



EDUCATION INTERNATIONAL 2005

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Education For All HIV and AIDS

The Teachers' Union Response

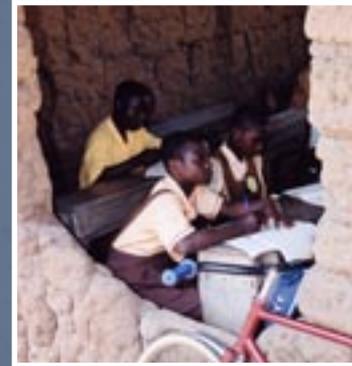


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FOREWORD

Helping teachers' unions respond to pressing social issues

"Teachers' unions are really making a difference in education programmes to prevent the spread of HIV and AIDS". Who would have thought, ten years ago, that government and WHO officials would openly praise teachers' unions for their invaluable contribution to help slow the spread of AIDS?

"We do not always agree, but their assessment of the education situation in the country will help the government set up policy recommendations," said the Ministry of Education of Niger upon receiving a teachers' union delegation concerning the national Education For All initiative.

Teachers' unions have long been focusing primarily on salary demands and conditions of service. Obviously, these items still remain high on their agendas, but many organisations have come to realize that there is the need to broaden their scope of action and give priority to education policies as well. These would include issues such as access and quality of education, gender gap, relevance of education, teacher training, accountability, etc. Increasingly unions are being reminded that their input in the debate on the quality of education and the realisation of the EFA goals is part and parcel of the day to day union work.



Education International supports its members in developing countries in their efforts to have an input in key educational issues. EI assists with facilitating or providing training, counselling and expertise. EI's new Education For All and HIV/AIDS programme – the continuation of two well-founded programmes currently involving 36 teachers' unions in 25 countries – will further help teachers' unions to make a valuable contribution to their society. EI's programme helps the teachers' unions to build bridges with the education authorities and to create spaces for dialogue.

Government officials and representatives of the donor communities have also found out that the involvement of teachers and their unions in shaping national policies contributes to their success. Because they are rooted in a local environment, teachers' unions are vital in helping the decision-makers create sound development policies.

Fred van Leeuwen
General Secretary

EXECUTIVE SUMMARY

Education For All and HIV and AIDS: *the Teachers' Union Response*

In order to better meet the needs of teachers' representatives worldwide, EI and its partners decided to merge two key training programmes dealing with Education For All and HIV and AIDS prevention in schools. The two issues are inextricably linked. HIV and AIDS represent a direct threat to reaching the "Education For All" goals, whilst lack of schooling contributes to the further spread of the epidemic.

The publication presents the two separate EI programmes – EFA and HIV and AIDS – and shows why EI chose to combine them. In chapters 2 and 3, the publication focuses on the successes and failures of EFA policies and the impact of HIV and AIDS on education personnel.

Since 2002, EI is implementing a programme on Education For All (EFA) with teachers' unions in 11 countries. The programme focuses on improving unions' involvement in achieving

EFA goals so that teachers' unions become fully recognised and respected partners. EI's programme adopts a comprehensive union approach covering four working areas: policy development, research, advocacy and training. The programme is policy development-oriented and focuses on establishing a strong union position on education issues, be it by responding to government measures or by initiating union proposals.

In 2001, EI launched an HIV/AIDS prevention programme in schools. This programme, implemented in 17 countries in Africa, Latin America and the Caribbean, concentrates on skills building to help teachers and students avoid HIV infection. It has enabled 26 teachers' unions to train over 133,000 teachers in 25,000 schools in its first four years of operation.

Both programmes turned out to be very successful and are highly appreciated by



the participating teachers' unions, by the Ministries of Education and of Health of the countries involved, and by the donor agencies. Part II of the publication highlights the strengths and successes of these EI programmes. For example, in April 2005, an independent evaluation, commissioned by the Centers for Disease Control and Prevention (CDC), substantiated the well-grounded and significant impact of the EI HIV and AIDS programme. The evaluation stated that the programme and the **Teachers' Exercise Book for HIV Prevention** have increased teachers' knowledge about HIV/AIDS and have boosted their confidence in using participatory teaching and learning methods. The evaluation also emphasised that the success of the programme lies in the strong partnerships developed between teachers' unions, Ministries of Education and Health, and relevant community organisations and NGOs involved in HIV/AIDS prevention.

The new programme, which will be launched in 2006 by EI is outlined on page 17. It is built on the strengths of the two previous programmes namely *the national level policy developments* of the EFA/AIDS programme, and *the nationwide grassroots mobilisation of teachers for prevention through the HIV/AIDS programme*.

The combined programme will use the foundations, relationships, credibility and strengths developed over the years to equip 36 teachers' unions in 25 countries to successfully tackle the HIV/AIDS and EFA challenges and achieve the programme goals, which are threefold: 1. prevent new HIV infections among teachers and learners; 2. strengthen the capacity of teachers' unions to influence the EFA policies; and 3. mitigate the negative effect of HIV and AIDS on EFA goals.

Bearing in mind the overall goals of the programme, other related issues will also be

addressed, including among others: creating gender safe-schools, fostering counselling & testing, treatment and fighting stigma and discrimination.

The last section of this publication highlights the contribution of some unions in making a real difference in the future education of disadvantaged children in Andhra Pradesh, India or in making sure children stay in school in order to receive the skills to prevent HIV and AIDS infections in Rwanda. The section also features a contribution from the HIV/AIDS coordinator in Guyana on her motivation and drive to implement the HIV/AIDS prevention programme and highlights the impact of HIV/AIDS on the education sector in Zambia.

I. PRESENTATION OF THE EI PROGRAMMES

1. Ei current programmes on EFA and HIV/AIDS prevention



The Education for All (EFA) Programme

Since 2002, Ei is implementing a programme on EFA with teachers' unions in 11 countries¹. This programme has been made possible with the assistance of the Dutch Government and the Dutch Confederation of Trade Unions (FNV).

The programme focuses on improving unions' involvement in pursuing the EFA goals and on helping unions become fully recognised and respected partners in achieving these goals.

The EFA programme aims to:

- **develop** cooperation at national level between teachers' unions and other committed NGOs;
- **establish** cooperation at sub-regional level among teachers' organisations, focusing on exchange of expertise and policy development;
- **encourage** each union to develop, publish and present a discussion paper focused on strengthening the commitment of membership in formulating their views on EFA and on union policy;

- **arrange** regular consultations between the unions and the governments.

This programme adopts a comprehensive union approach covering four working areas: policy development, research, advocacy and training. The programme is policy development-oriented and focuses on establishing a strong union position on education issues, be it by responding to government measures or by initiating union proposals.

Union programmes may differ according to each country's policy priorities. For instance, participating unions in Mali, Burkina Faso and Niger have chosen to focus on "quality teachers to achieve quality education"; the unions in Kenya, Tanzania and Uganda on policy development and the working conditions of teachers; in Ethiopia on the need to establish a working relationship with the government; in Peru, Ecuador and Bolivia on the financing of education, whereas teachers' unions in India emphasise the key issue of retention/drop-out. In other words, the specific union response to EFA is influenced by the national education context, the national EFA initiatives and the union history.

¹ Bolivia, Burkina Faso, Ecuador, Ethiopia, India, Kenya, Mali, Niger, Peru, Tanzania and Uganda



The HIV/AIDS Prevention Programme

Together with its partners, i.e. the World Health Organisation (WHO) and the Education Development Center, EI has also been implementing an HIV/AIDS prevention programme aiming to:

- **protect teachers** from HIV and other Sexually Transmitted Infections (STIs) by equipping them with the knowledge and skills to adopt healthy practices;
- **train teachers** to advocate for skill-based health education with a focus on HIV and STI prevention and to fight HIV-related discrimination;
- **protect learners** from HIV and STIs by equipping them with the knowledge and skills to adopt healthy practices.

In contrast to the highly customised nature of the EFA programme, the HIV/AIDS prevention programme is uniform in its effort to reach out to as many teachers, in as many schools as possible within the limits of existing resources. It has reached more than 133,000 teachers so far, in over 25,000 schools.

Although unions differ in their working methods to implement these goals, the basic message is the same from all: to use interactive skills-building activities to prevent new infections and advocate for HIV education. There is no blueprint but each union has the same material at hand to reach out to the teachers i.e. the Teachers' Exercise Book for HIV prevention. Tens of thousands of copies have been sent already to the unions involved.

As opposed to other HIV/AIDS prevention efforts focusing primarily on transmission of basic knowledge and dissemination of messages, the EI programme concentrates more on skill building to help teachers and students avoid HIV infection.

26 EI affiliates in 17 countries in Africa, Latin

America and the Caribbean² are involved in the HIV/AIDS prevention programme.

The programme is being implemented by EI in partnership with the WHO and the EDC, and also with the FNV and UNESCO.



² Botswana, Burkina Faso, Côte d'Ivoire, Guinea, Guyana, Haiti, Lesotho, Malawi, Mali, Namibia, Rwanda, Senegal, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe

"My experience in development cooperation has largely focused on central government policies or community-based projects. Over the years I have learned a lot about teachers' unions; their concerns, processes, and solidarity. What strikes me about teachers' unions is that they maintain national position that is grounded in local realities. I realise now that teachers' unions are integral to development, as education is the backbone for a nation, and that teachers' unions are vital change agents in the fight against the AIDS scourge."

Scott Pulizzi, Project Director, Education Development Center (EDC)



2. Education for All - Dakar+5: From the teachers' union perspective

"I always thought that EFA was something for governments and international organisations. But I have discovered that EFA is a major issue for us, unionists. In fact, to not become involved would mean the loss of a golden opportunity."

Teresa Bolanos of UNE in Ecuador.

The involvement of teachers and their unions in shaping national education policies is crucial in making EFA a success story. Teachers are pivotal in the struggle for quality public education – after all, they have to deliver it. Although one-third of the time between Dakar and 2015 has passed, EI and the national teachers' unions are still committed to ensuring the realisation of EFA. The lessons of the past five years need to be used to improve the strategies and campaigns.

