the arrests and disciplinary measures taken against teachers and union members for criticizing the administration's education policy. EI is very concerned about the lack of social dialogue with the KTU teachers' union and the attempts by the Korean authorities to restrain freedom of association by imprisoning teachers' union leaders." ■■■



Labour movement launches disarmament campaign

There are currently almost 24,000 nuclear warheads in existence, with destructive power equivalent to 400,000 times that of the Hiroshima bomb. Nuclear arms account for a significant portion of global arms expenditure, which reached an all-time high of \$1.4 trillion US in 2008, an increase of 45% over the previous decade.

The international trade union movement believes that now is the time to mobilise globally to end the threat of nuclear war and invest those trillions of dollars in building a world based on values of peace and solidarity.

In May 2010, the United Nations will meet to review the landmark Nuclear Non-Proliferation Treaty (NPT), the only binding commitment to the goal of disarmament by the nuclear-weapon states. The International Trade Union Confederation has launched a campaign leading up to the treaty review meeting.

A focal point of the campaign is a petition addressed to UN Secretary General Ban Ki-moon calling for strong and clear conclusions to the NPT Conference, and signing of the treaty by all UN member states. We ask that:

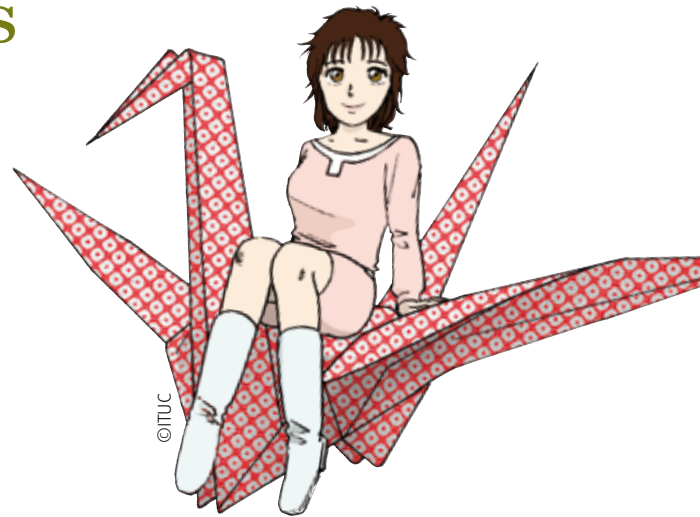
- › those countries which have not joined the NPT do so, and for all countries to comply with it in full;

- › the Comprehensive Nuclear Test Ban Treaty enter into force as soon as possible;
- › there be an immediate start to and rapid progress on the Fissile Material Cut-Off Treaty; and
- › we ask for international agreements to support nuclear-weapon-free zones.

The campaign is being run in cooperation with the Mayors for Peace, led by the mayors of Hiroshima and Nagasaki, and involving about 2,000 cities in 130 countries.

“Peace and disarmament are founding principles of the ITUC, and while there are positive signs from Russia and the USA on reducing nuclear stockpiles, the international trade union movement is extremely concerned about the prospect of further nuclear proliferation, particularly in North Asia, South Asia and the Middle East. The only way to deal with this is through multilateral negotiations, and the 2010 NPT Review is tremendously important in that regard,” said ITUC General Secretary Guy Ryder.

The ITUC is also calling for international momentum on other agreements to curb nuclear proliferation and the spread of other weapons of mass destruction, and for effective regulation of the global trade in conventional weapons including light arms,



which are responsible for at least 500,000 deaths worldwide each year.

“Success in achieving major cuts in arms spending would free up resources for urgent economic and social spending needs, to help the global economy pull out of the deep worldwide recession which is costing tens of millions of jobs. Crucially, it would go a long way towards helping the international community meet the UN’s Millennium Development Goals, which look less likely than ever to be achieved. Dealing with the root social and economic causes of conflict to avoid further wars would be far more feasible if the sufficient development aid funds were available,” said Ryder. III

INFO

More information visit:
www.ituc-csi.org/peace

International Labour Conference

Union values are central to economic recovery

The 98th Session of the International Labour Conference took place in June in Geneva and, as always, Education International was there to advocate for the rights of teachers and education workers, and to promote policies that support quality education and equality in school, unions and society. In his statement in the General Debate, EI General Secretary Fred van Leeuwen emphasized that global economic recovery will require the re-affirmation of fundamental labour values. Below are some excerpts from his address:

“We meet at a time when the folly of a few has jeopardized the wellbeing of all. Financial institutions we thought were as solid as rock turned out to have foundations of clay. Now, taxpayers for a generation to come will have to pay the price of massive bailouts.

“The ILO did warn of the risks of unregulated globalization and called for a social dimension and decent work for all. Key constituents of the ILO, the trade unions, also issued warnings that were ignored.

