



EDUCATION INTERNATIONAL 2006

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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

Who would have thought, ten years ago, that government and WHO officials would openly praise teachers' unions for their contribution to help counteract the spread of AIDS as they have done?: It has often been commented *that teachers' unions are really making a difference in education programmes to prevent the spread of HIV and AIDS.*

"We do not always agree, but the unions' assessment of the education situation in the country helps the government set up policy recommendations," said the Ministry of Education of Niger upon receiving a teachers' union delegation on the national Education For All initiative. Teachers' unions have long been focusing

primarily on salaries and conditions of service. Obviously, these items still remain high on their agendas. However, many organisations have come to realise that there is a need to broaden their scope of action and give priority to education policies as well. These include issues such as access to and quality of education, the gender gap, the relevance of education, teacher training, accountability, and so on. Unions are becoming increasingly aware that their input in the debate on quality education and the pursuit of the EFA goals is an essential component of their everyday work.

Education International supports its members in developing countries in



their efforts to have an influence on key educational issues by facilitating and providing training, counselling and expertise. EI's new Education For All and HIV/AIDS programme ("EFAIDS") – 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 society. It will facilitate teachers' unions bridge-building with the education authorities and the creation of spaces for dialogue. Likewise through their participation in the programme, teachers' unions will contribute to the achievement of the Dakar and Millenium Development Goals both on EFA and combating HIV/AIDS. Indeed these two areas of concern have the

potential to be mutually reinforcing, as is discussed further on (chapter 1.3).

Government officials and representatives of the donor communities have also come to appreciate that the involvement of teachers and their unions in shaping national policies contribute to their success. Because they are rooted in a local environment, teachers' unions are vital in helping 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 more effectively meet the needs of teachers worldwide, EI and its partners decided to merge two key training programmes dealing with Education For All and HIV/AIDS prevention in schools. As Chapter 1.3 describes, the two issues are inextricably linked. HIV/AIDS represents a direct threat to reaching the "Education For All" goals, whilst lack of schooling contributes to the further spread of the epidemic.

Chapter One of this booklet presents the two separate EI programmes – EFA and HIV and AIDS – and explains why they were combined in 2006. Chapter Two looks at the achievements of the EFA and HIV/AIDS programmes to date, given that these initiatives constitute the backbone of the new programme. In Chapter Three two altogether more global issues are discussed in relation to international efforts to attain EFA and fight HIV/AIDS. Finally Chapter Four presents four case studies of teachers' unions which are involved in the new EFAIDS programme (and indeed its predecessors) and which are at the forefront

of the drive to get children into schools and to equip teachers and pupils with the skills to prevent HIV infection.

Since 2002, EI has been implementing a programme on Education For All (EFA) with 12 teachers' unions in 11 countries. Essentially the programme sets out to improve unions' involvement in achieving EFA goals so that they can become fully recognised and respected social partners. EI's programme adopted a comprehensive union approach covering four working areas: policy development, research, advocacy and training. Indeed the programme is policy development-oriented and focuses on establishing a strong union position on education issues, be it by reacting to government measures or by pro-actively 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 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 valued by participating teachers' unions, by the education and health ministries of the countries involved, and by donor agencies. The strengths and successes of these two EI programmes are discussed in Chapter Two. First we review the April 2005 independent evaluation, commissioned by the Centers for Disease Control and Prevention (CDC), which substantiated the well-established and significant impact of the EI HIV and AIDS programme.

The EFAIDS programme, which was launched by EI in 2006, is built on the key strengths of the two previous programmes namely the national level policy work carried out in the context of the EFA programme, and the grassroots mobilisation of teachers for prevention through the HIV programme.

The new combined programme uses the relationships, credibility and strengths developed over the years to equip 36 teachers' unions in 25 countries to successfully tackle HIV/AIDS and EFA-related challenges. These pre-existing plus points help to achieve the programme goals, which are threefold: 1. prevent new HIV infections among teachers and learners; 2. mitigate the negative effect of HIV and AIDS on EFA goals and 3. Increase the number of learners completing basic education.

Bearing in mind these goals, other related issues are also addressed, including: creating gender safe-schools, fostering counselling, testing and early treatment and fighting stigma and discrimination.

Chapter Three of the publication tackles issues related to the global context in which teachers find themselves. There is little sense in advocating for quality free education for all, if there is no one to pay the bill. For this to be possible, sustainable international solidarity and commitment to the Dakar goals are critical.

Secondly within the context of HIV/AIDS prevention, teachers' unions play an increasingly significant role in global partnerships to reduce the spread of the virus, a partnership involving organisations from civil society, national administrations and donor agencies alike. This section details the move within the trade union movement from dealing with traditional areas of concern such as salaries and working conditions to broader and yet equally crucial issues such as HIV/AIDS prevention.

