



Annual Report 2012



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), 2012 was a year of important developments, as the process of implementing the resolutions decided upon by the 6th EI World Congress in Cape Town, South Africa, in the previous year, began. This report highlights the concrete steps which were undertaken.

Building the future through quality education, the title of EI's first comprehensive Education Policy Paper, adopted at the 2011 Congress, outlines the principles which guide the implementation of many of these resolutions. Confronting the most critical issues facing public education around the world, EI's work is based on the belief that quality public education is essential for healthy communities and must be a global priority for all governments.

The importance of this is highlighted by the damaging effects the economic crisis has had on the education sector. A campaign to draw attention to the impact of the economic crisis on the sector was conducted by EI during 2012. Apart from a dedicated website to raise awareness and disseminate information to EI affiliates, and a well-attended seminar where a large number of union leaders discussed these issues, EI representatives used every opportunity to call on

governments and intergovernmental organisations not to use the economic crisis as an excuse for misguided recovery strategies based on economic austerity measures. For EI, investment in quality education at all levels is one of the most important policies for governments which wish to overcome the economic crisis -it is also a policy which will lead to a socially fair and sustainable world.

Another worrying development that EI faced in its work in this year was the impact of the fact that human and trade union rights are most vulnerable in times of economic and social crisis. There has been a significant increase in attacks on public services in general and teachers in particular –for example, attempts to curtail collective bargaining rights, while demonising teachers and other education workers and public servants. EI has been tireless in denouncing these attacks and has used the international instruments at its disposal to protect its affiliates and protest against these developments.

Last but not least, throughout the world education trade unions stand for the belief that social justice and solidarity in society is underpinned by respect for human and trade

union rights and implementation of the principles of equality, tolerance and respect for diversity on all levels: for example, gender equality; the rights of lesbian, gay, bisexual and transgender (LGBT) teachers; indigenous peoples or children. EI has also launched a major initiative aimed at defending the rights of migrant teachers and created a task force for that purpose. These areas have been a key focus of EI's work during the past year, and will continue to be so in the future.

Education International's core principles and aims are set out in its Constitution and By-Laws. It strives constantly to achieve those aims and implement those principles. Its immediate priorities are determined from time to time by decisions of its quadrennial Congress and of the Executive Board. Nonetheless, it attempts to exploit all opportunities to implement its principles or achieve its aims as they arise.

Fred van Leeuwen
General Secretary



2. Activities

The five priorities guiding the EI programme in 2012 were:

- 1 Protecting 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 reflect EI's professional agenda and advance it through the development of strategies to implement the *EI Education Policy Paper* and to monitor and pursue 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 international and national advocacy and, in particular, of the complaint mechanisms provided by United Nations' (UN) and regional agencies, thus helping to protect the rights and status of educators and their pupils.

The fifth priority aims at strengthening the capacity of EI's member organisations, through 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, which have impacted negatively on 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 engaged in advocacy at the highest levels in order to prevent further cutbacks and their negative consequences for education workers and learners. It also improved information dissemination to its affiliates to provide them with tools to counter these challenges.

EDUCATION FOR ALL (EFA)

EI continued its involvement at a global level in EFA and Millennium Development Goals (MDG)-related activities, including debates on the post-2015 agenda. EI engaged with the UN and its agencies, intergovernmental organisations, national governments and civil society in its push for quality education for all. Work done in this area pertained to the implementation of the *Policy Paper on Education*, as well as to the *Resolution on Social Protection Education* and the *Resolution: Stress the importance of public education for universal welfare*.

In the **African Region**, in Mali, a programme, *Each child needs a qualified teacher*, was launched, aimed at granting all children access to quality education. To rally education stakeholders for the promotion of quality public education,



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a conference was organised in Sierra Leone. Another EFA-related activity was a workshop in Gambia that explored the possibilities of building the capacity of unions to engage in policy discourse and effective advocacy. Moreover, a Global Partnership for Education (GPE) workshop focused on institutional responsibilities and the sourcing of funding for the effective implementation and follow-up of EFA in Africa. In a similar activity, the EFA Regional Coordination Meeting for Sub-Saharan Africa examined previous EFA mechanisms in Africa and recommended revisions for the future.

In the **Asia-Pacific Region**, an EFA programme-planning meeting in India addressed the need to improve the status of EFA by dealing with enrolment and dropout issues in Tamil Nadu and Orissa.

In **Europe**, the EI European Region, European Trade Union Committee for Education (ETUCE) continued lobbying the European Union to improve quality education. This was mainly achieved through continued participation in the biannual structural dialogue meetings within the European Active Citizenship Programme and through the implementation of the New Technologies and Distance Learning project. This



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latter project explores which specific teacher skills and competences are needed to maximise the use of Information and Communication Technologies in education.

EARLY CHILDHOOD EDUCATION

Based on the *Early Childhood Education (ECE) Strategy Paper* adopted by the 6th World Congress, as well as on the *Resolution on Early Childhood Education* passed by the 2nd World Congress in 1998, EI consolidated its work on ECE during 2012.

On the global level, EI commissioned a study on privatisation trends in ECE, mapping the range of privatisation policies in the pre-primary education sector. EI's proposal to develop policy guidelines on the conditions of ECE personnel was accepted by the ILO.

In **Africa**, a workshop on ECE aimed to train union leaders on national and international legal instruments promoting ECE and protecting children from abuse, as well as exploring the place of education in early childhood development. Moreover, an ECE meeting, as part of the Decent Employment in West Africa programme in Ghana, discussed pro-



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gramme indicators, strategies, financing and the impact of the programme on teacher unions and professional development.

In **Asia-Pacific**, the ECE Task Force met to discuss key issues concerning ECE in the region, and strategies to address these.

In **Europe**, the ETUCE reviewed and adopted the regional ECE Policy.

In **Latin America**, a region-wide seminar about ECE was organised in Chile.

HIGHER EDUCATION

Based on the *Policy Paper on Education*, the *Resolution on Copyright and Education*, as well as the *Resolution on Higher Education Teaching Personnel in Palestine*, EI continued to advocate for the rights of higher education and research personnel.

Most importantly, the World Conference on Higher Education took place in Buenos Aires, discussing the defence of

freedom of association, working conditions in higher education, and questions pertaining to universities' autonomy.

Other work on the global level included cooperation with the Organisation for Economic Development's Trade Union Advisory Committee (TUAC) on the OECD Assessment of Higher Education Learning Outcomes (AHELO), as well as numerous publications and studies.