“Education International welcomes the call by the G20 for the ILO to monitor the employment performance of each country, just as the IMF monitors economic performance. This is a challenge. ILO must have the resources to do the job. And ILO must have political support for the task – from governments, trade unions and employers. Jobs and decent work, as the basis for healthy consumer demand, are keys to recovery.

“Global recovery will also require the re-affirmation of our fundamental values – the right of workers to organize, to be represented by independent trade unions,

to build a decent future for themselves and their families.

“Education is at the heart of those efforts by ordinary women and men around the world to build their futures. Before the crisis we knew that vocational education and training were important. Today and tomorrow it is even more critical. More than ever, we must invest in people. As companies downsize, they must up-skill.

“Higher education and research are being hit badly as private funding sources dry up, and governments will have to find the resources to maintain innovation. Primary and secondary education will face a funding squeeze as public revenues decline. Yet we cannot allow the education of the young to be sacrificed. We are very worried about the drop in financial flows and aid to developing countries, which threatens achievement of the Millennium Development Goals, especially Education for All...

“In that task of recovery and rebuilding, education is fundamental. Education is part of the solution. We must invest in the very people who work in education and training – the teachers and other education employees.

“For over three decades the ILO/UNESCO Committee of Experts on the Recommendations on Teachers (CEART) has reported a decline in the working conditions of teachers. The time has come to turn that trend around – to re-invest in quality teachers for quality education...

“In all of this, I come back to the question of values. There are still too many places around the world where the values that underpin this organization are violated. The



To mark World Day Against Child Labour, 12 June, EI and the ILO collaborated on this new publication which was launched during the ILC. It looks at the multiple disadvantages faced by more than 100 million girls in child labour and contains two lesson aids for classroom use as well as links to international law on child labour. It is available for download at: www.ei-ie.org/childlabour/en/

free choice to join a union without intimidation is a basic right, in all countries, in both the public and the private sectors...

“We have cases before the Freedom of Association Committee – too many cases. I have sat on the pavement in Korea with a union leader on hunger strike. I have met with committed union leaders from Ethiopia whose assets were seized and handed over to a government sponsored union. From Cambodia to Colombia, union leaders are paying the ultimate price for their dedication. Enough of this, we say! Now more than ever, the time has come to rebuild shattered economies and broken lives through social justice.” III

ILO hears workers' complaints

Every year at the International Labour Conference, EI and other workers' groups bring forward complaints to the Commission on the Application of Standards, which evaluates whether governments are properly implementing the eight key conventions that form the foundation of international labour law. These conventions are on freedom of association, collective bargaining, child labour, forced labour and discrimination. The Commission reviews 25 countries each year, chosen based on comments by the ILO Committee of Experts. Among the countries of great concern to EI were: Colombia, Guatemala, Ethiopia, Iran, the Philippines, Korea and Turkey.

For Colombia, the Committee recalled that the trade union movement could only exist in a climate free from violence and urged the Government to put an end to the current situation of violence and impunity.

In the case of Guatemala, the Committee noted the inefficiency of criminal proceedings related to violent acts, giving rise to a grave situation of impunity, and the excessive delays in legal proceedings. It also noted allegations concerning the lack of independence of the judiciary.

Concerning the repeated and grave violations of Convention 87 on Freedom of Asso-

ciation and continuing allegations of grave violations of basic civil liberties in Ethiopia, the Committee urged the Government to take all necessary measures to ensure the registration of the National Teachers' Association without delay. EI has repeatedly urged the Ethiopian authorities to release all teachers who have been detained due to trade union work, and to provide compensation to those who have been fired, arrested, detained or tortured. III

Convention on HIV/AIDS and the World of Work a distant goal

By Jefferson Pessi

This year's ILC marked an important stage in the process towards the adoption of an international labour standard on HIV/AIDS. For the first time, government, employers and workers met to exchange views on the form and content of the new instrument, which aims to increase the impact of the ILO Code of Practice on HIV/AIDS and the World of Work, which was adopted in 2001. For the labour movement, it was an important opportunity to ensure that the response to the epidemic takes into account the views and needs of workers and reflects the reality of the workplace.

The Recommendation is scheduled to be adopted during the 99th Session of the ILC

in 2010 and would subsequently be communicated to all ILO Member States so that it can be taken into account during drafting and modification of national legislation. However, unlike a convention, adoption of a recommendation is voluntary, and governments are not compelled to ratify it. In fact, apart from bringing it before the competent authorities, no further action is required of the governments.

Significantly, only 6 percent of governments responding to the ILO survey on the instrument supported the adoption of a convention. The vast majority, 92 percent, favoured a recommendation, giving them more flexibility and imposing no obliga-

tions. The labour movement advocated for a convention, but failed to gather sufficient support from governments and employers, apprehensive about another legally binding instrument with potentially significant budgetary implications.