The last chapter of the publication highlights the contribution of four EI affiliated unions in making a real difference – whether that be in securing the future education of disadvantaged children in India; keeping children in school to learn HIV/AIDS prevention skills in Rwanda; in motivating and training teachers to help others in Guyana or in successful advocating for AIDS prevention to be inserted in the schools' curriculum in Zambia. We hope that other affiliates may draw hope and inspiration from their accomplishments to date.

I. PRESENTATION OF THE EI EFAIDS PROGRAMMES

1. The Predecessors of the combined EFAIDS Programme

The Education for All (EFA) Programme

From 2002-2006, EI implemented a programme on EFA with teachers' unions in 11 countries¹. This programme was made possible with the assistance of the Dutch Government and the Dutch Confederation of Trade Unions (FNV). The programme focused 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 aimed to:

- **develop** cooperation at national level between teachers' unions and 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;

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

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

This programme adopted a comprehensive union approach covering four working areas: policy development, research, advocacy and training. Essentially the programme was policy development-oriented and aimed to establish a strong union position on education issues, be it by responding to government measures or by initiating union proposals.

Nonetheless individual teachers' union programmes differed according to the prevailing policy priorities in their country. For instance, participating unions in Mali, Burkina Faso and Niger chose 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 emphasised the key issue of retention/drop-out. In other words, the specific union response to EFA was influenced by the national education context, the national EFA initiatives.

The HIV/AIDS Prevention Programme

In 2001 together with its partners, the World Health Organisation (WHO) and the Education Development Center, EI implemented the HIV/AIDS prevention through schools 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 which was adapted to fit the local context in each participating country, the HIV/AIDS prevention programme was uniform in its aim to reach out to as many teachers, in as many schools as possible within the limits of



existing resources. To date it has reached more than 133,000 teachers, in over 25,000 schools.

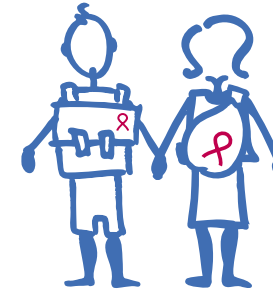
Although unions differed in their working methods to implement these goals, the basic approach was the same in all: first, using interactive skills-building activities to prevent new infections and second, advocating for education on HIV/AIDS. There was no essential blueprint but each union had the same material at hand to reach out to the teachers - 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 concentrated more on skill building to help teachers and students avoid HIV infection.

The programme, which also saw the support of the FNV and UNESCO, benefited 26 EI affiliates in 17 countries in Africa, Latin America and the Caribbean². These unions have now been integrated into the new EFAIDS programme.

More than half the teachers trained by 2005 in Guinea Conakry

From 2002, the two EI affiliates from Guinea – FSPE and SLECG – 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. Via 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 reached 2,160 schools across the country, through a total of 17,280 trained teachers. This figure represents more than half of the total teachers in Guinea.



²Botswana, 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 a 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. Focus on the Issues

"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.

2.1 Education for All: From the teachers' union perspective

Teachers are pivotal in the struggle for quality public education – after all, they have to deliver it. Although over one-third of the time set for the accomplishment of the Dakar goals has passed without any major progress, EI and the national teachers' unions are still committed to ensuring the realisation of the EFA goals. Indeed 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 edu-

cation 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.

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

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 level of national engagement set out in the Dakar Framework for Action is restricted to a mere exchange of views on an ad-hoc basis. EI affiliates consider this to be 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". Progress has been made, but a great deal more needs to be achieved.

Quality EFA

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.



Today there is an unhealthy obsession with QUANTITY. Most developing countries have translated their EFA commitments into massive pupil enrolments and retention rates. EI affiliates in Tanzania and Kenya have welcomed the Free Primary Education programmes which have led to massive increases in pupil enrolments. However, the unions have also noted that class sizes have expanded dramatically without a corresponding increase in teacher numbers. There is also genuine concern that the focus of EFA is restricted to Universal Primary Education alone.

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 neglected the working conditions of skilled teachers forcing them to abandon the profession. In this sense governments are in fact shooting themselves in the foot. They may celebrate their short-term success, but the long-term damage will be considerable.

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 the 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.



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

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

PRESENTATION OF THE EI EFAIDS PROGRAMME - 2. Focus on the Issues

EFA and gender

EI and its affiliates find it unacceptable that girls and women are not EQUALLY benefiting from education 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 also set an additional goal for all countries to “eliminate gender disparities in primary and secondary education by 2005”. 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 unlikely to reach 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.

But there are signs of hope. 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.

Indeed EI notes that, over the past five years, there have been a number of encouraging develop-

ments in the funding of education. These developments indicate that education may be moving to the centre of political debate and public attention. Still, there is a considerable financial gap between needs and funds available. The Fast Track Initiative (FTI) provides a promising framework for action but it still needs greater funding. Various studies have demonstrated that it is very difficult to get 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’s adoption of a country driven approach. There is an urgent need to be able to track financial flows into education. A first step is 100% transparency in all education funding arrangements. This would make a major contribution 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 procure-



ment 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 also 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.