EFA and democracy

EI and its affiliates take the view that EFA can best be achieved in an environment that allows participation by unions and NGOs in shaping national education policies through the use of democratic tools

such as consultation and negotiation. The Dakar Framework for Action unequivocally underlines that governments need to consult with civil society, and specifically refers to teachers' unions.

Almost all governmental statements on EFA refer to the need to involve civil society. All highlight the importance of consulting parents, teachers and the community at large. In Tanzania, the government says that: "teachers are the main instrument for bringing about qualitative improvements in learning". This is a welcome observation provided that teachers are indeed invited into the democratic consultation processes. Teachers' unions must be consulted and their recommendations taken into consideration.

Unions need to remind their education authorities that the Dakar Framework for Action states that action should be taken to "ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development."

However, throughout the world, unions witness that governments are either slow or inadequate in putting into practice such commitments. Although an increasing number of countries are

holding parliamentary elections, many governments believe that winning elections gives them a licence to do whatever they like - without the need for further consultation. EI believes that to be fully functioning, a democracy requires its population to be educated.

In some countries, the engagement mentioned in the Dakar Framework for Action is restricted to merely an exchange of views on an ad-hoc basis, and often only at the last stage. EI affiliates find this inadequate: they want to be involved in the planning and development from the beginning. They consider this to be an essential element of "good governance".

Although progress has been made, a great deal more needs to be achieved.

Quality education

EI and its affiliates believe that only QUALITY public education will bring progress, democracy and sustainable development. The goals of Education For All require well-trained teachers who are equipped and resourced to deliver quality education. Quality reduces the student dropout rate and enhances job satisfaction for teachers.



Dakar+5 demonstrates an obsession with QUANTITY. Most developing countries have translated their EFA commitments into massive pupil enrolments and high retention rates. EI affiliates in Tanzania and Kenya have welcomed the Free Primary Education programmes which have led to massive increases in enrolment. However, the unions have also noted that class sizes have increased dramatically without the essential increase in the number of teachers. There is also a real concern that the focus of EFA is restricted to Universal Primary Education.

Quality is under threat because around the world, governments have lowered the entry requirements for teacher training colleges; reduced pre-service training for teachers and recruited “voluntary” para-teachers.

In addition, governments have reduced the working conditions of skilled teachers forcing them to abandon the profession. Governments are in fact “shooting themselves in the foot”. They may celebrate their short-term success, but the long-term damage may be even greater than that caused by the Structural Adjustment Policies of the 1990s.

EFA and privatisation

EI and its affiliates strive for a PUBLIC school system, which guarantees that all children and adolescents can attend school. Privatisation leads to exclusion, particularly of the weakest in society, since they cannot afford to pay school fees.

The UN agencies’ Annual Global Monitoring Report on EFA shows a positive worldwide trend in pupil enrolments. Investment in education is gradually being increased, both by national governments

and donor organisations. These funds are for the public school system. EI notes that, despite these efforts the quality of education is not always improving. It is being hampered by factors such as large class sizes and multi-grade teaching. As a result, an increasing number of parents are opting for private, rather than public, schools. The sad irony of all this is that the difference in results between public and private schools is used by some as an argument to further undermine the public school system. Recent research has shown that the relatively greater academic success of pupils in private schools is attributable to the socio-economic background of the pupils rather than to any advantage inherent in private schools.

Although further research is needed on this issue, this appears to be the pattern emerging in many developing countries. This trend conforms with a tendency to decentralise and privatise public services. EI affiliates deplore this development which undermines the social cohesion of a country and increases the gap between social classes. If this trend continues, the public school becomes the last resort rather than the first option. A strong plea for the public school system is a strong plea for a coherent society.



Nelson Mandela School in Burkina Faso - Visit during EI mission in 2004

PRESENTATION OF THE EI PROGRAMMES - 2. Education for All - Dakar+5: From the teachers' union perspective

EFA and gender

EI and its affiliates find it unacceptable that girls and women are not EQUALLY benefiting from the education system to the same extent as boys and men. EI is committed to gender equality and calls upon national governments to achieve the goal of gender equity in primary and secondary education by the year 2005.



*Classroom in
Haiti - 2003*

The Dakar Framework for Action focused on achieving EFA by 2015, but it set an early goal for all countries to “eliminate gender disparities in primary and secondary education”. Dakar+5 concluded that this target has not been met. The Global Monitoring Report 2004 was dedicated to “gender and EFA: the leap to equality”. The report noted that, despite great efforts, many countries “have made little progress.” Girls continue to face

major discrimination in gaining access to schooling. Over 60% of the countries for which data was available missed the gender parity target; 40% are even at risk of not reaching gender parity by 2015.

EI strongly supported the Global Monitoring Report’s analysis of the situation. Yet, its call for bold and far-reaching action has found few supporters. There are not enough governments willing to take the necessary action.

EFA and financing

EI and its affiliates urge all governments to increase their INVESTMENT in education. EI considers 6% of GNP to be the minimum investment to deliver education of an acceptable standard. The international community should add generously to this commitment. The global future is at stake!

Dakar+5 shows signs of hope – hope that did not exist in the year Jomtien+5. In 2005, governments in developing countries have increasingly come to realise that an investment in education will lead to long-term economic gains. They point to South Korea and Singapore as examples of success.

EI notes that, over the past five years, there have been a number of encouraging developments in the funding of education. These developments indicate that education may have moved to the centre of political debate and public attention. Still, there is a considerable financial gap between the needs and the funds available. The Fast Track Initiative provides a promising framework for action but it still needs greater funding. Various studies have demonstrated that it is very difficult to get a completely accurate insight into the financing of the education sector. The range of financial schemes is countless: from PRSP, SWAP and FTI programmes to government support and NGO financing.

EI strongly supports the international community adopting a country driven approach. There is an absolute need to be able to track financial flows into education. A first step is 100% transparency in all funding arrangements. This would make a major contribution to accelerating progress towards reaching EFA.

Corruption in education is also a major obstacle to achieving EFA. Corruption takes many forms including embezzlement of public and donor funds allocated to build schools or purchase teaching



materials; bypassing of criteria in the approval of school establishment and accreditation; bribes paid by parents to ensure good grades and examination results; cronyism and nepotism in procurement and in teacher appointment, etc.

In 2004, EI adopted a resolution alerting teachers' unions about mismanagement and corruption in education. In 1998, EI adopted a Declaration on Professional Ethics calling on teachers to assist students to develop a set of values consistent with international human rights standards.

EI cooperates with Transparency International on collecting data for the TI Global Corruption Report.

EFA and conditions of service

EI and its affiliates assert that only well-trained teachers can appropriately serve pupils and students. Teaching is a PROFESSION, not a voluntary service. Teachers deserve a living wage. Proper payment keeps teachers committed and dedicated. Quality education is served best by teachers who work in an environment that is conducive to learning and teaching.

Dakar+5 showed that there was an increasing trend to undermine the teaching profession. Entrance qualifications were lowered and the duration of the pre-service training was decreased. In Guatemala, one-third of all teachers have a temporary contract. In Niger, 60% of teachers are so-called "volunteers". Hundreds of thousands of teachers receive their salaries months in arrears. The Central African Republic holds the arrears record, paying its teachers three years late! And for many teachers, the salaries are not living wages: teachers are forced to find a second or third job to make ends meet.

Investing in education will prove to be of little use if education personnel are discouraged and demotivated. Over 50% of South African teachers report that they would like to leave the profession. Over 10,000 teachers each year leave Commonwealth countries to go and work in the UK. The majority of teachers in Tanzania say they would not recommend teaching as a profession to their children.

These are all examples of a dangerous situation. Dakar+5 has not addressed these issues seriously. EI and its affiliates are convinced that quality education requires the expertise and motivation of those working in the sector.

EFA and alliances

*EI and its affiliates will build alliances at the international and national levels with organisations representing trade unions, parents and students. Internationally, the Global Campaign for Education will campaign relentlessly and lobby for increased support from governmental bodies and financial institutions. Nationally, affiliates will seek partners who unequivocally stand for the goal of **QUALITY PUBLIC EDUCATION FOR ALL**.*

Progress is being made and bridges are being built between the labour movement and civil society organisations - both at international and national levels. Alliances are forged that focus on EFA policies, and beyond. Unions and civil society organisations are meeting to develop strategies to combat child labour. Unions and NGOs are working together to fight the HIV/AIDS pandemic. In the preparation for the G8 and other international meetings, these alliances prove to be useful and effective. This successful cooperation brought the issue of education closer to the centre of debate. Although much has been achieved, both unions and civil society organisations still face major challenges.

3. HIV/AIDS and the education sector

The impact of HIV/AIDS on the education sector

Teachers worldwide, and not only in sub-Saharan Africa, are in many ways confronted with the impact of HIV/AIDS. The pandemic poses challenges to the individual teacher which were unknown only a decade ago. The teachers, their unions and the education sector as a whole – including authorities, parents and students – jointly have to address these challenges. Many teachers in sub-Saharan Africa indicate that they face an increasing workload due to absenteeism, sick leave and death of their colleagues. Those who are not struck by the disease are called upon to take care of their sick relatives or have to travel far to bury friends and relatives. As one Zambian teacher stated: "Over the past year I buried 5 of my 55 colleagues". AIDS has become the main cause of death among teachers in several countries. In some Sub-Saharan African countries, HIV prevalence rates reach up to 40%. Affected teachers also suffer increasingly from stigmatisation and discrimination.

Absent teachers are often not replaced or replaced by poorly trained teachers. Usually, the pupils of an absent teacher are divided amongst other classes.

In Malawi, over the last three years, teachers who died of AIDS have not been replaced. This has led to an unacceptable pupil/teacher ratio of 1/123. The non-replacement of teachers affects the workload of teachers, but it also prejudices the quality of education and threatens the EFA process.

The HIV and AIDS pandemic has confronted teachers with a whole new range of multiple tasks: parents expect them to provide reliable information to the pupils on HIV and AIDS; society expects teachers to provide to students the necessary skills to prevent infection. Teachers are supposed to be able to act as counsellors and to provide necessary assistance to HIV affected pupils. They get lots of questions on treatment and care. They are to raise awareness, and open communication on HIV/AIDS, they are to promote tolerance and compassion and combat stigma and discrimination.

