



# *Annual Report 2011*



Education International  
Internationale de l'Éducation  
Internacional de la Educación

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In order to produce an integrated report to the upcoming World Congress in 2015 (which will cover the work done by EI between 2011 and 2014), we have opted to use the priority areas adopted by the Executive Board in late 2011 as framework for this report. In doing so, consistency and continuity can be ensured for the entirety of the report. Special emphasis will be given to the implementation of resolutions passed by the World Congress in Cape Town from the 2012 Annual Report onwards.

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# 1. Introduction

For Education International (EI), 2011 was a year of significant achievement. Over 1,700 education leaders from all over the world gathered in Cape Town, South Africa, for the Sixth EI World Congress, rallying behind the banner, 'Building the future through quality education'. Congress delegates adopted EI's first comprehensive Education Policy Paper. This document outlines the principles which underpin EI's views on education and confronts the most critical issues facing public education around the world. It is founded on the belief that quality public education is essential for healthy communities and must be a global priority for all governments.

Participants also adopted a Resolution on the Future of the Teaching Profession, drawing on the outcomes of the first Summit on the Future of the Teaching Profession, held in March in New York, USA. This resolution seeks higher status and decent working conditions for educators worldwide, as well as free quality public education for all.

The damaging effect of the economic crisis, ongoing since 2008, on the education sector was still at the heart of global education leaders' concerns in many forums during

the year. On many occasions, at national, regional, and global levels, EI representatives reiterated the call to governments not to use the crisis as an excuse to cut funds in education while they look for recovery strategies. Quality education for all has the potential to be one of the most important factors in the long-term resolution of the crisis and one of the key elements in building a fairer and more prosperous world for all. This advocacy work will be strengthened in 2012 through further campaigning activities to tackle the impact of the crisis on education. These activities will continue to emphasise that the development of national quality education services for all is one of the most important alternative policies for governments to austerity measures and one which will lead to a socially fair and sustainable world.

Human and trade union rights are most at risk in times of economic and social crisis. In 2011, the development or confirmation of worrying trends in violations of individual human rights and trade union rights of teacher unions was noted. An increasing number of governments have attempted to curb the rights of teachers to unionise and bargain collectively. Recommendations from the International Labour Organisation (ILO) following complaints lodged by EI and

its member organisations have all reaffirmed union rights of teachers as public servants.

Gender equality was also a key focus for EI and its affiliates during the past year. In January, EI convened its first World Women's Conference, On the Move for Equality, in Bangkok, Thailand. This event provided the time and opportunity for participants to share, analyse, and contribute to a forum, the outcomes of which will inform EI's work on gender in the years to come. It also provided an agenda for the organisation on gender equality which was further developed in discussions at Congress. The Conference emphasised that teacher trade unions believe that social justice and solidarity in society is underpinned by respect for and implementation of the principles of gender equality. It also strongly underlined the effectiveness of the regional and global women's networks established by EI since its creation.

Fred van Leeuwen  
General Secretary



## 2. Activities

The five priorities guiding all the work that EI undertakes are:

- 1 Protecting our schools, teachers and students against the effects of poverty, debt and economic crises
- 2 Countering de-professionalisation trends
- 3 Confronting attacks on education unions and public services
- 4 Pursuing the rights and equality agenda
- 5 Strengthening EI and its membership to meet these challenges

The first and second priorities substantiate and advance the professional agenda, by developing strategies to implement the EI Education Policy and monitor the achievement of Education For All pledges made by governments and the international community.

The third and fourth priorities, which address attacks on education unions, the erosion of democratic and social standards in general, as well as persistent inequalities, call for the effective use of the complaint mechanisms provided by United Nations' (UN) and regional agencies, helping to protect the rights and status of educators and pupils.

To even further advance the work under the four priorities mentioned above, the fifth priority aims at strengthening the capability of EI's membership, enabling capacity building and organising programmes.



*Protecting schools, teachers and students against the effects of poverty, debt and economic crises*

**PRIORITY 1: Protect (public) education systems, teachers, other education employees, students and children against the negative effects of the debt and economic crises and the implementation of detrimental market mechanisms**

The damaging effects of the global economic crisis, ongoing since 2008, have affected the education sector worldwide. Whether through direct cuts in education budgets, or through cuts in development aid, which in turn affect education budgets in developing countries, the crisis was at the heart of global education leaders' concerns in many forums during the year. EI advocates at the highest levels in order to prevent further cutbacks and their consequences for education workers and learners.

**EDUCATION FOR ALL**

At global level, EI participated in various Education For All (EFA) mechanisms and engaged with intergovernmental organisations, such as the ILO, UNESCO, UNICEF, the United Nations Development Programme (UNDP), the World Bank, the Organisation for Economic Co-operation and Development (OECD), the World Economic Forum and G20. EI advocated for quality public education, teachers, and other education personnel in these global forums, arguing that investment in education was a solution to the crisis.

EI also worked closely with the Global Campaign for Education (GCE), other civil society organisations, and other global union federations to promote investment in education and quality public services, as well as a more coordinated response to the financial and economic crisis.

The **EI European Region**, the European Trade Union Committee for Education (ETUCE), raised awareness on



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equality in education concerning the Roma and other socio-economically disadvantaged sections of society. It sent two statements to the European Union's Education Council: *Education as a tool in the Roma inclusion policies* and *Proposal for a Council Recommendation on Early School Leaving*.

In the **Caribbean**, Education for all was strengthened through cooperation with the Canadian International Development Agency (CIDA). Through this partnership, a wide array of capacity building projects for the education sector was realised in Jamaica. Specific focus points were the development of basic education, literacy, numeracy, life skills, and employment skills.

**EARLY CHILDHOOD EDUCATION**

In July, the 6th EI World Congress, held in Cape Town, South Africa, adopted a strategy for the development of Early Childhood Education (ECE). The GCE also chose ECE as the 2012 Global Action Week (GAW) theme.



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With the assistance of the Task Force on ECE, EI continued to disseminate the findings of the study, *Early Childhood Education: A Global Scenario*, published in 2010. It commissioned another study on privatisation in ECE, to be completed in 2012.

In **Europe**, the Hungarian Presidency of the European Union (EU) organised a conference entitled Excellence and Equity in ECE, attended by the ETUCE Secretariat and ECE Taskforce members. The European Commission also presented its new guidelines on ECE, *Communication from the Commission on Early Childhood Education and Care: Providing all our children with the best start for the world of tomorrow*. This policy initiative was followed by Draft Council Conclusions on Early Childhood Education and Care, adopted at the Education, Youth, Culture and Sport Council meeting in May. ETUCE advocated with the Council and the European Commission before the adoption of the policy.