Today there is an increasing trend to undermine the teaching profession. Entrance qualifications have been lowered and the duration of pre-service training decreased. In Guatemala, one-third of all teachers have a temporary contract. In Niger, 60% of teachers are so-called "volunteers". What is more, hundreds of thousands of teach-

ers receive their salaries months in arrears. The Central African Republic holds the arrears record, often 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 consider leaving 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. EI and its affiliates are convinced that quality education requires the expertise and motivation of those working in the sector. That motivation requires fair conditions of service.

EFA and alliances

EI and its affiliates build alliances at the international and national levels with organisations representing trade unions, parents and students. Internationally,

the Global Campaign for Education campaigns relentlessly and lobbies for increased support from governmental bodies and financial institutions. Nationally, affiliates 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 the national and international levels. Alliances are forged that focus on EFA policies, and beyond. For example, 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 preparation for international meetings such as the G8, these alliances prove to be useful and effective. Indeed successful cooperation has brought the issue of education closer to the centre of debate. Although much has been achieved, both unions and civil society organisations need to consolidate their links to face the major challenges before them.

PRESENTATION OF THE EI EFAIDS PROGRAMME - 2. Focus on the Issues

2.2 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 largely unknown only a decade ago. The teachers, their unions and the education sector as a whole – including authorities, parents and students – need to address these challenges together. 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 sick relatives or 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 simply not replaced or their cover is provided 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 teacher/pupil 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 pandemic confronted teachers with a whole new range of tasks: teachers are supposed to be able to act as counsellors and to provide necessary assistance to HIV affected pupils. They are questioned 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 their members cannot meet these increasing demands in the absence of proper training. Most governments have not provided the necessary materials to teachers. However even when they do, there is no training on how 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

“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

prevalence countries the Ministries of Education had developed guidelines for teachers dealing with HIV and AIDS in schools. Numerous pilots projects have been 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.

Only minimal attention is paid to life skills training in teacher training colleges. Unions at national



level and EI at international level have called upon the education authorities to take a leading role in reversing this trend. So far the response from the Ministries of Education is too little and too late. EI and its affiliates consistently emphasise the need to work in close cooperation with these ministries. However it has become clear that the latter usually do not have the capacity to handle the HIV pandemic alone. Again the Global Readiness Survey notes that: "... the continuing problem of capacity and systematic response 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 given 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 work within the unions. In some instances, NGOs put the issue on the union agenda. Certain unions were really successful. In Rwanda, for instance, teachers' unions were the first ones to implement HIV/

AIDS prevention activities in primary schools. In Tanzania, the Congress of FTU adopted an HIV/AIDS policy to the union in the coming years. Meanwhile in South Africa (SADTU) and Kenya (KNUT), teachers' unions adopted policies on the issue following a wide debate amongst membership.

Whilst unions in sub-Saharan Africa have come to integrate HIV/AIDS into 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 cases and some states in India reach 'sub-Saharan' levels. Still, denial in society – and in the teaching community – is worrying. And it is precisely in these countries that prevention programmes through education can play a crucial role. Teachers' unions in India – and elsewhere – are keen to start a process of information and training. In Ecuador, the teachers' union, UNE, has carried out 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 one union leader.



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

3. EFA and HIV/AIDS: The undeniable link

Why group EFA & HIV/AIDS?

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.

"HIV/AIDS, which has caused about 3.1 million deaths in 2004 (UNAIDS/WHO, 2004), has a profound impact on education, and hence on the achievement of the EFA goals, especially in sub-Saharan Africa. Education also has the potential to help mitigate the pandemic. The impact on education results particularly from increases in the numbers of orphans, which education systems must accommodate, especially in sub-Saharan Africa, and from the effects of the pandemic on school system employees, including teachers (discussed above) and administrators. Education can help mitigate the pandemic through providing information to students about HIV/AIDS and developing their ability to respond."

Global Monitoring Report, UNESCO, 2006, p. 100

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 decided to take an innovative approach and launched a combined EFA-HIV/AIDS programme, now called EFAIDS. The EFAIDS programme is a pro-active response to address the issues of EFA and HIV/AIDS simultaneously, reinforcing 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.

How will the EFAIDS Programme Work?

The EI/WHO/EDC approach is a multi-sectoral, multi-level response that addresses EFA and HIV simultaneously, through a concerted and coordinated effort. In this way it tackles 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 which were already involved in both the HIV/AIDS and the EFA programmes. The programme will expand operationally within a year of initiation in order to serve unions in more countries.

In order to ensure the successful implementation by teachers' unions of the EFAIDS programme at national level, EI and partners 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 responsible for the implementation of EFAIDS programme activities.

