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TOWARDS A NEW VISION FOR EI'S WEB COMMUNICATIONS

The EI Web Portal Re-structuring and Re-design project – Report Phase One: Discovery

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I. Executive Summary

Divided into three phases, this project aims to reorganize the entire EI Web Portal, to better meet the needs of its users, bring about more effective web communications and realise the principles in the project's vision statement.

This report highlights the findings of the initial Discovery Phase. Using scientifically valid research methods, the results form the basis of the development of the future Web Portal.

The research uncovered three main user groups: Teachers and Education workers (41%), Union activists (26%) and Researchers and students (15%). Across all user groups, the majority are first-time visitors (51%) and only 16% return to the site on a weekly basis.

Most visitors come to the site to look for information regarding professional issues (55%), followed by information about EI policies and programmes (34%). Participation in EI campaigns (22%) or on-line interaction with EI (14%) were found to be significantly less common reasons for their visit.

The low level of return visits shows that we do not cater sufficiently to the needs of the majority of our users, due to the marked disparity between the content and uses of the current Web Portal and the real interests of our users.

The success of a website is not indicated by the number of hits it receives, but by the sustained usage of its target community.

At the moment, the web is perceived by our users solely as an information resource rather than an interactive communication tool. This underlines the need to make the EI Web Portal a more human-centred, inclusive and engaging communication platform.

This can only be achieved through the customisation of good quality content for the main user groups, employing targeted, user-friendly, accessible and inclusive language, building upon an information architecture[1] geared towards the individual, not the institution.

Building on the findings of Phase One, Phase Two of the project can now begin.

[1] "Information architecture" is a technical term describing the structural design – e.g. in form of a organigram – of websites, using the principles of design and architecture in the digital landscape.

2. Vision Statement - what we aim to achieve

EI is the voice of education workers worldwide, and the EI web portal is their global communication platform.

EI represents millions of education workers and teacher trade unionists in international fora. The EI Web Portal is an on-line arena alive with the voices of teachers from all over the world. Through the EI website, teachers and trade unionists engage in a global dialogue and offer support to one another. It is an interactive and dynamic communications instrument which delivers timely information about the labour and professional issues of teachers and brings their concerns to the forefront of the global union agenda.

3. Document parameters

This document marks the completion of the Discovery phase which lays the foundation for the Web Revamp project. It will be a reference for the next stages and provides guidelines for management of the future EI web portal. It outlines the process of the Discovery phase and gives insight into the conclusions. It shows the relationship between the process and the outcomes. The document also goals to achieve consensus within the organisation about the website's purpose, goals, user groups and their needs, so as to facilitate the design of the information architecture of the future EI web portal.

4. Project Parameters

4.1 Why revamp our Web Portal?

The term "web portal" identifies what is commonly called the "homepage": The news archive, the general introduction to the different policy areas EI works in, as well as the gateway to other subsections of the site, such as the Barometer On-line or the EFAIDS website. Overall, it is the "face" of EI to the outside world.

The current web portal was designed in 2004. Since then, the internet has moved ahead by leaps and bounds, and it is essential for EI to keep up with these changes. Moreover, the original information architecture has been structurally changed by vast amounts of information that were added on over the years. It is time to reorganize the content to make it flexible for growth in the long run. By better meeting the needs of EI's users, more effective and efficient external communications through the web can be ensured.

4.2 Process

To guarantee a professional outcome, a good model of web revamping practices needs to be followed. In the beginning of the process, it is important not to concentrate on the current portal in terms of its shortcomings, but to lay the groundwork for the de-

velopment work by articulating a common vision of what the website should achieve for the organization.

The different levels of development are outlined below.

Actually, this model resembles a building. On the first level, the foundations form a common vision, upon which rests an understanding of EI's web users and their needs. Without such an understanding, one cannot move to the next level of modelling the proper information architecture and designing the graphical appearance of the new portal.

Additionally, web communications have evolved in such a way that all stakeholders in the organisation as well as the communities with which we interact are essential contributors. It is therefore important that all of EI's units take part in the shaping of the new web portal: Each area's specific needs, existing concerns and definitions of who the target audiences are will feed into this process and make it transparent and inclusive.

4.3 Methodology

All media, interactive or otherwise, act as a message conduit between two parties.

In the case of the EI Web Portal project, these parties are an organization and its various communities. With traditional media, like print, radio and television, the structure of this message conduit is more or less predefined. However, with interactive media – such as a website – the conduit structure is very flexible, and its definition becomes more complicated. On the one hand, this creates many opportunities for meaningful engagement in the communication. On the other, this also results in a slightly higher risk for the core message to become unclear.

Therefore, a fair number of methods and techniques have been developed to mitigate the risks and maximize the potential of interactive media. While there certainly are variants on the process, they always have the same basic stages.

At each of these stages, appropriate methods and techniques are applied to achieve

the core aim. At the juncture between each stage, a synthesis is reached that informs the next stage.

Discovery Phase: The first step to crafting any interactive communication is to understand the parties involved. What are the organization's vision, strategy, capabilities and constraints? Who are the users? What are their goals, expectations and contexts? Research is key at this stage, e.g. by means of a multilingual survey, detailed analysis of web statistics, etc.

Design Phase: The word "design" in this case does not refer to the look of graphical elements of the new portal, but the design of the information architecture. In this stage, based on the results obtained in the Discovery Phase about the user groups, their information needs and how these fit into the main activity patterns of the organisation, the structure of media and message is more directly tackled. Various possibilities of building the information architecture are explored, alternatives tried and tested. In such a way, successful designs are discovered and problems eliminated so that that both users' and the organization's goals will be considered before implementation.

Development Phase: With the finalisation of the structural design of the future information architecture, the Development Phase kicks in. The actual exploration of the features and the graphical elements of the site will come in at this stage.

Those with experience in interactive communications have come to understand that one-size-fits-all approaches are too limited to capture the full potential and complexity of interactive media. So instead of using a predefined set of methods and techniques on all projects, it is currently considered best practice to choose methods and techniques according to the project's requirements.

4.4 Participants and Stakeholders

With web communications gradually becoming crucial in today's world, the web is no longer seen as a "published product" but a platform of interaction for a community. In the case of EI, this implies that the web gives the organisation huge potential to bring its global membership closer together and allow for greater interaction among individual participants and stakeholders in the global education sector.

4.5 Expected Outcomes and Impact

The web revamp project will implement a new vision for EI's communication efforts. The new web portal will be more than merely a cosmetic change. Its structure will be tailor-made to suit both EI's and its direct audiences' communication and information needs. More effective external communications through the web ensure that EI's aims and values gain more exposure, ultimately strengthening our impact.

5. Discover Phase: Results

The Discovery Phase of the Web Revamp project contained two main elements: identification of activity patterns of the organisation, and the survey on web usage.

5.1 Activity Diagrams

In order to find out who the potential users of the web portal are, activity diagrams were formulated for different sets of actions that EI conducts. All the diagrams can be found in the appendices. Examples are the *Save Farzad diagram* or the *Firing of seven Korean teachers diagram*. Each diagram shows the information flow and (re)action(s) of stakeholders. Stakeholders identified are used to outline potential user groups. The existence and appearance of these hypothetical groups are then verified by means of a survey.

Example Diagram: Firing of seven Korean teachers

Member Organizations
ExBo
Regional structures
Regional offices
National unions

Advocay Partners
Regional structures
Regional offices
National unions
GUFs
Trade Union Organizations
NGOs
IGOs

Target
IGOs
Governments
Corporations

5.2 Survey Assessment

The survey on web usage was conducted via two channels: an on-line survey open to all visitors of the portal; and a paper survey sent out to EI's member organisations. The on-line survey was conducted in the three main languages of EI (English, French and Spanish), while the paper survey was also done in Arabic and Russian.[2]

Web Survey

During the period between mid-February and mid-March 2009 that the on-line survey was accessible on the website, a total of 429 responses were received. According to the web server's statistics, the total number of unique visitors to the site for that period was 6,303. This gives a response rate of 6.81%. Cochran's (1977) formula for the determination of minimum sample size for categorical data validates the statistical significance of this sample.

$$n_0 = \frac{t^2 \cdot pq}{d^2}$$ [3]

By means of this formula, the web survey's margin of error is proven to be at 4.57%, well within the acceptable limits of margins of error for categorical data as set out by Bartlett/Kotrlik/Higgins (2001).

Paper Survey

As the target group for the paper survey can be clearly identified as union activists, its aim is mainly to ensure greater robustness of the findings about this specific user group by comparison of data points. A total of 36 responses were received, representing nearly 9% of EI's member organisations.[4]

5.3 User Groups

Distribution of user groups

Initial view without further analysis of "Other" Category

[2] By means of IP filtering, responses by EI staff were excluded. Multiple answers to certain questions are possible.

[3] Where ***t*** is the alpha level, ***pq*** the estimate of variance and ***d*** the acceptable margin of error.

[4] As the response rate falls short of the necessary required minimum sample size to achieve a data-set as accurate as in the on-line survey (the paper survey's margin of error is 15.85%), these data points can merely serve as a perfunctory benchmark.

The initial distribution of user groups shows three major aggregations of visitors: "Teachers/Education Workers," "Union Activists" and "Researchers." However, there is a significant but unspecified fourth group: "Others."

Proportion of "Student" in "Other"

A more detailed analysis of the "Other" category shows that about ¼ of the participants that chose this category left a comment in the respective input field classifying them as "Students."

A perfunctory comparison of data points seems to indicate strong similarities in the preferences and informational needs of the "Researcher" group and the newly detected "Student" group.

Relationship between "Researcher" group and "Student" group

To measure the strength of the relationship between the given variables (i.e. the data points in the scales of "Researchers" and "Students"), we use the Pearson correlation coefficient.

$$\frac{\sum_i (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum_i (x_i - \bar{x})^2 \sum_i (y_i - \bar{y})^2}}$$

The coefficient computes at 0.85, and therefore represents a relatively strong relationship.[5] Because of this, the "Researcher" and "Student" groups can be aggregated and treated as equal where their informational needs are concerned.

Although we have identified six user groups, it is more practical within the scope of this project to first focus our major user groups, who already form 82% of our user base. We will turn our attention to the other user groups at a future stage.

[5] The coefficient ranges from -1 to 1. A value of 1 shows a perfect and positive relationship, a score of -1 shows a perfect and adverse relationship, whereas a value of 0 shows that there is no linear relationship between the variables.

This leaves us with three main target audiences: Teachers and Education Workers (41%), Union Activists (26%), and Researchers/Students (15%). A detailed analysis of these groups follows.

Distribution of user groups

Final view after cumulation of "Researcher" and "Student" groups

5.3.1 Teacher/Education Worker

Importance

Teachers form the predominant group of visitors to the EI web portal (41%).

This group falls outside the sphere of EI's direct interaction where non-web communication channels are concerned. Its members are mainly involved in EI's work through EI's member organisations (see the Activity patterns in Appendix I). However, they form the worldwide support base that EI needs at the international level.

Based on the two points above, teachers and education workers are a major target audience that we cannot afford to ignore. We ought to address their needs and tap into this massive resource of support.

Description

People in this group may or may not be members of a union, but since they define themselves primarily as teachers or education workers, there is a distinction between this user group and that of union activists. 53% of them visited the web portal from home, and this may indicate a personal interest in the issues they were researching.

As many as 72% of the teachers who visit the EI web portal are first-time visitors, but only 14% come back monthly. This shows that the EI web portal has not sufficiently catered to their needs and has not done enough to retain this group of visitors.

Information needs

Teachers and education workers are mainly interested in finding out whether the web portal of EI, as the global organisation representing their profession, can provide them with the relevant professional information they are looking for (50% cited this as their motive for using the portal). Compared to the other user groups, they express the most interest in taking part in EI campaigns (28%).

"Teacher/Education Worker" group

5.3.2 Union Activist

Importance

Union activists comprise the second most numerous group of site visitors (26%).

As these users are the ones that help EI implement its global policies at the national or local levels, the EI web portal should do more to engage them both in campaigns and two-way communications. The web is also a powerful tool in narrowing the differences in the information flow between EI and the union leadership, and EI and the general union membership.