### HIGHER EDUCATION AND RESEARCH

Through advocacy and research, EI actively defended the professional and employment rights of higher education and research staff. This included the UNESCO/OECD/World Bank forum on university rankings, held in May, and participation in the OECD stakeholders' group with respect to the Assessment of Higher Education Learning Outcomes (AHELO).

EI monitored and responded to violations of academics' human and trade union rights and academic freedom. In co-operation with affiliates and the regional offices in **Africa, Asia-Pacific** and **Latin America**, EI launched campaigns to secure academic freedom in Bahrain, Colombia, Iraq, Palestine and Somalia. The joint EI and University and College Union (UCU) campaign contributed to the release of Colombian academic Dr. Miguel Ángel Beltrán, who was absolved of all charges.

Reacting to the publication by the European Commission of a Communication on Modernisation of Higher Education, **ETUCE** published an article to raise affiliates' awareness in a circular, *Extension of tuition fees? – The effect of the crises on the EU higher education policy*.

A **Latin American** regional meeting with higher education trade unions was also held in 2011. Trade unions assumed a leading role in the defence of higher education (a highly commercialised and deregulated sector), and went on to prepare proposals for a public university strategy in the region, to be presented at the World Conference on Higher Education to be held in Buenos Aires, Argentina, in September 2012.

### VOCATIONAL EDUCATION AND TRAINING

A Vocational Education and Training (VET) Forum was held at the 6th EI World Congress to allow affiliates representing

the sector to discuss VET in their respective countries. Forum participants also scrutinised the EI Policy Statement on VET presented to the World Congress.

At the European level, **ETUCE** organised a joint seminar with European Trade Union Institute (ETUI) in Lithuania in March, entitled *VET in Lifelong Learning – the role of teachers' unions*. This seminar aimed at exchanging experience on the role of trade unions in the VET sector in Europe. It also examined to what extent trade unions can have an influence on improving this sector at a time of crises. During the seminar, ETUCE set up a VET working group, which undertook to update an ETUCE Policy paper on VET. The draft policy paper will be presented at the next ETUI-ETUCE Joint Seminar, *Inclusive Vocational Education and Training during the crisis*, to be held in Portugal in 2012.

### SCHOOL LEADERSHIP

School leadership is an important aspect of EI's Education Policy Paper adopted by the 6th World Congress. Through advocacy with intergovernmental organisations such as UN-

ESCO and OECD and other efforts, EI continued to promote school leadership and the important role school leaders play in ensuring quality teaching and learning.

**ETUCE** set up a School Leadership Working Group and a School Leadership Advisory Group. It also carried out a survey in 11 countries on the situation of school leaders in Europe. ETUCE plans to develop a School Leadership Policy after the survey's completion in 2012.

### STATUS OF TEACHERS

EI played a significant role in the organisation of the first International Summit on the Teaching Profession held in March in the US. It was the first time that EI had linked up with governments to jointly organise a conference on the future of the teaching profession and the status of teachers.

Following on the EI Policy paper, *Building the Future through Quality Education*, and the Resolution on the Future of the Teaching Profession adopted at the EI 6th World Congress, the Executive Board set up a committee that will advise on EI's work with the OECD in the future.





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The study, *Future of the Teaching Profession*, was commissioned by the EI Research Institute (EIRI) to Professor John MacBeath, Cambridge University, United Kingdom. It collected and analysed literature on teachers' effectiveness issues focusing on pedagogical autonomy, space for creativity and collaboration between teachers. It provides a strong research support for EI policies, particularly in relations with OECD.

## TRADE AND EDUCATION

EI continued to monitor negotiations at the World Trade Organisation (WTO) and other trade talks, to ensure that educational services be excluded from commercial trade agreements, thus keeping trade and education separate.

Addressing the issue of a lack of funds for education, the Council of Global Unions' research project on Corporate Taxation and Resources for Quality Public Services was launched in London on 30 October 2011. The study was undertaken by the EIRI and funded by a grant from the *Hans Böckler Stiftung*, and supported by several EI affiliates, including the National Education Association (NEA), US, and Union of Education Norway (JEN).

A study entitled *Impacts of IMF Policies on National Education Budgets and Teachers: Exploring Possible Alternatives and Strategies for Advocacy*, was completed in June 2011 and will be published in 2012. Funded by the EIRI and

the NEA in the US, the study provides a critical review of how current International Monetary Fund (IMF) macroeconomic policy conditions impact on the ability of borrowing countries to finance national education budgets and wages for public sector teachers. It examines three case studies of IMF loan programmes in Jamaica, Latvia and Uganda.

The 8th **Latin American** Regional Conference approved a declaration on the status of public education in the region. It approved a work strategy to be applied at regional, sub-regional and national level. It launched a Latin American pedagogical movement entrusted with developing alternative proposals for educational policy. This movement will look into how the teaching profession can be a social interlocutor and have a greater impact on society and governments. It will debate policies helping to reverse the implementation of neo-liberal policies in education and stop the promotion of profit in education.

In December, the *First Meeting Towards a Latin American Pedagogical Movement*, held in Colombia, offered a great opportunity to more than 500 teachers, trade union officials, and governmental and institutional representatives to develop their proposals in the framework of a Latin American pedagogical movement. Among other topics, they detailed actions in favour of the public dimension of education, democratic management and public investment in education, as well as educators' training and assessment.

## Countering de-professionalisation trends

### PRIORITY 2: Promote the status of the teaching profession, improve professional standards and working conditions, and counter de-professionalisation trends

The second priority underpins EI's advocacy work representing member organisations' interests to inter-governmental and non-governmental bodies. In this particular area, EI engaged in advocacy work with the following institutions: UNESCO, ILO, UNDP, OECD, WTO, World Bank, IMF, and the G8.

Priority 2 also comprises activities to advance the professional agenda with national governments and the international community. EI's emphasis was on two main issues: teacher shortages and the decline of employment conditions in the education sector. Another area of focus was the professional qualification of teachers.

In this respect, EI monitored the employment policy of the EU, advocating for the protection of both the teachers' rights to work in the EU and the safeguarding of their national education systems.

### PROFESSIONAL ETHICS

Building on the Declaration on Professional Ethics, workshops were organised in coordination with the Regional Committees in the **Caribbean**, **Asia-Pacific** and **Latin America**. For example, in **Asia-Pacific**, EI member organisations in Malaysia, Thailand and Cambodia met in February to discuss the need for teacher organisations to further promote professional ethics at the national level. In **Africa**, such a workshop was held in Ouagadougou, Burkina Faso, attended by representatives of EI affiliates from Ivory Coast, Guinea, Mali, Mauritania, Niger, Senegal and Togo.