The main thrust of the EFA element within the programme is policy development focusing on the involvement of union leadership. Nonetheless particular emphasis is put on involving local leadership and membership in EFA policy development. The second strand of the programme is related to HIV/AIDS with specific concern for advocacy and policy related issues as well as skills based training on HIV prevention.

Participating teachers' unions are taking 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 – in all fora.
- **Establishing** working relations and collaborating with civil society organisations and governments.
- **Seeking** support for the EFAIDS programme at governmental and non-governmental levels.
- **Training** union members on education policies, EFA advocacy issues and HIV/AIDS prevention.
- **Addressing** EFA related issues such as child labour, retention and drop out, etc.
- **Advocating** for the inclusion of HIV/AIDS prevention 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 EFAIDS programme will ensure that EI, with its partners and through its affiliates, continues to address 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 knowledge, skills and confidence to fight HIV/AIDS and achieve EFA.

The uniqueness of EI's EFAIDS programme:

- *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, and with hope, beyond HIV and AIDS.*
- *Education workers are part of the government structure as civil servants 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 nationwide, so they run national programmes beyond community pilot projects.*
- *Teachers' unions have an established infrastructure; with leadership and governance, operating policies, and mechanisms for reaching membership. This means that programmes get off the ground quickly and programme money coupled with the unions' existing infrastructure maximise effect. 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 vary 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 teachers – a committed and nurturing force – who in turn drive the programmes. There is a lot of power, capacity and potential within EI and its union affiliates. Indeed the 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)

III. ACHIEVEMENTS OF THE EI PROGRAMMES TO DATE: A STRONG

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

Dr. David Nyamwaya, WHO Africa: A perspective on EI Programmes

For many years, the role of the education sector in health development has been recognized. In Africa, United Nations agencies such as UNICEF, UNFPA, WHO and many voluntary organizations have invested in various types of programs aimed at promoting health through education. Many governments on the continent have equally devoted resources to the development of education sector-based health improvement. Most of the efforts described in the foregoing have in many cases treated pupils and teachers merely as passive recipients of health care services provided by health workers.

It is not difficult to understand the reason why the education sector in Africa is seen as an avenue for health development. The coverage of the health sector is limited in many countries. The education sector provides a large, captive population that can be reached easily with specific services. It is true that even in the poorest of coun-



tries, a significant proportion of children attend some kind of school. The school going population is naturally amenable to acquisition of new knowledge and skills pertaining to health and well-being. It is also justifiable to claim that in many societies, teachers are highly respected and are often expected to be the custodians of all forms of knowledge, including that relating to health. They are therefore expected to contribute in one way or another, to the improvement of the health repertoire of pupils.

The most commonly used approach used for health improvement through the education sector

is screening. Children are screened for common health problems, given medicines on site or referred to health facilities. Feeding of children has also been used to improve health. School health

clubs have been set up in many places. Screening, feeding and health clubs involve health workers, teachers and pupils. Another approach to health improvement through the education sector involves teachers exclusively. Health matters are taught within formal curricula or touched on in extra curricula activities. The approaches and methods described above tend to regard pupils as passive entities in health. The approaches also tend to focus primarily on knowledge development, with minimum attention being paid to skills and environments that support health.

I believe that in spite of the aforementioned shortcomings, the education sector can make a significant contribution to health improvement and particularly HIV and AIDS prevention and control in modern day Africa. Considerations that support this thinking include those already indicated above but also the possibility of linking normal learning to the development of skills required for practical, positive living, as well as the trust that society puts in learning institutions. Another reason to support use of the education sector for prevention of



AIDS stems from the fact that most HIV infections occur when young people are in late primary and secondary level schooling. This is the stage when many health risk behaviours become established in human populations. The fact that teachers also are being infected like the rest of the population makes the situation even worse. The situation worsens when children are out of school. Being in school alone actually provides protection from many factors that expose them to ill health.

In the last few years, a number of programs have emerged that attempt to involve the pupils and teachers directly in health action. Through the life skills movement, pupils have learned how to analyze and solve problems that affect their health. Applying this approach, many children have been assisted to develop positive interpersonal skills. The WHO's Health Promoting School Initiative addresses knowledge, skills, policies and services. It is a comprehensive approach to health that has been embraced in the majority of African countries. Unfortunately, most of these programs are largely dependent upon external resources and planning. Countries need to enhance home-grown solutions for health problems, which arise from specific social conditions.

A program supported by Education International illustrates the value of using the education sector for HIV/AIDS prevention and related health development, within a local context. The Program, which is being implemented in several African countries (as well as in Asia, Latin America and the Caribbean) offers a different and in fact radical, model of health development through the education sector. It brings together teachers, pupils, health workers and other players to support health action. This model deals with knowledge but also addresses skills development and creation of policy and social environments that support health. The model provides an opportunity for countries to respond to the HIV-AIDS pandemic at modest cost. It does not rely on expensive consultants. It pays attention to people's socioeconomic contexts.