In **Arab Countries**, a capacity building project with the Palestinian Federation of Unions of University Professors and Employees took place.

SCHOOL LEADERSHIP

School leadership continued to be a priority for EI in 2012, based on the recognition in the *Policy Paper on Education* of the important contribution which good leadership at school level makes to the quality of education.

Two major activities at the global level addressed school leadership issues, namely the International Summit on the Teaching Profession in New York, USA, and a European-Global Conference on School Leadership in Dublin, Ireland.

In addition, in **Europe**, a *study on school leadership issues, challenges and opportunities* was conducted by ETUCE.

In **Africa**, an evaluation in four states of Nigeria assessed the impact of leadership training on grassroots members. In each state, it was found that the flow of information had greatly improved.

STATUS OF TEACHERS

The status of the teaching profession is at the heart of EI's work. The importance of this area is defined through the *Policy Paper on Education*, the *Resolution on Sustained Funding of Public Education in the midst of the Economic Crisis*, the *Resolution on Recruitment and Organising*, and the *Resolution on the Future of the Teaching Profession*.



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On the global level, two studies were commissioned by the EI Research Institute. John MacBeath of the University of Cambridge focussed on the future of the teaching profession. A study by John Bangs and David Frost *on teacher self-efficacy and leadership* involved affiliates from a range of countries.

Based on a survey amongst its membership, EI focused on the de-professionalisation of the teaching profession at its presentation on the status and rights of teachers to the International Labour Organisation (ILO)-UNESCO Expert Committee, CEART.

In May 2012, EI launched the *Education-in-Crisis* campaign to assist affiliates in their response to the challenges for education, arising, in particular, from the economic crisis. It also promoted EI's defence of publicly-funded education in the context of economic austerity measures.

The EFA Fifth International Forum Dialogue in Windhoek, Namibia, produced recommendations on Teacher Education and Professional Development, Teachers' Status, Teaching



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and Learning Conditions, Teachers and Teaching for Sustainable Development.

In **Asia-Pacific**, an evaluation meeting assessed the various development cooperation projects in India. Moreover, four capacity building programmes were carried out for the East Timor Teachers Union (ETTU), in Timor Leste.

In **Europe**, the European Regional Conference focused on combatting the deterioration of teachers' status in the crisis. In addition, a European social partnership project analysed the reasons, strategies and policies in the EU member states with regard to current issues around recruitment and retention in the education sector. This was also reflected in the promotion of the European Social Dialogue in Education (ESSDE).

In **Latin America**, the Latin American Pedagogical Movement held a series of meetings discussing and implementing the *Policy Paper on Education*. Direct work has been undertaken in a number of countries to attract early-stage teachers to union activities. Central American unions are committed

to and active in standing together to defend the profession against de-professionalisation. Moreover, EI affiliates in Latin America showed concrete solidarity with the major union in Haiti by helping to rebuild the union's infrastructure.

TRADE AND EDUCATION

Based on the *Resolution on Copyright and Education* and on the *Education Policy Paper*, EI continued to monitor negotiations at the World Trade Organisation (WTO) and global and regional trade agreements such as the Anti-Counterfeiting Trade Agreement (ACTA) and the Trans-Pacific Partnership Agreement (TPP). The focus has been on ensuring copyright limitations and exceptions for educational and research purposes. Moreover, EI has been monitoring negotiations and providing regular updates and analysis of trade-related developments at the WTO.

VOCATIONAL EDUCATION AND TRAINING (VET)

The *Resolutions on Vocational Education, Gender and Inclusiveness and on a New Impact of Vocational Education and Training in each EI Region* provide the framework for EI's VET work.

On a global level, the VET Task Force, which is charged with elaborating concrete strategies as well as policy recommendations, has commenced work. Moreover, EI actively participated in UNESCO's 3rd International Congress on VET in Shanghai, China. The congress focused on what VET policy measures might be taken, particularly in difficult economic times, to facilitate learning and skills development.

In **Europe**, a VET working group was established in preparation for the Regional Conference. The group drafted and presented an *ETUCE policy paper on VET*, which was adopted at the conference.

In **Latin America**, a study collecting information and describing the situation of vocational education in the region was presented during a regional encounter on VET in Florianopolis, Brazil.

Countering de-professionalisation trends

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

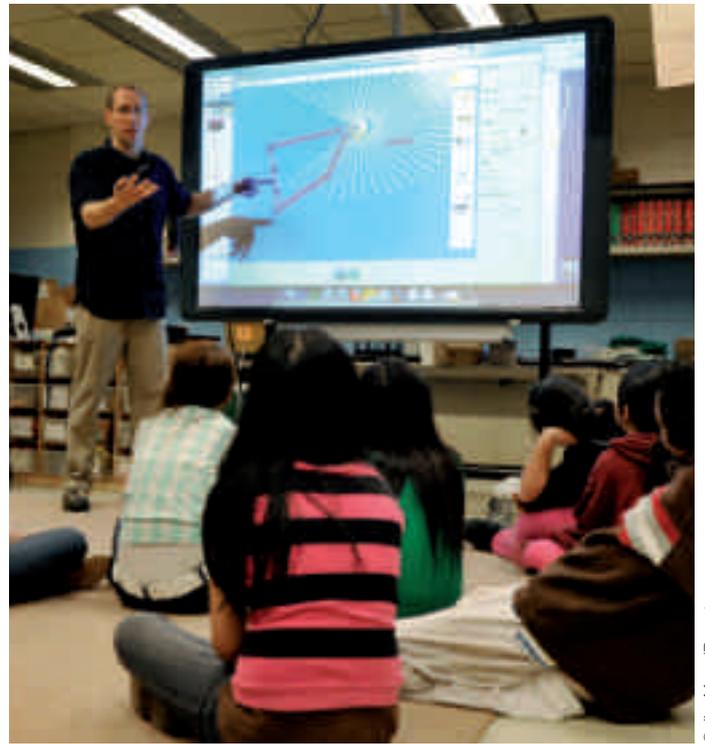
Underpins EI's advocacy work representing member organisations' rights and interests to intergovernmental and non-governmental bodies. In this particular area, EI engaged in advocacy work with the following institutions: UNESCO, ILO, United Nations Development Programme (UNDP), OECD, WTO, World Bank, International Monetary Fund (IMF), and the G8. EI is equal partner with the OECD and the Netherlands Government in organising the 2013 International Summit on the Teaching Profession. It took the same role in the 2011 and 2012 Summits with the United States and OECD

Advised by its EI OECD Advisory Committee, EI held a successful conference for EI affiliates in OECD countries in January. This involved EI and OECD speakers, Fernando Reimers of Harvard University and speakers from TUAC.