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*The First Meeting Towards a Latin American Pedagogical Movement* afforded a forum for a full discussion and reflection by trade unions on the development of proposals on issues such as teacher training as well as fair assessment. In parallel, a research study on the status of initial and in-service teacher training in Latin America was conducted.

A survey was also conducted in preparation of a study on the support of non-teaching staff's level of organisation in **Latin America**. It aims at finding out whether these edu-



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educational personnel are affiliated with trade unions, whether there is a professional career for non-teaching staff, and if their claims are included as part of the demands and collective bargaining in the education sector.

In the **Caribbean**, EI and the Caribbean Union of Teachers (CUT) encouraged progress in academic and teaching performance standards; management, implementation and contextualisation of evaluation, and academic standards; and sharing of international experiences through a series of workshops.

The study on teacher education and training for under-qualified contract teachers in the context of recent education reforms in India and Indonesia was conducted with the support of the national and local teacher unions. The study find-



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ings are based on literature and policy document reviews; interviews undertaken with policy makers, union leaders and other educational stakeholders; as well as classroom observation in schools. In both case countries, under-qualified contract teachers, who face inadequate service conditions and receive little professional development support, constitute a considerable part of the teaching workforce.

The research project, *Teaching under China's Market Economy: Five Case Studies*, commissioned by EI to Dr. Shibao Guo, Calgary University, Canada, was completed in June 2011. The final report contains a literature review, statistical analysis, and five regional case studies assessing, for the first time, the working conditions of teachers in China. The report was presented and discussed during a side-meeting of the EI 6th World Congress and endorsed by the EI 39th Executive Board meeting. It will be published in 2012.

The **ETUCE** completed a health and safety in schools research project on teachers' work-related stress and published the results from a European-wide survey, carried out in 500 schools in coordination with member organisations. The aim was to assess, compare and evaluate the impact of teachers' work-related stress. ETUCE also launched a new project to be finalised in 2012: Social Partners in education



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concerned about Violence in Schools: How to Prevent and Mitigate Third-Party Violence and Harassment in Schools. The aim is to implement multi-sectoral third-party violence-prevention guidelines.

As part of the EU Marie Curie Education as Welfare (EduWel) project, *Post-compulsory education as welfare*, the EIRI has been conducting the research project, *Structures of Injustice: Mapping Capabilities and Freedom of Doctoral Candidates in Humanities*. In 2011, in consultancy with EI Higher Education affiliates, a survey was conducted among EI Higher Education sector affiliates in Europe, investigating existing policies in this area, general views on the situation of doctoral candidates in the respective countries, and proposals for enhancing their capabilities. The EIRI-commissioned report to the IS Academie Education and Development at the

University of Amsterdam, *Teachers, Teaching and Learning in Global Education Reforms*, was undertaken during 2011 and will be published in 2012. It explores how global education reforms influence the professionalism and the wellbeing of teachers in diverse contexts in the global south. Five case-study chapters are included in the report and look at school-based management in Namibia, teachers and accountability policies in Jamaica, public-private partnerships in Uganda, teacher evaluation in Peru, and incentive schemes for teachers in Indonesia.

### HUMAN AND TRADE UNION RIGHTS

In coordination with the different **regions**, EI organised a series of workshops and actions on Human and Trade Union Rights issues with a special focus on the status of teachers. Sub-regional workshops were held for Association of Southeast Asian Nations (ASEAN) and South Asia Association for Regional Cooperation (SAARC) countries as well as in Bangladesh. The trainings organised for 28 teacher unions in Cambodia, India, Indonesia, Malaysia, Nepal, Pakistan, Philippines, Sri Lanka, and Thailand had the potential to reach over 6.5 million teachers and education workers in Asia. Training on freedom of association and collective bargaining was also organised in Central and Eastern Europe.

As another example, in **Latin America**, affiliates stood in solidarity with teachers and students in Chile, who mobilised for more than six months to demand reforms to the national education system, a public budget for education, and an end to profiteering from and trade in education. Another important solidarity campaign in Latin America was pursued by the social and teachers' movement of the Dominican Republic, demanding a minimum budget of 4% of GDP for education.

The study, *Support for Teachers Efficacy, Voice and Leadership*, commissioned by the EIRI to Cambridge University, continued throughout 2011. The study draws on a range of recent research on teachers' self-efficacy and confidence as well as the conceptual work already undertaken within the International Teacher Leadership project.

## *Confronting attacks on education unions and public services*

**PRIORITY 3: Confront attacks on education unions and their members, particularly with respect to freedom of association, collective bargaining rights and professional freedoms**

### **HUMAN AND TRADE UNION RIGHTS**

In 2011, EI's efforts to denounce the basic violation of human and trade union rights were stepped up in many countries –particularly in Bahrain, Botswana, Cambodia, Colombia, Egypt, Ethiopia, Fiji, Georgia, Iran, Swaziland, Tunisia, Turkey and Yemen– through solidarity actions, protests to the authorities, advocacy at the national and international levels, and submissions to international supervisory mechanisms.

When attempts to restore a national dialogue between the teacher unions and authorities did not yield results, EI supported its member organisations to submit allegations to relevant intergovernmental bodies. Depending on the situation, submissions were made to the ILO, the UN Human Rights Council, the African Union, and the Council of Europe. EI also submitted reports to the new UN Special Rapporteur on the Right to Freedom of Association, as well as to the Special Rapporteur on Torture, in the case of Bahrain.

EI and teacher unions submitted or updated complaints to the ILO's Committee on Freedom of Association and reports to the Committee of Experts. As in every year, EI took an active part in the Workers' delegation at the ILO Commission on the Application of Standards during the International Labour Conference in Geneva in June. In 2011, of particular interest for teacher unions were the cases of Cambodia, Fiji, Romania, Swaziland, Turkey, and Uzbekistan. On the basis of the complaints lodged by EI and its members, the ILO has issued several recommendations that reaffirm union rights of teacher organisations.



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EI provided and mobilised strong support for the teacher organisations in several **Arab countries** –particularly in Bahrain, Egypt, Tunisia and Yemen– following the involvement of teachers and their unions in the pro-democracy protests.