59% of this group are first-time visitors, while 34% return. This shows that we cater better to their needs than to our biggest audience, the teachers. However, more should be done to engage them actively in EI's web-based activities.

Description

This user group is captured by two surveys: the web survey is filled in by any person who identifies herself or himself as someone active in a union. He or she may or

may not be in the position of leadership. The paper survey was filled in by the leadership of EI member organisations, hence the responses reflect the reasons for visiting the site from a leadership perspective. This user group falls within the direct sphere of interaction in EI's activities. They may initiate an action, which then is acted upon by EI (see activity diagram on Korean teacher in Appendix I), or they may be the ones who help EI implement policy positions in their country.

"Union Activist" group

Information needs

The responses by the general union activist and the union leadership highlight both differences and similarities.

Based on the results of the web survey, the general union activist is more interested in professional information than in EI's policy positions. These users show more tendency to look for resources rather than participate in EI's campaigns. On the other hand, the paper survey filled out by the union leadership shows that union issues (EI programmes and policies) are more important to them than general information (i.e. professional issues, news and events).

Both sub-groups manifest more interest in receiving information, such as labour issues and professional development, than interacting with EI through the web, such as participating in EI's campaigns or providing EI with information about events and issues in their countries or areas.

5.3.3 Researcher/Student

Importance

Researchers and students are essential to spreading EI's policies and viewpoints to policy-makers in governmental services and international organisations, as well as the academic world, through their publications. Because of that, EI should make it as easy as possible for them to obtain the necessary information and tap into this resource to increase EI's reputation and outreach.

60% of them are first-time visitors while 32% return to the site on a weekly or monthly basis. The return rate is good but could be increased by further enhancing the quality of the relevant information available on our site.

Description

Researchers and students form the third largest user group. They have a clear preference for obtaining information from us without additional interaction.

Information needs

This group is most interested in professional issues (58%), policy positions of EI (37%) and resources and materials (31%), compared to all other groups. These users are clearly using the EI web portal as an information resource rather than as an interactive platform.

"Researcher/Student" group

6. Conclusions

From the surveys, it is clear that the majority of EI's web visitors are more interested in obtaining information from the web site rather than in engaging in web-based interaction with EI.

Across all user groups
Reasons for visit

55% cited professional issues as the motive for visiting the portal, compared to 34% who come to the site to consult EI's policy positions. Only 22% of all visitors want to participate in EI's web campaigns.

This is true across all user groups, and markedly so among researchers and students. The largest group, grassroots teachers, are more even in their motives compared to the second group, the union activists, who are – surprisingly – less interested in labour issues than in professional ones.

Reasons for visit by main user groups

51% of all visitors are first-time users, and only 8% come back on a daily basis.

To increase the visitor retention rate, EI should do more to capture the information needs of its major user groups.

The web is seen as a information resource rather than an interactive tool by the visitors, pointing to a need to make the portal a more human-centred, inclusive and engaging platform. This will greatly enhance the community aspect of our activities and the penetration of EI's presence in the global education community.

Across all user groups
Frequency of visits

7. Next steps

Based on the findings of Phase One, the next step of the Web Revamp project is to design an information architecture that captures the information and interaction needs of both EI and its major user groups.

With this, we are leaving the Discovery phase and are going into the Design phase to implement the structural supports of the future Web Portal.

8. Appendices

Appendix I: Activity Patterns

Appendix II: Usage statistics and geographical distribution of web visitors

Appendix III: Surveys

- Web survey
- Paper survey
- Comments in response

Appendix IV: Bartlett/Kotrlik/Higgins: Organizational Research: Determining Appropriate Sample Size in Survey Research

Appendix V: Content inventory

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A P P E N D I C E S

Appendix I
Activity Patterns

TOWARDS A NEW VISION FOR EI'S WEB COMMUNICATIONS
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Example Pattern: Farzad

Member Organizations

ExBo
Regional structures
Regional offices
National unions

Advocay Partners

Regional structures
Regional offices
National unions
GUFs
Trade Union Organizations
NGOs
IGOs

Grassroots Constuentcy

Education Community
- Teacher
- Student
- Parent
- Authorities

Union Community
- Worker

Target

IGOs
Governments
Corporations

Example Pattern: Global Monitoring Report

Advocay Partners
GUFs
Trade Union Organizations
IGOs

Member Organizations
Regional structures
Regional offices
National unions

Target
IGOs
Governments
Corporations

Example Pattern: Seven Korean Teachers Fired

Member Organizations

ExBo
Regional structures
Regional offices
National unions

Advocay Partners

Regional structures
Regional offices
National unions
GUFs
Trade Union Organizations
NGOs
IGOs

Grassroots Constuentcy

Education Community
- Teacher
- Student
- Parent
- Authorities

Union Community
- Worker

Target

IGOs
Governments
Corporations

Example Pattern: World Teacher's Day

Member Organizations

ExBo
Regional structures
Regional offices
National unions

Advocay Partners

Regional structures
Regional offices
National unions
GUFs
Trade Union Organizations
NGOs
IGOs

Grassroots Constuentcy

Education Community
- Teacher
- Student
- Parent
- Authorities

Union Community
- Worker

Target

IGOs
Governments
Corporations

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A P P E N D I C E S

Appendix II
Usage statistics and geographical distribution of web visitors

TOWARDS A NEW VISION FOR EI'S WEB COMMUNICATIONS
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Visitors Overview

9 Feb 2009 - 13 Mar 2009

Comparing to: Site

6,303 people visited this site

8,027 Visits

6,303 Absolute Unique Visitors

16,624 Page Views

2.07 Average Page Views

00:01:25 Time on Site

31.54% Bounce Rate

71.94% New Visits

Technical Profile

Browser	Visits	% visits
Internet Explorer	5,489	68.38%
Firefox	2,063	25.70%
Safari	264	3.29%
Chrome	84	1.05%
Opera	65	0.81%

Connection Speed	Visits	% visits
Unknown	3,265	40.68%
DSL	2,711	33.77%
Cable	952	11.86%
T1	763	9.51%
Dialup	316	3.94%

Map Overlay

9 Feb 2009 - 13 Mar 2009
Comparing to: Site

8,027 visits came from 164 countries/territories

Site Usage

Visits	Pages/Visit	Avg. Time on Site	% New Visits	Bounce Rate
8,027 % of Site Total: 100.00%	2.07 Site Avg: 2.07 (0.00%)	00:01:25 Site Avg: 00:01:25 (0.00%)	72.03% Site Avg: 71.94% (0.12%)	31.54% Site Avg: 31.54% (0.00%)

Country/Territory	Visits	Pages/Visit	Avg. Time on Site	% New Visits	Bounce Rate
United States	800	2.15	00:01:22	82.25%	24.38%
Spain	549	1.72	00:01:08	76.87%	57.56%
Canada	510	2.24	00:01:37	69.02%	29.22%
Belgium	446	2.10	00:01:27	48.43%	34.53%
United Kingdom	404	2.25	00:01:26	71.04%	17.08%
Mexico	325	1.48	00:01:02	76.31%	67.38%
France	315	2.05	00:01:24	72.38%	38.10%
Switzerland	223	2.18	00:00:46	26.91%	11.21%
Colombia	205	2.21	00:01:20	90.73%	24.88%
Brazil	182	1.96	00:00:36	90.11%	21.98%

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Top Content

9 Feb 2009 - 13 Mar 2009

Comparing to: Site

45 pages were viewed a total of 16,624 times

Content Performance

Page Views	Unique Page Views	Avg. Time on Page	Bounce Rate	% Exit	$ Index
16,624 % of Site Total: 100.00%	13,293 % of Site Total: 100.00%	00:01:20 Site Avg: 00:01:20 (0.00%)	31.54% Site Avg: 31.54% (0.00%)	48.29% Site Avg: 48.29% (0.00%)	$0.00 Site Avg: $0.00 (0.00%)

Page	Page Views	Unique Page Views	Avg. Time on Page	Bounce Rate	% Exit	$ Index
/en/index.php	13,863	11,188	00:01:08	18.75%	43.79%	$0.00
/es/index.php	1,682	1,276	00:03:25	78.31%	72.00%	$0.00
/fr/index.php	785	572	00:03:10	75.25%	65.22%	$0.00
/savefarzad/en/index.php	181	169	00:03:22	92.62%	90.06%	$0.00
/es/en/index.php	26	21	00:01:35	71.43%	73.08%	$0.00
/fr/en/index.php	22	14	00:01:20	55.56%	50.00%	$0.00
/salvarafarzad/en/index.php	7	7	00:00:00	100.00%	100.00%	$0.00
/translate_c?hl=hr&sl=en&u=http://www.ei-ie.org/en/index.php&prev=/search?q=education+international&hl=hr&client=firefox-a&channel=s&rls=org.mozilla:en-US:official&hs=QaK&sa=G&usg=ALkJrhj7uMBWxlc8oBDU0aX1UoR88zFnmQ	6	1	00:00:41	0.00%	16.67%	$0.00
/sauvezfarzad/en/index.php	5	4	00:00:10	66.67%	80.00%	$0.00
/en/en/index.php	4	3	00:00:10	100.00%	75.00%	$0.00

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Length of Visit

9 Feb 2009 - 13 Mar 2009
Comparing to: Site

Most visits lasted: 0-10 seconds

Length of Visit	Visits	Percentage of all visitors
0-10 seconds	5,394.00	67.20%
11-30 seconds	645.00	8.04%
31-60 seconds	371.00	4.62%
61-180 seconds	729.00	9.08%
181-600 seconds	589.00	7.34%
601-1,800 seconds	270.00	3.36%
1,801+ seconds	29.00	0.36%

Depth of Visit

9 Feb 2009 - 13 Mar 2009
Comparing to: Site

Most people visited: 2 pages

Depth of Visit	Visits	Percentage of all visitors
1 pages	2,532.00	31.54%
2 pages	3,865.00	48.15%
3 pages	912.00	11.36%
4 pages	387.00	4.82%
5 pages	161.00	2.01%
6 pages	83.00	1.03%
7 pages	34.00	0.42%
8 pages	21.00	0.26%
9 pages	9.00	0.11%
10 pages	7.00	0.09%
11 pages	4.00	0.05%
12 pages	1.00	0.01%
13 pages	4.00	0.05%
14 pages	3.00	0.04%
15 pages	2.00	0.02%
18 pages	1.00	0.01%
20+ pages	1.00	0.01%

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Browsers and OS

9 Feb 2009 - 13 Mar 2009

Comparing to: Site

8,027 visits used 25 browser and OS combinations

Site Usage

Visits	Pages/Visit	Avg. Time on Site	% New Visits	Bounce Rate
8,027	2.07	00:01:25	72.03%	31.54%
% of Site Total: 100.00%	Site Avg: 2.07 (0.00%)	Site Avg: 00:01:25 (0.00%)	Site Avg: 71.94% (0.12%)	Site Avg: 31.54% (0.00%)

Browser and OS	Visits	Visits
Internet Explorer / Windows	5,487	68.36%
Firefox / Windows	1,830	22.80%
Safari / Macintosh	243	3.03%
Firefox / Macintosh	164	2.04%
Chrome / Windows	84	1.05%
Firefox / Linux	66	0.82%
Opera / Windows	57	0.71%
Mozilla / Linux	36	0.45%
Safari / Windows	14	0.17%
Mozilla / Danger Hiptop	8	0.10%

Visits

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Connection Speeds

9 Feb 2009 - 13 Mar 2009

Comparing to: Site

8,027 visits used 7 connection speeds

Site Usage

Visits	Pages/Visit	Avg. Time on Site	% New Visits	Bounce Rate
8,027 % of Site Total: 100.00%	2.07 Site Avg: 2.07 (0.00%)	00:01:25 Site Avg: 00:01:25 (0.00%)	72.03% Site Avg: 71.94% (0.12%)	31.54% Site Avg: 31.54% (0.00%)