It is too early to say whether the Recommendation will have a more significant impact on national legislation than the Code of Practice has had so far. What is clear is that workers achieved important objectives in terms of access to prevention, care and support services and anti-discrimination practices. III

Indigenous Rights

EI condemns attacks on Peruvian defenders of Amazon jungle

Education International is raising its voice in solidarity with the Indigenous people of the Peruvian rainforest who are defending their ancestral lands from new legislation that would allow land and resources to be sold without their consent.

On 6 June government forces shot into a crowd of peaceful demonstrators who had blocked a road in Bagua, in the northern Peruvian Amazon. Accounts vary, but it is thought that at least 30 people were killed, about 150 were wounded, and 70 more detained, including some children.

EI's affiliate SUTEP reported that an estimated 150 Indigenous people were also disappeared in the wake of the attacks. SUTEP said the local hospital was overwhelmed with casualties, some of whom had to be transferred to other communities for treatment for gunshot wounds. Among them were three teachers, including Prof. Leodoro Gonzales Uriarte, Secretary General of SUTE, the teachers' union in the province of Utcubamba.

In a strongly-worded letter of protest to Peruvian President Alan García, EI condemned the recent repression and called on the government to respect ILO Convention 169 on the rights of indigenous peoples, which Peru signed in 1994.

The Indigenous groups are demanding that García withdraw a series of decrees, known collectively as "the Law of the Jungle." The legislation, which was written to meet the requirements of the 2006 US-Peru Free Trade Agreement, allows private interests to buy up indigenous land and resources, thus opening up the Amazon to resource extraction.

Under the banner of the Inter-Ethnic Association for the Development of the Peruvian Jungle, 1,350 Amazonian Indigenous groups have mounted a series of protests, including road and river blockades and shutdowns of oil and gas pumping stations.

According to the latest information, the attacks are continuing. SUTEP members have joined with other trade union, civil society and church organisations in a massive national day of protest against the repression in Amazonia.

EI also raised the issue at the International Labour Conference in Geneva, and called on the Peruvian government to:

- ▶ Lift the state of emergency declared in the Amazonian region;
- ▶ Cease the repression against the Indigenous leaders and protesters;
- ▶ Re-establish dialogue with the Indigenous organisations to seek a peaceful and sustainable solution to the conflict; and
- ▶ Commission an independent international investigation into the recent events.

At the International Labour Conference in Geneva, the Committee on the Application of Standards called on the Peruvian government to make further efforts to guarantee Indigenous peoples' human rights and fundamental freedoms without discrimination, in accordance with its obligations under the Convention 169.



Government troops fired into a crowd of indigenous people who blocked a road into Bagua Grande.

The Committee stressed that genuine dialogue must be based on respect for indigenous peoples' rights and integrity. The Committee also urged the government of Peru to take the measures necessary to bring national law and practice into line with the Convention, without delay.

The Committee's comments are in line with EI policy on Indigenous people, which states that EI "shall promote the collective rights of Indigenous Peoples to self-determination and recognition of their cultural identity, including the right to learn and to use their own language."

In addition, EI "recognises, in light of the recent United Nations report on the catastrophic damage to the environment and the implications of global warming for the future of the planet, environmental awareness must be an essential part of any quality education system." III

Urgent Action Appeal Turkey

Trade unionists face tear gas, violence, arrests

EI launched an Urgent Action Appeal on behalf of Turkish teachers and other trade unionists in the wake of a series of repressive actions that began in late May.

EI's member organisation Egitim-Sen and its labour central, the Confederation of Public Employees' Unions suffered a series of attacks by the Turkish authorities. These have included the occupation and search of the trade union offices by the security forces, arrest and detention of trade union leaders and the use of excessive violence by the police against teachers who were demonstrating peacefully.



© EĞİTİM-SEN
Police clashed with Egitim-Sen members who were demonstrating to demand their rights to collective bargaining.

The wave of arrest and detention of Egitim-Sen and KESK leaders and activists started on 28 May 2009 when the Turkish police launched operations in the KESK headquarters in Ankara and in the KESK local branch offices in four other cities. Documents and computers were seized by the police.

More than 30 KESK and Egitim-Sen members were arrested, including members of administrative boards of Egitim-Sen local branches, a member of the Egitim-Sen

executive board, and both Women's Secretaries of Egitim-Sen and KESK, Gulcin Isbert and Songul Morsumbül.

Arrested trade unionists were transferred to the Izmir local court for investigation. According to the Turkish press, the operation was "set up in the framework of a bigger operation aimed at cracking down on the terrorist organisation PKK."