In Bahrain, EI rallied international support for the members of the Bahrain Teacher Association (BTA) whose officers and members suffered the consequence of the brutal crackdown on pro-democracy activists. Officers of BTA are still engaged in a long-delayed court case and all dismissed teachers had not yet been reinstated at the end of the year.

In Colombia, teacher unionists continue to be killed (19 in 2011) in the midst of a drive to privatise the education system. EI expanded its advocacy in support of trade union



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rights by also requesting that schools be acknowledged as safe sanctuaries in Colombia and elsewhere. EI supported the *Federación Colombiana de Educadores* (FECODE) in its opposition to the privatisation of schools and to the elimination of the teacher pension and health system.

The Turkish teacher union, *Eğitim Sen*, continued to be harassed by the authorities because of its policy in favour of education in the mother tongue (Kurdish) and for its outspokenness. In November, 25 members of *Eğitim Sen* and the confederation of public services unions, KESK, were condemned to six years and five months imprisonment for engaging in what would be regarded elsewhere as legitimate trade union activities.

EI engaged with the Swazi authorities following the violent crackdown on peaceful pro-democracy activists, including many members of the Swaziland National Asso-

ciation of Teachers (SNAT), who demonstrated against the continued state of emergency and ban on political parties after 34 years. EI and SNAT also advocated for conditions to allow fair collective bargaining and sound governance of education initiatives.

In Fiji, EI also closely monitored worrying developments there and engaged in an international campaign in defense of union rights.

A human and trade union rights workshop organised in Dili, East Timor, helped equip leaders of the East Timor Teachers' Union to more effectively report violations of human and trade union rights. EI provided advice, support, and training to defend trade union rights of teachers and education workers. EI also networked with other Global Union Federations (GUFs), the International Trade Union Confederation (ITUC) and human rights associations, such as Amnesty International, International Federation of Human Rights, Human Rights Watch and ICTUR, the International Council for Trade Union Rights.

Many campaigns were run online through the trade union network, LabourStart.

### STATUS OF TEACHERS

EI worked on promoting and defending the status and rights of teachers based on the UNESCO-ILO 1966 and 1997 Recommendations. Through the celebration of World Teachers' Day on 5 October every year, EI continued monitoring the respect for the international recommendations in each country. The message for World Teachers' Day was *Teachers for Gender Equality* and was celebrated by 101 member organisations worldwide.

EI developed a new Campaign for the Protection of Education to be launched in 2012. Together with Public Services International (PSI), EI also leads the *Quality Public Services Campaign*, aiming at mobilising public service employees in selected major cities around the world.

## *Pursuing the rights and equality agenda*

**PRIORITY 4: Challenge the erosion of democratic and social values, and address gender inequality, racial intolerance and xenophobia through the promotion of human rights, equality and trade union rights for sustainable societies**

EI pursued its efforts to promote the universality, indivisibility and interdependence of human rights through activities aimed at strengthening education unions and promoting the development and implementation of laws and policies that advance equal rights for all.

In order to help teacher unions to reduce the gaps in equity and inequality and target specific socially excluded groups, EI held a series of activities aimed at raising awareness and helping unions to develop policies and programmatic responses.

### **HIV/AIDS**

EI held HIV/AIDS training programmes for affiliates in **Africa**, **Asia-Pacific** and **Latin America**, aimed at helping them to achieve universal primary education and combat HIV/AIDS. This programme was undertaken thanks to financial support by the Dutch government.

### **MIGRANT TEACHERS**

In response to the increasing violation of migrant teachers' rights, the 6th World Congress adopted a new Resolution on Teacher Migration and Mobility. It also developed a campaign to promote migrant teachers and their families' rights, as well as decent work for all.

### **HEALTH AND SAFETY IN SCHOOLS**

Since the adoption of the *EI Recommendation on Education under Attack and Persecuted Teachers* and the *EI Decla-*



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*ration on Schools Shall Be Safe Sanctuaries*, EI has been engaged in advocacy initiatives urging the international community to prevent violations of the right to education. It calls on governments the world over to ensure safety in schools; learners', teachers', education personnel and academics' security; to strengthen international law and end impunity.

In India, a workshop on *Teacher Organisations Promoting Minority Rights* was held. The seminar discussed the status of minorities' rights, mainly religious communities' religious and educational rights. It made recommendations for educators' unions to promote educators' rights in minority schools.



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Another workshop on *Teachers Promoting Dialogue and Understanding among Cultures* was held in Nepal. Participants discussed impediments to dialogue and made recommendations to improve understanding among different cultures within educators' unions, schools, or education systems. They proposed an action plan for educators' unions to promote dialogue and understanding.

## CHILD LABOUR

EI cooperated with its member and partner organisations to document restrictions to the right to education. It lobbied governments and the UN to adopt policies and programmes towards the elimination of all forms of child labour. The 6th World Congress adopted an important Resolution on Child Labour. EI and the ILO International Programme on the Elimination of Child Labour released a new publication for the World Day against Child Labour, and renewed their collaboration for the coming years.

The EIRI study, *Equity Matters*, was completed and published in May 2011. The aim of this project was to capture the nature and significance of unions' equity policies in the

achievement of quality education for all in public education systems. The study is based on an extensive literature review, an EI membership survey and a set of country case studies.

## GENDER EQUALITY

In the area of gender equality, EI held its first World Women's Conference, *On the Move for Equality* during 2011. Over 350 education unionists from all over the world came together to develop strategies towards gender equality and women's rights, making recommendations to the World Congress. Based on these discussions, the World Congress adopted a Resolution on Gender Equality. The year ended with the creation of the EI Gender Equality Action Plan, setting priorities and formulating targets for the equality work of the global education movement now and in the years to come.

In March, EI lobbied governments gathered at the UN Commission on the Status of Women (UNCSW). Moreover, EI also led international campaigns and action days such as the International Women's Day on 8 March and the International Day for the Elimination of Violence against Women on 25 November. EI took the lead in organising the Global Action Week in April, demanding girls' right to education, as well as World Teachers' Day on 5 October under the slogan, "Teachers for Gender Equality".

**ETUCE** successfully applied in 2011 for an EU grant to enhance gender equality in education. This project aims to exploit the education sector's potential to overcome gendered discrimination in the labour market. It will help to promote more gender equality within the teaching profession itself. It will also trigger a change in students' future career choices, by providing teachers and teacher unions with the know-how and tools necessary for a gender-sensitive approach in education and, consequently, in society as a whole.

In **Asia**, a number of training programmes and seminars were organised for the Women's Networks to help develop skills to advocate gender equality and promote the election of women to decision-making positions in the unions.