For the education sector to play a fully positive role in HIV/AIDS prevention, the health sector needs to be more supportive of the involvement of learning institutions in health development. It is also important for parents and teachers to accept that the school environment, unless adjusted positively, can be a breeding ground for the uptake of risk behaviours such as early, unsafe sex, substance abuse and others that expose them to HIV and

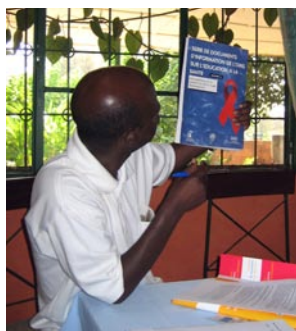
AIDS. A potential obstacle in this process arises from the suspicion with which communities hold teachers' unions, which are now actively involved in health in several African countries. The suspicion needs to be eliminated through advocacy and determination by teachers to show that the unions can contribute to community development, especially through HIV/AIDS prevention and mitigation of consequences of the pandemic.



III. ACHIEVEMENTS OF THE EI PROGRAMMES TO DATE: A STRONG BASIS FOR SUCCESS

1. Achievements: The HIV/AIDS Prevention Programme

The first and most obvious achievement of the programme lies in its scope. Within four years, teachers' unions in 17 countries provided extensive training on HIV/AIDS prevention to more than 133,000 teachers in over 25,000 schools.



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

Evaluation

The programme was continually monitored and evaluated in terms of quantity and quality. Methods and indicators for the evaluation of the HIV/AIDS Teacher Training Programme were designed in a logical and progressive manner. Starting with a minimal set of basic requirements, evaluation indicators and methods grow progressively more complex, culminating in an independent evaluation. The evaluation methods include the following:

1. Numbers of trainers/teachers/schools trained.
2. Pre- and post-evaluation forms: provide basic knowledge, information on changes in attitude, information on skills used through the Teachers' Exercise Book, information on activities implemented with

teachers' colleagues and/or at school level.

3. Site visits: to help identify 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. It 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", from which teacher training draws its inspiration, 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 involved in 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 much of 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 as a strength

Teachers' unions were given the opportunity to plan and evaluate their HIV/AIDS prevention 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 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 Centre (EDC). EI also works with UNAIDS, the 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.



A model of efficient partnership in Senegal

In Senegal, four EI affiliates (SNEEL-CNTS, SUDES, SYPROS and UDEN) formed the Committee of Senegalese Teachers' Unions against HIV/AIDS, or "COSSEL". In three years time, this trade union committee developed a high level of cooperation with their 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".

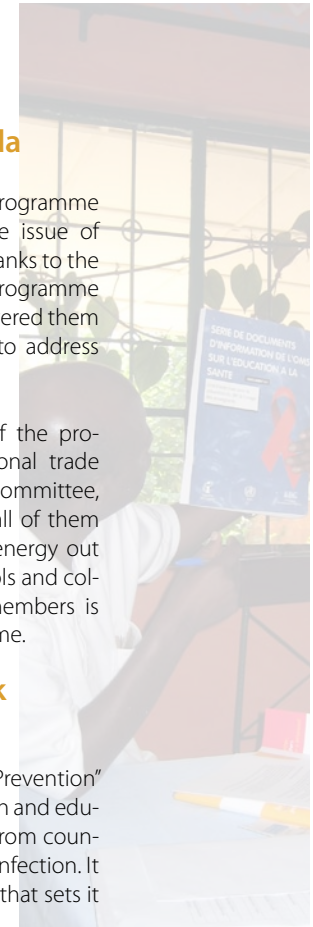
HIV/AIDS tops teachers' unions agenda

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

Though 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 out of working hours to reach out to schools and colleagues. The support of grassroots members is the key to the success of this programme.

The Teachers' Exercise Book for HIV Prevention

The "Teachers' Exercise Book for HIV Prevention" was put together by experts from health and education organisations, and by teachers from countries with the highest incidence of HIV infection. It focuses on skills building – something that sets it



II. ACHIEVEMENTS OF THE EI PROGRAMMES - 1. The HIV/AIDS Prevention Programme

apart from many preventative efforts focused on knowledge alone. 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 was used in the 17 countries involved in the programme and in future, will be

adapted for use in other EFAIDS countries such as those in Latin America and Asia. Teachers train other teachers on how to use the book. They in turn teach colleagues and students. Tens of thousands of exercise books have been distributed to union members and schools.

Teacher training strategy: the cascade model

All teachers' unions prepare a pool of national trainers. Those individuals then in turn train others, at provincial/regional level, and acquaint them with participatory teaching and learning activities of the Teachers' Exercise Book for HIV Prevention. Provincial/regional trainers run preparatory sessions for district trainers. They, in turn, train teachers at school level (so-called "school focal points")

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 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".