The second priority 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 terms and conditions of employment in the education sector. Another area of focus was the professional qualifications and training of teachers.

EARLY-STAGE TEACHERS

The Resolution on Organising Student Teachers, Early-Stage Teachers and Researchers, and the *Resolution on Recruitment and Organising* have led EI to intensify its efforts to examine the particular issues affecting this key group of teachers, as well as the support structures that different affiliates have put in place for early-stage teachers.



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In the **Caribbean**, Young Leaders training workshops were organised.

In **Europe**, a working group of experts was established and tasked with mapping out the challenges in Europe in organising early-stage researchers.

PROFESSIONAL ETHICS

Building on the *Declaration on Professional Ethics and the Resolution in Favour of Stable Jobs with the Appropriate Status and Quality Education*, a range of workshops were organised on the issue.

For example, in **Asia-Pacific**, seminars and workshops were held in Phnom Penh, Cambodia; Indore, India; Pulau Langkawi, Malaysia and Pathumthani, Thailand.



In Africa, EI affiliates continued their campaigns for the effective implementation of the *EI Declaration of Professional Ethics and of professional standards*, working with Ministries of Education to achieve this, for example in Cape Verde.

QUALITY TEACHING

EI's work on Quality Teaching stems from the *Resolution on The Future of the Teaching Profession* and the *Resolution: Trade Union Action against Neoliberal Policies and Austerity Plans in Europe*.

An outstanding example of this work is the QualityEd programme, which assists public authorities in meeting their responsibility to provide quality public education by improving the quality of the teaching force. This is also reflected in the topics of World Teachers' Day and Global Action Week



2012, both of which focused on the importance of quality teachers.

On the global level, a study was commissioned by the EI Research Institute to address the issues highlighted by these two resolutions, looking at how teachers can exercise their professionalism through shared and collective actions.

In **Europe**, the ETUCE has closely monitored developments in all European countries since the beginning of the financial and economic crisis. It has developed and carried out a set of actions at both national and European level, protesting against austerity policies.

TEACHER EDUCATION

Teacher education is one of the areas addressed by the *Policy Paper on Education*. EI continued to promote teaching as a profession and the right of every child to be taught by a well-trained, well-supported and motivated teachers, in a variety of global forums.

In **Africa**, EI took part in the fifth Conference of African Union Education Ministers (COMEDAF V), and urged education officials and stakeholders to review challenges in attaining MDG and EFA goals in Africa. EI insisted that qualified, motivated and professionally supported teachers were a pre-requisite for achieving quality public education.

Confront 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

As one of its main activities, EI supports unions that face challenges to their civil and trade union rights through advocacy, communication, lobbying and capacity building. This work is based on the *Executive Board Resolution on Defending Freedom of Association and Collective Bargaining*, adopted in March 2011 as well as on EI Congress resolutions calling for specific country campaigns (Afghanistan, Algeria, Burma, Colombia, Djibouti, Ethiopia, Korea, Iran, Iraq, Philippines, Sudan and Turkey).

DEFENCE OF UNION RIGHTS

To this end, on the global level, EI took an active role in the ILO Conference, which deals with rights infringements, and filed complaints with the ILO Committee on Freedom of Association (Bahrain, Botswana, Colombia, Ecuador, Ethiopia, Georgia and Iran). After the work of the 2012 Commission on the Application of Standards at the ILO Conference was blocked, EI encouraged member organisations to prepare submissions to the ILO Committee of Experts, the ILO legal body scrutinising compliance by ILO Member States with international labour standards. EI submitted allegations from its members in Algeria, Cambodia, Ethiopia, Georgia, Korea, Nigeria, Sri Lanka and Turkey.

EI also submitted a report to CEART, the joint ILO/UN-ESCO Committee on the Application of the Recommendations on the Status of Teachers. The report, compiled on the basis of responses to a membership survey, was presented at the 11th CEART meeting in October 2012.



EI regularly highlights disturbing situations by informing a large network of stakeholders and partner organisations and calling for protest actions. EI campaigns promoted by LabourStart have generated over 12,000 messages to authorities in Bahrain, Iran and Turkey. EI invited member organisations to call on their ministries of foreign affairs and embassies to diplomatically request that human rights are respected, including freedom of association and fair justice. EI also invested in training to make unions officers aware of international rights and mechanisms, and to continue to recruit and organise to make their unions stronger, democratic and representative.

EI commissioned a *major study on Trends in Freedom of Association and Collective Bargaining since the Financial Crisis*. The study to be released in June 2013 during the presentation of the ILO General Survey on collective bargaining in public service will review developments in 25 countries.

In **Africa**, EI closely monitored the situation in Swaziland, as teachers there struggle for quality public education and an improvement in their status. In Tunisia, the absence of social dialogue and the non-respect of governmental engagements led to a series of industrial actions in the education sector. EI took advantage of the presence of the Tunisian President at the ILO General Assembly in June to further advocate. The dialogue subsequently resumed and collective agreements were implemented. In June, EI and PSI campaigned in support of the Algerian administration workers' union SNAPAP, of which some unions leaders had started a hunger strike following a government crack-down after a national protest. EI also requested the Government of Benin to implement the agreed indexation of the wages of kindergarten, primary and secondary school teachers. In September, EI sent a protest letter urging the Kenyan Government to enter into meaningful negotiations with EI national affiliates on teacher wages and allowances. To further strengthen unity in the teacher trade union movement, numerous workshops were held, amongst others, in





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the Central African Republic, Zambia, Benin, Mauritius, and São Tomé and Príncipe. Several workshops on fundamental rights in the workplace were also undertaken in countries such as Cameroon, Lesotho, and the Gambia.

In **Asia-Pacific**, political developments in Myanmar (Burma) throughout 2012 have opened a door for the international trade union movement to engage with Burmese workers to support the development of strong and representative unions. EI contributed to a Council of Global Unions' initiative to coordinate union work in this country. Other national campaigns focused on Fiji, Iran and South Korea. The Trade Union & Women's Rights Networks in Southeast Asia (ASEAN) and South Asian countries (SAARC) held sub-regional workshops on trade union rights issues, in Jakarta, Indonesia, and Colombo, Sri Lanka. In Dili, Timor Leste; Sabah, Malaysia; and Colombo, Sri Lanka, EI conducted trade union rights capacity building workshops. Seminars



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on reviving union cooperation in order to strengthen influence on education developments were held in Kathmandu, Nepal; Karachi, Pakistan; Manila, Philippines; and Kabul, Afghanistan. The John M. Thompson Training Programme continued to provide functional skills and structural developments to affiliates in the region. Finally, a total of 20 activities on trade union rights were held in Central Asia: Kazakhstan, Kyrgyzstan and Tajikistan.