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In **Latin America**, the Women in Education Network tackled political and organisational issues. A large number of Latin American women attended the Regional Conference and the First Latin American Meeting Towards a Pedagogical Movement.

In **Africa**, the regional office organised, in consultation with the Regional Committees, regional, sub-regional and national workshops to promote the status of women and support women's networks.

In the **Caribbean**, a women's rights and pay equity training workshop was held in Trinidad and Tobago in February, gathering representatives from Jamaica, Barbados, Suriname, Trinidad and Tobago, Guyana and St. Kitts.

### LGBT RIGHTS

Various activities in **Latin America** were aimed at strengthening the trade unions' capacity to defend lesbian, gay, bisexual and transgender (LGBT) rights. Work focused on

raising awareness among trade union leaders, as well as including the topic in curricula and teacher training. Organisations such as the *Confederação Nacional dos Trabalhadores em Educação* (CNTE), Brazil, have played a leading role in this respect. Similarly, organisations in Argentina and Colombia continued including training on these issues in their work agenda.

### CLIMATE CHANGE

The 6th EI World Congress passed a ground-breaking Resolution on climate change, highlighting the educators and unionists' role in raising awareness on issues linked to climate change and sustainable development. The resolution reinforces teacher unionists' roles and responsibilities, as educators and labour rights activists, in combating climate change. Apart from educating the next generation on what they can do, educators will also play their part by actively reducing their carbon footprint. Educators' organisations will also take part in developing policies leading to fair and greener workplaces in the future.

*Strengthen EI and its membership  
to meet these challenges*

**PRIORITY 5: Strengthen and mobilise EI and its member organisations in the light of the above challenges and priorities**

One of the biggest challenges confronting teacher trade unions since the beginning of the financial crisis is to improve their capacity to represent in the best way all of their members. Today, and in the coming years, the voice of teachers and education employees needs to be heard loud and clear in many fields. To achieve that, strong, representative, democratic, and autonomous organisations are needed. EI members should be strong in their capacity to deliver, not only the needs of their members, but also the contributions that they have to make to help countries to get out of the current crisis and grow.

Therefore, it becomes a priority to engage more teachers in the teachers' trade unions, to train them not only to defend their rights and the rights of their students, but mostly to remain united and firm. It is also necessary to provide members with the tools to organise EI's affiliates in order to create more strength when defending rights and proposing new ways of expanding education to all.

For example, in Indonesia, 25 training programmes in 25 provinces were held to develop the union skills of local union leaders of the Teachers' Union of the Republic of Indonesia (PGRI). These training programmes reached more than 300 women and 700 men, leaders of PGRI branches across the country.

During 2011, there were radical changes to the political, social and, especially, the union movements in the countries of the **Middle East**. In light of these developments, EI fund-



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ed and coordinated assistance programmes aimed at helping to build or strengthen representative, democratic and independent education unions in the region. For some unions, the change was sudden (such as in Egypt), while with other unions (such as in Tunisia), the teachers' unions were involved in the planning and mobilising of pro-democracy activities. EI was in continuous contact with all its affiliates in the Arab countries that were experiencing change or violations and provided support and training in all possible forms.



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### DEVELOPMENT COOPERATION

EI Development Cooperation work is aimed at promoting, coordinating and undertaking activities to build and strengthen teacher unions. Solidarity programmes and support activities are planned, coordinated and evaluated in conjunction with cooperating organisations and union partners at global and regional level.

In Central Asia, the training programmes for the region's unions were continued. EI work in Central Asia, however, occasionally meets resistance, especially concerning child labour. Nevertheless, when workshops and seminars are held with the local unions, substantive improvement in the organisations taking part is visible.

In a similar manner, in the Pacific, the John Thompson Fellowship Programme contributes to the strengthening of teacher organisations through the transfer of skills and provides an opportunity to reflect on the organisations and develop strategies to become stronger.

### SOLIDARITY FUND

EI makes use of every possible way to provide humanitarian assistance through its Solidarity Fund. Cooperating with

recognised aid agencies, in 2011, individual aid was given to teachers and education support staff, thereby helping to restore livelihoods and to rebuild the infrastructure that is of vital importance to education unions and their members. Moreover, EI provided support to unions and their members, victims of violations of human and trade union rights and of repression in general. Such support took the form of legal assistance in courts, support to families of union members who are being detained, and, if unavoidable, assistance to leave the country, seek asylum and settle elsewhere.

### RESEARCH

Research is one of EI's key activities. Through our research, we work to provide teachers and education unions with the knowledge and policy tools they need to meet challenges to public education systems. We monitor developments and trends across the education sector and develop solid fact-based argumentation for the advancement of quality education worldwide.

In Latin America, a study was conducted and published on the state of education among the indigenous populations of eight countries and on the public policies that protect their rights.

An important part of EI research work is the facilitation of exchange and experience amongst the research officers of member organisations. To that end, the 7th Annual Research Network Meeting brought together research officers from EI member organisations in Brussels to exchange work, ideas and strengthen collaboration. EIRI also held its fourth annual Board meeting endorsing new studies and activities.

On a more direct advocacy level, EI continued to interact with OECD, through its observer status in the Programme for International Student Assessment (PISA) and the Teaching and Learning International Survey (TALIS), promoting the values and knowledge of the teaching profession in these advisory bodies.

## Other activities

### Other action points derived from Congress resolutions and from the general Programme and Budget

While the activities reported about in the above chapters highlight the programme work done by EI, this section focuses on the governance of the organisation and its general operations throughout the year. Action points here mainly concern the functioning of the several governing bodies that govern the organisation, as well as cross-cutting activities such as EI communication work.

### GOVERNANCE

In 2011, EI held its 6th quadrennial World Congress in Cape Town, South Africa on 22-26 July. As the organisation's main decision-making body, it is composed of the Executive Board and of representatives of member organisations. Overall, around 1,700 participants attended the event and witnessed the adoption of a consolidated education policy and an ambitious programme of activities for 2012-2015. Susan Hopgood (Australian Education Union/Australia) and Fred van Leeuwen (*De Algemene Onderwijsbond/Netherlands*) were elected to a new four-year term as, respectively, President and General Secretary of the organisation.

The Executive Board itself, which directs the affairs of the organisation between two World Congresses in conformity with the decisions and resolutions of the latter, held four meetings. Because 2011 was a Congress year, much of the business of the Executive Board focused on Congress itself and on preparing the new activity programme for the next four-year period to be adopted by Congress.