According to Mehmet Bozgeyik, Secretary General of Egitim-Sen, many members of the union were severely beaten by the security forces as they marched through the streets of the capital city, Ankara.

"Today, the marching columns of Egitim-Sen members who departed from all over Turkey on 3 June reached Ankara to demand the right to collective bargaining for public workers," Bozgeyik said.

Union members declared their intention to march to the building of Ministry of National Education, but they were confronted by police, who employed tear gas against the protesters. Some teachers, including at least one member of Egitim-Sen's National Executive Board, were beaten and wounded, and taken to hospital. At least one teacher required surgery.

"The city center which was encircled by the security forces at the moment is transformed to a battlefield," Bozgeyik reported.



"EI firmly condemns these attacks by the Turkish authorities against trade union officials and members," said EI General Secretary Fred van Leeuwen.

"The harassment and detention of trade union leaders and activists because of their legitimate democratic activities are serious violations of international human rights law, including the International Labour Organisation Convention 87 on freedom of association, which Turkey ratified in 1993," van Leeuwen said. "The rights of workers' organizations can only be exercised in a climate that is free from violence, pressure or threats of any kind against both leaders and members, and it is the responsibility of governments to ensure that this principle is respected."

EI, together with the International Trade Union Confederation (ITUC), wrote to the Turkish government to protest these anti-union attacks. However, the authorities have disregarded the international appeals. At press time 22 Egitim-Sen and KESK officials were still in detention, including the Women's Secretaries of both organisations. III

INFO

More information on the Urgent Action Appeal on Turkey, please go to: www.ei-ie.org/en/urgentactionappeal/

Senegal

Gender surveys provide evidence of need for systemic change

By Yann Gelister

Extensive research into gender issues in primary and secondary education has enabled the Senegalese teacher union movement to make solid progress on gender equality in schools.

COSSEL, the Senegalese Committee of Education Unions for EFA and against HIV/AIDS, is one of the most dynamic and successful participants in the EFAIDS programme. Bringing together five EI affiliates (SNEEL/SNTS, SUDES, SYPROS, FIDUEF and UDEN), COSSEL has enabled a significant proportion of unionised teachers in Senegal to present a united front in the struggle for Education For All and HIV prevention.

Last year, the COSSEL set about evaluating progress made and challenges faced in terms of gender equality in schools. With the endorsement of the Ministry of Education, the COSSEL set up teams of researchers to travel the country and document the situation of girls and boys in both primary and secondary schools. The researchers conducted “gender audits” in 278 schools across the country’s 11 regions.

Many of the results that emerged from the survey of headmasters and teachers echo research findings in other developing countries. That is, that girls need support in schools, that transport to schools in rural areas is difficult, and that societal values are sometimes an impediment to girls’ achievement in school. Armed with concrete evidence of the obstacles to quality education, the Senegalese teacher unions will be well equipped to engage in advocacy to improve the education sector in Senegal.

In specific terms, the survey revealed that many schools are unaware of the value of keeping statistics pertaining to such questions as enrolment, attendance, achievement and outcomes. Researchers suggested that in some schools this is related to the archaic school management style imposed from the headmaster down. The lack of records in many schools across Senegal suggests that government statistics are based on rough estimates rather than concrete evidence.

However, although many schools lacked statistics or provided data not disaggregated along gender lines, the COSSEL also reported that many schools responded well to training on gender and are making concerted efforts towards achieving equality. While centred on gender equality the investigation also revealed how unions can be even more effective in their work. In particular, further efforts must be made to connect classroom teachers with union training. Hot topics such as violence in schools or gender equality cannot be resolved if the training received by union leaders doesn’t reach the wider membership.

The COSSEL followed up the survey with a workshop on gender safe schools in June for the headmasters of schools that participated in the survey. The Ministry of Education also voiced its support and requested that schools release staff to attend the event.

The COSSEL is now better-equipped to monitor government education policy to ensure it lives up to its commitments and helps to achieve gender equality in schools across Senegal. Leading on from the research, COSSEL plans to run a pilot project in 2010/11 in selected schools aimed at ensuring gender issues are made a priority issue.

Hot topics such as violence in schools or gender equality cannot be resolved if the training received by union leaders doesn’t reach the wider membership.

The research section of the EI EFAIDS resource *Building a Gender Friendly School Environment* was used by COSSEL in conducting the gender surveys. The tools in this section help teachers to study all aspects of the school to determine where improvements need to be made to eliminate gender stereotypes and promote gender equality. Steps are then suggested for using the results to create change in schools through the four other EFAIDS working areas: advocacy, policy development, training and publicity. The school audit can be conducted by any teacher union wishing to explore its learning environment. ■■■

Urgent Action Appeal USA

Support for the Employee Free Choice Act

EI and its member organizations in the United States, AFT and NEA, are campaigning to pass the Employee Free Choice Act (EFCA). The act would protect American workers' rights to join unions and to bargain collectively, free from employer intimidation and threats of dismissal.