In the **Caribbean** region, several training workshops on human rights issues were conducted. An industrial dispute in Barbados was monitored by EI. In Haiti, a major coordinated development cooperation programme was launched.

In **Europe**, EI continued to provide support to its Turkish affiliate, Eğitim Sen, which continued to be harassed by the authorities. EI also strongly condemned the harsh austerity measures imposed on the education sector and public serv-

ants in Greece, Latvia, Spain and Romania. EI protested at the severe restrictions on collective bargaining mechanisms and on the obstacles posed to trade union engagement.

In the **Arab Countries** sub-region, grave concerns over human and trade union rights violations remain. Thus, within a framework development cooperation programme for the region, EI launched a project to strengthen the trade union capacities. EI provided specific support to teacher unions especially, in Lebanon, United Arab Emirates, Mauritania, Jordan, Egypt, Tunisia, Iraq and Algeria. In Bahrain, EI has continuously supported the Bahrain Teachers' Association, especially in light of their detained President Mahdi Abu Dheeb and Vice President Jalila Al-Salman. To this end EI has addressed the relevant international organisations, issued numerous urgent action appeals, and undertook solidarity missions. The international pressure exerted by EI and its members have partially contributed to the release of Jalila Al-Salman, in November and the reduction of Mahdi Abu Dheeb's prison sentence from 10 to 5 years.

EI successfully launched a Trade Union and Women Rights Network for members in 5 Arab countries (Egypt, Jordan, Kuwait, Lebanon and Morocco) in June 2012. Training was provided to 40 union participants and an electronic network of trade union rights activists launched.

Teachers Advancing a Rights Culture: EI and the AFT launched the Teachers Advancing a Rights Culture (TARC) project to promote human and workers' rights in four countries: Egypt, Georgia, Honduras and Zimbabwe. It will provide teachers and their unions with the information and tools to assist them to promote human and workers' rights.

SUPPORT STAFF

As mandated by the *Resolution on Education Support Employees*, EI intensified its work in this sector.

On the global level, a Task Force on Education Support Employees was established. This Taskforce will advise EI on



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how to better organise and represent Education Support Employees, and identify examples of good practice, paying specific attention to the status, rights and conditions of these education workers.

In **Latin America**, knowledge and good practice about Education Support Employees has been deepened by dedicated publications distributed to all affiliates in the region.

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.

CHILDRENS' RIGHTS

This work is based on the *Congress Resolution on Child Labour*. Acknowledging the unique role EI and teacher unions play in the elimination of child labour, EI has been selected by the ILO International Programme for the Elimination of Child Labour (IPEC) to develop and disseminate training resources and provide strategic support to the ILO-IPECs efforts to follow up on the Roadmap adopted at the Hague Global Child Labour Conference.

Six national workshops have been organised in 2012 in **Africa** (Benin and Uganda), **Asia** (Cambodia and Indonesia Bali), the **Caribbean** (Haiti) and **Latin America** (Colombia). The workshops were concluded with the adoption of national plans engaging the unions and their members.

Moreover, EI and its member organisations commemorated World Day against Child Labour on 12 June. To this end, an educational campaign kit called *One hour against child labour* was developed. The kit, which includes an activity, a poster and pencils, has been translated into English, French, Spanish and Arabic, as well as Khmer and a few other languages of regional importance.



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GENDER EQUALITY

The activities in this section derive from the *Resolution on Gender Equality*, which in turn generated the *EI Gender Equality Action Plan*.

Women constitute the majority of education unions' membership, but are underrepresented in leadership positions. Increasing women's participation at all levels of education union structures is therefore one of the priorities of the *EI Gender Equality Action Plan*.

Another important issue tackled by the plan is the promotion of girls' access to and participation in education. Finally, the prevention of violence against women and girls is another key cross-cutting issue in EI's work.

To this end, EI international advocacy highlighted these issues, for example by taking part in the 57th Session of the UN Commission on the Status of Women, by contributing gender-related input to the GPE's Strategic Plan, and by highlighting gender perspectives in *EI's response to the 2012 Education for All Global Monitoring Report*.



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The link between the two key issues of girls' access to education and the perpetration of violence against girls seeking to be educated, came together in a tragic manner in October when 14 year-old school girl, Malala Yousafzai, was shot in Pakistan. EI's Status of Women Committee and the Executive Board issued strong statements condemning the attack on Malala, and calling on the authorities in Pakistan to ensure the safety of school children, especially girls, and pointing out that the journey to and from school, as well as schools, must be safe and secure to guarantee the best possible conditions for teaching and learning.

The Regional Women's Network, which now exist in all regions, are a fundamental tool for women unionists to share information and exchange experiences. The priority areas of those women networks are: Encouraging women to become union members; Capacity-building and training for women unionists; Empowering women to gain leadership positions in unions.

In **Africa**, EI affiliates took the lead in efforts to prevent and eliminate gender-based violence in their local contexts,

for example through workshops in the Democratic Republic of Congo and Senegal. In addition, Women's Networks were strengthened, as is the case in Guinea-Bissau and Cameroon. To share experiences of best practices in mainstreaming gender in unions, reducing violence against girls, putting in place gender policies, implementing HIV/AIDS programmes, etc., workshops were held in Angola, Mozambique, Zambia, Zimbabwe, Lesotho, Botswana, Swaziland, and South Africa.

In **Asia-Pacific**, EI organised a joint National Women's Workshop on empowering women in India. Another workshop in India, *Awareness-raising on Maternity Protection Benefits*, assessed the status of this protection mechanism in the country. In Indonesia, a planning meeting addressing gender issues with women leaders was held. The ASEAN Women's Network meetings focused specifically on girls' education.

Training was provided for union leaders on gender equality and pay equity through the **Caribbean** Women's Network.

In **Europe**, wide-reaching work was undertaken to address gender stereotyping in education and gender segre-

gation in the labour market. The ETUCE closely monitored EU policies on equality, anti-discrimination, women's political and economic empowerment, and equal pay. Moreover, a specific conference addressed the issue of women's economic empowerment.

In **Latin America**, the regional Women's Network continued its successful work in lobbying labour ministries to adapt working regulations and laws to reflect gender equality. The LA office published the results of a regional study about women's participation in unions and strategies to respond to the main obstacles to such participation.