Connection Speed	Visits	Pages/Visit	Avg. Time on Site	% New Visits	Bounce Rate
Unknown	3,265	2.08	00:01:33	72.92%	30.90%
DSL	2,711	1.99	00:01:15	71.38%	36.30%
Cable	952	2.11	00:01:24	78.89%	31.51%
T1	763	2.21	00:01:41	77.85%	24.12%
Dialup	316	2.12	00:00:59	33.23%	16.46%
OC3	18	2.72	00:03:08	77.78%	16.67%
ISDN	2	2.00	00:00:13	100.00%	0.00%

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A P P E N D I C E S

Appendix III
Surveys

TOWARDS A NEW VISION FOR EI'S WEB COMMUNICATIONS
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Web Survey

Web Survey - Mozilla Firefox
File Edit View History Bookmarks Tools Help
http://www.ei-ie.org/survey/index.php?sid=58834
Google
Please help us to improve our website – all it takes is to answer the following four questions. Thank you!
Which of the following best describes you?
Choose one of the following answers
Union activist
Teacher / Education worker
Researcher
Journalist
Policy-maker
Other
No answer
What brings you to our website?
Check any that apply
To make contact
To learn about our policies and programmes
To look for information
To look for resources/downloads
To participate in campaigns / activities
To seek membership
Other:
How often do you visit our website?
Choose one of the following answers
This is my first time
Daily
Weekly
Monthly
Yearly
No answer
From where are you accessing our website?
Choose one of the following answers
Home
Workplace
School / University
(Internet) Café
Other
No answer
Submit
Done
en-GB
Start
Web Survey - Mozilla ...
DE
16:20

Brussels, 10 February 2009

To: All EI affiliates
Re: User Survey about the Web site of Education International

Dear colleagues,

Education International
Internationale de l'Education
Internacional de la Educación
Bildungsinternationale

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Thulas Nxesi

General Secretary
Fred van Leeuwen

Education International has started work on the re-vamping of its web portal, http://www.ei-ie.org/. The whole process will last a year, as it will not only be a visual redesign but a comprehensive re-structuring of the way information is accessible on the web portal.

As the current website was built in 2004, we feel that it is time to reorganize it to lay the foundations for future developments. But most importantly, we want to better cater to the needs of you - our users.

The ultimate goal of this process is to ensure that when you come to the EI web portal, you'll find the information you want as easily as possible and in a straightforward way. In order to accomplish this, we need your help in giving us your feedback about the current website.

We have prepared a short four-question survey and we hope you can spend the next 2 minutes in helping us filling it out.

Please also help us disseminate this survey widely within your organization, and encourage as many of your colleagues as possible to fill it out.

We appreciate if you could return the completed survey to us by 16 March 2009 either by email (webmaster@ei-ie.org) or by fax (+32 2 224 0606).

Thank you for your help! Your input will enable us to design the new EI website as user-friendly and accessible as possible!

Best regards,

Fred van Leeuwen
General Secretary

Your Organisation: _____

Your Position (optional): _____

Q1 Why do you go to the EI Website?

(Please tick the boxes that apply to you. Multiple answers are possible.)

- ☐ To seek EI policies (i.e. EI's position on certain topics)
- ☐ To seek EI programmes (What we do/our activities)
- ☐ To seek EI contacts / staff (Who we are)
- ☐ To seek EI resources (studies, articles, policy papers, reports, images)
- ☐ To seek EI events (our calendar)
- ☐ To seek EI News (EI perspective on current events)
- ☐ To seek participation in EI campaigns
- ☐ To share information with EI
- ☐ To seek support from EI
- ☐ Others, namely

_____

_____

- ☐ I don't go to the EI website* *(If you tick this, you can stop here.)*

Q2 Are there other activities you would like to do on the EI website, but are not able to?

- ☐ None.
- ☐ Yes, namely:

_____

_____

Q3 How often do you go on the EI Website?

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Yearly

Q4 Where do you normally access the EI Website from?

- ☐ Home
- ☐ Workplace
- ☐ School
- ☐ (Internet) Café
- ☐ Other: _____

Thank you for your help! Please return this to us by 16 March 2009 either by email (webmaster@ei-ie.org) or by fax (+32 2 224 0606).

Comments left by participants in on-line and paper surveys

- "I repeatedly used the contact forms on the website, but never got any response."
- "More up-to-date information on trade union rights would be helpful."
- "I had to search for a very long time for the web address."
- "I was looking for archives."
- "I was looking for information on conferences and seminars concerning the education sector in Brussels, but couldn't find any."
- "I am responsible for a voluntary organisation in Haiti."
- "Materials about training for trade unionists would be very helpful."
- "I would like to use a discussion forum on the EI website."

Education International
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A P P E N D I C E S

Appendix IV
Organizational Research: Determining Appropriate Sample Size in Survey Research

TOWARDS A NEW VISION FOR EI'S WEB COMMUNICATIONS
The EI Web Portal Re-structuring and Re-design project – Report Phase One: Discovery

Organizational Research: Determining Appropriate Sample Size in Survey Research

James E. Bartlett, II

Joe W. Kotrlik

Chadwick C. Higgins

The determination of sample size is a common task for many organizational researchers. Inappropriate, inadequate, or excessive sample sizes continue to influence the quality and accuracy of research. This manuscript describes the procedures for determining sample size for continuous and categorical variables using Cochran's (1977) formulas. A discussion and illustration of sample size formulas, including the formula for adjusting the sample size for smaller populations, is included. A table is provided that can be used to select the sample size for a research problem based on three alpha levels and a set error rate. Procedures for determining the appropriate sample size for multiple regression and factor analysis, and common issues in sample size determination are examined. Non-respondent sampling issues are addressed.

Introduction

A common goal of survey research is to collect data representative of a population. The researcher uses information gathered from the survey to generalize findings from a drawn sample back to a population, within the limits of random error. However, when critiquing business education research, Wunsch (1986) stated that "two of the most consistent flaws included (1) disregard for sampling error when determining sample size, and (2) disregard for response and nonresponse bias" (p. 31).

Within a quantitative survey design, determining sample size and dealing with nonresponse bias is essential. "One of the real advantages of quantitative methods is their ability to use smaller groups of people to make inferences about larger groups that would be prohibitively expensive to study" (Holton & Burnett, 1997, p. 71). The question then is, how large of a sample is required to infer research findings back to a population?

Standard textbook authors and researchers offer tested methods that allow studies to take full advantage of statistical measurements, which in turn give researchers the upper hand in determining the correct sample size. Sample size is one of the four inter-related features of a study design that can influence the detection of significant differences, relationships or interactions (Peers, 1996). Generally, these survey designs try to minimize both alpha error (finding a difference that does not actually exist in the population) and beta error (failing to find a difference that actually exists in the population) (Peers, 1996).

However, improvement is needed. Researchers are learning experimental statistics from highly competent statisticians and then doing their best to apply the formulas and approaches

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they learn to their research design. A simple survey of published manuscripts reveals numerous errors and questionable approaches to sample size selection, and serves as proof that improvement is needed. Many researchers could benefit from a real-life primer on the tools needed to properly conduct research, including, but not limited to, sample size selection.

This manuscript will describe common procedures for determining sample size for simple random and systematic random samples. It will also discuss alternatives to these formulas for special situations. This manuscript is not intended to be a totally inclusive treatment of other sample size issues and techniques. Rather, this manuscript will address sample size issues that have been selected as a result of observing problems in published manuscripts.

As a part of this discussion, considerations for the appropriate use of Cochran's (1977) sample size formula for both continuous and categorical data will be presented. Krejcie and Morgan's (1970) formula for determining sample size for categorical data will be briefly discussed because it provides identical sample sizes in all cases where the researcher adjusts the t value used based on population size, which is required when the population size is 120 or less. Likewise, researchers should use caution when using any of the widely circulated sample size tables based on Krejcie and Morgan's (1970) formula, as they assume an alpha of .05 and a degree of accuracy of .05 (discussed later). Other formulas are available; however, these two formulas are used more than any others.

Foundations for Sample Size Determination

Primary Variables of Measurement

The researcher must make decisions as to which variables will be incorporated into formula calculations. For example, if the researcher plans to use a seven-point scale to measure a continuous variable, e.g., job satisfaction, and also plans to determine if the respondents differ by certain categorical variables, e.g., gender, tenured, educational level, etc., which variable(s) should be used as the basis for sample size? This is important because the use of gender as the primary variable will result in a substantially larger sample size than if one used the seven-point scale as the primary variable of measure.

Cochran (1977) addressed this issue by stating that "One method of determining sample size is to specify margins of error for the items that are regarded as most vital to the survey. An estimation of the sample size needed is first made separately for each of these important items" (p. 81). When these calculations are completed, researchers will have a range of n's, usually ranging from smaller n's for scaled, continuous variables, to larger n's for dichotomous or categorical variables.

The researcher should make sampling decisions based on these data. If the n's for the variables of interest are relatively close, the researcher can simply use the largest n as the sample size and be confident that the sample size will provide the desired results.

> More commonly, there is a sufficient variation among the n's so that we are reluctant to choose the largest, either from budgetary considerations or because this will give an over-all standard of precision substantially higher than originally contemplated. In this event, the desired standard of precision may be relaxed for certain of the items, in order to permit the use of a smaller value of n (Cochran, 1977, p. 81).

The researcher may also decide to use this information in deciding whether to keep all of the variables identified in the study. "In some cases, the n's are so discordant that certain of them must be dropped from the inquiry; . . ." (Cochran, 1977, p. 81).

Error Estimation

Cochran's (1977) formula uses two key factors: (1) the risk the researcher is willing to accept in the study, commonly called the margin of error, or the error the researcher is willing to accept, and (2) the alpha level, the level of acceptable risk the researcher is willing to accept that the true margin

of error exceeds the acceptable margin of error; i.e., the probability that differences revealed by statistical analyses really do not exist; also known as Type I error. Another type of error will not be addressed further here, namely, Type II error, also known as beta error. Type II error occurs when statistical procedures result in a judgment of no significant differences when these differences do indeed exist.

Alpha Level. The alpha level used in determining sample size in most educational research studies is either .05 or .01 (Ary, Jacobs, & Razavieh, 1996). In Cochran's formula, the alpha level is incorporated into the formula by utilizing the t-value for the alpha level selected (e.g., t-value for alpha level of .05 is 1.96 for sample sizes above 120). Researchers should ensure they use the correct t- value when their research involves smaller populations, e.g., t-value for alpha of .05 and a population of 60 is 2.00. In general, an alpha level of .05 is acceptable for most research. An alpha level of .10 or lower may be used if the researcher is more interested in identifying marginal relationships, differences or other statistical phenomena as a precursor to further studies. An alpha level of .01 may be used in those cases where decisions based on the research are critical and errors may cause substantial financial or personal harm, e.g., major programmatic changes.

Acceptable Margin of Error. The general rule relative to acceptable margins of error in educational and social research is as follows: For categorical data, 5% margin of error is acceptable, and, for continuous data, 3% margin of error is acceptable (Krejcie & Morgan, 1970). For example, a 3% margin of error would result in the researcher being confident that the true mean of a seven point scale is within ±.21 (.03 times seven points on the scale) of the mean calculated from the research sample. For a dichotomous variable, a 5% margin of error would result in the researcher being confident that the proportion of respondents who were male was within ±5% of the proportion calculated from the research sample. Researchers may increase these values when a higher margin of error is acceptable or may decrease these values when a higher degree of precision is needed.

Variance Estimation

A critical component of sample size formulas is the estimation of variance in the primary variables of interest in the study. The researcher does not have direct control over variance and must incorporate variance estimates into research design. Cochran (1977) listed four ways of estimating population variances for sample size determinations: (1) take the sample in two steps, and use the results of the first step to determine how many additional responses are needed to attain an appropriate sample size based on the variance observed in the first step data; (2) use pilot study results; (3) use data from previous studies of the same or a similar population; or (4) estimate or guess the structure of the population assisted by some logical mathematical results. The first three ways are logical and produce valid estimates of variance; therefore, they do not need to be discussed further. However, in many educational and social research studies, it is not feasible to use any of the first three ways and the researcher must estimate variance using the fourth method.