This legislation is vitally important both to American workers and to workers around the world. Passage of EFCA into law is important not only because it will benefit American workers, whose wages and purchasing power have fallen sharply compared to corporate profits. But it also sends a strong message to employers and political leaders in the rest of the world

that gross violations of workers' rights will not be tolerated, even in the world's most business-oriented economy.

American workers and their unions often have no choice but to fight for survival rather than being able to put their energies toward making social progress at home and abroad. In addition, anti-union practices in the U.S. are a destructive model for industrial relations and social dialogue in other countries.

The election of President Barack Obama, as well as a more labour-friendly majority in the House of Representatives and Senate, offers the best chance in decades to reform U.S. labour laws. However, trade



unions are confronting massive, well-organised and well-financed opposition from business interests.

EI, together with its Global Union partners, the ITUC and the AFL-CIO, supports the effort of our U.S. colleagues to make this important piece of legislation become a reality. III

American teachers optimistic, despite challenges

“Hope starts here!” With a new partner in the White House, more than 15,000 American teacher trade unionists came together under this optimistic slogan at the National Education Association’s 88th Representative Assembly, held in San Diego, California.



© NEA

“When half of all poor and minority children face a future without a high school diploma, a future with no hope, no opportunity, no possibility of realizing the American dream, and millions of American

jobs are lost and homes foreclosed on, it is critical that educators take action now,” NEA President Dennis Van Roekel said.

“For the first time this century NEA has a partner in the White House, who understands that transformation is something you do with educators, not to them. We welcome this opportunity to transform education.”

Randi Weingarten, President of the American Federation of Teachers, expressed the same sentiment before thousands of educators meeting in Washington, D.C. for the AFT’s biannual QuEST conference.

“The election of a President and a Congressional majority with whom we can work, along with the federal stimulus

they enacted, create conditions that could fundamentally change public education,” Weingarten said.

Teachers and their unions should “be the engines of real change in education,” Weingarten said, emphasizing the need for collaboration toward school improvement. She stressed that any reform must be both “good for kids and fair to teachers.”

U.S. Education Secretary Arne Duncan spoke at both unions’ events, pledging that the Obama administration wants to work with teachers to improve public education across the country. EI General Secretary Fred van Leeuwen also attended both the NEA and AFT meetings, along with other senior EI representatives. III

Professional development

Strong school leadership key to quality education

By Dennis Sinyolo

To build towards achievement of quality education there must be greater recognition of the important role played by principals and other school leaders. This was one of the key conclusions of an EI school leadership seminar called “Quality leadership for quality education” held in Helsinki in May. Hosted by the Finnish teachers’ union Opetusalan Ammattijärjestö (OAJ), the seminar was attended by 69 participants from EI member organisations across the globe.

The meeting was officially opened by Henna Virkkunen, the Finnish Minister of Education. The Minister informed the participants that primary and secondary education in Finland is free, including learning resources, meals and transportation. Teachers are highly educated, with the minimum entry level qualification being a Masters degree, and they have a high degree of professional autonomy. A combination of these factors might explain why Finland has performed



so well in the Programme for International Student Assessment (PISA).

Speakers and participants stressed the importance of shared pedagogic leadership. They agreed that schools should practise democratic and collaborative leadership involving not just the principal and his or her deputy, but the whole school community. The seminar also explored the impact of the financial and economic crisis on education. Deep cuts in education budgets and teachers' salaries were reported in countries as Latvia and Slovenia. The IMF has continued to impose severe conditionalities, including public sector wage cuts.

Participants recommended that EI and teachers' unions should take advantage of the current momentum to move the school leadership agenda forward through continued advocacy activities, involvement in policy development, organising training

programmes in collaboration with organisations at all levels.

New issues and challenges that have a significant impact on educational leadership continue to emerge in many parts of the world. Some of these include performance appraisal and merit pay, international comparative surveys and assessments, and emphasis on competition.

EI and teachers' unions should continue to monitor these developments and to engage with public authorities and international organisations in order to influence school leadership policy and practice.

A 2007 EI Congress Resolution calls for the employment of principals on the basis of a benchmark of skills; school leaders should be trained, experienced and competent teachers. They should be given training in leadership, managerial and coaching skills, including the

ability to create a vision for the school, practise democratic and shared leadership.

Because violence against teachers, students and other education employees seems to be on the rise, teachers' unions should work with school leaders to ensure safety of teachers, support staff and students, including the development of safety measures for dealing with natural disasters and violence.