All these expectations require from teachers a new range of knowledge and skills. Teachers' unions note that teachers cannot meet these increasing demands, because proper training is not provided. Most governments have not provided the necessary material and training to teachers, and when they do, there is no training provided as to how

"In education it can no longer be business as usual. Education can never be the same again. Its overall purpose – to prepare individuals to live harmoniously, constructively and happily as members of local, national and international communities – remain unchanged. But the ways of achieving this purpose in a world with AIDS are very different from what they were in a world without AIDS"

Prof Michael Kelly, University of Zambia

the material should be used in schools. "I feel left alone by my education authorities," said a teacher in Malawi. A recent survey showed that in a mere 21% of high prevalence countries the Ministries of Education had developed guidelines for teachers dealing with HIV and AIDS in schools. Numerous pilot projects are initiated both by government and NGOs, but this has rarely led to a nationwide and systematic implementation of a thorough training programme which gives the teachers the necessary confidence to face these multiple tasks.



Central to any HIV/AIDS response is the professional preparation of teachers. The UN report Global Readiness Survey notes that "it remains a cause for concern that a significant percentage of countries have not risen to this central challenge." This was put in diplomatic wording and teachers' unions around the world confirm this statement. Only minimal attention is paid to life skills training in teacher training colleges.

Unions at national level and EI at international level called upon the education authorities to take a leading role. So far the response from the Ministries of Education is too little and too late. EI and its affiliates emphasise time and again the need to work in close cooperation. It has become clear

that the ministries usually do not have the capacity to handle the HIV pandemic alone. Again the Global Readiness Survey notes: "... the continuing problem of capacity and systematic response and raises the possibility that what dedicated staff is available is overwhelmed by an uncoordinated workload – not least responding to requests for proposals and other development agency requirements."

Teachers' unions and the HIV/AIDS prevention programme

Societies responded slowly to the lethal threat of HIV/AIDS. The connection between AIDS and sexual behaviour made (and still makes) it even more difficult to discuss it openly. The labour movement did not immediately address the challenge. EI was amongst the first to organise a special conference on the impact of HIV/AIDS in 1995. Teachers' unions started to consider the HIV/AIDS pandemic as part of their pro-active policies in the late nineties. Gradually, they realised that the impact of HIV/AIDS on the education sector required a firm union response. Unions realised that they had to expand beyond their traditional working area, focusing on salary and working conditions. This led to the increase in attention

to EFA-related issues (curricula, access, quality of education etc.) and HIV/AIDS prevention.

Experience shows that such a process requires time and a lot of advocacy within the unions. In some instances, NGOs put the issue on the union agenda. Some unions were really successful. In Rwanda, for instance, the teachers' unions were the first ones to implement HIV/AIDS prevention activities in primary schools. In Tanzania, the Congress of TTU adopted an HIV/AIDS policy which will guide the union in the coming years. Also in South Africa (SADTU) and Kenya (KNUT), the



Evaluation session with HIV/AIDS trainers - Nyamata District, Rwanda 2002

"Working together was not difficult. Both organisations had the same objectives. Some structures were different but this was not a huge problem. This project has worked so well that we realise that we can now work together on a number of different issues."

Sylvestre Vuguziga,
coordinator of the Rwandan project



PRESENTATION OF THE EI PROGRAMMES - 3. HIV/AIDS and the education sector

teachers' unions have adopted policies on the issue following a wide debate amongst the membership.

Whilst unions in sub-Saharan Africa have come to integrate HIV/AIDS in their policies and programmes, most unions in countries not – yet – heavily affected by the pandemic have not taken the necessary measures. India for instance has the highest number of HIV infected and some States in India reach 'sub-Saharan' levels. Still, the denial in society – and in the teaching community – is worrisome. And it is exactly in these countries that prevention programmes through education can play a crucial role. The teachers' unions in India – and elsewhere – are keen to start a process of information and training. In Ecuador, the teachers' union, UNE, is making a survey on HIV prevalence and discussing a possible teacher union response. "We know that the prevalence rates are still low, but we have to act now to prevent a worse situation," said a union leader.

The uniqueness of EI's HIV/AIDS and EFA programmes:

- *Teachers' unions are here to stay. They are invested in the overall welfare of their nation. They exist beyond the scope of any single project; each of the union affiliates existed before the programme, and before the pandemic. And each partner will exist long after the programme ends with hope, beyond HIV and AIDS.*
- *Teachers' unions are part of the government structure so these projects are an investment in the social services sector. The changes that teachers' unions work for are incremental, but sustainable because unions can change the system.*
- *Teachers' unions operate country wide, so they run national programmes beyond community pilot projects.*
- *Teachers' unions have an established infrastructure; leadership and governance, operating policies, and mechanisms for reaching membership, etc. This means that the programmes have a quick start-up and programme money is matched by the unions' infrastructure to maximise effect. And many of the skills developed have use beyond the context of the programme, such as reaching the membership, advocacy, and research.*
- *There are 25 countries in this program. While the situations and contexts are different from country to country, affiliates have developed consensus around approaches and implementing frameworks that facilitate sharing and learning across the cohort.*

All of these factors support the teachers – a committed and nurturing force – who drive the programmes. There is a lot of power, capacity and potential within EI and its union affiliates. Education Development Center is proud to be associated with them. Together, we will work to reduce rates of HIV infection and help more learners achieve a basic education.

Scott Pulizzi, Project Director, Education Development Center (EDC)



4. EFA and HIV/AIDS: The undeniable link

Increasingly, teachers' unions focus on the close relationship between EFA and HIV/AIDS. They note that the impact of HIV/AIDS on the education sector is far-ranging, complex and multifaceted. HIV and AIDS represent a direct threat to reaching the EFA goals, whilst lack of schooling contributes to the further spread of the pandemic.

Confronted with the spread of the HIV/AIDS pandemic in the education sector and the threat it represents in achieving EFA, EI and its partners have decided to take an innovative approach - both programmatically and operationally- and launched a combined EFA-HIV/AIDS programme.

The EFA-HIV/AIDS programme is a pro-active response to address the issues of EFA and HIV/AIDS simultaneously. It also reinforces the commitment of EI to provide teachers' unions worldwide with the support they require to promote EFA and effectively contribute to the fight against HIV/AIDS.

What is the EI EFA-HIV/AIDS Programme?

The EFA-HIV/AIDS programme is a new programme that will be launched in 2006 by EI

and its partners: the World Health Organisation (WHO) and Education Development Center (EDC). The EFA-HIV/AIDS programme is built upon a solid foundation of two separate but related programmes that have achieved outstanding successes. The EFA programme, launched in 2002 led to the development of 11 national plans intended to increase the influence of unions on government policy for universal basic education. The HIV prevention programme, started in 2001, has enabled 26 teachers' unions in 17 countries to train over 133,000 teachers in 25,000 schools in its first four years of operation. Each programme is geared towards reaching very specific goals and has a proven track record of substantial achievements in its own field.

The combined EFA-HIV/AIDS programme is therefore built on the strengths of these two programmes, namely the national level policy developments of the EFA programme, and the nationwide grassroots mobilisation of teachers for prevention through the HIV programme. The new combined programme will use the relationships, credibility and strengths developed over the years to equip 39 teachers' unions in 25 countries to successfully tackle the HIV/AIDS and EFA challenges and achieve the programme goals, which

are threefold:

- **Prevent** new HIV infections among teachers and learners;
- **Strengthen** the capacity of teachers' unions to influence the EFA policies; and
- **Mitigate** the negative effect of HIV and AIDS on EFA goals.

Bearing in mind the overall goals of the programme, other related issues will also be addressed, including among others: creating gender safe-schools, fostering counselling, testing and

"The mounting evidence of HIV/AIDS impact in many countries indicates the potential importance of links between HIV/AIDS education and behavioural change... Thus, the primary inherent value of formal education in this context is to enhance the learning skills required to understand the HIV/AIDS education on offer... Access to and retention in the school system is indeed the uniquely important 'social vaccine' ... HIV/AIDS is a major global constraint on the provision of good-quality education."

Global Monitoring Report, UNESCO, 2004, p. 114

PRESENTATION OF THE EI PROGRAMMES - 4. EFA and HIV/AIDS: The undeniable link

early treatment to save lives and fighting stigma and discrimination.

How will the EFA – HIV/AIDS Programme Work?

The approach proposed by EI and partners is innovative both programmatically and operationally. It is a large-scale, multi-sectoral, multi-level response that addresses EFA and HIV simultaneously, through a concerted, coordinated effort to tackle a wide range of inter-related issues which the unions consider to be of key importance. Operationally, the programme encompasses a cohort of 25 countries currently involved in both the HIV/AIDS and the EFA programmes. The programme will expand operationally within a year of commencement in order to serve more countries.

In order to ensure the successful implementation by the teachers' unions of the combined EFA-HIV/AIDS programme at national level, EI and partners will provide support ranging from provision of background material, information on key policy areas, project and planning assistance, new training materials, capacity-building services, a sub-regional learning network, monitoring and evaluation,

as well as linkages to international agencies. Teachers' unions are expected to implement the activities of the EFA-HIV/AIDS programme.

The main thrust of the EFA programme is oriented on policy development with emphasis on the involvement of the union leadership. However, particular emphasis is to be put on involving the local leadership and membership in EFA policy development. The second emphasis is related to HIV/AIDS with specific concern for policy related issues and skills based training on HIV prevention.

Participating teachers' unions are particularly encouraged to take an active stance on EFA and HIV/AIDS issues by giving priority to:

- **Bringing** education and HIV/AIDS policies to the centre of the union agenda.
- **Promoting** quality public education for all – girls and boys.
- **Establishing** working relations and collaborating with civil society organisations and governments.
- **Seeking** support for the EFA-HIV/AIDS programme at governmental and non-governmental levels.
- **Training** union members on education policies, EFA processes and HIV/AIDS prevention.

- **Addressing** EFA related issues such as child labour, retention and drop out, etc.
- **Advocating** for the inclusion of an HIV/AIDS prevention component in national school curricula.
- **Lobbying** for quality pre- and in-service training for teachers.
- **Undertaking** research which addresses specific aspects of EFA and HIV/AIDS.