A researcher typically needs to estimate the variance of scaled and categorical variables. To estimate the variance of a scaled variable, one must determine the inclusive range of the scale, and then divide by the number of standard deviations that would include all possible values in the range, and then square this number. For example, if a researcher used a seven-point scale and given that six standard deviations (three to each side of the mean) would capture 98% of all responses, the calculations would be as follows:

$$S = \frac{\text{7 (number of points on the scale)}}{\text{6 (number of standard deviations)}}$$

When estimating the variance of a dichotomous (proportional) variable such as gender, Krejcie and Morgan (1970) recommended that researchers should use .50 as an estimate of the population proportion. This proportion will result in the maximization of variance, which will also produce the maximum sample size. This proportion can be used to estimate variance in the population. For example, squaring .50 will result in a population

variance estimate of .25 for a dichotomous variable.

Basic Sample Size Determination

Continuous Data

Before proceeding with sample size calculations, assuming continuous data, the researcher should determine if a categorical variable will play a primary role in data analysis. If so, the categorical sample size formulas should be used. If this is not the case, the sample size formulas for continuous data described in this section are appropriate.

Assume that a researcher has set the alpha level a priori at .05, plans to use a seven point scale, has set the level of acceptable error at 3%, and has estimated the standard deviation of the scale as 1.167. Cochran's sample size formula for continuous data and an example of its use is presented here along with the explanations as to how these decisions were made.

$$n_0 = \frac{(t)^2 * (s)^2}{(d)^2} = \frac{(1.96)^2(1.167)^2}{(7*.03)^2} = 118$$

Where t = value for selected alpha level of .025 in each tail = 1.96
(the alpha level of .05 indicates the level of risk the researcher is willing to take that true margin of error may exceed the acceptable margin of error.)

Where s = estimate of standard deviation in the population = 1.167.
(estimate of variance deviation for 7 point scale calculated by using 7 [inclusive range of scale] divided by 6 [number of standard deviations that include almost all (approximately 98%) of the possible values in the range]).

Where d = acceptable margin of error for mean being estimated = .21.
(number of points on primary scale * acceptable margin of error; points on primary scale = 7; acceptable margin of error = .03 [error researcher is willing to except]).

Therefore, for a population of 1,679, the required sample size is 118. However, since this sample size exceeds 5% of the population (1,679*.05=84), Cochran's (1977) correction formula should be used to calculate the final sample size. These calculations are as follows:

$$n = \frac{n_0}{(1 + n_0 / \text{Population})} = \frac{(118)}{(1 + 118/1679)} = 111$$

Where population size = 1,679.

Where n_0 = required return sample size according to Cochran's formula = 118.

Where n_1 = required return sample size because sample > 5% of population.

These procedures result in the minimum returned sample size. If a researcher has a captive audience, this sample size may be attained easily. However, since many educational and social research studies often use data collection methods such as surveys and other voluntary participation methods, the response rates are typically well below 100%. Salkind (1997) recommended oversampling when he stated that "If you are mailing out surveys or questionnaires, ... count on increasing your sample size by 40%-50% to account for lost mail and uncooperative subjects" (p. 107). Fink (1995) stated that "Oversampling can add costs to the survey but is often necessary" (p. 36). Cochran (1977) stated that "A second consequence is, of course, that the variances of estimates are increased because the sample actually obtained is smaller than the target sample. This factor can be allowed for, at least approximately, in selecting the size of the sample" (p. 396). However, many researchers criticize the use of over-sampling to ensure that this minimum sample size is achieved and suggestions on how to secure the minimal sample size are scarce.

If the researcher decides to use oversampling, four methods may be used to determine the anticipated response rate: (1) take the sample in two steps, and use the results of the first step to estimate how many additional responses may be expected from the second step; (2) use pilot study results; (3) use responses rates from previous studies of the same or a similar population; or (4) estimate the response rate. The first three ways are logical and will produce valid estimates of response

rates; therefore, they do not need to be discussed further. Estimating response rates is not an exact science. A researcher may be able to consult other researchers or review the research literature in similar fields to determine the response rates that have been achieved with similar and, if necessary, dissimilar populations.

Therefore, in this example, it was anticipated that a response rate of 65% would be achieved based on prior research experience. Given a required minimum sample size (corrected) of 111, the following calculations were used to determine the drawn sample size required to produce the minimum sample size:

Where anticipated return rate = 65%.
Where n_2 = sample size adjusted for response rate.
Where minimum sample size (corrected) = 111.
Therefore, n_2 = 111/.65 = 171.

Categorical Data

The sample size formulas and procedures used for categorical data are very similar, but some variations do exist. Assume a researcher has set the alpha level a priori at .05, plans to use a proportional variable, has set the level of acceptable error at 5%, and has estimated the standard deviation of the scale as .5. Cochran's sample size formula for categorical data and an example of its use is presented here along with explanations as to how these decisions were made.

$$n_0 = \frac{(t)^2 * (p)(q)}{(d)^2}$$

$$n_0 = \frac{(1.96)^2(.5)(.5)}{(.05)^2} = 384$$

Where t = value for selected alpha level of .025 in each tail = 1.96.
(the alpha level of .05 indicates the level of risk the researcher is willing to take that true margin of error may exceed the acceptable margin of error).
Where (p)(q) = estimate of variance = .25.
(maximum possible proportion (.5) * 1-maximum possible proportion (.5) produces maximum possible sample size).
Where d = acceptable margin of error for proportion being estimated = .05
(error researcher is willing to except).

Therefore, for a population of 1,679, the required sample size is 384. However, since this sample size exceeds 5% of the population (1,679*.05=84), Cochran's (1977) correction formula should be used to calculate the final sample size. These calculations are as follows:

$$n_1 = \frac{n_0}{(1 + n_0 / \text{Population})}$$

$$n_1 = \frac{(384)}{(1 + 384/1679)} = 313$$

Where population size = 1,679
Where n_0 = required return sample size according to Cochran's formula = 384
Where n_1 = required return sample size because sample > 5% of population

These procedures result in a minimum returned sample size of 313. Using the same oversampling procedures as cited in the continuous data example, and again assuming a response rate of 65%, a minimum drawn sample size of 482 should be used. These calculations were based on the following:

Where anticipated return rate = 65%.
Where n_2 = sample size adjusted for response rate.
Where minimum sample size (corrected) = 313.
Therefore, n_2 = 313/.65 = 482.

Sample Size Determination Table

Table 1 presents sample size values that will be appropriate for many common sampling problems. The table includes sample sizes for both continuous and categorical data assuming alpha levels of .10, .05, or .01. The margins of error used in the table were .03 for continuous data and .05 for

categorical data. Researchers may use this table if the margin of error shown is appropriate for their study; however, the appropriate sample size must be calculated if these error rates are not appropriate.

Other Sample Size Determination Considerations

Regression Analysis. Situations exist where the procedures described in the previous paragraphs will not satisfy the needs of a study and two examples will be addressed here. One situation is when the researcher wishes to use multiple regression analysis in a study. To use multiple regression analysis, the ratio of observations to independent variables should not fall below five. If this minimum is not followed, there is a risk for overfitting, ". . . making the results too specific to the sample, thus lacking generalizability" (Hair, Anderson, Tatham, & Black, 1995, p. 105). A more conservative ratio, of ten observations for each independent variable was reported optimal by Miller and Kunce (1973) and Halinski and Feldt (1970).

These ratios are especially critical in using regression analyses with continuous data because sample sizes for continuous data are typically much smaller than sample sizes for categorical data. Therefore, there is a possibility that the random sample will not be sufficient if multiple variables are used in the regression analysis. For example, in the continuous data illustration, a population of 1,679 was utilized and it was determined that a minimum returned sample size of 111 was required. The sample size for a population of 1,679 in the categorical data example was 313. Table 2, developed based on the recommendations cited in the previous paragraph, uses both the five to one and ten to one ratios.

Table 1: Table for Determining Minimum Returned Sample Size for a Given Population Size for Continuous and Categorical Data

	Sample size					
	Continuous data (margin of error = .03)			Categorical data (margin of error = .05)		
Population size	alpha = .10 t = 1.65	alpha = .05 t = 1.96	alpha = .01 t = 2.58	p = .50 t = 1.65	p = .50 t = 1.96	p = .50 t = 2.58
100	46	55	68	74	80	87
200	59	75	102	116	132	154
300	65	85	123	143	169	207
400	69	92	137	162	196	250
500	72	96	147	176	218	286
600	73	100	155	187	235	316
700	75	102	161	196	249	341
800	76	104	166	203	260	363
900	76	105	170	209	270	382
1,000	77	106	173	213	278	399
1,500	79	110	183	230	306	461
2,000	83	112	189	239	323	499
4,000	83	119	198	254	351	570
6,000	83	119	209	259	362	598
8,000	83	119	209	262	367	613
10,000	83	119	209	264	370	623

NOTE: The margins of error used in the table were .03 for continuous data and .05 for categorical data. Researchers may use this table if the margin of error shown is appropriate for their study; however, the appropriate sample size must be calculated if these error rates are not appropriate. Table developed by Bartlett, Kotrlik, & Higgins.

Table 2: Minimum Number of Regressors Allowed for Sampling Example

Sample size for:	Maximum number of regressors if ratio is:	
	5 to 1	10 to 1
Continuous data: n = 111	22	11
Categorical data: n = 313	62	31

As shown in Table 2, if the researcher uses the optimal ratio of ten to one with continuous data, the number of regressors (independent variables) in the multiple regression model would be limited to 11. Larger numbers of regressors could be used with the other situations shown. It should be noted that if a variable such as ethnicity is incorporated into the categorical example, this variable must be dummy coded, which will result in multiple variables utilized in the model rather than a single variable. One variable for each ethnic group, e.g., White, Black, Hispanic, Asian, American Indian would each be coded as 1 = yes and 2 = no in the regression model, which would result in five variables rather than one in the regression model.

In the continuous data example, if a researcher planned to use 14 variables in a multiple regression analysis and wished to use the optimal ratio of ten to one, the returned sample size must be increased from 111 to 140. This sample size of 140 would be calculated from taking the number of independent variables to be entered in the regression (fourteen) and multiplying them by the number of the ratio (ten). Caution should be used when making this decision because raising the sample size above the level indicated by the sample size formula will increase the probability of Type I error.

Factor Analysis. If the researcher plans to use factor analysis in a study, the same ratio considerations discussed under multiple regression should be used, with one additional criteria, namely, that factor analysis should not be done with less than 100 observations. It should be noted that an increase in sample size will decrease the level at which an item loading on a factor is significant. For example, assuming an alpha level of .05, a factor would have to load at a level of .75 or higher to be significant in a sample size of 50, while a factor would only have to load at a level of .30 to be significant in a sample size of 350 (Hair et al., 1995).

Sampling non-respondents. Donald (1967), Hagbert (1968), Johnson (1959), and Miller and Smith (1983) recommend that the researcher take a random sample of 10-20% of non-respondents to use in non-respondent follow-up analyses. If non-respondents are treated as a potentially different population, it does not appear that this recommendation is valid or adequate. Rather, the researcher could consider using Cochran's formula to determine an adequate sample of non-respondents for the non-respondent follow-up response analyses.

Budget, time and other constraints. Often, the researcher is faced with various constraints that may force them to use inadequate sample sizes because of practical versus statistical reasons. These constraints may include budget, time, personnel, and other resource limitations. In these cases, researchers should report both the appropriate sample sizes along with the sample sizes actually used in the study, the reasons for using inadequate sample sizes, and a discussion of the effect the inadequate sample sizes may have on the results of the study. The researcher should exercise caution when making programmatic recommendations based on research conducted with inadequate sample sizes.

Final Thoughts

Although it is not unusual for researchers to have different opinions as to how sample size should be calculated, the procedures used in this process should always be reported, allowing the reader to make his or her own judgments as to whether they accept the researcher's assumptions and procedures. In general, a researcher could use the standard factors identified in this paper in the sample size determination process.

Another issue is that many studies conducted with entire population census data could and probably should have used samples instead. Many of the studies based on population census data achieve low response rates. Using an adequate

sample along with high quality data collection efforts will result in more reliable, valid, and generalizable results; it could also result in other resource savings.