In the **Arab Countries**, the Arab Cross-Regional Women's Network held its inaugural meeting. The aim of the meeting was to share information and exchange experiences about the situation of women teacher trade unionists in this region.

INDIGENOUS PEOPLES' RIGHTS

Work in this area was based on two resolutions, the *Resolution for the Latin America region: Assessment Processes and Quality Education for All*; and the *Resolution on Education and the Elimination of Violence against Women*.

EI activities in this area aimed at furthering a human rights framework for addressing indigenous issues and the meaningful participation of indigenous representatives in all consultations related to indigenous education. It also focussed on addressing inequalities, through work with UN and other specialised agencies on indigenous education.

Leadership training on the rights of indigenous teachers and the rights of the child were provided to teacher union leaders in the **Caribbean**.

Work also continued on strengthening Indigenous People's rights to education in **Latin America**. This was mainly achieved by furthering the unions' capacity to propose both union and education policies that take into consideration indigenous people's needs.



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MIGRANT TEACHERS

EI's work on the rights of migrants was informed by the *Resolution on Teacher Migration and Mobility*.

To promote the ratification and implementation of international instruments on labour migration, EI commissioned a study to map and analyse global trends in teacher migration. Moreover, EI consolidated its work in the area by setting up a Task Force on Teacher Migration, and advised on the design and development of an EI web portal for migrant teachers. Development of this portal will be completed in 2013.



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The **Latin American** region undertook research on migration and its impact on education, not only on migration and the mobility of teachers, but also on the issue of how cultural diversity consequent to migration is addressed inside education institutions.

PEACE THROUGH EDUCATION

The *Resolution on Human and Social Rights Education* and the *Statement on Israel and Palestine* provided the framework for activities in this area.

On the International Day for Human Rights on 10 December, EI and its affiliates paid tribute to teachers and education workers around the world who fight for the right to live and work in dignity. EI encouraged teachers to participate in the US driven worldwide initiative to combat bullying in schools. The Stand4Change day was celebrated on 4 May.

In the **Arab Countries**, in **Europe** and in **Asia-Pacific**,

EI advocated for its *Declaration that the right to education should be protected by all parties to a conflict*. EI has continued to maintain contacts with the unions in Israel and Palestine and has advocated for the safety of learners and teachers in Palestine and Israel.

SAFE SCHOOLS

Based on the *Resolution on Social Protection Education* and the *EI Declaration, Schools Should be Safe Sanctuaries*, work in this area focused on guarantees about safe learning environments.

Thus, on the global level, EI has engaged in initiatives to urge the international community to act to prevent violations of the right to education, to ensure the security of children and teachers everywhere, and to strengthen international law and end impunity.

In **Europe**, the ETUCE coordinated the project, *Social Partners in Education concerned about Violence in Schools: How to Prevent and Mitigate Third-Party Violence and Harassment in Schools*. This strives to foster solidarity between the teacher unions in Europe in support of maintaining and promoting healthy and safe working conditions.

SEXUAL DIVERSITY

The *Resolution on Respect for Diversity* laid down the foundation for EI's work in this area.

On the global level, EI advocated for stronger legal protection frameworks for LGBT people in general and educators in particular. For example, these issues were addressed in contributions by EI to the first international UN consultation to address bullying against LGBT students in educational institutions.

In **Latin America**, awareness-raising about LGBT issues continued, for example by way of a publication showing best practice in how LGBT rights should be taken into consideration in union statutes and education policies.

Strengthen EI and its membership to meet these challenges

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

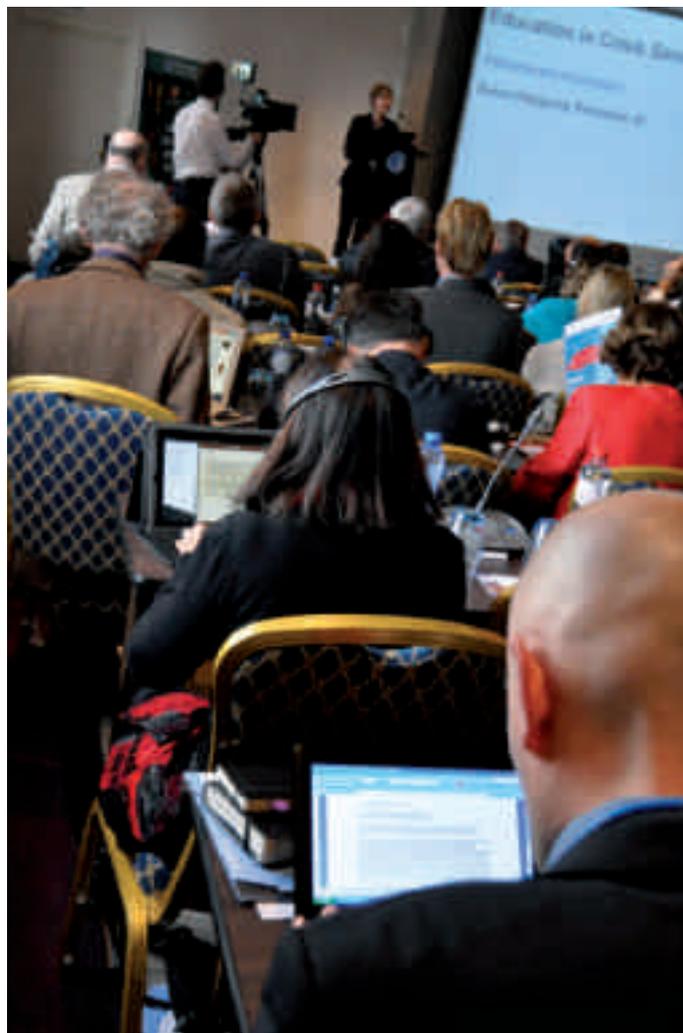
EI set out to involve member organisations in its campaigns and activities. In particular, the Education-in-Crisis website was designed to engage member organisations and encourage them to support the campaign. It provided materials which could be downloaded by organisations and used in their own national activities. It also provided information which could be used to support arguments for sustained or improved education provision at national level. The Global Action Week and World Teachers' Day activities and themes and materials were also designed to encourage and facilitate member organisations participating in activities and advocating for their goals.

One of the biggest challenges confronting teacher trade unions since the beginning of the financial crisis is capacity building. Work in this area is mainly based on the *Resolution on Recruitment and Organising*. One of EI's priorities is therefore helping affiliates 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 also to remain united and constant. In 2012 preparations were made for the establishment of an organising network which will hold its first meeting in April, 2013.