The EI EFA-HIV/AIDS programme will ensure that EI, with its partners and through its affiliates, continues to address the education challenges in their global context. EI is convinced that a joint EFA-HIV/AIDS approach will provide its affiliates with an adequate response and will equip them with the most essential components to fight HIV/AIDS and achieve EFA.



Teaching about HIV and AIDS - Haiti 2003

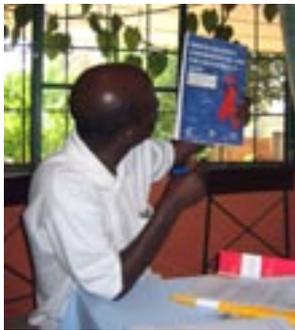


II. ACHIEVEMENTS OF THE EI PROGRAMMES

Over the last four years the two EI programmes dealing separately with HIV/AIDS and teachers' union involvement in EFA have each been very successful. The joint implementation of the programmes will further expand their impact.

1. HIV/AIDS prevention programme

The first and most obvious achievement is its scope. Within four years, teachers' unions in 17 countries have been able to provide extensive training on HIV/AIDS prevention to more than 133,000 teachers in over 25,000 schools.



Sylvestre Vuguziga presenting the Teachers' Exercise Book for HIV prevention at a Press conference in Kigali - September 2005, Rwanda

Evaluation

The programme is permanently being monitored and evaluated in terms of quantity and quality. Evaluation indicators and methods for the HIV/AIDS Teacher Training Programme have been designed in a logical and progressive manner. Starting with a minimal set of basic requirements, evaluation indicators and meth-

ods grow progressively more complex, culminating in an evaluation by an independent evaluator. The evaluation indicators and methods include all of the following:

1. Numbers of trainers/teachers/schools trained/reached.
2. Pre-, post-, six-month evaluation forms: provide basic knowledge, information on change in attitude, information on skills used through the Teachers' Exercise Book,

information on willingness and activities implemented with teachers' colleagues and/or at school level.

3. Site visits: to help in identifying areas in which unions are doing well and those where improvements can be made.
4. Progress reports sent by unions to EI.
5. Annual regional workshops which share planning and evaluation.
6. Independent evaluation.

In April 2005, an independent evaluation, commissioned by the Centers for Disease Control and Prevention, substantiated the well-grounded and significant impact of the EI programme. The evaluation was based on data collected from South Africa, Rwanda and Senegal - three of the 17 countries involved in the programme. The study also included findings from several focus groups of teachers from EI member organisations in Zambia, Malawi and Botswana. The evaluation, undertaken by Dr Eric Pevzner of the University of North Carolina, USA, showed that the programme and the **Teachers' Exercise Book for HIV Prevention** have increased teachers' knowledge about HIV/AIDS. It has also boosted their confidence in using participatory teaching and learning methods, and made them more intent on using their

new skills to help adults and young people, both in and outside school, to prevent HIV infection and related discrimination. One Zambian teacher, who had been on the programme, put it like this: "... once you've adopted the skills, you don't stop using them in the classroom ... you use them in everyday life". Teachers from the three sample countries say their communities now regard them as a source of valuable expertise on HIV/AIDS. The evaluation also recognises that the programme has motivated teachers to modify their own behaviour and sexual practices. In fact, according to the report, teachers credited the programme with "creating an environment where teachers could more openly discuss and adopt HIV prevention behaviour".

The report also emphasises that the success of the programme lies in the strong partnerships developed between teachers' unions, Ministries of Education and Health, and relevant community organisations and NGOs involved in HIV/AIDS prevention.

Partnerships

It is no small achievement that the programme has been implemented in close collaboration with the Ministries of Education and Health in



each country. The programme brings together the unique resources and experiences of the health, education and labour sectors.

Teachers' unions were given the opportunity to plan and evaluate their activities in collaboration with their respective ministries. In virtually all participating countries, the Ministries of Education supported the programme by approving the provision of training for teachers and assisting their release from teaching so that they could take part. In many countries, Ministry of Education officials participated in training sessions, particularly those held at national or provincial levels. In nearly all countries, the Ministries of Health provided technical support and up to date information about HIV/AIDS. Often, Ministries of Health also provided training sessions with information material and medical supplies, such as condoms.

In a number of countries, official acceptance of and support for the programme was shown by inviting union representatives to sit on national HIV/AIDS-related steering and policy-making committees.

At international level, EI's main partners are the WHO and the Education Development Center (EDC). EI also works occasionally with UNAIDS, the



A model of efficient partnership in Senegal

In Senegal, four EI affiliates (SNEEL-CNTS, SUDES, SYPROS and UDEN) decided to form the Committee of Senegalese Teachers' Unions against HIV/AIDS, called COSSEL. In three years' time, this trade union committee achieved a high level of cooperation with the country's Ministry of Education.

The Ministry of Education, and specifically the Minister himself, H.E Moustapha Sourang, provided support to facilitate the implementation of the programme. The Ministry provided COSSEL with an office and a computer and the Minister encouraged the involvement of staff from various ministerial departments, by asking them to attend some of the COSSEL-led training workshops. To facilitate the work of trainers in schools at local and regional levels, the Minister wrote to all school heads expressing his ministry's support for the programme. The Minister has also committed to the printing of 10,000 copies of the "Teachers' Exercise Books for HIV prevention".

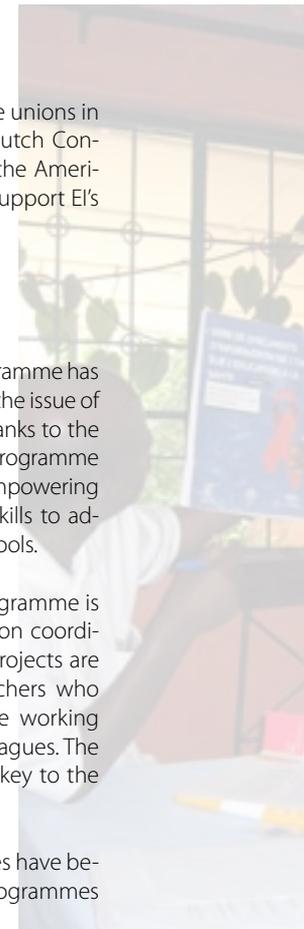
World Bank, UNICEF and UNESCO. Trade unions in industrialised countries, such as the Dutch Confederation of Trade Unions (FNV) and the American Federation of Teachers (AFT) also support EI's work.

HIV/AIDS tops teachers' unions' agendas

Another major achievement of the programme has been that teachers' unions have moved the issue of HIV/AIDS to the top of their agenda, thanks to the strong support of their members. The programme is giving teachers the lead role and is empowering them with the tools, knowledge and skills to address HIV/AIDS and related issues in schools.

If the national management of the programme is orchestrated by the national trade union coordinator of the HIV/AIDS committee, all projects are driven by volunteers, all of them teachers who devote their time and energy outside working hours to reach out to schools and colleagues. The support of grassroots members is the key to the success of this programme.

Therefore, HIV/AIDS prevention activities have become part and parcel of the working programmes



II. ACHIEVEMENTS OF THE EI PROGRAMMES - 1. HIV/AIDS prevention programme

HIV/AIDS high on the union agenda in Tanzania

A significant number of unions are increasingly allocating funds from membership dues for HIV/AIDS programmes. In Tanzania, the National Council of the Tanzania Teachers' Union (TTU) has guaranteed that 1% of membership dues is allocated to HIV/AIDS training activities. For the TTU leadership the struggle against HIV/AIDS requires a long-term commitment at all levels of the union. As the national coordinator, Anthony Mtavangu, said: "International cooperation is definitely of great help to us, but at the end of the day, the full commitment of our organisation will be decisive in this fight".

of the unions involved. They are addressing it in a proactive manner, and the large-scale involvement of their membership in HIV/AIDS prevention activities contributes strongly to the wide acceptance of the issue within the unions.

The Teachers' Exercise Book for HIV Prevention

The **Teachers' Exercise Book for HIV Prevention** has been put together by experts from health and education organisations, and by teachers who have been trained in the countries with the

highest incidence of HIV infection. The Teachers' Exercise Book focuses on building skills - a fact that sets it apart from many preventative efforts that focus on information messages alone. The teachers realised that basic knowledge on HIV/AIDS prevention is not enough to enable them to prevent infection, either for themselves, their colleagues or their students. HIV prevention requires familiarity with, and confidence in using HIV prevention skills.

The exercise book provides adaptable:

- **learning** activities to help adults avoid HIV infection
- **learning** activities to help adults and students advocate for effective HIV prevention efforts in schools and,
- **appropriate** developmental skill-building activities for primary, pre-adolescent, and adolescent students

The exercise book is used in the 17 countries involved in the programme. Teachers train other teachers on how to use the book. They in turn teach either colleagues or students how to avoid HIV infection. Tens of thousands of exercise books have been distributed to union members and schools.

Teacher training strategy: the cascade model

All teachers' unions have trained a pool of national trainers. Those national trainers then train others, at provincial/regional level, and acquaint them with the participatory teaching and learning

More than half the teachers trained by 2005 in Guinea

Since 2002, the two EI affiliates – the teachers' unions FSPE and SLECG – have combined their forces to implement the HIV/AIDS prevention programme. They created a project committee with representatives from both unions as well as from the Ministries of Health and Education. Through their teacher training strategy (the cascade model), the work of FSPE/SLECG is steadily gaining ground. In fact, by the end of 2005, FSPE/SLECG will have reached 2,160 schools across the country, through a total of 17,280 trained teachers. This figure represents more than half of the teachers in the country.



activities of the Teachers' Exercise Book for HIV Prevention. Provincial/regional trainers run training sessions in districts and departments for district trainers. They, in turn, train teachers at school level (school focal points) with the aim of reaching as many schools as possible. In the final stage, school focal points provide training for other teachers in school "teaching/study circles". At times a school principal may run such sessions as part of the professional development of the teachers. Often it is possible to train teachers from several schools at a site close to their schools.