The Executive Board also makes decisions on membership matters. In 2011, the following organisations were



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admitted into membership of Education International: In **Africa**, the Syndicat National Autonome des Professeurs de l'Enseignement Secondaire et Technique (SNAPEST/Algeria), the Sindicato Nacional dos Professores (SINDEP/Cape Verde), the Independent Teachers Union of Egypt (ISTT/Egypt), the League of Public Technical and Vocational Teachers (CETO/Lebanon); and in **Asia-Pacific**, the Basic Education Sector Teachers Federation (BESTFED/Philippines).

The following organisations' membership came to an end in the period concerned, after they failed to pay membership dues for three or more years: In **Africa**, Syndicat National des Instituteurs et Institutrices, Animateurs et Animatrices des Ecoles Publiques (SNIA-EP/Benin), the Fédération Nationale des Travailleurs de l'Enseignement Privé du Cameroun (FENTEPCAM/Cameroon), the Syndicat National Des Enseignants Du Cameroun (SYNEC/Cameroon), the Syndicat Libre des Enseignants du Tchad (SLET/Chad), the Government Secondary School Teachers' Union (GSSTU/Mauritius), the Teachers' Union of Namibia (TUN/Namibia), the Syndicat National des Agents de l'Enseignement du Niger (SYNAEN/Niger), the Fédération Indépendante Démocratique et Unitaire de l'Éducation et de la Formation (FIDUEF/Senegal); in **Asia-Pacific**, the Bangladesh Sanjukta Shikshak Parishad (BSSP/Bangladesh), the Federation of Indian Teachers (FIT/India), the National Union of Private School Teachers (NUPST/Sri Lanka), the Federation of Elementary Education Teachers' Associations of Thailand (FETAT/Thailand);



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in **Europe**, the Trade Union of Education, Science and Culture of Republika Srpska (TUESCRS/Bosnia and Herzegovina), the Education Trade Union of Croatia (ETUC/Croatia); and in **Latin America**, the Confederación Nacional de Trabajadores de la Educación Chilena (CONATECH/Chile).

In addition to meetings of the Executive Board, the Regional Governing Bodies also met. The **African** Regional Committee meeting, which was due to take place at the end of 2011, was postponed to February 2012 for logistical reasons. The last African Regional Conference took place in Brazzaville in December 2010. The next Regional Conference will most likely take place in late 2014. The **Asia-Pacific** Regional Committee convened in Bali, Indonesia on 27-28 September 2011. The last Regional Conference was held in Bangkok in November 2009. The next Conference will take place in Kuala Lumpur, Malaysia in September 2013. The **European** Trade Union Committee for Education (ETUCE) is EI's regional structure in Europe. The ETUCE Committee met in Brussels on 28 February-1 March 2011 and again on 10-11 October 2011. The ETUCE Conference will meet in Budapest, Hungary in November 2012. EI's 8th **Latin American** Regional Conference took place in Buenos Aires, Argentina on 8-10 June 2011. The Latin American Regional Committee convened in the same location on 6-7 June 2011 to prepare for the Conference. The last **North America & Caribbean Regional Conference** was organised in Trinidad & Tobago in February 2010. There is no EI regional committee in North America & Caribbean.

Advocacy work of the kind that EI routinely engages in gains in strength and effectiveness if supported by a broad consensus. EI is therefore a member of the Council of Global Unions, a coordination mechanism bringing together the ITUC, the Trade Union Advisory Committee to the OECD (TUAC) and the eleven GUFs. The Council enables the global unions to reach common positions in their advocacy with intergovernmental bodies such as UN agencies, OECD, the G20 and the international financial institutions.

In another example of high-level advocacy, EI also continued to work through the *Education and Solidarity Network* to identify countries where education unions could be active players in the development of solidarity-based social protection systems for teachers and their communities. The Network held its first General Assembly in 2011.

## COMMUNICATIONS

EI communication work was shaped by two major events in 2011. In March, the new EI web portal was launched. After two years of development, this new website, structured according to user-centric design principles and built on sustainable technological foundations, enables more efficient work-flows and better outreach to our target audiences.

The other main event was Congress in July. All Congress publications, materials, guides, videos, the quadrennial report, a special edition of the magazine, and five Congress Newsletters were produced by the unit in three languages. Moreover, a Communicators' Network (ComNet) was organised prior to Congress, bringing together communications officers to exchange views and share best practices.

Apart from these main action points, EI communications staff contributed essentially to the projects and events carried out by other units and regional offices during the course of the year, supporting them by means such as press work, publications logistics, or design work, thereby ensuring that EI messages and work were communicated to affiliates as well as to the general public.



## 3. Finance report

Ernst & Young Reviseurs d'Entreprises SCCRL have audited the financial statements for the year ended December 31, 2011, which were prepared for the purpose of the World Congress of Education International and which are not intended to be a presentation in conformity with the accounting principles generally accepted in Belgium.

These financial statements show a balance sheet total of € 6.379.121,90 and a profit for the year of € 118.203.

### *Responsibility of Management and the Board for the preparation and fair presentation of the financial statements*

Management and the Board are responsible for the preparation and fair presentation of the financial statements. This responsibility includes: designing, implementing and maintaining internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, selecting and applying appropriate accounting policies, and making accounting estimates that are reasonable in the circumstances.

### *Responsibility of the statutory auditor*

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in Belgium. These standards require that we plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatement.

In accordance with these standards, we have performed procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error.



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In making those risk assessments, we have considered internal control relevant to the Association's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Association's internal control. We have evaluated the appropriateness of accounting policies used, the reasonableness of significant accounting estimates made by the Association and the presentation of the financial statements, taken as a whole. Finally, we have obtained from management and the Association's officials

the explanations and information necessary for executing our audit procedures. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### *Opinion*

In our opinion, the financial statements for the year ended December 31, 2011 give a true and fair view of the Association's financial position and the results of its operations in accordance with the financial reporting framework as adopted by Education International.

### **Additional comments and information**

Our responsibility is to include in our report the following additional comments and information, which do not modify the scope of our opinion on the special purpose financial statements:

- Without prejudice to formal aspects of minor importance, the accounting records were maintained in accordance with the legal and regulatory requirements applicable in Belgium. The financial statements are presented in a specific format as adopted by Education International.
- The accounting policies applied when preparing these special purpose financial statements are in line with those as applied in prior periods.
- This report was prepared solely for the information and use of the World Congress of Education International and is not intended to be and should not be used by anyone other without our prior written approval.