DEVELOPMENT COOPERATION

Much of EI's Development Cooperation work focuses on the goal of improving member organisations' capacity and the achievement of Education For All.

One example of work undertaken in **Africa** is the Recruitment and Reconstruction Project in Zimbabwe, comprising



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activities that enable affiliates there to build and maintain union structures and activities.

Another example is a workshop held in Nairobi, Kenya, that brought together union leaders from Kenya, Tanzania, Burundi, Rwanda, Uganda, and Zanzibar for training in leadership skills and communications strategies.



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A series of workshops developed in the **Latin American** region have focussed on issues of the teaching profession, defence of public education, the concept of quality and evaluation systems. Costa Rica, Honduras, Colombia, Argentina, Ecuador, Brazil, Uruguay and Nicaragua have held national seminars.

SOLIDARITY FUND

EI makes use of every possible avenue to provide humanitarian assistance through its Solidarity Fund. Cooperating with recognised aid agencies, in 2012, 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

One of the main aims of Priority 5 is to equip EI affiliates with relevant research materials to underpin their initiatives. This derives from the *Resolution on the Future of the Teaching Profession* as well as from the *Policy Paper*.

Research in 2012 included a study on global managerial reforms in education. An example of the manifold research studies undertaken by EI in 2012, this one was commissioned by the EI Research Institute in collaboration with Amsterdam University, and analyses the impact of such reforms on teachers in selected case studies. Another example of EI Research work is the on-going consultations with EI affiliates involved in the OECD Programme for International Student Assessment (PISA) countries, especially on the next OECD Teachers' Questionnaire, which will be part of PISA 2015.

Other activities

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

While the activities outlined in the above chapters highlight the programme work undertaken 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 bodies that govern the organisation, as well as cross-cutting activities such as EI communications work.

GOVERNANCE

The year 2012 was the first year in the implementation of the quadrennial programme of activities adopted by the World Congress in Cape Town. At its meeting in December 2011, the Executive Board, which oversees all EI activity between Congresses, had decided on a number of priorities for the organisation in 2012. However, when it convened again in Brussels on 16-17 October 2012, the Board was forced to review those priorities in the context of potential 2013 budgetary difficulties which had become evident during 2012. There were indications that EI's income from membership dues would drop in 2013 due to the combined impact of the economic crisis and the loss of collective bargaining rights in a number of developed countries. As a result, the Board decided to reduce EI's operational expenditure in a number of ways, without cutting down on programme activities involving member organisations. The Board also decided to launch a comprehensive mobilisation drive in favour of quality education for all, in an effort to win the battle of ideas against austerity agendas and government attacks on teachers and cutbacks in education budgets.

In 2012, the Executive Board decided to admit into membership the following education unions: In **Africa**, the *Syn-*



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*dicat National Autonome des Personnels de l'Administration Publique (SNAPAP/Algeria), the Syndicat National des Enseignants des Ecoles Maternelles du Bénin (SYNAEM/Benin), the Palestinian Federation of Unions of University Professors and Employees (PFUUPE/Palestine), and the College Lecturers' Association of Zimbabwe (COLAZ/Zimbabwe). In **Asia-Pacific**, the Iraqi Teachers' Union (ITU/Iraq) and the Institutional School Teachers' Union of Nepal (ISTU/Nepal). In **Europe**, the Higher Education and Science Union of Employees in Bosnia and Herzegovina (HESUEBH/Bosnia and Herzegovina) and the Hellenic Federation of University Teachers' Associations (POSDEP/Greece). In **Latin America**, the *Colegio de Pedagogos de Honduras (COLPEDAGOGOSH/Honduras)* and the *Federación Venezolana de Maestros (FVM/Venezuela)*. Finally, in **North America and the Caribbean**, the *Fédération Nationale des Travailleurs en Education et en Culture (FENATEC/Haiti)* and the *Union Nationale des Normaliens d'Haïti (UNNOH/Haiti)*.*

The following organisations' membership came to an end in 2012 after they failed to make any dues payments for three consecutive years: In **Africa**, the *Syndicat autonome des travailleurs de l'éducation et de la formation (SATEF/Algeria)*, the *Fédération des Enseignants de Centrafrique (FECA/Central African Republic)*, the Kenya National Union



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of Private Schools (KNUPST/Kenya) and the National Union of Educational Institutions (NUEI/Uganda) and in **Europe**, the *Association des Professeurs de l'Enseignement Secondaire et Supérieur* (APESS/Luxembourg).

By the end of the year, 392 organisations representing over 30 million education workers in 172 countries and territories were affiliated to EI.

Although only one regional conference, the ETUCE Conference in **Europe**, was organised in 2012, each of the regional committees, in **Africa**, **Asia-Pacific** and **Latin America**, met at least once during the year. There is no regional committee in **North America and the Caribbean**.

Through its engagement in the Council of Global Unions, EI was able to coordinate advocacy work in areas such as the financing of public services and trade union rights with sister organisations like the International Trade Union Confederation (ITUC), TUAC and the other Global Union Federations. The Council, which is a coordination mechanism, also operates working groups and information exchange lists on work relationships (precarious work), migration, communications, occupational health and safety, and Myanmar (Burma).

Since 2009, EI has also been one of the driving forces in the Education and Solidarity Network, whose main goal is to help education unions around the globe set up solidarity based social protection systems for teachers and their communities. By year's end, projects were under way in Burkina Faso and the Democratic Republic of Congo. The Network was also creating working groups on social protection education and on teachers' occupational health.

COMMUNICATIONS

EI Communications work is a cross-cutting activity which aims to emphasise and disseminate EI achievements via all available channels. Two outstanding examples of this work in 2012 are the development of *Worlds of Education* online and the Education-in-Crisis campaign.

Worlds of Education transferred from the former print magazine to a completely online version. Disseminating the magazine and its content in such a way, making use of the latest developments in mobile technology and in social media, increased its impact, and enabled its distribution more widely and easily.

In addition, the Education-in-Crisis campaign provided up-to-date overview information on the impact of the economic crisis on EI affiliates and the national education systems. To this end, a comprehensive website was developed by the Communications team in conjunction with the Research Unit. The site encompassed country profiles, a blog aggregating opinion pieces by third-party validators, and relevant materials and resources.