The current financial and economic crisis has had a negative impact on educational leadership and education in some countries. In the US and other countries, the education sector has benefited from economic stimulus packages. EI and its member organisations should continue to engage the international financial institutions and public authorities to resist cuts in education spending and to ensure that education benefits from any economic stimulus packages. ■■■

TALIS provides evidence teachers care

Education International welcomed the OECD's first Teaching and Learning International Survey (TALIS). As a consultative partner throughout the process, EI recognised the importance of this research which, for the first time, brought out the views of classroom teachers around the world about their professional lives.

"The TALIS survey offers unique insights into the attitudes of teachers about their working conditions, school leadership, professional development, collegial feedback and appraisal, and other important issues in schools everywhere," said EI General Secretary Fred van Leeuwen.

He noted that the survey's vast data base offers impressive evidence of teachers' strong commitment to their profession and dedication to their students. "Teachers do care," van Leeuwen said. "They have a deep desire to provide quality education for all, and are willing to work hard to improve their

skills to meet the diverse needs of today's challenging student populations."

TALIS 2009 is the first in a series of comparative perspectives of teaching and learning conditions of lower secondary teachers in public and private schools in 23 OECD member and partner countries. (Note: Important OECD countries including the USA, Canada, France, Germany and the UK declined to participate in the study.)

EI is positive about the findings, especially the emphasis on quality professional development. While 40% of respondents reported a lack of professional development opportunities, the data clearly show that teachers are eager for career-long learning. Indeed, many invest their own out-of-class time, energy, and personal funds in professional development.

Van Leeuwen cautioned that education ministries must not use this evidence of teachers' willingness to pay as a reason to

cut funding. "It is still the responsibility of governments to invest in ongoing training for a capable and highly-educated teaching force."

A key feature of the TALIS report is a highly individualistic approach to teachers' professional development. "However, as teacher trade unionists, we know the value of learning together and we're concerned that TALIS runs the risk of undermining collective strategies for school improvement," van Leeuwen said.

Another key concern about TALIS is the potential for linkage of teachers' professional development with performance-based pay according to results of PISA, the OECD's large-scale study of student achievement, he said.

"Facing the economic crisis, it is critical that governments invest in public education to build the knowledge economy," van Leeuwen concluded. "That means investing in quality teachers." ■■■

Technology in education

EI helps bridge digital divide in Morocco

By Harold Tor and Timo Linsenmaier

We've been writing quite a lot about open source alternatives to popular but costly software in this column. Recently, a marvellous opportunity arose for us to put some of our recommendations into practice.

Late last year, EI headquarters in Brussels underwent a significant IT overhaul, which made the purchase of new desktop computers necessary. We knew from colleagues who went to Fez, Morocco last year to make the video *No to child labour, yes to education!* that none of the five schools participating in the SNE-FDT child labour prevention project had a single computer.

From there, it seemed to be only a small step to ship the computers withdrawn from service in Brussels to Morocco. But in fact, it turned out that a number of big steps lay ahead. Customs procedures in particular required a lot of determined negotiations by our Arabic-speaking colleague Dalila El Barhmi, who was born in Morocco.

We decided to install the PCs with Edubuntu, a free, open source Linux operating system. Why Edubuntu? As the Cocos Islands' Ministry of Education notes: "No licensing costs for the software so you can use the savings to purchase more computers or do other things."

But there is more: Edubuntu is specifically designed for the classroom, even though it's equally suitable for kids to use at home. It is built by a community of people, most of whom are highly-skilled volunteers. Edubuntu offers cutting-edge word processing, web browsing, and image manipulation software along with education-focused applications grouped into bundles suitable for students from preschool to higher education.

For example, there is the KDE Education Project, which comprises free educational software such as KBruch, a math tool for learning fractions; KHangman, a vocabulary training game; or KStars, an interactive star map that can be set to view the sky from any point on the planet.

Another software suite installed by default is GCompris, comprising numerous activities for children aged from two to ten. Educational goals are hidden behind all the fun and games, for example, typing training, logical puzzles, memory games and more.

Importantly, the hardware requirements of Edubuntu are expressly kept low – so low, in fact, that the operating system will run comfortably on a computer from 2001. Considering the speed at which computer hardware grows more powerful, that's aeons ago! Because the computers taken



Teachers in Fez listening attentively to explanations about Edubuntu.

out of service at EI head office were 2005 vintage, that gave a comfortable margin. Indeed, the system, once installed, ran smoothly and promised an easy-going and enjoyable learning experience for the Moroccan students.

To complete the project, we went to Fez ourselves to introduce both teachers and pupils to the possibilities and options of Edubuntu. There are a lot of cyber-café's in Morocco, and all of the teachers and children had clear ideas of what a computer is, and what it can be used for. However, the children had not had much practice with computers before and were therefore very excited to experience them first-hand.