Ernst & Young Reviseurs d'Entreprises SCCRL  
 Statutory auditor represented by  
**Herman Van den Abeele**  
 Partner

## *Income and expenditure as at 31/12/2011*

### INCOME

	BUDGET	ACTUAL	BALANCE
<b>MEMBERSHIP DUES</b>	<b>2011</b>	<b>2011</b>	<b>2011</b>
Floor Rate: 0,035	43.000	20.522	-22.478
GNI/GDP Fraction: 08: 13798, 09: 13331, 10: 12880, 11: 12444	762.093	1.032.715	270.622
Ceiling Rate: 08: 1.25, 09: 1.294, 10: 1.339, 11: 1.386	8.554.195	8.434.789	-119.406
Sub Total	<b>9.359.288</b>	<b>9.488.026</b>	<b>128.738</b>
<b>OTHER INCOME</b>	<b>2011</b>	<b>2011</b>	<b>2011</b>
Interest and Currency fluctuation	0	59.688	59.688
Sub Let	8.000	7.974	-26
Subsidies of salaries	113.500	389.673	276.173
Sub Total	<b>121.500</b>	<b>457.336</b>	<b>335.836</b>
<b>GRAND TOTAL</b>	<b>9.480.788</b>	<b>9.945.362</b>	<b>464.574</b>

### EXPENDITURE

	2011	2011	2011
<b>PROGRAM ACTIVITIES</b>			
<b>Education and Employment</b>			
Activities	278.500	292.321	-13.821
Salaries and Services	514.574	569.249	-54.675
Sub Total	<b>793.074</b>	<b>861.570</b>	<b>-68.495</b>
<b>Human and Trade Union Rights and Equality</b>			
Activities	250.500	237.759	12.741
Salaries and Services	522.711	509.409	13.302
Sub Total	<b>773.211</b>	<b>747.168</b>	<b>26.042</b>
<b>Communications</b>			
Activities	248.500	183.737	64.763
Salaries and Services	544.458	590.970	-46.512
Sub Total	<b>792.958</b>	<b>774.707</b>	<b>18.251</b>
<b>Campaigns and Solidarity Programs</b>			
Activities	429.879	308.651	121.228
Salaries and Services HQ	275.015	279.186	-4.171
Salaries and Services RO	475.339	508.060	-32.721
Salaries and Services EB	145.387	190.029	-44.642
Sub Total	<b>1.325.621</b>	<b>1.285.927</b>	<b>39.694</b>

	BUDGET	ACTUAL	BALANCE
<b>Research</b>			
Activities	123.000	107.210	15.790
Salaries and Services	311.000	323.600	-12.600
Sub Total	<b>434.000</b>	<b>430.810</b>	<b>3.190</b>
<b>Others</b>			
Global Unions	60.000	63.462	-3.462
M. Futrell Scholarships	20.000	20.000	0
Sub Total	<b>80.000</b>	<b>83.462</b>	<b>-3.462</b>
TOTAL PROGRAM ACTIVITIES	4.198.864	4.183.644	15.220
<b>GOVERNANCE AND ADMINISTRATION</b>	<b>2011</b>	<b>2011</b>	<b>2011</b>
<b>Global, (Sub) Regional and Other Bodies</b>			
World Congress 2011	840.000	856.642	-16.642
Executive Board and Officers Meetings	200.000	277.883	-77.883
Committee of Experts	15.000	15.059	-59
President's special expenses	25.000	25.000	0
Regional Conferences and Committee meetings	300.000	154.609	145.391
Sub Regional Bodies	50.000	54.068	-4.068
Mission and consultations	250.000	250.760	-760
Salaries and Services HQ	378.116	368.027	10.089
Salaries and Services ROv	118.835	127.015	-8.180
Sub Total	<b>2.176.951</b>	<b>2.129.063</b>	<b>47.888</b>
<b>Offices / Administration</b>			
Head Office	1.180.000	1.347.852	-167.852
Regional Offices	361.500	435.526	-74.026
Sub Total	<b>1.541.500</b>	<b>1.783.379</b>	<b>-241.879</b>
Adjustment Regional Office Africa	<b>0</b>	<b>124.572</b>	<b>-124.572</b>
Unforeseen staffing & recruitment costs	<b>63.000</b>	<b>62.157</b>	<b>843</b>
<b>Salaries and Services Administration</b>			
Salaries and Services HQ	1.270.420	1.329.590	-59.170
Salaries and Services RO	118.835	127.015	-8.180
Salaries and Services EB	93.774	87.740	6.034
Sub Total	<b>1.483.028</b>	<b>1.544.345</b>	<b>-61.316</b>
TOTAL GOVERNANCE AND ADMINISTRATION	5.264.479	5.643.515	-379.036
<b>GRAND TOTAL</b>	<b>9.463.343</b>	<b>9.827.159</b>	<b>-363.816</b>
<b>EXCESS OF INCOME OVER EXPENDITURE</b>	<b>17.445</b>	<b>118.203</b>	



## 4. Publications overview

### LIST OF EI 2011 PUBLICATIONS

#### Magazines

- ~ Worlds of Education n°37 EN/ES/FR
- ~ Worlds of Education n°38 EN/ES/FR
- ~ Worlds of Education n°39 EN/ES/FR

#### Annual Report 2010 EN/ES/FR

#### Studies

- ~ Quality Educators: An International Study of Teacher Competences and Standards EN/ES/FR
- ~ Reducing Barriers for Community School Teachers to Become Qualified Teachers EN/FR
- ~ Global Corporate Taxation and Resources for Quality Public Services EN/FR
- ~ Equity Matters EN
- ~ Education For All by 2015 - Education International's Response to the Global Monitoring Report 2011 EN/ES/FR
- ~ Warning! Children in hazardous work - End child labour EI/ILO EN/ES/FR
- ~ Healthy Action: An Activity Book for Teachers and Learners EN/FR
- ~ Impacts of IMF Policies on National Education Budgets and Teachers EN

#### 1st EI World Women Conference

- ~ Four newsletters EN/ES/FR
- ~ Description of EI's regional and sub-regional Women's Networks EN/ES/FR
- ~ Draft Report: EI Survey on the Status of Women in Unions, Education and Society EN/ES/FR
- ~ Conference Guide EN/ES/FR
- ~ Conference poster EN/ES/FR

### 6th EI World Congress

- ~ Five newsletters EN/ES/FR
- ~ Six booklets, among which the Quadrennial reports on gender, LGBT and Indigenous issues in Education, Unions and Society EN/ES/FR
- ~ Poster WTD EN/ES/FR
- ~ Twelve postcards on HTURE case studies EN/ES/FR
- ~ Three postcards on equity EN/ES/FR