Apart from these main action points, EI communications staff contributed substantially to the projects and activities carried out by other units and by the regional offices during the course of the year, supporting them by means such as press promotion work, publication logistics, or design work. This ensured that EI's messages and work were communicated to affiliates as well as to the general public.



3. *Finance report*

We report to you on the performance of our mandate as statutory auditor of the Association of Education International. As statutory auditor we have to report to the World Congress of Education International, which is planned for 2015.

This interim report contains our opinion on the financial statements as of December 31, 2012, composed of a balance sheet, a detail of assets and liabilities and a summary of income and expenditure accounts. This report also contains additional comments and information.

Unqualified opinion on the financial statements

We have audited the financial statements for the year ended December 31, 2012, which were prepared by you 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 € 6.687.078,57 and a profit for the year of € 35.711,80.

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.

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, 2012 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 Board in maintaining the financial statements of Education International as to be presented to the World Congress in 2015 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 report as at 31/12/2012

INCOME			
	REVISED BUDGET	REALISED	BALANCE
	2012	2012	2012
MEMBERSHIP DUES			
Per Capita Floor Rate: 0,035			
GNI/GDP Fraction: 2012: 12445			
Per Capita Ceiling Rate: 2012: € 1.413			
2012 Dues	9.542.000	9.669.882	-127.882
Anticipated loss 175,000 x 1.413	-247.275		-247.275
Sub Total	9.294.725	9.669.882	-375.157
OTHER INCOME	2012	2012	2012
Interest and Currency fluctuation		44.926	-44.926
Sub Let		7.974	-7.974
Subsidies of salaries			
Sub Total	0	52.901	-52.901
GRAND TOTAL	9.294.725	9.722.783	-428.058

EXPENDITURE			
	2012	2012	2012
PROGRAM ACTIVITIES			
Priority 1			
Activities	204.200	396.216	-192.016
Sub Total	204.200	396.216	-192.016
Priority 2			
Activities	102.000	102.067	-67
Sub Total	102.000	102.067	-67
Priority 3			
Activities	132.000	118.868	13.132
Sub Total	132.000	118.868	13.132
Priority 4			
Activities	226.400	184.841	41.559
Sub Total	226.400	184.841	41.559
Priority 5			
Activities	514.400	502.975	11.425
Sub Total	514.400	502.975	11.425
Other programs			
Information and webcommunications	205.000	223.498	-18.498
Other	102.000	82.278	19.722
Sub Total	307.000	305.775	1.225
Total Program Activities	1.486.000	1.610.742	-124.742

GOVERNANCE

	REVISED BUDGET	REALISED	BALANCE
Global Bodies			
World Congress 2015	460.000	560.000	-100.000
Executive Board and Officers Meetings	205.000	205.000	0
President's special expenses	25.000	25.000	0
Committee of Experts	30.000	30.000	0
Auditing Committee	20.000	9.001	10.999
Sub Total	740.000	829.001	-89.001
Regional, Sub-Regional and Other Bodies			
Regional Conferences and Committee Africa	90.000	90.000	0
Regional Conferences and Committee Asia-Pacific	90.000	90.000	0
Regional Conferences and Committee Latin America	90.000	90.000	0
North America and Caribbean	30.000	90.000	0
South Asia (STF)	20.000	20.000	0
Pacific (COPE)	10.000	10.000	0
Caribbean (CUT)	20.000	20.000	0
Sub Total	350.000	350.000	0
Other Governance Expenditures			
Missions and consultations	245.000	268.701	-23.701
Sub Total	245.000	268.701	-23.701
Total Governance	1.335.000	1.447.700	-112.700

ADMINISTRATION

Head Office			
Premises	616.800	597.322	19.478
IT/Communication	311.049	268.256	42.793
Office services	64.500	51.078	13.422
Meeting & Transportation	138.000	167.040	-29.040
Insurances and Legal Expenses	117.000	169.602	-52.602
Sub Total	1.247.349	1.253.299	-5.950
Regional Offices			
Accra, Ghana	175.000	145.670	29.330
Kuala Lumpur, Malaysia	130.000	111.144	18.856
San Jose, Costa Rica	130.000	121.484	8.516
St. Lucia	48.000	44.007	3.993
Beirut, Lebanon	0	0	0
Sub Total	483.000	422.306	60.694
Other			
Contingency provision (1%)	92.947	92.947	0
Total Administration	1.823.296	1.768.551	54.745

SALARIES AND SERVICES

Salaries and Services (not ind 1 DGS)	4.656.000	4.495.482	160.518
Training, miscellaneous staff costs	46.500	54.938	-8.438
Unforeseen staffing costs	0	309.657	-309.657
Total Salaries & Services	4.702.500	4.860.077	-157.577
GRAND TOTAL	9.346.796	9.687.071	-340.275
EXCESS OF INCOME OVER EXPENDITURE	-52.071	35.712	



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4. Publications overview

LIST OF EI 2012 PUBLICATIONS

Magazines

~ Worlds of Education n°40 EN/ES/FR

~ Worlds of Education n°41 EN/ES/FR

Annual Report 2011 EN/ES/FR

Studies

~ Teaching under China's Market Economy: Five Case Studies EN

~ The Future of the Teaching Profession EN

~ Teacher Self-Efficacy, Voice and Leadership: Towards a Policy Framework for Education International EN

~ Education For All by 2015 - Education International's Response to the Global Monitoring Report 2012 EN/ES/FR

~ New York Summit 2012 - Education International and the International Summit on the Teaching Profession EN

Handbook EN/ES/FR

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Europe

- ~ Report from the First Regional Seminar on Third-Party Violence in the Education Sector: Social Partners in Education concerned about Violence in Schools: “How to Prevent and Mitigate Third Party Violence and Harassment in Schools” EN/FR
- ~ ETUCE Survey on Schools Leadership in Europe: issues, challenges and opportunities EN/FR
- ~ Report of the Peer Learning Activity on Teacher Trade Union Actions Challenging Gender Stereotypes and Gender Segregation in the Labour Market, 9 May 2012, Brussels EN/FR
- ~ Report of the Training Seminar on Teacher Trade Union Actions Challenging Gender Stereotypes and Gender Segregation in the Labour Market, 10 May 2012, Brussels EN/FR
- ~ Report of the Closing Conference on Teacher Trade Union Actions Challenging Gender Stereotypes in Education and Gender Segregation in the Labour Market, Warsaw, 11-12 September 2012 EN/FR
- ~ Report from the Closing Conference on Third-Party Violence in the Education Sector: Social Partners in Education concerned about Violence in Schools: “How to Prevent and Mitigate Third-Party Violence and Harassment in Schools”, Brussels, 22-23 October 2012 EN/FR
- ~ Brochure: Challenging gender stereotypes in education and gender segregation in the labour market EN/FR
- ~ ETUCE Newsletter 01.2012 EN/FR
- ~ ETUCE Newsletter 02.2012 EN/FR
- ~ ETUCE Newsletter 03.2012 EN/FR
- ~ ETUCE Circular 01.2012 EN/FR
- ~ ETUCE Circular 02.2012 EN/FR
- ~ ETUCE Circular 03.2012 EN/FR
- ~ ETUCE Activity Report 2010-2012 EN/FR/ES/DE/RU