The bottom line is simple: research studies take substantial time and effort on the part of researchers. This paper was designed as a tool that a researcher could use in planning and conducting quality research. When selecting an appropriate sample size for a study is relatively easy, why wouldn't a researcher want to do it right?

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A P P E N D I C E S

Appendix V
Content inventory

TOWARDS A NEW VISION FOR EI'S WEB COMMUNICATIONS
The EI Web Portal Re-structuring and Re-design project – Report Phase One: Discovery

Content of EI Website

ID	Page Name	Link	Owner	Notes
	1. Top Menu	http://www.ei-ie.org/en/index.php		
	1.1 News	http://www.ei-ie.org/en/news/		
	1.1.1 (all the articles)			see database
	1.2 RSS Library	http://www.ei-ie.org/en/rss/		
	1.2.1 (all the news)			
	1.3 Articles	http://www.ei-ie.org/en/article/		
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	1.4.11 EI Seminar on Quality Education and Social Justice for Indigenous Peoples	http://www.ei-ie.org/en/calendar/show.php?id=144&theme=indigenous		
	1.4.11.1 EI Seminar on Quality Education and Social Justice for Indigenous Peoples 6 December 2008 Conferences on Clarendon, FEU Building, Ground Floor, 120 Clarendon Street South Bank, Melbourne, Victoria, Australia Registration Form	http://www.ei-ie.org/form/20081206_en.php		Registration Form
	1.4.12 International Conference on AIDS and STIs in Africa, ICASA 2008	http://www.ei-ie.org/en/calendar/show.php?id=177&theme=hivaids		
	1.4.13 Conference of Education Unions in the OECD countries on "Governance and Financing of Educational Institutions"	http://www.ei-ie.org/en/calendar/show.php?id=179&theme=policy		
	1.4.14 Bologna Seminar: Transnational education (TNE) and the UNESCO/OECD-Guidelines for quality provision in cross-border higher education	http://www.ei-ie.org/en/calendar/show.php?id=172&theme=highereducation		
	1.4.15 Bologna Seminar: "Aligning National against European Qualification Frameworks: The Principles of Self-Certification"	http://www.ei-ie.org/en/calendar/show.php?id=171&theme=highereducation		
	1.4.16 48th session of the International Conference on Education	http://www.ei-ie.org/en/calendar/show.php?id=178&theme=policy		
	1.4.17 Third European Quality Assurance Forum	http://www.ei-ie.org/en/calendar/show.php?id=170&theme=highereducation		
	1.4.18 UNESCO-APEID International Conference on Quality Innovations for Teaching and Learning	http://www.ei-ie.org/en/calendar/show.php?id=176&theme=policy		
	1.4.19 French EU Presidency Conference: International comparison of education systems: a European model?	http://www.ei-ie.org/en/calendar/show.php?id=169&theme=highereducation		
	1.4.20 Bologna Seminar: Equality in a knowledge based society – How to widen opportunities? Best practices in National Action Plans	http://www.ei-ie.org/en/calendar/show.php?id=168&theme=highereducation		
	1.4.21 Regional EFAIDS Workshop - Caribbean region	http://www.ei-ie.org/en/calendar/show.php?id=175&theme=hivaids		
	1.4.22 Bologna Seminar Employability: the Employers' Perspective and its Implications	http://www.ei-ie.org/en/calendar/show.php?id=165&theme=highereducation		
	1.4.23 EI Pan-European Seminar on Early Childhood Education (open to participants from EI member organisations in Europe)	http://www.ei-ie.org/en/calendar/show.php?id=164&theme=earlychildhood		
	1.4.23.1 EI Pan-European Seminar on Early Childhood Education: Quality Early Childhood Education is Every Child's Right 4-5 November 2008, Malta Registration Form	http://www.ei-ie.org/form/20081104_en.php		Registration Form
	1.4.24 French EU Presidency Conference: Europe of higher education: reinforcing the space for mobility	http://www.ei-ie.org/en/calendar/show.php?id=166&theme=highereducation		
	1.4.25 EI Pan-European Equality Seminar "Education union: building respect for diversity"	http://www.ei-ie.org/en/calendar/show.php?id=163&theme=sexual		
	1.4.25.1 EI Pan European Equality Seminar Education union: building respect for diversity Registration Form	http://www.ei-ie.org/form/20081103_en.php		Registration Form
	1.4.26 European University Association Autumn Conference	http://www.ei-ie.org/en/calendar/show.php?id=161&theme=highereducation		
	1.4.27 Bologna Follow-up Group meeting	http://www.ei-ie.org/en/calendar/show.php?id=160&theme=highereducation		
	1.4.28 EI Europe Higher Education & Research Standing Committee (HERSC) meeting	http://www.ei-ie.org/en/calendar/show.php?id=167&theme=highereducation		
	1.4.29 "Let's Go! Where to now?" Mobility Campaign Conference	http://www.ei-ie.org/en/calendar/show.php?id=154&theme=highereducation		
	1.4.30 World Teacher's Day	http://www.ei-ie.org/en/calendar/show.php?id=145&theme=ei		
	1.4.30.1 Teachers matter!			

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	1.4.30.2 October 5, 2008 World Teachers' Day Participation Form	http://www.ei-ie.org/worldteachersday2008/		Participation Form
	1.4.31 Bologna Seminar "3rd cycle degrees: competences and researcher careers"	http://www.ei-ie.org/en/calendar/show.php?id=159&theme=highereducation		
	1.4.32 Bologna Seminar: Recognition of Prior Learning, Quality Assurance and the Implementation of Procedures	http://www.ei-ie.org/form/20081005_en.php		
	1.4.33 WTO Public Forum	http://www.ei-ie.org/en/calendar/show.php?id=155&theme=gats		
	1.4.34 20th anniversary of the Magna Charta Universitatum	http://www.ei-ie.org/en/calendar/show.php?id=152&theme=highereducation		
	1.4.35 20th Annual European Association for International Education Conference	http://www.ei-ie.org/en/calendar/show.php?id=158&theme=highereducation		
	1.4.36 French Presidency Conference " Quality Assurance in Universities and Higher Education Establishments in Europe"	http://www.ei-ie.org/en/calendar/show.php?id=157&theme=highereducation		
	1.4.37 OECD Programme on Institutional Management in Higher Education (IMHE) biennial conference	http://www.ei-ie.org/en/calendar/show.php?id=143&theme=highereducation		
	1.4.38 Council of Europe Regional conference on Qualifications Frameworks	http://www.ei-ie.org/en/calendar/show.php?id=156&theme=highereducation		
	1.4.39 COPE-UNESCO-UNICEF Conference on Improving the Status of Teachers as per ILO-UNESCO's 1966 Recommendation and promoting Children's Rights to Quality Education	http://www.ei-ie.org/en/calendar/show.php?id=162&theme=statusofteachers		
	1.4.40 XVII International AIDS Conference	http://www.ei-ie.org/en/calendar/show.php?id=134&theme=hivaids		
	1.4.41 International Association of Universities 13th General Conference	http://www.ei-ie.org/en/calendar/show.php?id=141&theme=highereducation		
	1.4.42 Education International Trade Union Rights Network, Asean sub-regional conference	http://www.ei-ie.org/en/calendar/show.php?id=151&theme=rights		
	1.4.43 Bologna Seminar on Development of a Common Understanding of Learning Outcomes and ECTS	http://www.ei-ie.org/en/calendar/show.php?id=140&theme=highereducation		
	1.4.44 Penalized for Being Mobile? National Pension Schemes as an Obstacle to Mobility for Researchers in the European Higher Education Area (EHEA)	http://www.ei-ie.org/en/calendar/show.php?id=139&theme=highereducation		
	1.4.45 World Day Against Child Labour 2008	http://www.ei-ie.org/en/calendar/show.php?id=146&theme=childlabour		
	1.4.46 EI-ESU-GEW-FZS Press Conference on "Let's Go Campaign"	http://www.ei-ie.org/en/calendar/show.php?id=150&theme=highereducation		
	1.4.47 UNESCO Regional Conference of Higher Education for the Latin American and Caribbean Region	http://www.ei-ie.org/en/calendar/show.php?id=138&theme=highereducation		
	1.4.48 OECD: Does size matter? - Universities competing in a global market	http://www.ei-ie.org/en/calendar/show.php?id=142&theme=highereducation		
	1.4.49 Fostering student mobility: next steps?	http://www.ei-ie.org/en/calendar/show.php?id=137&theme=highereducation		
	1.4.50 Conference on "Strengthening teacher trade unions in non-EU Southeast European countries"	http://www.ei-ie.org/en/calendar/show.php?id=147&theme=development		
	1.4.51 Bologna 2020: Unlocking Europe's potential -Contributing to a better world	http://www.ei-ie.org/en/calendar/show.php?id=136&theme=highereducation		
	1.4.52 18th General Assembly and Annual Conference of EURASHE	http://www.ei-ie.org/en/calendar/show.php?id=131&theme=highereducation		
	1.4.53 EI Central Asia Consortium Planning Meeting	http://www.ei-ie.org/en/calendar/show.php?id=126&theme=development		
	1.4.54 Association for the Development of Education in Africa (ADEA) 2008 Biennial on Education in Africa	http://www.ei-ie.org/en/calendar/show.php?id=133&theme=hivaids		
	1.4.55 Eurostudent Final Conference	http://www.ei-ie.org/en/calendar/show.php?id=129&theme=highereducation		
	1.4.56 UNAIDS Inter-Agency Task Team (IATT) on Education Spring Meeting	http://www.ei-ie.org/en/calendar/show.php?id=132&theme=hivaids		
	1.4.57 Tuning Dissemination Conference I	http://www.ei-ie.org/en/calendar/show.php?id=128&theme=highereducation		
	1.4.58 Bologna Seminar on ECTS based on Learning Outcomes and Student Workload	http://www.ei-ie.org/en/calendar/show.php?id=127&theme=highereducation		
	1.4.59 EI Pan-European Committee/ ETUCE Executive Board	http://www.ei-ie.org/en/calendar/show.php?id=130&theme=ei		
	1.4.60 Pan-European Equality Standing Committee Meeting	http://www.ei-ie.org/en/calendar/show.php?id=111&theme=gender		
	1.4.61 GUNI: "IV International Barcelona Conference on Higher Education: New challenges and emerging roles for human and social development"	http://www.ei-ie.org/en/calendar/show.php?id=115&theme=highereducation		
	1.4.62 EUA Spring Conference 2008: "The Governance of European Universities Post 2010 (II): Enhancing Institutional Mission and Profiles'	http://www.ei-ie.org/en/calendar/show.php?id=116&theme=highereducation		
	1.4.63 Bologna Follow-up Group meeting	http://www.ei-ie.org/en/calendar/show.php?id=117&theme=highereducation		
	1.4.64 15th European Student Convention	http://www.ei-ie.org/en/calendar/show.php?id=121&theme=highereducation		
	1.4.65 Slovene EU Presidency: Conference on the role of universities in lifelong learning	http://www.ei-ie.org/en/calendar/show.php?id=118&theme=highereducation		
	1.4.66 International Women's Day	http://www.ei-ie.org/en/calendar/show.php?id=122&theme=gender		
	1.4.67 7th Plenary session of the Steering Committee for Higher Education and Research (CDESR)	http://www.ei-ie.org/en/calendar/show.php?id=119&theme=highereducation		
	1.4.68 Founding Assembly of the European Quality Assurance Register for Higher Education	http://www.ei-ie.org/en/calendar/show.php?id=113&theme=highereducation		