The training is usually organised in collaboration with the Ministries of Health and Education, and other relevant agencies.

Although teachers' unions have limited resources, most have managed to train large numbers of teachers and to reach out to many different schools. All unions are encouraged to develop training strategies that maximise the opportunities to provide training. Each union is asked to develop a set of guidelines for trainers that the trained teachers can keep. The guidelines describe how the teachers are expected to apply the skills they have learnt in preventing HIV infection in their schools and communities.

The Guyana HIV/AIDS project in the spotlight

The Guyana Teachers' Union (GTU) launched the EI/WHO/EDC Programme on HIV Prevention in July 2004, making Guyana one of the most recent countries to have joined the EI programme. Within only a year, the GTU has reached about 70% of all national schools in Guyana and has trained over 600 HIV school-based resource persons (known as focal points). The GTU is making great efforts to ensure that each school in the country has a trained teacher who is committed to promoting school health and HIV/AIDS activities from the Teachers' Exercise Book for HIV Prevention. The GTU national project on HIV/AIDS prevention meets the request of union members to be provided with skill-based training. The teachers' union also successfully lobbied the education authorities to ensure that HIV/AIDS education is fully integrated into the curriculum and that adequate time is allocated to put the programme into practice.



HIV Prevention transition seminar - Conakry, Guinea 2005

II. ACHIEVEMENTS OF THE EI PROGRAMMES

2. The Education For All programme

The unions' contribution on EFA: Indicators of success

The EI Education For All programme started in 2002. The programme is union based, coordinated by Education International and supported by the Dutch Confederation of Trade Unions FNV. Through the programme, 13 teachers' unions in 11 countries worldwide implemented their EFA plans of action. The focus of the program is on strengthening the capacity, the impact and influence of the teachers' unions on national education policies. The unions selected the priorities for their projects, according to their needs and circumstances. However, the implementation at national level occurred within agreed international parameters and with a teachers' union perspective. An innovative element is that the unions implemented their programmes on the basis of an integrated and balanced package of activities. This review highlights some of the unions' achievements.

Unions and education policies

Most teachers' unions in developing countries do not have strong explicit views on the education policies of their country. Their major focus has tra-



SNEA-B of Burkina Faso adopts EFA-related policies

The SNEA-B has two main demands related to the EFA programme of the government. The first one relates to school fees. Our union requests that all children aged 6 to 16 have free access to education. The other request deals with quality: we demand quality pre-service training for all teachers.

Jean Kafando, General Secretary of SNEA-B

ditionally been on defending the collective and individual conditions of service of their members. Salary issues and working conditions were – and still are – the core activities of most teachers' unions. By having this one-sided focus, these unions actually denied the fact that Government education policies directly affected their membership. When EFA became central to national discussions and international funding, unions realised that they should take a leading role in the process. Having a passive attitude was not in the interest of their membership.

For the teachers' unions involved in EI's EFA programme, the first step was to refocus their attention on education issues. Unions indicated that such re-orientation has been beneficial to them: it provided unions with leadership on EFA issues



Schoolgirl in Haiti - 2003



and attracted new members primarily motivated by education issues. *"It brings more balance to our organisation,"* stated Paul Nyambala of the Kenya National Union of Teachers.

The re-focusing on education issues led to immediate and positive responses from most of the education authorities. In Niger, the Minister of Education invited SNEN to take part in a mission throughout the country to assess the education situation. Such a joint mission should lead to a set of policy recommendations to improve EFA in Niger. In Burkina Faso, SNEA-B became part of the regular evaluation missions implemented by donor countries. In Ecuador, the Government invited the teachers' unions to take part in a national dialogue on education. Even though differences of opinion did and will occur, a dialogue on education policies creates space for seeking consensus and building bridges between unions and the education authorities.

NGOs acknowledged that teachers' unions are relevant partners in setting up advocacy activities. In Uganda, UNATU became a leading partner in the National Coalition on EFA. Likewise in Burkina Faso, SNEA-B actively liaised with civil society organisations which are concerned about education.

The EFA programme also contributed to a shift in attitude by the unions themselves: rather than waiting for proposals and reacting to policy measures, a number of unions took the initiative to discuss, draft and adopt education policies. Such initiatives increased the membership involvement in education issues. In East Africa, the Kenya National Union of Teachers (KNUT) debated an extensive document outlining the union views on EFA and on HIV/AIDS. Such policy documents are the basis for further action and provide the framework for discussions with the education authorities. In particular in decentralised systems, such documents are of great value to the regional and local union leadership. In Tanzania and Uganda, such policy documents were debated and adopted by the National Congress.

Research and studies provide the basis for giving strong argumentation. Unfortunately research has never been a regular focus of teachers' unions and the lack of independent reliable data weakened the unions. Any time they argued from practical experience, they were overwhelmed by research done on behalf of the Government or its funding agents about para-teachers and the pupil/teacher ratio. Unions had little to counter these findings. Now, unions have developed independent

Research/studies undertaken by unions

Tanzania Teachers' Union (TTU)

- *The living and working conditions of teachers in Tanzania*
- *Study on Job Satisfaction and Motivation in Teaching in Relation to Quality EFA Initiatives*

Kenya National Union of Teachers (KNUT)

- *Study on the Effect of Free Primary Education (FPE) on Education Quality*

Syndicat National des Enseignants du Niger (SNEN)

Available only in French

- *Study on the impact of the law on early pension scheme*
- *Study on community schools*
- *Study on non contract teachers*
- *Qualitative evaluation of the school system in Niger*

Syndicat National des Enseignants Africains du Burkina (SNEA-B)

- *Link between the quality of teaching and the skills of teachers*
- *School parity between boys and girls*
- *Impact of life-long learning*
- *School attendance rate by region*

Syndicat National de l'Éducation et de la Culture du Mali (SNEC)

- *Impact of teachers' training on the quality of education*

II. ACHIEVEMENTS OF THE EI PROGRAMMES

studies. In India, the unions studied the causes for drop-out in primary schools; in Burkina Faso the union made a comparison between the school results of pupils taught by qualified teachers and those taught by 'para-teachers'. *"Our Government usually blames us for only taking to the streets. The study we have done on the quality of education shows another side of our union work. It was well received by the Government, even though they disagree on the results,"* says Jean Kafando of SNEA-B. In Tanzania the union studied the motivation of teachers. Often these studies were implemented in close cooperation with NGOs or independent consultants. The immediate effects are positive. The unions felt a strong ownership over the information they had collected. Such sense of ownership was enhanced because in all instances the union was responsible for the content of the research and was in charge of hiring local experts. For the unions this was a new experience, quite different from other working methods in which studies are implemented with hardly any union input or involvement. All participating unions state that the research component of the EFA programme has been a major breakthrough.

"For us, it is important to get full public support for the issues we stand for"

AIPTF's General Secretary S. Eswaran

On the basis of policies adopted by the union and supported by solid research, advocacy becomes a meaningful activity. The union representatives can speak with commitment in support of decisions taken by the members. However, the unions are often confronted with a major stumbling block: the way in which unions are invited by the Gov-

ernment to express their views. For salaries and working conditions, many countries have put in place negotiating mechanisms. As to a consultation on education policies, such mechanisms are more often than not completely absent. Unions report that they are usually invited for a discussion when the key decisions have already been taken by the Ministry of Education and the funding agencies. Time and again the teachers' unions and Education International have called for an institutionalised dialogue between ministries and the teachers' union. Such ongoing dialogue provides the necessary sense of involvement and

ownership. And even though the Dakar Framework for Action states that Governments should consult, they often refrain. EI takes the view that such institutionalised dialogue should be part of the criteria for good governance. Why provide funds to the Government of Ethiopia when that Government systematically keeps the teachers'



representatives outside the debate? Still, in the countries where EI's EFA programme systematically addresses this issue, unions make progress. In Latin America and most specifically in Peru, the Government for the first time entered into a serious dialogue with the

teachers. The unions now focus on strategic advocacy, having a solid synergy between dialogue and publicity campaigns. For the All India Primary Teachers Federation (AIPTF) in India, talks on EFA go hand in hand with rallies and marches.

The strength of the union lies in a well trained union membership and leadership. Training and information are crucial to set union policies and to have an effective advocacy. Properly trained leadership can assess the studies and research. Membership training assists in getting them mobilised on the key issues and helps in setting the



union priorities. Membership training is the condition for creating the basis of a democratic organisation. Union training in many countries runs counter to traditions and trends, calling for 'strong leadership'. Such political environments are often not conducive to broadening knowledge, skills and responsibilities. Unions are often amongst the few civil society organisations which systematically focus on involving grassroots membership in their decision-taking processes.

In conclusion, the EFA programme that 13 EI affiliates have implemented over the past three years has led to many positive results despite numerous challenges: unfavourable government policies, strike action, internal union troubles, drought, hunger and HIV and AIDS. Despite these challenges the unions consistently worked on the five key areas: policy development, research, advocacy, publicity and membership training. The first three years have given encouragement to continue and expand. The deadline for the EFA goals of 2015 is getting closer and a redoubling of efforts is needed.

SNEN of Niger lobbies the government

The teachers' union in Niger SNEN picked up on many issues related to EFA. Its lobby focuses on access to education of all children, especially girls; the training of teachers (both pre- and in service); teachers' careers; voluntary teachers and the defence of public schools (versus community schools).

The government welcomed our demands, particularly those related to contract teachers and pension schemes. In the future, contract teachers will get better wages, unskilled teachers will receive training and the status of community school will be addressed.



Classroom in Togo - 2004

III. GLOBAL ISSUES OF CONCERN: TWO SELECTED THEMES

1. Education for All: Who pays the bill?

Between 2005 and 2015 Africa needs to increase its number of teachers from two million to over four million. Although low-income countries are spending more on health and on education, the financial gap for achieving EFA goals is close to \$US 5 billion a year. Development aid is coming but is still short of what is needed. The 2005 bilateral funds are still marginally below the 1992 level. Is the world on track to meet its EFA goals?

These figures give a mixed picture. To a large measure not all children and adults are getting the education to which they are entitled. Over 103 million children are still not getting any form of education at all. They are among the more than 800 million illiterate people around the world.