Latin America

- ~ *Estructura y organización sindical* ES
- ~ *Participación de las mujeres en los sindicatos de educación de América Latina* ES/POR
- ~ *Educación intercultural multilingüe en América Latina* ES
- ~ *Coyuntura Latinoamericana* EN/ES
- ~ Report on the First meeting on the theme ‘Towards a Latin American Pedagogical Movement’ EN/ES/POR
- ~ *Tres pasos esenciales para una planificación básica* EN/ES
- ~ *Declaraciones del Comité Regional* 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

David EDWARDS
Charlie LENNON

Finance Unit

Kristel BERGHMANS
Roger JONCKEER
Olivier ODERMATT
Stéphane PONSARD
Hery RIVOSON

Communications Unit

Mar CANDELA
Claude CARROUÉ
Frédéric DESTRÉE
Timo LINSSENMAIER

Administrative Services (AS) Unit

Claire DEGBOMONT
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

Education and Employment (E&E) Unit

Undraa BATSUKH
Jefferson BERRIEL-PESSI
Sonia GRIGT
Dennis SINYOLO
Harold TOR
Florence TRAUSSCHT
Antonia WULFF

Human and Trade Union Rights and Equality (HTURE) Unit

Dalila EL BAHRMI
Madeleine KENNEDY MACFOY
Jérémie MAGERMANS
Dominique MARLET
Rebeca SEVILLA
Angie STRIEDINGER

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Africa (Accra)

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Enmanuel FATOMA
Assibi NAPOE
Samuel NGOUA NGOU

Asia-Pacific (Kuala Lumpur)

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Aloysius MATHEWS
Sagar Nath PYAKURYAL
Chusnul SAVITRI
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Shashi Bala SINGH

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Huda KHOURY

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Jerome FERNANDEZ

Women

Anaïs DAYAMBA

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Senior Consultants

John BANGS
Monique FOUILHOUX

E&E

David ROBINSON

S&D - HTURE

Agnès BREDA

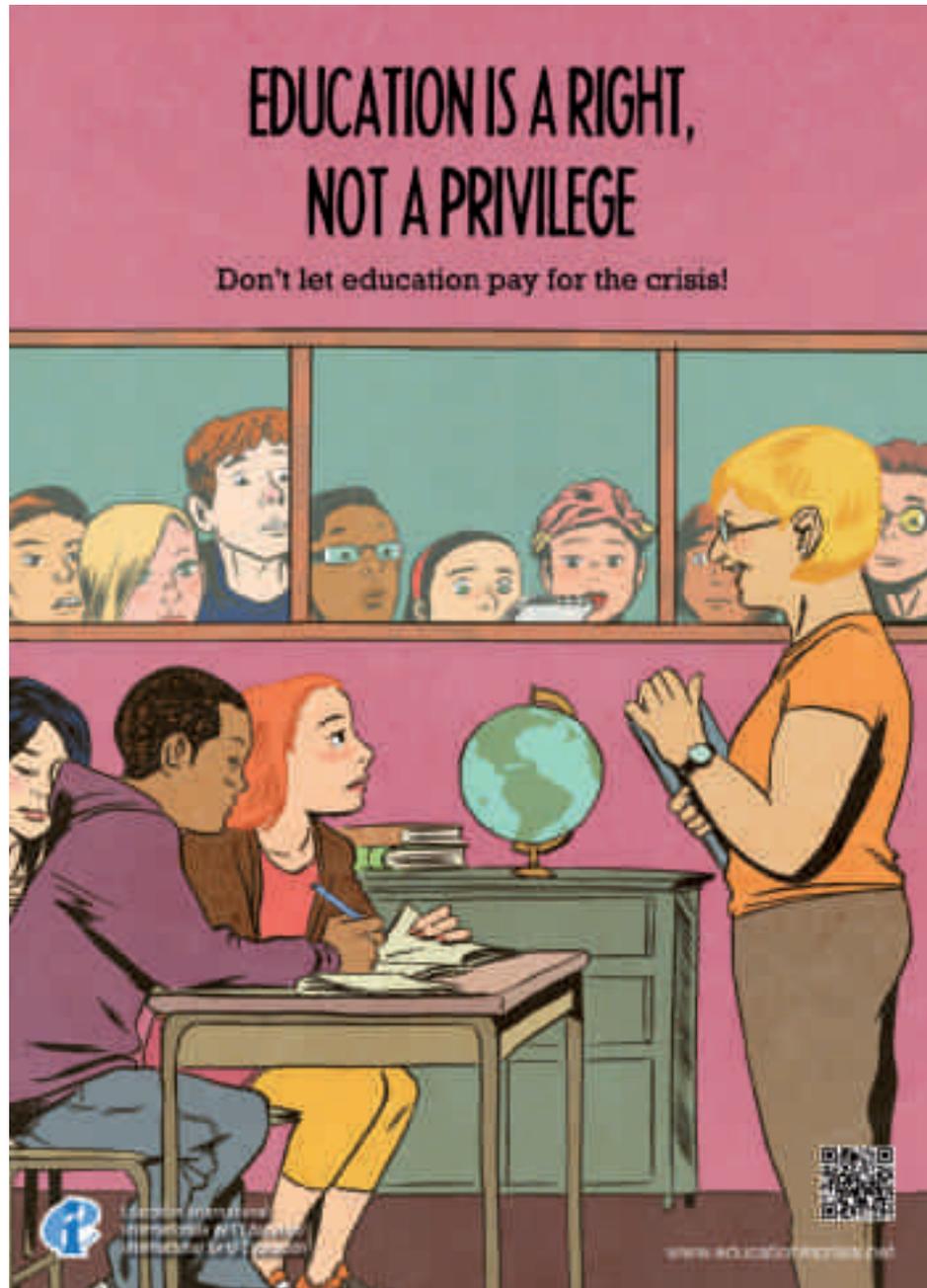
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