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	1.4.69 Concil of Europe Seminar on 'Intercultural Dialogue on the University Campus'	http://www.ei-ie.org/en/calendar/show.php?id=120&theme=highereducation		Typing error: "Co*u* ncil"
	1.4.70 EI Europe Higher Education & Research Standing Committee (HERSC) meeting	http://www.ei-ie.org/en/calendar/show.php?id=109&theme=highereducation		
	1.4.71 Conference on the consequences of different cost sharing scenarios in higher education	http://www.ei-ie.org/en/calendar/show.php?id=114&theme=highereducation		
	1.4.72 52nd Session of the United Nations Commission on the Status of Women	http://www.ei-ie.org/en/calendar/show.php?id=108&theme=gender		
	1.4.73 Bologna Seminar on Qualifications Frameworks and Learning Outcomes Edinburgh	http://www.ei-ie.org/en/calendar/show.php?id=112&theme=highereducation		
	1.4.74 International Conference for Child Rights Organisers and Campaigners	http://www.ei-ie.org/en/calendar/show.php?id=135&theme=childlabour		
	1.4.75 ComNet Meeting	http://www.ei-ie.org/en/calendar/show.php?id=110&theme=ei		
	1.4.76 Meeting on Development Cooperation Programmes between FES and EI	http://www.ei-ie.org/en/calendar/show.php?id=106&theme=development		
	1.4.77 PGRI Consortium Planning Meeting	http://www.ei-ie.org/en/calendar/show.php?id=107&theme=development		
	1.4.78 Annual EI Development Cooperation Meeting	http://www.ei-ie.org/en/calendar/show.php?id=48&theme=development		
	1.4.79 World AIDS Day - One Hour on AIDS	http://www.ei-ie.org/en/calendar/show.php?id=102&theme=hivaids		
	1.4.79.1 EFAIDS/ An EI/WHO/EDC PROGRAMME	http://www.ei-ie.org/efaids/en/index.php		
	1.4.80 31st Executive Board Meeting	http://www.ei-ie.org/en/calendar/show.php?id=104&theme=ei		
	1.4.81 6th EI International Conference on Higher Education and Research	http://www.ei-ie.org/en/calendar/show.php?id=98&theme=highereducation		
	1.4.82 HERSC Meeting 11-12 Oct. 2007 in Brussels	http://www.ei-ie.org/en/calendar/show.php?id=96&theme=highereducation		
	1.4.83 World Teachers Day	http://www.ei-ie.org/en/calendar/show.php?id=101&theme=statusofteachers		
	1.4.84 2007 Pan European Round Table For Central and Eastern Europe	http://www.ei-ie.org/en/calendar/show.php?id=100&theme=statusofteachers		
	1.4.85 OECD-UNESCO policies & research	http://www.ei-ie.org/en/calendar/show.php?id=85&theme=policy		
	1.4.86 Role of education in the promotion of democracy and in achieving social justice	http://www.ei-ie.org/en/calendar/show.php?id=86&theme=rights		
	1.4.87 Countering the effects of privatisation on the quality of education	http://www.ei-ie.org/en/calendar/show.php?id=87&theme=gats		
	1.4.88 Congress Breakout Session on Education for All	http://www.ei-ie.org/en/calendar/show.php?id=91&theme=educationforall		
	1.4.89 Congress Breakout Session on HIV/AIDS Training	http://www.ei-ie.org/en/calendar/show.php?id=92&theme=hivaids		
	1.4.90 Congress Breakout Session on Research	http://www.ei-ie.org/en/calendar/show.php?id=90&theme=policy		
	1.4.91 Congress Breakout Session on Child Labour: Global Focus	http://www.ei-ie.org/en/calendar/show.php?id=94&theme=childlabour		
	1.4.92 Congress Breakout Session on Child Labour: National focus	http://www.ei-ie.org/en/calendar/show.php?id=97&theme=childlabour		
	1.4.93 The use of the internet and web technologies to enhance teacher union work	http://www.ei-ie.org/en/calendar/show.php?id=99&theme=ict		
	1.4.94 EI Women's Caucus	http://www.ei-ie.org/en/calendar/show.php?id=82&theme=gender		
	1.4.95 Higher Education Caucus	http://www.ei-ie.org/en/calendar/show.php?id=81&theme=highereducation		
	1.4.96 Indigenous Peoples' Caucus	http://www.ei-ie.org/en/calendar/show.php?id=83&theme=indigenous		
	1.4.97 LGBT Caucus	http://www.ei-ie.org/en/calendar/show.php?id=84&theme=sexual		
	1.4.98 Meeting the challenges of school leadership in secondary educational establishments	http://www.ei-ie.org/en/calendar/show.php?id=149&theme=leadership		
	1.4.99 Pan-European Equality Standing Committee	http://www.ei-ie.org/en/calendar/show.php?id=75&theme=gender		
	1.4.100 Global Action Week	http://www.ei-ie.org/en/calendar/show.php?id=80&theme=educationforall		
	1.4.101 EI Pan-European Committee / ETUCE Executive Board	http://www.ei-ie.org/en/calendar/show.php?id=77&theme=ei		
	1.4.102 Conference on Education in OECD countries	http://www.ei-ie.org/en/calendar/show.php?id=67&theme=policy		
	1.4.102.1 Round Table for EI Member Organisations in OECD Member States Geographical Mobility and Cultural Diversity - How to Develop Public Education? 12-14 February 2007, Vancouver, Canada Registration Form	http://www.ei-ie.org/form/20070212_en.php		Registration Form
	1.4.103 Official Seminar of the Bologna Process - Making Bologna a Reality	http://www.ei-ie.org/en/calendar/show.php?id=68&theme=highereducation		
	1.4.104 EI Africa Region Conference	http://www.ei-ie.org/en/calendar/show.php?id=70&theme=ei		
	1.4.105 Dutch Education Exhibition	http://www.ei-ie.org/en/calendar/show.php?id=74&theme=childlabour		
	1.4.106 EI North America and the Caribbean Regional Conference	http://www.ei-ie.org/en/calendar/show.php?id=69&theme=ei		
	1.4.107 EI Pan-European Conference and ETUCE General Assembly	http://www.ei-ie.org/en/calendar/show.php?id=60&theme=ei		
	1.4.107.1 EI Europe Regional Conference and ETUCE General Assembly!	http://www.ei-ie.org/eierc-etucega/en/		
	1.4.108 World AIDS Day	http://www.ei-ie.org/en/calendar/show.php?id=49&theme=hivaids		
	1.4.109 EI-CUT Caribbean Sub-Regional Round Table	http://www.ei-ie.org/en/calendar/show.php?id=66&theme=ei		
	1.4.110 SPASH-FSASH Regional Conference on the Elimination of Child Labour	http://www.ei-ie.org/en/calendar/show.php?id=72&theme=childlabour		
	1.4.111 Round Table on Vocational Education and Training in the Framework of Lifelong Learning	http://www.ei-ie.org/en/calendar/show.php?id=63&theme=vocational		
	1.4.112 World Teachers' Day	http://www.ei-ie.org/en/calendar/show.php?id=7&theme=statusofteachers		

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	1.4.112.1 Teachers matter!	http://www.ei-ie.org/worldteachersday2008/		
	1.4.113 EI Task Force on Vocational Education and Training	http://www.ei-ie.org/en/calendar/show.php?id=58&theme=vocational		
	1.4.114 Meeting of the EI-ETUCE Bureau	http://www.ei-ie.org/en/calendar/show.php?id=41&theme=ei		
	1.4.115 EI Pan European Structure - Round Table of Women Education Workers	http://www.ei-ie.org/en/calendar/show.php?id=6&theme=gender		
	1.4.116 EI Pan European Structure - Round Table for Member Organisations in Central and Eastern Europe	http://www.ei-ie.org/en/calendar/show.php?id=5&theme=rights		
	1.4.117 EI Asia-Pacific Regional Conference	http://www.ei-ie.org/en/calendar/show.php?id=57&theme=ei		
	1.4.118 EI Asia-Pacific Higher Education Caucus	http://www.ei-ie.org/en/calendar/show.php?id=56&theme=highereducation		
	1.4.119 EI Asia-Pacific Women's Workshop	http://www.ei-ie.org/en/calendar/show.php?id=55&theme=gender		
	1.4.120 National Training Programme on Teachers' Rights	http://www.ei-ie.org/en/calendar/show.php?id=54&theme=rights		
	1.4.121 International AIDS Conference 2006	http://www.ei-ie.org/en/calendar/show.php?id=19&theme=hivaids		
	1.4.122 Regional Policy Development Programme	http://www.ei-ie.org/en/calendar/show.php?id=53&theme=rights		
	1.4.123 Preparatory Session of the EI-PSI LGBT Forum	http://www.ei-ie.org/en/calendar/show.php?id=38&theme=sexual		
	1.4.124 National Training Programme on Education Policy	http://www.ei-ie.org/en/calendar/show.php?id=52&theme=policy		
	1.4.125 National Training Programme on Dropout Reduction	http://www.ei-ie.org/en/calendar/show.php?id=50&theme=educationforall		
	1.4.126 ETUCE Conference "Europe Needs Teachers"	http://www.ei-ie.org/en/calendar/show.php?id=62&theme=rights		
	1.4.127 ILO Plenary Session on Child Labour	http://www.ei-ie.org/en/calendar/show.php?id=73&theme=childlabour		
	1.4.128 EI Teacher Union Leaders' Workshop on "Education and Universal Values: In search of common ground"	http://www.ei-ie.org/en/calendar/show.php?id=47&theme=peace		
	1.4.129 EI Europe Round Table on Early Childhood Education	http://www.ei-ie.org/en/calendar/show.php?id=45&theme=earlychildhood		
	1.4.130 ICFTU-WCL Workshop on the Strategies for the Eradication of Child Labour	http://www.ei-ie.org/en/calendar/show.php?id=71&theme=childlabour		
	1.4.131 EI Europe Seminar on School Health and Safety	http://www.ei-ie.org/en/calendar/show.php?id=2&theme=healthandsafety		
	1.4.132 Training of EFA/HIV project coordinators in Southern Africa	http://www.ei-ie.org/en/calendar/show.php?id=17&theme=hivaids		
	1.4.133 Training of EFA/HIV Project Co-ordinators in Eastern Africa	http://www.ei-ie.org/en/calendar/show.php?id=46&theme=hivaids		
	1.4.134 Sub-regional Meeting of Latin American Women Education Workers	http://www.ei-ie.org/en/calendar/show.php?id=51&theme=gender		
	1.4.135 Global Action Week	http://www.ei-ie.org/en/calendar/show.php?id=1&theme=educationforall		The link: http://www.ei-ie.org/globalactionweek/ is not properly working
	1.4.136 Meeting of the Pan European Equal Opportunities Committee	http://www.ei-ie.org/en/calendar/show.php?id=35&theme=gender		
	1.4.137 India Policy & Orientation Workshop on HIV/AIDS	http://www.ei-ie.org/en/calendar/show.php?id=16&theme=hivaids		
	1.4.138 25th Annual National Conference of ZIMTA	http://www.ei-ie.org/en/calendar/show.php?id=27&theme=rights		
	1.4.139 EI-ActionAid Workshop on Para-Professional Teachers	http://www.ei-ie.org/en/calendar/show.php?id=26&theme=rights		
	1.4.140 Global Labour University Conference and Council	http://www.ei-ie.org/en/calendar/show.php?id=25&theme=policy		
	1.4.141 Global Union Advisory Committee on HIV/AIDS	http://www.ei-ie.org/en/calendar/show.php?id=15&theme=hivaids		
	1.4.142 Meeting of the EI-ETUCE Bureau	http://www.ei-ie.org/en/calendar/show.php?id=34&theme=ei		
	1.4.143 Global Union Task Force on Trade, Investment and International Labour Standards	http://www.ei-ie.org/en/calendar/show.php?id=24&theme=ei		
	1.4.144 EI Latin America Regional Committee Meeting	http://www.ei-ie.org/en/calendar/show.php?id=44&theme=ei		
	1.4.145 EI-PSI GLBT Forum - Pre-conference on Being LGBT at the Workplace	http://www.ei-ie.org/en/calendar/show.php?id=32&theme=sexual		
	1.4.146 2nd Meeting of the EI Research Network	http://www.ei-ie.org/en/calendar/show.php?id=33&theme=policy		
	1.4.147 NATFHE Conference on Brain Drain	http://www.ei-ie.org/en/calendar/show.php?id=23&theme=highereducation		
	1.4.148 Workshop on Gender and HIV/AIDS	http://www.ei-ie.org/en/calendar/show.php?id=14&theme=gender		
	1.4.149 EFA in Latin America	http://www.ei-ie.org/en/calendar/show.php?id=13&theme=educationforall		
	1.4.150 EI Africa Regional Committee Meeting	http://www.ei-ie.org/en/calendar/show.php?id=43&theme=ei		
	1.4.151 Pan European Higher Education and Research Standing Committee Meeting	http://www.ei-ie.org/en/calendar/show.php?id=31&theme=highereducation		
	1.4.152 62nd Session of the UN Commission of Human Rights	http://www.ei-ie.org/en/calendar/show.php?id=22&theme=sexual		
	1.4.153 International Women's Day	http://www.ei-ie.org/en/calendar/show.php?id=42&theme=gender		
	1.4.154 Regional Workshop on EFA and HIV/AIDS for the Caribbean region	http://www.ei-ie.org/en/calendar/show.php?id=12&theme=educationforall		
	1.4.155 54th National Conference of Delegates and Commissioning of the National Teachers' House Complex	http://www.ei-ie.org/en/calendar/show.php?id=21&theme=rights		
	1.4.156 50th Session of the UN Commission on the Status of Women	http://www.ei-ie.org/en/calendar/show.php?id=20&theme=gender		
	1.4.157 Meeting of the EI-ETUCE Bureau	http://www.ei-ie.org/en/calendar/show.php?id=30&theme=ei		
	1.4.158 Meeting of the EI Status of Women Committee	http://www.ei-ie.org/en/calendar/show.php?id=28&theme=ei		
	1.4.159 26th Meeting of the EI Executive Board	http://www.ei-ie.org/en/calendar/show.php?id=29&theme=ei		
	1.4.160 Seminar on the current evolution of secondary education and school management	http://www.ei-ie.org/en/calendar/show.php?id=148&theme=leadership		
	1.4.161 Pan European Equality Committee	http://www.ei-ie.org/en/calendar/show.php?id=192&theme=gender		