Developing countries have drafted their Poverty Reduction Strategic Programmes (PRSP), developed their EFA action plans. Most governments, however, are to a large extent dependent upon donor funding. In Uganda, 82% of all the money spent on primary education is paid by donations from overseas. In Niger, half of all public spending is through donor funding.

Developing countries face a double challenge. They not only have to maintain the existing education system, they also have to expand their education services from the current 50, 60 or 80% of the population to provide Education for All. This requires a major effort.

No countries seriously committed to Education For All will be thwarted in their achievement of this goal by lack of resources.

Dakar Framework of Action for Education For All

Developing countries have the support of the Dakar Framework for Action which promises that *"no countries seriously committed to Education For All will be thwarted in their achievement of this goal by lack of resources"*. In other words, when a country has a good plan, and faces a lack of funds, the international donor community will assist.

But, are industrialised countries living up to their pledge? Dakar+5 provides some encouragement but not enough to instil full confidence that EFA will be a reality by 2015. In 2000, donor countries' level of overseas development aid (ODA) was greatly reduced from its 1990 level. Dakar+5 shows an increase in ODA, but the level is still only at the level reached in 1992. Although funds on education have increased, the EFA goals cannot be met. Total donor contributions to education are currently running at \$US 5 billion per annum. However, to fund all EFA programmes, an additional \$US 3.8 billion in funding would be required.

It is fair to say that education systems in developing countries still suffer heavily

from the disastrous structural adjustment policies (SAP) of the 1980s and 1990s. In these two decades, two new 'gospels' were introduced: cost-sharing and saving on salaries. The cost-sharing gospel defended the view that parents who pay for the education of their children are more committed to education than those who get it for

³ 2002 summit in Mexico that focused on free-market reforms, and required governments to improve accountability in exchange for aid and debt relief.

"We are doing fine, we are doing better, and there is a lot of progress" is the usual response from authorities around the globe when reporting on their commitment to EFA. Indeed, the Monterrey Consensus³, the Paris Declaration and the G8 in Gleneagles, all included education as an issue of importance in their discussions. Politically, education has definitely moved to the centre of international attention. But who, amongst all the funding donors, is able and prepared to provide the money needed to make EFA a reality?



free. In reality, this policy led to the exclusion of the poorest. In many countries, enrolment rates dropped considerably. EI and the teachers' unions regularly warned against this system. Yet, it took a decade to abandon this disastrous policy.

The 'gospel' of saving on salaries was the second component of the SAPs. This World Bank and donor-driven policy led to the closure of teacher training colleges, the freezing of recruitment of new staff and salary cuts. Even today, unions all over Africa and Asia point to the long-term damage SAPs had on their education systems.

The issue of financing is of supreme interest to the teaching community for many reasons. Will financing be decentralised? Who has influence on funding levels? What is the role of NGOs and donors? How long will the donors stay committed? What are their priorities?

In trying to find answers to these questions, teachers' unions face at least one major stumbling block: it is almost impossible to track the flow of funds. This concerns both funds from national governments and funds from the donor community. The recently published UN Report Global Readiness Survey noted that: "*data availability and*

quality of non-state and decentralised expenditures remain weak. Similarly, data on household expenditures on education are poor. Donor funding can be highly unpredictable and variable." And last but not least: "*Actual disbursement data of donor funding continues to be of very poor quality (often even unreliable) and very difficult to collect.*"

In these circumstances it becomes very difficult, if not impossible, for teachers' unions and civil society organisations to monitor the commitment, the priorities and the actual investment in education.

The importance of being well-informed on actual spending and on the flow of money is relevant because education is to a large extent an investment in human resources. Increasingly, donors are prepared to provide global budget support, which includes recurrent expenditure on items such as teachers' salaries. EI considers this to be a positive development. But, donors must show a long-term commitment. It is essential that governments and their funding agencies provide the highest level of transparency in their education budgets.

Governments spend between 80 and 90% of their education budgets on salaries for teachers and education staff. In these circumstances, will

unions have enough "space" for negotiations with their governments on improved salaries and conditions? One of the benchmarks of the Fast Track Initiative was that salaries of teachers should not go beyond 3.5 times the national GDP per capita. EI and its affiliates have expressed the fear that the only way for governments to reach this target will be by accepting teachers with lower qualifications and thus reducing the quality of education. Already this trend has been identified in countries such as India and French-speaking West Africa. The inadequate training of "volunteer" teachers is used to justify paying lower salaries. EI and its affiliates oppose this strategy because it undermines the quality of education and harms the country.

So who will pay the bill? Whatever method is chosen, there is an absolute need for consultation on policies and fair negotiations with unions on salaries and conditions. A full partnership in achieving EFA requires an on-going dialogue and full transparency.

III. GLOBAL ISSUES OF CONCERN: TWO SELECTED THEMES - 2. *Global Partnerships in HIV/AIDS Education*

2. Global Partnerships in HIV/AIDS Education

In 1989, Jonathan Mann, the first head of the World Health Organisation Global Programme on AIDS, addressed the World Congress of the International Federation of Free Teachers' Unions (IFFTU), one of the predecessors of EI. He told hundreds of teacher leaders from all over the world about the impact of HIV/AIDS and he mapped out what was to be expected in the coming decade. Despite their interest, many teacher trade unionists wondered whether Mr. Mann's words of warning really should be directed to them. Should he not be giving his presentation at a congress of medical doctors?

Fifteen years later, not a single EI-affiliated teachers' organisation doubts that educators should be involved in the fight against the HIV/AIDS pandemic. All are fully aware that they can and must play a crucial role in the prevention of HIV/AIDS. This can be accomplished by sharing information with colleagues and students, raising awareness in the community and making skills-based health education an integral part of the school curriculum.

Teachers' unions around the globe have adopted resolutions and policies on HIV and AIDS. They

have started disseminating information and made training programmes on HIV prevention part and parcel of their day-to-day work.

Teachers' organisations have long been identified with the issues of salary demands and conditions of service. Obviously, these items remain high on their agendas, but many organisations are undergoing change and taking a major step forward. They recognise that the focus on salaries and con-

HIV/AIDS high in SADTU political agenda

In South Africa, every issue of the monthly magazine of the South African Democratic Teachers' Union (SADTU) features articles on HIV/AIDS and contributes to raising the awareness of the 210,000 union members about the disease.

ditions of service alone is too narrow. An increasing number of unions are broadening their scope of action to focus on other issues. Issues such as education policies, quality of education, the gender gap in education, and the relationship between education and the labour market are coming to the fore. The new orientation is a challenge to unions to give their input on such key issues as

Education for All and the future of education systems. And in that context, EI affiliates know that they can make a valuable contribution within the school system to the prevention of HIV.

EI supports and promotes this new orientation. In order to provide its affiliates with the best possible service in the area of HIV/AIDS, EI built new coalitions to get the necessary expertise on school health and HIV/AIDS prevention. In the last decade, EI has developed a close working relationship with the WHO, the Education Development Center (EDC) and other organisations. A whole new network of partnerships was opened, and these partners worked together to enable EI affiliates to develop guidelines and recommendations for HIV-related policies, curricula and professional development.

Through regional seminars, union leaders gained the knowledge and understanding to implement HIV-related policies for their unions and to work with their respective Ministries of Health and of Education to strengthen and improve national policies, curricula and training. A survey of actions undertaken by teachers' unions showed a significant increase in the number of unions that developed such policies and worked with their



Union and Government partnerships

The Ministry of Education in Rwanda provided study leave for all teachers to attend HIV training seminars organised by the unions, while in Senegal, the Ministry decided to finance the printing of a large number of Exercise Books for HIV Prevention to be used by the union. The Ministry of Health in Zambia provided medical experts for the union-led training programme on HIV/AIDS.

Ministries to improve HIV-related efforts. However, the seminars also revealed that teachers lacked the necessary training and educational resources to implement effective prevention efforts. EI and WHO therefore agreed to continue to work in partnership to support unions at the national level. They worked with EI affiliates to create a Teachers' Exercise Book on HIV Prevention. The Exercise Book can be used by unions to train teachers to help adults avoid HIV infection, advocate for effective prevention efforts in schools, and help

students acquire skills to avoid HIV infection.

At first, meetings between union and ministry representatives were strange encounters. Both showed hesitation. It took some time for these potential partners to get used to each other and overcome "natural" antagonisms. Nowadays, in many countries, the representatives of the Ministries of Health and Education are part of the un-

ions' HIV Steering Committee. They provide input, share information and seek ways and means to strengthen their working relationship at the national and local levels.

EI, WHO and their partners at the national level have shown that such partnerships can be successful.



Teachers' demonstration on May Day - Mali 2003



IV. UNIONS WHICH MAKE THE DIFFERENCE

1. Personal drive and motivation to fight HIV and AIDS - GUYANA, GTU

Gertrude James,
HIV/AIDS Coordinator in Guyana



**GUYANA
TEACHERS'
UNION
GTU**

***"We Mould
The Nation"***

"It is the personal drive and motivation that will make the change in fighting HIV/AIDS. I request all the teachers I train to show their emotional commitment to this fight. Because it is about the life and death of human beings, of colleagues, relatives and children." Gertrude James of the Guyana Teachers' Union (GTU) speaks from her own experience. That is what motivates her and keeps her going as national coordinator of the GTU HIV/AIDS programme.

"What makes me go on and on is rooted in my personal story. It is about my neighbour. She and I were very close. Shared a lot. Then she moved to the capital Georgetown for a few years. After she came back to our region all her friends and relatives noted that she had changed. Slowly but steadily her health deteriorated. Hair falling out, skin going bad. She went to see a doctor but remained vague on her illness. I suspected what was wrong. But did not dare asking whether it could be that she had the virus. I was ignorant and actually I was even afraid that touching her might get me infected. I started to avoid her. Just like all her friends and even her own children did. She must have known what our thoughts were. She got more and more isolated. She gave up the will to live. She died. Quite alone. It still bothers me that we, that I, did not reach out to her. We all let her die in loneliness.

When I heard about the GTU programme on HIV, I saw this as a chance to get involved. And I feel lucky that the union has given me the chance to become the national coordinator of the programme. This programme gives us, teachers, the chance to contribute to saving lives, to protect colleagues and students.