Examples of Skills acquired by training participants

- *Trained to discuss and tackle issues related to HIV/AIDS, sex and condom use with others and develop greater ease in doing so*
- *Learning how to access accurate information on HIV and AIDS*
- *Decisions-making skills to reduce risk of HIV infection through safer sex*
- *Advocacy skills to support the implementation of effective HIV/AIDS education programmes and policies in schools*
- *Communication skills to filter messages about HIV prevention through to families, peers, and members of the community*
- *Where relevant, skills to assert themselves in delaying initiation of intercourse*
- *Skills to assess risk and negotiate for less risky alternatives*



with the aim of reaching as many schools as possible. In the final stage, these school focal points provide training for other teachers in school in “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. Also of note is the fact that this 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 schools. They are all encouraged to develop strategies that maximise the opportunities to provide training. Likewise each union is asked to develop a set of guidelines that teachers can keep for reference. The guidelines describe how the teachers should 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 join the EI programme. Within only a year, the GTU reached about 70% of all national schools in Guyana and trained over 600 HIV school-based resource persons (“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. Achievements: The Education For All Programme

The Unions' contribution to EFA: Indicators of success

This programme focused on strengthening the capacity, impact and influence of teachers' unions on national education policies. The unions selected the priorities for their projects, according to their needs and circumstances. However, implementation at national level occurred within agreed international parameters and with a teachers' union perspective. An innovative element was that the unions implemented the programme on the basis of a balanced package of activities. This section highlights some of the unions' achievements.

Unions and education policies

When EFA became central to national discussions, unions realised that they should take a leading role in the process. Having a passive attitude was no longer in the interest of their membership.

For the teachers' unions involved in EI's EFA programme, the first step was to focus attention on education issues. Unions indicated that such reorientation was beneficial to them: it provided union leadership and attracted new members primarily motivated by education issues. "It brings more bal-



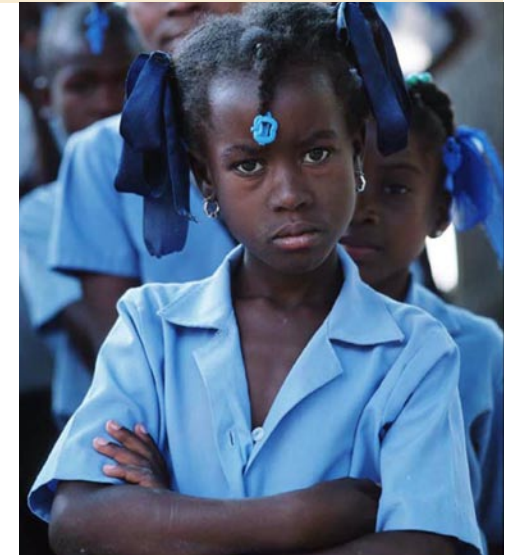
SNEA-B of Burkina Faso adopts EFA-related policies

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

ance to our organisation," according to Paul Nyambala of the Kenya National Union of Teachers.

Concentrating on education issues led to immediate and positive responses from most of the education authorities. In Niger, the Minister of Education invited EI affiliate SNEN to take part in a mission to assess the education situation countrywide. 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 teachers' unions to take part in a national debate on education. Even though differences of opinion did occur, a dialogue on education policies creates space for consensus-seeking between unions and the education authorities.



Schoolgirl in Haiti - 2003



NGOs acknowledged that teachers' unions are relevant partners in setting up advocacy activities. In Uganda, UNATU became a leading civil society partner in the National Coalition on EFA. Likewise in Burkina Faso, SNEA-B actively liaised with civil society organisations which work on education. The EFA programme also contributed to a shift in the attitude of unions themselves: rather than waiting for proposals and reacting to policy measures, a number of unions took the pro-active initiative to discuss, draft and adopt education policies. Such initiatives increased 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. Unions had little to counter these findings.

Now, unions have developed their own independent studies. In India, unions have studied the causes of drop-out in primary schools; in Burkina Faso SNEA-B 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 teacher motivation. Often these studies were implemented in close cooperation with NGOs or independent consultants. The immediate results were positive. Unions felt a strong ownership over the information they had collected. 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.