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	1.5 Publications	http://www.ei-ie.org/en/publication/		
	1.5.1 Resource Library	http://www.ei-ie.org/en/resourcelibrary/		
	1.5.1.1 Data online	http://data.ei-ie.org/Contents/contents.asp		
	1.5.2 The Asia-Pacific Regional Bulletin	http://www.ei-ie.org/asiapacific/en/publication.php		
	1.5.3 The African Regional Bulletin	http://www.ei-ie.org/africa/en/publication.php		
	1.5.4 The Latin America Regional Bulletin	http://www.ei-ie-al.org/portal/default.htm		
	1.5.5 EI Working Paper	http://data.ei-ie.org/Contents/contents.asp		
	1.5.6 The EI handbook	http://data.ei-ie.org/Contents/Document.asp?ID=5201&LogonName=Guest		Data deleted
	1.5.7 The Barometer	http://data.ei-ie.org/Contents/contents.asp		
	1.6 The Resource Library	http://www.ei-ie.org/en/resourcelibrary/		
	1.6.1 EI Online Database	http://data.ei-ie.org/Contents/contents.asp		
	1.7 Links	http://www.ei-ie.org/en/link/		
	1.7.1 Global Unions	http://www.global-unions.org/		
	1.7.2 ITUC/CSI/IGB	http://www.ituc-csi.org/		
	1.7.3 International Textile, Garment & Leather Workers' Federation	http://www.itglwf.org/Default.aspx?langue=2		
	1.7.4 International Federation of Chemical, Energy, Mine and General Workers' Unions	http://www.icem.org/		
	1.7.5 Building and Wood Workers' International	http://www.bwint.org/default.asp?Issue=About&Language=EN		
	1.7.6 International Federation of Journalists	http://www.ifj.org/en		
	1.7.7 International Metalworkers' Association	http://www.imfmetal.org/main/index.cfm		
	1.7.8 The International Transport Workers' Federation	http://www.itfglobal.org/language-selector.cfm		
	1.7.9 International Union of Food, Agricultural, Hotel, Restaurant,Catering, Tobacco and Allied Workers' Associations (IUF)	http://www.iuf.org/		
	1.7.10 Public Services International (PSI)	http://www.world-psi.org/		
	1.7.11 Union Network International (UNI)	http://www.union-network.org/		
	1.7.12 Trade Union Advisory Committee to the OECD (TUAC)	http://www.tuac.org/en/public/index.phtml		
	1.7.13 The list of Member Organisations	http://data.ei-ie.org/docs/17/NPFLDMPANPHCKPDICGEKCKBC		
	1.7.14 Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART)	http://www.ilo.org/public/english/dialogue/sector/techmeet/ceart/main.htm		does not work!!
	1.7.15 International Bureau of Education (IBE)	http://www.ibe.unesco.org/en.html		
	1.7.16 International Labour Organisation (ILO)	http://www.ilo.org/global/lang--en/index.htm		
	1.7.17 International Monetary Fund (IMF)	http://www.imf.org/external/index.htm		
	1.7.18 Organization for Economic Cooperation and Development (OECD)	http://www.oecd.org/home/0,2987,en_2649_201185_1_1_1_1_1,00.html		
	1.7.19 United Nations Educational, Scientific and Cultural Organization (UNESCO)	www.unesco.org		
	1.7.20 United Nations Children's Fund (UNICEF)	www.unicef.org		
	1.7.21 World Health Organisation (WHO)	www.who.int		
	1.7.22 World Bank	www.worldbank.org		
	1.7.23 World Economic Forum	www.weforum.org		
	1.7.24 World Education Forum	www.unesco.org/education/efa		
	1.7.25 Amnesty International	www.amnesty.org		
	1.7.26 Global March Against Child Labour	www.globalmarch.org		
	1.7.27 Human Rights Watch	www.hrw.org		
	1.7.28 NEAR (Network for Education and Academic Rights)	www.nearinternational.org		
	1.7.29 World Social Forum	www.forumsocialmundial.org.br		
	1.8 About us	http://www.ei-ie.org/en/aboutus/		
	1.8.1 Introduction	http://www.ei-ie.org/en/aboutus/index.htm		
	1.8.2 Overview	http://www.ei-ie.org/en/aboutus/overview.htm		
	1.8.3 Principal Aims	http://www.ei-ie.org/en/aboutus/aim.htm		
	1.8.4 Constitution and By-laws	http://www.ei-ie.org/en/aboutus/constitution.htm		
	1.8.5 Structure	http://www.ei-ie.org/en/aboutus/structure.htm		
	1.8.6 Executive Board	http://www.ei-ie.org/en/aboutus/board.htm		
	1.8.6.1 Thembelani (Thulas) Waltermade NXESI (President)	http://www.ei-ie.org/en/aboutus/exbo_nxesi.htm		
	1.8.6.2 Juçara Maria DUTRA VIEIRA (Vice President)	http://www.ei-ie.org/en/aboutus/exbo_dutravieira.htm		
	1.8.6.3 Patrick GONTHIER (Vice President)	http://www.ei-ie.org/en/aboutus/exbo_gonthier.htm		
	1.8.6.4 Susan HOPGOOD (Vice-President)	http://www.ei-ie.org/en/aboutus/exbo_hopgood.htm		
	1.8.6.5 Reg WEAVER (Boardmember)	http://www.ei-ie.org/en/aboutus/exbo_weaver.htm		
	1.8.6.6 Irene Duncan ADANUSA (Vice-President)	http://www.ei-ie.org/en/aboutus/exbo_adanusa.htm		

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	1.8.6.7 Fred VAN LEEUWEN (General Secretary)	http://www.ei-ie.org/en/aboutus/exbo_vanleeuwen.htm		
	1.8.6.8 Abdelaziz MOUNTASSIR (Africa)	http://www.ei-ie.org/en/aboutus/exbo_mountassir.htm		
	1.8.6.9 Salimata DOUMBIA (Africa)	http://www.ei-ie.org/en/aboutus/exbo_salimata.htm		
	1.8.6.10 Maria Teresa CABRERA ULLOA (Latin America)	http://www.ei-ie.org/en/aboutus/exbo_cabreraulloa.htm		
	1.8.6.11 Jorge PAVEZ URRUTIA (Latin America)	http://www.ei-ie.org/en/aboutus/exbo_pavezurrutia.htm		
	1.8.6.12 Emily NOBLE (North America-Caribbean)	http://www.ei-ie.org/en/aboutus/exbo_noble.htm		
	1.8.6.13 Ed MCELROY (North America-Caribbean)	http://www.ei-ie.org/en/aboutus/exbo_mcelroy.htm		
	1.8.6.14 Haldis Margrete HOLST (Boardmember)	http://www.ei-ie.org/en/aboutus/exbo_holst.htm		
	1.8.6.15 Branimir STRUKELJ (Boardmember)	http://www.ei-ie.org/en/aboutus/exbo_strukelj.htm		
	1.8.6.16 Yuzuru NAKAMURA (Asia-Pacific)	http://www.ei-ie.org/en/aboutus/exbo_nakamura.htm		
	1.8.6.17 LOK Yim Pheng (Boardmember)	http://www.ei-ie.org/en/aboutus/exbo_lok.htm		
	1.8.6.18 Jerry BARTLETT	http://www.ei-ie.org/en/aboutus/exbo_bartlett.htm		
	1.8.6.19 Teopista BIRUNGI MAYANJA	http://www.ei-ie.org/en/aboutus/exbo_birungimayanja.htm		
	1.8.6.20 S. ESWARAN (Boardmember)	http://www.ei-ie.org/en/aboutus/exbo_eswaran.htm		
	1.8.6.21 Grahame MCCULLOCH	http://www.ei-ie.org/en/aboutus/exbo_mcculloch.htm		
	1.8.6.22 Alain PELISSIER	http://www.ei-ie.org/en/aboutus/exbo_pelissier.htm		
	1.8.6.23 Eva-Lis SIRÉN (Boardmember)	http://www.ei-ie.org/en/aboutus/exbo_preisz.htm		
	1.8.6.24 Ulrich Thöne	http://www.ei-ie.org/en/aboutus/exbo_thoene.htm		
	1.8.6.25 José CAMPOS TRUJILLO	http://www.ei-ie.org/en/aboutus/exbo_trujillo.htm		
	1.8.6.26 José Antonio ZEPEDA LOPEZ	http://www.ei-ie.org/en/aboutus/exbo_zepedalopez.htm		
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	1.8.7.5 North America-Caribbean	http://www.ei-ie.org/en/aboutus/northamericacaribbean.htm		
	1.9 Membership with EI	http://www.ei-ie.org/en/membership/		
	1.10 Staff Profiles	http://www.ei-ie.org/en/staffprofile/		
	1.10.1 Fred van LEEUWEN (General Secretary)	http://www.ei-ie.org/en/staffprofile/vanleeuwen.htm		
	1.10.2 Charlie LENNON (Deputy General Secretary, Chief Regional Coordinator)	http://www.ei-ie.org/en/staffprofile/lennon.htm		
	1.10.3 Jan EASTMAN (Deputy General Secretary)	http://www.ei-ie.org/en/staffprofile/eastman.htm		
	1.10.4 Monique FOUILHOUX (Deputy General Secretary)	http://www.ei-ie.org/en/staffprofile/fouilhoux.htm		
	1.10.5 Gaston De la Haye (Senior Consultant to the General Secretary)	http://www.ei-ie.org/en/staffprofile/delahaye.htm		
	1.10.6 Bob HARRIS (Senior Consultant to the General Secretary)	http://www.ei-ie.org/en/staffprofile/harris.htm		
	1.10.7 Aloysius MATHEWS (Chief Regional Coordinator)	http://www.ei-ie.org/en/staffprofile/mathews.htm		
	1.10.8 Assibi NAPOE (Chief Regional Coordinator)	http://www.ei-ie.org/en/staffprofile/napoe.htm		
	1.10.9 Combertty RODRÍGUEZ GARCÍA (Chief Regional Coordinator)	http://www.ei-ie.org/en/staffprofile/garcia.htm		
	1.10.10 Olivier ODERMATT (Professional Assistant)	http://www.ei-ie.org/en/staffprofile/odermatt.htm		
	1.10.11 Kristel BERGHMANS (Professional Assistant)	http://www.ei-ie.org/en/staffprofile/berghmans.htm		
	1.10.12 Heri RIVOSON (Professional Assistant)	http://www.ei-ie.org/en/staffprofile/rivoson.htm		
	1.10.13 Nancy KNICKERBOCKER (Senior Coordinator)	http://www.ei-ie.org/en/staffprofile/knickerbocker.htm		
	1.10.14 Harold TOR (Coordinator)	http://www.ei-ie.org/en/staffprofile/tor.htm		
	1.10.15 Frédérik DESTREE (Professional Assistant)	http://www.ei-ie.org/en/staffprofile/destree.htm		
	1.10.16 Eva GORSSE SANCHEZ (Professional Assistant)	http://www.ei-ie.org/en/staffprofile/gorssesanchez.htm		
	1.10.17 Timo Linsenmaier (Professional Assistant)	http://www.ei-ie.org/en/staffprofile/linsenmaier.htm		
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	1.10.19 Duncan R SMITH (Senior Coordinator)	http://www.ei-ie.org/en/staffprofile/smith.htm		
	1.10.20 Petra GWYN-JONES (Senior Professional Assistant)	http://www.ei-ie.org/en/staffprofile/gwynjones.htm		
	1.10.21 Raphaël VAN WOENSEL (Professional Assistant)	http://www.ei-ie.org/en/staffprofile/vanwoensel.htm		
	1.10.22 Edwin PIJMAN (Senior Professional Assistant)	http://www.ei-ie.org/en/staffprofile/pijman.htm		
	1.10.23 Claire DEGBOMONT (Professional Assistant)	http://www.ei-ie.org/en/staffprofile/degbomont.htm		
	1.10.24 Wim THOMAERE (Professional Assistant)	http://www.ei-ie.org/en/staffprofile/thomaere.htm		
	1.10.25 Odette GREEN (Administrative Assistant)	http://www.ei-ie.org/en/staffprofile/green.htm		
	1.10.26 Jean-Paul GUTIERREZ (Administrative Assistant - General Services Unit)	http://www.ei-ie.org/en/staffprofile/gutierrez.htm		
	1.10.27 Dalila EL BARHMI (Administrative Assistant)	http://www.ei-ie.org/en/staffprofile/elbarhmi.htm		
	1.10.28 Undraa BATSUKH (Administrative Assistant)	http://www.ei-ie.org/en/staffprofile/batsukh.htm		
	1.10.29 Monica DECRICK (Technical Assistant)	http://www.ei-ie.org/en/staffprofile/decrick.htm		