I am convinced that the success of the HIV programme is to a large extent dependent upon the

individual motivation, the drive of the participants. That drive is necessary because those who get trained are expected to work hard in their schools. To work with their colleagues, to convince headmasters and headmistresses that the programme must get enough time in the school programme, and to discuss with the Parent-Teachers Association that the programme is to the benefit of their children. That the programme is not to encourage the children to have sex but to protect them from unsafe practices. We have to make sure that the programme gets their support. And I see that many that got trained also work in their churches and in the community. In short, each of the trained teachers is to be fully motivated to go ahead and make the difference.

The ambitions of the Guyana Teachers' Union are high. Within one year the union wants to have a well trained teacher as HIV focal point in 600 schools, about 70% of all schools in the country. It looks like that target is going to be reached. The union has succeeded in getting trade union leave from the Ministry of Education for all participants. In general, the union and the Ministry have established good cooperation. The Ministry of Health provides technical assistance. And there is full political support from the union at all levels.



But most of all, the participants all show a high motivation to go back to their schools and start training their colleagues and students. We get a lot of positive response from the participants. Mind you, it is not easy at all to talk about sexual relationships, also in our union workshops. So it is important to make them feel at ease. Then they speak freely which leads to open and honest debates. But you can only get such atmosphere of openness when you are open and honest yourself. And that is why I always show where I stand by telling the participants the story of my neighbour."

In the meantime, Gertrude is on her way to the next workshop. This time far in the interior of Guyana.

"And every day, I think of my neighbour. And think that one kind word, one show of love can save somebody an extra day of life."



*Guyana students
- El evaluation
mission in 2004*

GUYANA The GTU is involved since 2004 in the HIV/AIDS programme

Teachers trained on HIV prevention:	985
Schools reached the HIV prevention training:	70%
Total population (millions), 2004:	0.767
Population under age 15 (% of total), 2002:	30
Life expectancy at birth (years), 2002:	63.2
HIV prevalence (% ages 15-49), 2003:	2.5 [0.8-7.7]
Number of adults (15-49) with advanced HIV infection receiving ARV therapy as of June 2004:	251
Estimated number of adults (15-49) in need of treatment in 2003:	2,000
Public expenditure on health (% of GDP), 2001:	4.2
Adult literacy rate (% ages 15 and above), 2002:	96.5⁴⁻⁵
Net primary enrolment ratio (%), 2001/02:	98⁶
Public expenditure on education (as % of GDP), 1999-2001:	4.1⁷
GDP per capita (US\$), 2002:	937

Sources: Human Development Report 2004, UNDP / UN Population Division Database / WHO

⁴ Data are from the Secretariat of the Caribbean Community, based on national sources.

⁵ Data refer to a year other than that specified.

⁶ Data refer to the 1999/2000 school year.

⁷ Data refer to a UNESCO Institute for Statistics estimate where no national estimate is available.

IV. UNIONS WHICH MAKE THE DIFFERENCE

2. The fight against AIDS is instrumental in achieving Education for All – ZNUT Zambia

Roy Mwaba,
General Secretary of the Zambia National
Union of Teachers (ZNUT)



Officially, one-fifth of Zambia's population (over 15 years) is HIV-positive. Half a million children are orphans due to AIDS, and there will be one million by 2010. Between 1990 and 2000, life expectancy has decreased from 44 to 33 years due to the deadly disease. Zambia now has the lowest life expectancy in the world.

The education sector has not been spared by the AIDS epidemic. Every year, about 800 teachers die of HIV/AIDS-related illnesses. *"On our 45,000 teachers, the impact of AIDS is enormous,"* says Roy Mwaba, General Secretary of the Zambia National Union of Teachers (ZNUT). *"If nothing happens, in five years, ten percent of the teachers will have died, and twenty percent in ten years."*

The impact of AIDS can be felt everyday in the schools. Many teachers are in charge of two classes instead of one. It is already difficult to teach a class of 70 pupils; it is virtually impossible to teach 130 children. The workload of teachers is increasing because of the fact that the government does not replace sick or dead teachers. *"The government says there is no money. Zambia is one of the poorest countries in the world. The education sector is largely financed through donor projects and loans from international institutions such as the World Bank and the IMF. And they finance all kinds of projects in the field of education, HIV prevention or poverty reduction, but they pay no salaries,"* says Roy Mwaba.

As a consequence, the 10,000 teachers who have graduated over the last three years are unemployed.

However, the government is appreciative of the union's fight against AIDS. Supported by EI and the WHO, ZNUT embarked in 2000 on a large five-year programme, backed by the ministries of education and health. Through this programme, the trained teachers inform their colleagues and also young people and the whole school community about AIDS prevention.

The union also combats ignorance. *"Because of ignorance, people discriminate against HIV/AIDS affected persons. As a result, people do not want to be tested and refuse to acknowledge that they have AIDS."*

ZNUT has convinced the government to allow HIV/AIDS affected teachers to continue working. *"It is very important that teachers show that AIDS is a sickness, as a lot of others, and that affected people can continue living and working,"* says Mwaba.

Another victory for the teachers' union deals with the curriculum, which now includes AIDS prevention. With the support of EI, the teachers' union developed reading material dealing with AIDS. *"It worked because the union is very active and we offer solutions,"* says Mwaba.



ZNUT took the lead in the HIV/AIDS prevention campaign, while the government was minimising the threat, at the time. Now that AIDS takes the lives of 200 people every day in the country, the government is supportive of the teachers' union programme.

According to Roy Mwaba it makes perfect sense for a teachers' union to undertake HIV/AIDS prevention activities. *"It is even a duty in a country where the education sector is so seriously hit by the pandemic. This is about the future of our children, the future of the country,"* he says.



ZAMBIA ZNUT is involved since 2001 in the HIV/AIDS programme

<i>Teachers trained on HIV prevention:</i>	4,220
<i>Schools reached by the HIV prevention training:</i>	343
<i>Total population (millions), 2004:</i>	10,924
<i>Population under age 15 (% of total), 2002:</i>	46.5
<i>Life expectancy at birth (years), 2002:</i>	32.7
<i>HIV prevalence (% ages 15-49), 2003:</i>	16.5 [13.5 - 20.0]
<i>Number of adults (15-49) with advanced HIV infection receiving ARV therapy as of June 2004:</i>	8,500
<i>Estimated number of adults (15-49) in need of treatment in 2003:</i>	140,000
<i>Public expenditure on health (% of GDP), 2001:</i>	3.0
<i>Adult literacy rate (% ages 15 and above) (HDI), 2002:</i>	79.9
<i>Net primary enrolment ratio (%), 2001/02:</i>	66
<i>Public expenditure on education (as % of GDP), 1999-2001:</i>	1.9
<i>GDP per capita (US\$), 2002:</i>	361

Sources: Human Development Report 2004, UNDP / UN Population Division Database / WHO

IV. UNIONS WHICH MAKE THE DIFFERENCE

3. Providing education to every child – EER and SNEP, RWANDA

Jeanne d'Arc Mujawamaliya,
HIV/AIDS coordinator in Kibuye, Rwanda



Jeanne, 43 years old, is headmistress of both Matba and Nyarubuye “school centres”. These are primary schools which accommodate pupils from seven through to fifteen. In addition, Jeanne represents the primary teachers’ union SNEP, chairs the National Women’s Council and is regional AIDS coordinator for the Kibuye province.

As the regional AIDS coordinator, she is responsible for the development of all HIV/AIDS train-

ing activities within her province, and she has to report regularly on this matter to the project’s national coordinator in Kigali. Jeanne also endeavours to contact trained teachers as early as possible in order to evaluate the impact of their training and answer any questions or offer advice. Furthermore, she organises various activities to promote AIDS awareness for teachers and the community along with helping to create anti AIDS-clubs in each school.

Rwanda remains severely affected by the genocide in 1994, which claimed over one million casualties (one eighth of the population). One direct result of the troubles was the total collapse of the Rwandan school system. Every school was either totally destroyed or seriously damaged, and a high number of teachers were killed or forced into exile. For example, seven teachers were killed in the rural education centre where Jeanne was teaching at the time. The genocide has also contributed to the spread of HIV/AIDS because rape was used as a weapon.

In 2002, Jeanne was trained to become trainer of trainers for HIV prevention. She is now responsible for all activities concerning the training of teachers in her province. In 2003, Jeanne organised a

regional training session on HIV prevention for 20 teachers in her province. Those teachers have then trained HIV/AIDS focal points in all the schools in the province. The school focal points are now training their teacher colleagues on HIV prevention. At the end of this year, every school in the country will have one focal point and thousands of teachers will be trained on HIV prevention.

HIV/AIDS Education became formal in 2002 with the arrival of the HIV prevention project, initiated by the two Rwandan trade unions SNEP and EER. It is the only project concentrating on HIV prevention in primary education and focusing on skills building for teachers and students’ behavioural changes.

Jeanne is also fighting for funding from the Government and other authorities for the AIDS orphans. Families who are affected by AIDS often prevent their children, and especially their daughters, from attending school. This is because children need to compensate for the lack of income and manpower resulting from parents’ disease. On occasions, they also have to stay at home to look after sick family members. Furthermore, families that suffer from AIDS sign their children off from school when they no longer have the



money to pay the school fees. Rwanda, like many other developing countries, depends on school fees in order to pay teachers salaries.

Today one of Jeanne's aims is to see every Rwandan child attend school so that they have access to essential knowledge about HIV/AIDS and build the skills necessary to avoid dangerous situations and protect themselves.