### Africa

- ~ Women Promo No. 17 EN/FR
- ~ Women Promo No. 18 EN/FR
- ~ The Status of Women in Education Trade Unions in Africa (the Case of AWEN) EN/FR

### Asia-Pacific

- ~ SAARC Women's Network Bulletin EN
- ~ Policy Paper on Education EN
- ~ Education International Asia Pacific Newsletter EN

### Europe

- ~ ETUCE Brochure on Teachers' Work-related stress: Assessing, Comparing and Evaluating the Impact of Psychosocial Hazards on Teachers at their Workplace EN/FR
- ~ Full report of the survey on Teachers' work-related stress: "European-wide Survey - Assessment, Comparison and Evaluation of the Impact of Psychosocial Hazards on Teachers at their Workplace in EU" and its annexes EN
- ~ Central and Eastern European countries: Project opportunities for CEE countries EN

### Latin America

- ~ Towards a Latin America Pedagogic Movement EN/ES
- ~ Three essential steps for basic planning EN/ES
- ~ Declaraciones del Comité Regional ES/POR
- ~ Regional Conference Carlos Fuente Alba: "Towards an emancipating pedagogy for Latin America in transformation" EN/ES/POR
- ~ Teacher training in Latin America EN/ES/POR
- ~ Intercultural Multilingual Education in Latin America EN
- ~ Declaraciones del Comité Regional ES
- ~ Escuelas Democráticas: "Una pedagogía alternativa en defensa de la Educación Pública" ES
- ~ Coyuntura Latinoamericana "Educación Pública y pueblos originarios" ES
- ~ Coyuntura Latinoamericana "Igualdad con perspectiva de género" ES
- ~ Coyuntura Latinoamericana "VIII Conferencia Regional Carlos Fuente Alba" ES

# 5. List of executive board & staff

## President

Susan HOPGOOD AEU/Australia

## Vice Presidents

Irene DUNCAN-ADANUSA GNAT/Ghana

Juçara DUTRA VIEIRA CNTE/Brazil

S. ESWARAN AIPTF/India

Haldis HOLST UEN/Norway

Dennis VAN ROEKEL NEA/US

## General Secretary

Fred VAN LEEUWEN AOb/Netherlands

## Regional seat, Africa

Mugwena MALULEKE SADTU/South Africa

Marième SAKHO DANSOKHO SYPROS/Senegal

## Regional seats, Asia-Pacific

Yim Pheng LOK NUTP/Malaysia

Yuzuru NAKAMURA JTU/Japan

## Regional seats, Europe

Slawomir BRONIARZ ZNP/Poland

Eva-Lis SIRÉN Lärarförbundet/Sweden

## Regional seats, Latin America

Maria Teresa CABRERA ULLOA ADP/Dominican Rep.

Stella MALDONADO CTERA/Argentina

## Regional seats, North America and Caribbean

Emily NOBLE CTF-FCE/Canada

Randi WEINGARTEN AFT/USA

## Open seats

Teopista BIRUNGI MAYANJA UNATU/Uganda

José CAMPOS TRUJILLO FECCOO/Spain

Patrick GONTHIER UNSA-Ed./France

Roustan JOB T&TUTA/Trinidad&T

Grahame McCULLOCH NTEU/Australia

Abdelaziz MOUNTASSIR SNE-FDT/Morocco

Senen NIÑO AVENDANO FECODE/Colombia

Alain PELISSIER CSQ/Canada

Patrick ROACH NASUWT/UK



**Management**

Fred Van LEEUWEN  
Jan EASTMAN  
David EDWARDS  
Monique FOUILHOX  
Charlie LENNON

**Finance Unit**

Kristel BERGHMANS  
Roger JONCKEER  
Olivier ODERMATT  
Stéphane PONSARD  
Hery RIVOSON

**Communications Unit**

Pav AKHTAR  
Mar CANDELA  
Claude CARROUÉ  
Frédéric DESTRÉE  
Timo LINSSENMAIER

**General Services Unit**

Monique DECRICK  
Claire DEGBOMONT  
Dalila EL BARHMI  
Odette GREEN  
Jean Paul GUTIERREZ  
Petra GWYN-JONES  
Serge KIKANGALA  
Edwin PIJMAN  
Duncan SMITH  
Wim THOMAERE  
Raphäel VAN WOENSEL

**Governance Unit**

Petra GWYN-JONES  
Duncan SMITH

**Solidarity and  
Development (S&D) Unit**

Nicolás RICHARDS  
Delphine SANGLAN

**Research Unit**

Guntars CATLAKS  
Mireille DE KONING  
Krystian SZADKOWSKI

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Employment (E&E) Unit**

Dennis SINYOLO  
Undraa BATSUKH  
Jefferson BERRIEL-PESSI  
Harold TOR  
Florence TRAUSSCHT

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Rights and Equality  
(HTURE) Unit**

Jérémie MAGERMANS  
Dominique MARLET  
Rebeca SEVILLA  
Angie STRIEDINGER

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Richard ETONU ERINGU  
Enmanuel FATOMA  
Samuel NGOUA NGOU

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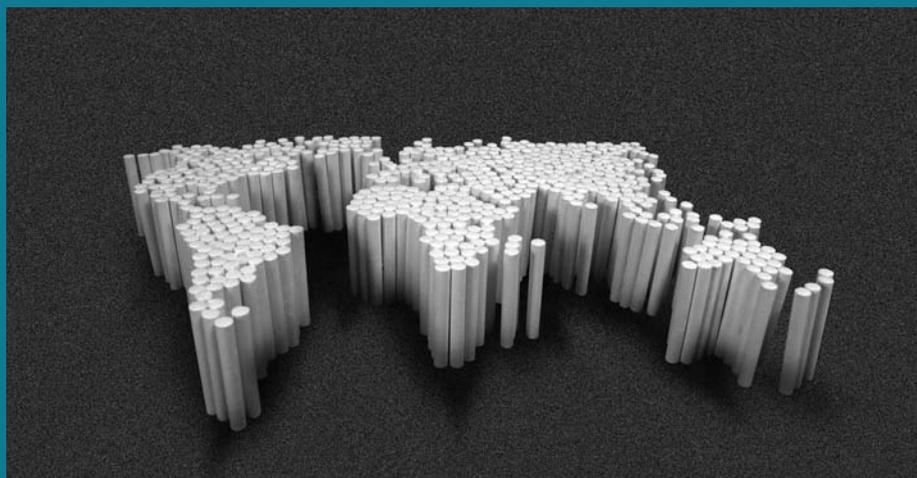
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