For us, most encouraging was to see how quickly and intuitively some of the children understood how to handle this new tool. We played a sliding-block puzzle out of the GCompris suite with them. In this game, players have to move different blocks on the screen with the mouse and drag them into a designated target. The difficulty is that not all blocks move in all directions, so players must plan ahead logically to succeed at the game. Some kids were truly puzzled, but others just took one look and dragged all the blocks to all the right positions instantly! We were delighted to see so much potential there, that could finally be uncovered.

Of course, the number of computers we could ship amounted to little more than a drop in the ocean, and the schools have other pressing problems, too. For example, it's difficult to see how eight latrines for more than a thousand children can be sufficient. But, as school principal Hijazi Abdellah told us when we left:

"It's the small steps that move us forward. Little by little, we will get kids out of work and into school, and the possibility of offering them an educational alternative to commercial games in cyber-café's here in school is greatly appreciated." ■■■

INFO

To learn more about the Moroccan teacher union's work against child labour, see *Worlds of Education* No. 26 on the EI website. For more on Edubuntu, go to: www.edubuntu.org

Hmida Nahhas: A crusader against child labour



"It is my duty as a teacher and a unionist to work towards the complete elimination of child labour in my country – perhaps even until the day I die," Hmida Nahhas says, with a warm smile.

A dedicated trade unionist who serves as the regional secretary of the Moroccan National Teacher' Union (SNE-FDT) for the region of Fez, Nahhas was elected to the Fez city council four years ago. However, he won't run again in this year's elections in order to fully devote his time to trade union work.

Nahhas works so hard that he only sleeps four hours a night. Every day, he attends to the various grievances of teachers in his region, such as the obligatory transfer of teachers to remote villages hundreds of miles away from their spouses and children.

An avid learner, he also attends the free English course offered by the union and uses every available opportunity to practice the language.

Nahhas is also responsible for implementation of the SNE-FDT programme for the elimination of child labour. Despite the high rates of child labour in Fez, Nahhas remains optimistic that the situation will improve.

"Since the 1994 royal decree prohibiting the forced or compulsory labour which particularly affects children, things have gotten better. It used to be taboo in Morocco to talk about the use of children in domestic labour, for example. But now, since the active implementation of the law by inspectors from

the Ministry of Labour, people are starting to realise that it is compulsory for children to attend school and not to work," he says.

"There is of course resistance to this change: workshop owners, parents, rich families who want cheap domestic help, combined with the traditional aspect of child labour. However, parents do not always want to keep their children out of school and at work. In the cases where we cannot convince the parents to keep their children in school, it is often because of poverty, due to parents' ill health or the breadwinner having suffered an accident, for example."

Despite this resistance, the SNE-FDT programme has begun to bear fruit: In one of the schools we visited, the drop-out rate due to child labour fell from over 4% to less than 0.9% in the seven years since the project started. In absolute numbers, this means that over 300 children from that school alone were saved from a life without education. ■■■

New in print

Academic Freedom International Study

A joint publication of EI and the University and College Union of the UK, this study highlights constraints on academic freedom in five countries: Burma, Colombia, Israel, Palestine and Zimbabwe.

Author James Cemmell reports on the national situation in each country, the overall reality for trade unions and then the specific circumstances confronting the higher education sector.

The study notes that pressures on higher education differ in each of these countries, but that academics in all countries have made efforts to uphold academic freedom and resist its suppression. In some situations, of course, resistance has not been effective or evident.

“Extreme examples include the use of paramilitary organisations as strike breakers in Colombia, the forcible re-education of university teachers in Burma, the conduct of party political violence on campus in Palestine, the absence of job security for many junior faculty in Israel and the summary detention of student activists in Zimbabwe,” he writes.

In a Matrix of Academic Freedom Components, Cemmell outlines many examples of autonomy and freedom criteria in terms of the political, economic, cultural, social and pedagogic rights of both teachers and students. In this context, academic freedom is seen as interwoven with other rights and freedoms across the society.

The concise country profiles contain historical context and political overview, case studies, information on pertinent legislation and regulations on higher education, human rights violations against scholars,

students and university trade unionists, etc. The gender dimension of academic freedom is also explored in some cases, in particular the rights of women to access higher education without harassment on campus and to have equal opportunities to pursue careers in academia.

In his preface, EI General Secretary Fred van Leeuwen raises a concern about not only political, but corporate pressures on the higher education sector as well: “Throughout the past decade, there has also been an increasing trend towards the commercialisation of education, which has posed itself as a further threat to academic freedom.”

To read more, go to:
www.ei-ie.org/highereducation

Discriminatory and Stereotype Practices against Girls in Education in South Asia

“Don’t cry like a girl!” “Shame on you! You were outperformed by a girl!”