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 schemes*
- *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 gender parity*
- *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 - 2. The Education For All Programme

On the basis of policies adopted by the union and supported by solid research, advocacy becomes a meaningful and fruitful activity. Union representatives can speak with commitment in support of decisions which have the support of members. However, they are often confronted with a major stumbling block: the manner in which unions are invited by the Government 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 generally non-existent. Unions report that they are usually invited for a discussion once the key decisions have already been taken by the Ministry and funding agencies. Time and again teachers' unions and EI have called for an institutionalised dialogue between ministries and teachers' unions. Such ongoing dialogue provides a necessary sense of involvement and ownership. Nonetheless even though the Dakar Framework for Action states that Governments should consult, they often refrain. EI takes the view that such institutionalised dialogue 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 countries where EI's EFA programme is systematically addressing this issue, unions are making progress. In Latin America, and more specifically, in Peru, the Government for the first time entered into a serious dialogue

“For us as teachers’ unions, it is important to get the full support of the public for the issues we stand for”

AIPTF’s General Secretary S. Eswaran

with teachers. The unions now focus on strategic advocacy, with 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 ensure effective advocacy. Properly trained leadership can assess studies and research. Mem-

bership training assists in getting them mobilised on key issues and helps in setting the union priorities. Membership training is the condition for creating the basis of a democratic organisation. In this context, 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 implemented from 2002-2006 led to considerable positive results despite the numerous challenges that had to be confronted: 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. This programme has given EI and its affiliates the encouragement to continue and expand in the context of the new EFAIDS programme. Against this backdrop, the deadline for the EFA goals of 2015 is fast approaching and a redoubling of efforts is essential.

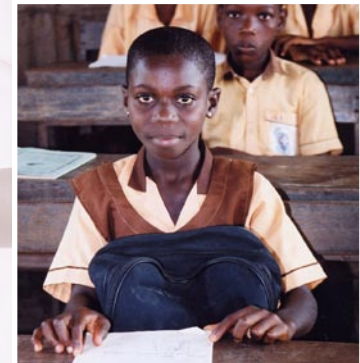


SNEN of Niger lobbies the government

The teachers' union in Niger, SNEN, has 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 future, contract teachers will get better wages, unskilled teachers will receive training and the status of community school will be addressed."

Issa Kassoum, General Secretary, SNEN Niger



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 to over four million. Although low-income countries are gradually spending more on health and on education, the financial gap for achieving EFA goals is almost \$US 5 billion a year. Development aid is coming but is still short of what is needed. Bilateral funds for 2005 are still marginally below the 1992 level. Is the world on track to meet its EFA goals?

These figures give a mixed picture. Not all children and adults are getting the education to which they are entitled. Indeed over 103 million children receive no education whatsoever. They are among the estimated 771 million illiterate people throughout the world.

“We are doing fine 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 Consensus, 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

both willing and prepared to provide the money needed to make EFA a reality?

Developing countries have drafted their PRSPs and developed their EFA action plans. Most governments however are, to a large extent, dependent upon donor funding to implement these plans. 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 derived from donor funding.

Developing countries face a double challenge. They not only have to maintain the existing quality

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

education system, they have to expand their education system from servicing the current 50, 60 or 80% of the population to provide Education for All. This requires a major effort.

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? Today there is some cause but not enough to instil full confidence that EFA will be a reality by 2015. 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 are required.

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 savings on salaries. The cost-sharing model defended the view that parents who pay for the education of their children are more committed to education than those who get it for free. In reality, this policy led to the exclusion of the poorest. In many countries, enrolment rates dropped considerably. EI and the

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



teachers' unions regularly warned against this system and yet, it took a decade to abandon it.

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

The issue of financing is of major 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 seeking 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 those from the donor community. The recently published UN Global Readiness Survey noted that: "data availability and quality of non-state and decentralised expenditures remain weak". Furthermore "Donor funding can be highly unpredictable

and variable." 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 commitment, priorities and 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, do unions have enough "space" for negotiations with their governments on improved salaries and conditions? One of the benchmarks of the Fast Track

Initiative (FTI) was that salaries of teachers should not surpass 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 to accept teachers with lower qualifications and thus reduce 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 for EFA? Whatever method is chosen, there is an urgent need for consultation on policies and fair negotiations with unions on salaries and conditions. A successful partnership to achieve EFA requires on-going dialogue and full transparency.

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

2. Global Partnerships on 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 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 its prevention. This can

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.

be accomplished by sharing information with colleagues, students and other unions, 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 are disseminating information and making training programmes on HIV prevention an integral part of their daily work.

EI supports and promotes this new orientation. In order to provide its affiliates 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, working together to help EI affiliates develop guidelines and recommendations for HIV-related policies, curricula and professional development.

Through regional seminars, union leaders gained knowledge and understanding to implement HIV-

related policies for their unions and to work with their respective Ministries of Health and Education to strengthen and improve national policies, curricula and training. A survey of activities undertaken by teachers' unions showed a significant increase in the number of unions that developed such policies and worked with their 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 which helps teachers to avoid HIV infection, as well as to advocate for effective prevention efforts in schools, and help students acquire skills to avoid HIV infection.

At first, meetings between unions and ministries' 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 Minis-



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.

tries of Health and Education are part of the unions' 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, EDC and their partners at the national level have shown that such partnerships can be successful.