Skills building exercise at Rubengera School, Kibuye - HIV/AIDS mission in Rwanda 2004

RWANDA EER and SNEP are involved in the HIV/AIDS programme since 2002

<i>Teachers trained on HIV prevention:</i>	8,194
<i>Schools reached the HIV prevention training:</i>	2,800
<i>Total population (millions), 2004:</i>	8,481
<i>Population under age 15 (% of total), 2002:</i>	45.2
<i>Life expectancy at birth (years), 2002:</i>	38.9
<i>HIV prevalence (% ages 15-49), 2003:</i>	5.1 [3.4-7.6]
<i>Number of adults (15-49) with advanced HIV infection receiving ARV therapy as of June 2004:</i>	2,140
<i>Estimated number of adults (15-49) in need of treatment in 2003:</i>	36,000
<i>Public expenditure on health (% of GDP), 2001:</i>	3.1
<i>Adult literacy rate (% ages 15 and above), 2002:</i>	69.2
<i>Net primary enrolment ratio (%), 2001/02:</i>	84
<i>Public expenditure on education (as % of GDP), 1999-2001:</i>	2.8 ⁸
<i>GDP per capita (US\$), 2002:</i>	212

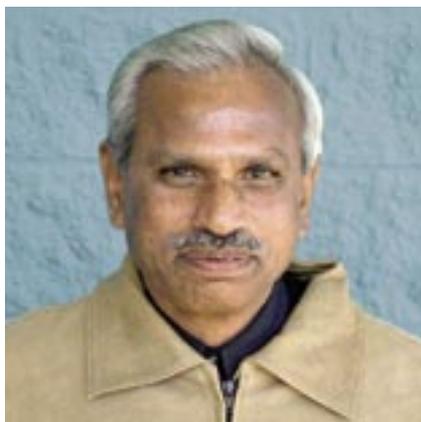
⁸ Data refer to a UNESCO Institute for Statistics estimate where no national estimate is available..

Sources: Human Development Report 2004, UNDP / UN Population Division Database / WHO

IV. UNIONS WHICH MAKE THE DIFFERENCE

4. Making sure schools are relevant and attractive – PRTU India (Andra Pradesh)

Making sure schools are relevant and attractive – PRTU India (Andra Pradesh)



What is the point of enrolling many children into school, if they drop out rapidly? The Progressive Registered Teachers Union (PRTU) is trying to address the high drop out rate in the densely populated state of Andra Pradesh.

The teachers' union study, undertaken in three districts of Andra Pradesh, shows that if 90% of children begin school, more than half of them

quit before finishing primary school. Of the forty percent which continue to secondary education, another seventy percent drops out.

"No school board, no drinkable water! Most parents do not understand the importance of education, certainly not if they are illiterate themselves," says Sudhakar Reddy, General Secretary of PRTU. But the union also discovered that parents could be right. Classrooms are packed, the school buildings are falling down, there is no water, no schoolbooks, teachers are often unqualified, unmotivated and sometimes rude ... Not the most attractive place to send your child to, and most schools are like that in India.

Education is free in India, but parents have to pay for the books and the school uniform. When the families are very poor and they compare this cost with the few rupees a working child can bring home, the children quit school. PRTU has therefore decided to make schools more relevant and attractive, so that children stay in school. The teachers' union which organises 90% of the teachers in Andra Pradesh has started to train their members to make them aware of their important role. Teachers, who are mostly from higher castes, are being taught how to welcome all children, in-

cluding the "untouchables", and not to be aggressive or rude with the children.

The union also worked on the curriculum through education committees composed of teachers and PRTU employees. One of the recommendations is to use the local language for teaching. India has sixteen official languages and hundreds of dialects. The committee also suggested changes in the training of teachers.

Since the teachers' union PRTU started to work on EI's Education For All programme, its relationship with the Andra Pradesh education authorities has improved. PRTU is now an official partner in the implementation of the Education for All effort.

The government has started to rehabilitate school buildings and passed a law to make sure that schools should not be further away than 1 kilometre from the communities. To make schools more attractive, local governments took initiatives such as providing free meals to the pupils.

School enrolment increased enormously, but still 1 million children are not attending school in the 72 million people state of Andra Pradesh. The PRTU therefore encourages teachers to make



the population aware of the benefits of education through theatre performances and shows. Teachers also literally go from door to door to talk to parents. But the PRTU also continues to insist on quality education rather and not just on numbers of children attending school.



INDIA AIFTO and AIPTF involved since 2003 in the EFA programme

<i>Teachers trained on HIV prevention:</i>	4.220
<i>Total population (millions), 2004:</i>	1,081,229
<i>Population under age 15 (% of total), 2002:</i>	33.3
<i>Life expectancy at birth (years), 2002:</i>	63.7
<i>HIV prevalence (% ages 15-49), 2003:</i>	0.9 [0.5 - 1.5]
<i>Number of adults (15-49) with advanced HIV infection receiving ARV therapy as of June 2004:</i>	21,000
<i>Estimated number of adults (15-49) in need of treatment in 2003:</i>	710,000
<i>Public expenditure on health (% of GDP), 2001:</i>	0.9
<i>Adult literacy rate (% ages 15 and above) (HDI), 2002:</i>	61.3 ⁹
<i>Net primary enrolment ratio (%), 2001/02:</i>	83 ¹⁰
<i>Public expenditure on education (as % of GDP), 1999-2001:</i>	4.1
<i>GDP per capita (US\$), 2002:</i>	487

Sources: Human Development Report 2004, UNDP / UN Population Division Database / WHO

⁹ Census data.

¹⁰ Data refer to the 2000/01 school year.

APPENDICES

I. EFA-HIV/AIDS GLOSSARY

AIDS	<i>Acquired Immunodeficiency Syndrome</i>
CSO	<i>Civil Society Organisations</i>
EDC	<i>Education Development Center</i>
EFA	<i>Education for All</i>
EI	<i>Education International</i>
FNV	<i>Federatie Nederlandse Vakbeweging, Dutch Confederation of Trade Unions</i>
FTI	<i>Fast Track Initiative for Education</i>
G8	<i>Group of the eight most industrialised countries</i>
GATS	<i>General Agreement on Trade in Services</i>
GCE	<i>Global Campaign for Education</i>
GMR	<i>Global Monitoring Report</i>
GNP	<i>Gross National Product</i>
HIV	<i>Human Immunodeficiency Virus</i>



IMF	<i>International Monetary Fund</i>
MDG	<i>Millennium Development Goals</i>
NGO	<i>Non Governmental Organisation</i>
ODA	<i>Overseas Development Aid</i>
PRSP	<i>Poverty Reduction Strategy Programmes</i>
SAP	<i>Structural Adjustment Policies</i>
STI	<i>Sexually Transmitted Infections</i>
SWAP	<i>Sector-Wide Approaches in Education</i>
UNESCO	<i>United Nations Educational, Scientific and Cultural Organisation</i>
WB	<i>World Bank</i>
WHO	<i>World Health Organisation</i>

APPENDICES

II. List Of Teachers' Unions Involved In The EI Programmes

Teachers' unions involved in the HIV/AIDS prevention programme

- **Botswana Teachers' Union** - BTU (Botswana)
- **Syndicat National des Enseignants Africains du Burkina** - SNEAB (Burkina Faso)*
- **Syndicat National des Enseignants du Secondaire et du Supérieur** - SNESS (Burkina Faso)
- **Syndicat National de l'Enseignement Primaire Public de Côte d'Ivoire** - SNEPPCI (Côte d'Ivoire)
- **Syndicat National des Enseignants d'Education Permanente de Côte d'Ivoire** - SYNADDEEPCI (Côte d'Ivoire)
- **Syndicat National de la Recherche et de l'Enseignement Supérieur** - SYNARES (Côte d'Ivoire)
- **Syndicat National des Enseignants du Second Degré de Côte d'Ivoire** - SYNESCI (Côte d'Ivoire)
- **Fédération Syndicale Professionnelle de l'Education** - FSPE (Guinea)
- **Syndicat Libre des Enseignants et Chercheurs de Guinée** - SLECG (Guinea)
- **Guyana Teachers' Union** – GTU (Guyana)
- **Confédération Nationale des Éducateurs d'Haïti** - CNEH (Haiti)
- **Lesotho Association of Teachers** – LAT (Lesotho)
- **Teachers Union of Malawi** – TUM (Malawi)
- **Syndicat National de l'Education et de la Culture** - SNEC/UNTM (Mali) *
- **Namibia National Teachers' Union** – NANTU (Namibia)
- **Equipes Enseignantes du Rwanda** - EER (Rwanda)
- **South African Democratic Teachers' Union** – SADTU (South Africa)
- **Syndicat National des Enseignants du Primaire** - SNEP (Rwanda)
- **Syndicat National de l'Enseignement Élémentaire** - SNEEL (Senegal)
- **Syndicat Unique et Démocratique des Enseignants du Sénégal** - SUDES (Senegal)

** These unions are already implementing both EI programmes on HIV/AIDS prevention and on EFA*



- **Syndicat des Professeurs du Sénégal** - SYPROS (Senegal)
- **Union Démocratique des Enseignants du Sénégal** - UDEN (Senegal)
- **Swaziland National Association of Teachers** – SNAT (Swaziland)
- **Tanzania Teachers’ Union** – TTU (Tanzania) *
- **Zambia National Union of Teachers** – ZNUT (Zambia)
- **Zimbabwe Teachers’ Association** – ZIMTA (Zimbabwe)

Teachers’ unions involved in the EFA programme

- **Confederación de Trabajadores de Educación Urbana de Bolivia** – CTEU-B (Bolivia)
- **Syndicat National des Enseignants Africains du Burkina** - SNEAB (Burkina Faso) *
- **Unión Nacional de Educadores** – UNE (Ecuador)
- **Ethiopian Teachers’ Association** – ETA (Ethiopia)
- **All Indian Federation of Teachers Organisations** – AIFTO (India)
- **All India Primary Teachers Federation** – AIPTF (India)
- **Kenya National Union of Teachers** – KNUT (Kenya)
- **Syndicat National de l’Education et de la Culture** - SNEC/UNTM (Mali) *
- **Syndicat National des Enseignants du Niger** – SNEN (Niger)
- **Sindicato Unitario de Trabajadores de la Educación Peruana** – SUTEP (Peru)
- **Tanzania Teachers’ Union** – TTU (Tanzania) *
- **Uganda National Teachers’ Union** – UNATU (Uganda)

** These unions are already implementing both EI programmes on HIV/AIDS prevention and on EFA*

Education For All HIV and AIDS

The Teachers' Union Response



EDUCATION INTERNATIONAL
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