Through many such daily messages, girls and boys in South Asia are educated from an early age in gender roles that limit girls’ life chances and reinforce boys’ feelings of superiority.

This is one of the conclusions of a recent study conducted by the Women’s Network of the South Asian Association for Regional Cooperation (SAARC) in collaboration with EI and the Canadian Teachers’ Federation.

The SAARC Women’s Network has been long advocating for gender equality in the trade union movement, in education and in society. Its latest publication provides a thorough

analysis of current education policies, curricula and text books, plus a check up of school facilities. It is based on a survey of more than 130 teachers in 72 primary and secondary schools in India, Nepal and Sri Lanka.

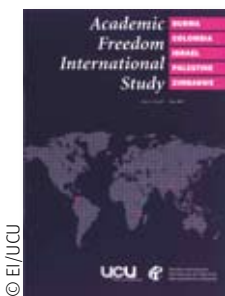
Teachers and institutions are often not sensitive enough to teach in a gender-friendly manner and environment. If some teachers are aware of discriminatory practices, they often lack the necessary will and support to fight it.

“The findings clearly reveal that there are elements existing in the textbooks and in the behaviour of teachers (hidden curriculum) that perpetuate gender stereotyping and put girls and women on low esteem,” the study reports.

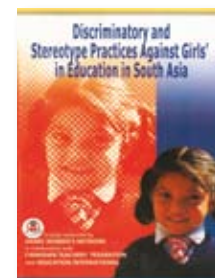
The publication provides examples of text books where gender stereotyping is reflected; pictures of men as doctors or policemen, and girls mending clothes, cooking and serving their families. It also explores different aspects including curricula, co-curricular activities, school structure and infrastructure, exchange of opinions and behaviour of children and teachers.

As well, it contains useful tools and guidelines for school management, teachers, their unions and other parties involved in education, with an emphasis on the urgent need for awareness programmes among parents and students themselves.

The study observes that gender education has become a new social objective and new curricula in these three countries have incorporated some much-needed changes, but there is still a long way to go. ■■



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© SAARC

France: 16,000 more jobs to be cut in education



© SNES

Before leaving his position as Minister of Education and heading to the Labour ministry, Xavier Darcos has announced 16,000 jobs will be cut from education in the 2010 budget.

This comes on top of huge cuts in the past two years: 11,200 jobs in 2008 and 13,500 in 2009. That means 40,700 positions will have been slashed since the Sarkozy government came to power.

According to Snes-FSU, the largest secondary teachers' union and a member of EI, Darcos is "playing a trick," forgetting that student teachers in secondary schools give eight hours of lessons weekly, which is equivalent to 4,500 jobs. The union says "this budget plan can only be seen as an act of aggression against secondary school teachers, other professionals and support staff."

UNSA Education, another EI affiliate, denounces a "decision showing that, budget after budget, investment in education has been abandoned." It says that "in 2010, job cuts will reach an unprecedented scale and will put educational establishments under constant strain."

A delegation from UNSA Education met with Luc Chatel, the new Minister of Education, and urged "the government to change its direction in education and choose negotiation, rather than confrontation." III

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



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CALENDAR

September 2009

- 2-4** High-Level Seminar on the Impact of the Economic Crisis on Education in Central-Eastern Europe – EI, Warsaw, Poland
- 14-15** Education International Officers' meeting – EI, Brussels, Belgium
- 14-17** Trade Union Rights Network workshop – EI, Manila, Philippines
- 28-30** Early Childhood Education Task Force seminar – EI, Accra, Ghana
- 28/09 -02/10** ILO- UNESCO Committee of Experts on the recommendations on Teachers – UNESCO, Paris, France

October 2009

- 5** EI Pan-European Equality Standing Committee – Brussels, Belgium
- 7** World Day for Decent Work – Worldwide
- 12-14** Middle East and North Africa Seminar – EI, Beirut, Lebanon
- 20-24** Vocational Education and Training Taskforce Central and Eastern Europe Round Table – EI, Budapest, Hungary

November 2009

- 2-5** 3rd Global Forum on Migration and Development – Public Services International, Athens, Greece
- 2-4** ILO Workshop on Toolkit for Teachers – International Labour Organisation, Geneva, Switzerland
- 17-18** Working Group on Education, Training and Employment Policy – Trade Union Advisory Committee to the OECD, Paris, France
- 23-25** Pan European Conference – EI/ ETUCE, Warsaw, Poland

December 2009

- 1** World AIDS Day – Worldwide

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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At the closing ceremony of EI's post-tsunami school reconstruction project, Zurrahmah, 12, joined her classmates in a performance of traditional Indonesian dance. She is one of more than 3,500 Acehese students who are receiving scholarships through the programme.