Teachers' demonstration on May Day - Mali 2003



IV. . CASE-STUDIES: 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. This 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 to ask 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. I am proud to say that within one year we have a well-trained teacher acting as a HIV focal point in 600 schools, about 70% of all schools in the country. 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, participants 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 demonstration of love can give somebody an extra day of life."



*Guyana students
- EI evaluation
mission in 2004*

GUYANA Since 2004 the GTU has been involved in the HIV/AIDS programme

Teachers trained on HIV prevention:	985
Schools reached the HIV prevention training:	700
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 on ARV therapy (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/EI/GTU

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 have been orphaned due to AIDS, and it is estimated that 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 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, 10,000 teachers who have graduated over the last four years are still 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-scale 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, like many others, and that affected people can continue living and working,"* says Mwaba.

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



ZNUT took the lead in the HIV/AIDS prevention campaign, while the government was minimizing 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 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

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

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

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 training



activities within her province, and she has to report regularly on this matter to the project’s national coordinator in Kigali. Jeanne is responsible for contacting 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, which, in 1994 claimed 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 large 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 ge

In 2002, Jeanne was trained to become a master trainers on 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

since then trained HIV/AIDS “focal point” persons in all the schools in the province. The school focal points are now training their teacher colleagues on HIV prevention. By the end of last year, thanks to the cascade approach, every school in the country had one focal point and a total of 8.000 teachers were trained on HIV prevention.

HIV/AIDS education was formalised 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 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 withdraw their children from school when they no longer have the money to pay school fees. Rwanda, like many other devel-



oping 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 (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

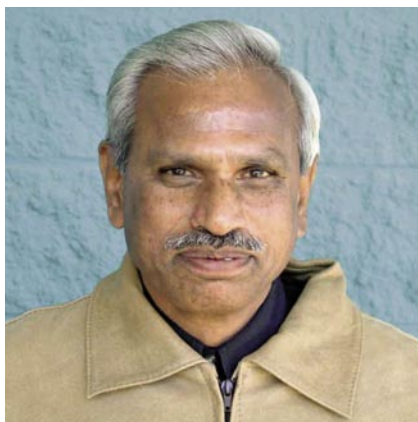
Sources: Human Development Report 2004, UNDP / UN Population Division Database / WHO/EI/EER/SNEP

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

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 although

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.

"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 can be right on certain issues e.g. that classrooms are packed, school buildings are falling down, there is a lack of water, schoolbooks, teachers are often unqualified and unmotivated ... by and large not the most attractive place to send your child, and most schools are like that in India.

Education is free in India, but parents have to pay for books and school uniforms. When 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, including the "untouchables".

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 more than 1 kilometre away from communities. To make schools more attractive, local governments took initiatives such as providing free meals to the pupils.

School enrolment increased enormously. Still 1 million children are not attending school in the state of Andra Pradesh. The PRTU therefore en-



courages 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 free quality education rather than free education full stop.



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 (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, EI/AIFTO/AIPTF

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 Organisation</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 organisations currently involved in the EI EFAIDS programme

Africa

- **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** - SYNADEEPCI (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)
- **Ethiopian Teachers' Association** – ETA (Ethiopia)
- **Fédération Syndicale Professionnelle de l'Education** - FSPE (Guinea)
- **Syndicat Libre des Enseignants et Chercheurs de Guinée** - SLECG (Guinea)
- **Kenya National Union of Teachers** – KNUT (Kenya)
- **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)
- **Syndicat National des Enseignants du Niger** – SNEN (Niger)
- **Equipes Enseignantes du Rwanda** - EER (Rwanda)
- **Syndicat National des Enseignants du Primaire** - SNEP (Rwanda)
- **South African Democratic Teachers' Union** – SADTU (South Africa)
- **Syndicat National de l'Enseignement Elémentaire** - SNEEL (Senegal)



- **Syndicat Unique et Démocratique des Enseignants du Sénégal** - SUDES (Senegal)
- **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)
- **Uganda National Teachers' Union** – UNATU (Uganda)
- **Zambia National Union of Teachers** – ZNUT (Zambia)
- **Zimbabwe Teachers' Association** – ZIMTA (Zimbabwe)

Latin America

- **Confederación de Trabajadores de Educación Urbana de Bolivia** – CTEU-B (Bolivia)
- **Unión Nacional de Educadores** – UNE (Ecuador)

- **Sindicato Unitario de Trabajadores de la Educación Peruana** – SUTEP (Peru)

Caribbean

- **Guyana Teachers' Union** – GTU (Guyana)
- **Confédération Nationale des Édicateurs d'Haïti** - CNEH (Haiti)

Asia

- **All Indian Federation of Teachers Organisations** – AIFTO (India)
- **All India Primary Teachers Federation** – AIPTF (India)

Education For All HIV and AIDS

The Teachers' Union Response



EDUCATION INTERNATIONAL
INTERNATIONALE DE L'ÉDUCATION
INTERNACIONAL DE LA EDUCACIÓN

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