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	1.10.32 Nicolás RICHARDS (Senior Coordinator)	http://www.ei-ie.org/en/staffprofile/richards.htm		
	1.10.33 Jefferson BERRIEL PESSI (Coordinator)	http://www.ei-ie.org/en/staffprofile/pessi.htm		
	1.10.34 Delphine SANGLAN (Professional Assistant)	http://www.ei-ie.org/en/staffprofile/sanglan.htm		
	1.10.35 Juliane RETHORST (Professional Assistant)	http://www.ei-ie.org/en/staffprofile/rethorst.htm		
	1.10.36 Yann GELISTER (Professional Assistant)	http://www.ei-ie.org/en/staffprofile/gelister.htm		
	1.10.37 Julie KAVANAGH (Professional Assistant)	http://www.ei-ie.org/en/staffprofile/kavanagh.htm		
	1.10.38 Guntars CATLAKS (Coordinator - Research Unit)	http://www.ei-ie.org/en/staffprofile/catlaks.htm		
	1.10.39 Mireille DE KONING (Professional Assistant)	http://www.ei-ie.org/en/staffprofile/dekoning.htm		
	1.10.40 Dennis SINYOLO (Coordinator)	http://www.ei-ie.org/en/staffprofile/sinyolo.htm		
	1.10.41 Florence TRAUSCHT (Professional Assistant)	http://www.ei-ie.org/en/staffprofile/trauscht.htm		
	1.10.42 Jean-Paul GUTIERREZ (Administrative Assistant - General Services Unit)	http://www.ei-ie.org/en/staffprofile/gutierrez.htm		
	1.10.43 Dominique MARLET (Senior Coordinator)	http://www.ei-ie.org/en/staffprofile/marlet.htm		
	1.10.44 Rebeca SEVILLA (Coordinator)	http://www.ei-ie.org/en/staffprofile/sevilla.htm		
	1.10.45 Christina DREWS (Senior Professional Assistant)	http://www.ei-ie.org/en/staffprofile/drews.htm		
	1.10.46 Jérémie MAGERMANS (Professional Assistant)	http://www.ei-ie.org/en/staffprofile/magermans.htm		
	1.10.47 Undraa BATSUKH (Administrative Assistant)	http://www.ei-ie.org/en/staffprofile/batsukh.htm		
	1.10.48 Charlie LENNON (Deputy General Secretary, Chief Regional Coordinator)	http://www.ei-ie.org/en/staffprofile/lennon.htm		
	1.10.49 Assibi NAPOE (Chief Regional Coordinator)	http://www.ei-ie.org/en/staffprofile/napoe.htm		
	1.10.50 Emanuel FATOMA (Coordinator)	http://www.ei-ie.org/en/staffprofile/fatoma.htm		
	1.10.51 Richard Etonu ERINGU (Regional Coordinator)	http://www.ei-ie.org/en/staffprofile/eringu.htm		
	1.10.52 Samuel NGOUA NGOU (Coordinator - Africa Region)	http://www.ei-ie.org/en/staffprofile/ngouangou.htm		
	1.10.53 Aloysius MATHEWS (Chief Regional Coordinator)	http://www.ei-ie.org/en/staffprofile/mathews.htm		
	1.10.54 Shashi Bala SINGH (Coordinator - Asia Pacific Region)	http://www.ei-ie.org/en/staffprofile/singh.htm		
	1.10.55 Sagar Nath PYAKURYAL (Coordinator)	http://www.ei-ie.org/en/staffprofile/nath.htm		
	1.10.56 Clemente Rey DOLOT (Coordinator - Asia Pacific Region)	http://www.ei-ie.org/en/staffprofile/dolot.htm		
	1.10.57 Chusnul SAVITRI (Coordinator)	http://www.ei-ie.org/en/staffprofile/savitri.htm		
	1.10.58 Govind SINGH (Coordinator)	http://www.ei-ie.org/en/staffprofile/singhg.htm		
	1.10.59 Jerome FERNANDEZ (Coordinator - Aceh)	http://www.ei-ie.org/en/staffprofile/fernandez.htm		
	1.10.60 Combertty RODRÍGUEZ GARCÍA (Chief Regional Coordinator)	http://www.ei-ie.org/en/staffprofile/garcia.htm		
	1.10.61 Loreto MUÑOZ (Coordinator)	http://www.ei-ie.org/en/staffprofile/munoz.htm		
	1.10.62 Virginia ALBERT (Coordinator)	http://www.ei-ie.org/en/staffprofile/albert.htm		
	1.11 Career & internship opportunities	http://www.ei-ie.org/en/career/		
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	1.13.2.1 [2009-01-19] Bridging the digital divide	http://www.ei-ie.org/en/article/show.php?id=128&theme=ict&country=global		
	1.13.2.3 [2009-01-19] Roma education: slow steps to inclusion	http://www.ei-ie.org/en/article/show.php?id=127&theme=educationforall&country=global		
	1.13.2.4 [2009-01-19] France: Public education under threat	http://www.ei-ie.org/en/article/show.php?id=126&theme=gats&country=France		
	1.13.2.5 [2009-01-19] Finns work for safe schools	http://www.ei-ie.org/en/article/show.php?id=125&theme=healthandsafety&country=finland		
	1.13.2.6 [2009-01-16] Italians resist dismantling of public education	http://www.ei-ie.org/en/article/show.php?id=124&theme=statusofteachers&country=italy		
	1.13.2.7 [2009-01-16] Positive about rights	http://www.ei-ie.org/en/article/show.php?id=123&theme=hivaids&country=global		
	1.13.2.8 [2009-01-16] Human rights and gender equality in education	http://www.ei-ie.org/en/article/show.php?id=122&theme=gender&country=global		
	1.13.2.9 [2009-01-16] Trade union rights are human rights	http://www.ei-ie.org/en/article/show.php?id=121&theme=rights&country=global		
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	1.13.2.13 [2009-01-16] Enduring relevance 60 years on	http://www.ei-ie.org/en/article/show.php?id=117&theme=rights&country=global		
	1.13.2.14 [2009-01-16] Former teacher wins Nobel Peace Prize	http://www.ei-ie.org/en/article/show.php?id=116&theme=educationforall&country=finland		
	1.13.2.15 [2009-01-09] Letter from Iran: "Let my heart keep beating!"	http://www.ei-ie.org/en/article/show.php?id=115&theme=rights&country=iran		
	1.13.2.16 [2008-12-11] Education International analysis of the European Credit Transfer System for Vocational Education and Training (ECVET)	http://www.ei-ie.org/en/article/show.php?id=114&theme=vocational&country=global		

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	1.13.2.18 [2008-09-10] Nepal: Historic elections bring new era of hope	http://www.ei-ie.org/en/article/show.php?id=110&theme=hivaids&country=nepal		
	1.13.2.19 [2008-09-10] Iran: The internet fosters free expression	http://www.ei-ie.org/en/article/show.php?id=111&theme=rights&country=iran		
	1.13.2.20 [2008-09-10] Ending the cycle of poverty: Empowered children are key to economic injustice	http://www.ei-ie.org/en/article/show.php?id=109&theme=educationforall&country=global		
	1.13.2.21 [2008-09-10] China: Teacher punished for photos of schools	http://www.ei-ie.org/en/article/show.php?id=108&theme=rights&country=china		
	1.13.2.22 [2008-09-10] Better benefits for educators: Education and solidarity network planned	http://www.ei-ie.org/en/article/show.php?id=107&theme=solidarityfund&country=global		
	1.13.2.23 [2008-09-10] History textbooks build bridges to understanding	http://www.ei-ie.org/en/article/show.php?id=106&theme=peace&country=global		
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	1.13.2.32 [2008-08-05] Analysis of the World Bank's study on "Education Quality and Economic Growth"	http://www.ei-ie.org/en/article/show.php?id=97&theme=policy&country=global		
	1.13.2.33 [2008-07-08] Address by Fred van Leeuwen, EI General Secretary, at the 20th National Congress of the Persatuan Guru Republik Indonesia (PGRI), June 30 – July 4 2008, Palembang, South Sumatra, Indonesia	http://www.ei-ie.org/en/article/show.php?id=96&theme=statusofteachers&country=indonesia		
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	1.13.2.35 [2008-06-05] Global unions affirm children's rights	http://www.ei-ie.org/en/article/show.php?id=93&theme=childlabour&country=global		
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	1.13.3.52 18th General Assembly and Annual Conference of EURASHE	http://www.ei-ie.org/en/calendar/show.php?id=131&theme=highereducation		
	1.13.3.53 EI Central Asia Consortium Planning Meeting	http://www.ei-ie.org/en/calendar/show.php?id=126&theme=development		
	1.13.3.54 Association for the Development of Education in Africa (ADEA) 2008 Biennial on Education in Africa	http://www.ei-ie.org/en/calendar/show.php?id=133&theme=hivaids		
	1.13.3.55 Eurostudent Final Conference	http://www.ei-ie.org/en/calendar/show.php?id=129&theme=highereducation		
	1.13.3.56 UNAIDS Inter-Agency Task Team (IATT) on Education Spring Meeting	http://www.ei-ie.org/en/calendar/show.php?id=132&theme=hivaids		
	1.13.3.57 Tuning Dissemination Conference I	http://www.ei-ie.org/en/calendar/show.php?id=128&theme=highereducation		
	1.13.3.58 Bologna Seminar on ECTS based on Learning Outcomes and Student Workload	http://www.ei-ie.org/en/calendar/show.php?id=127&theme=highereducation		
	1.13.3.59 EI Pan-European Committee/ ETUCE Executive Board	http://www.ei-ie.org/en/calendar/show.php?id=130&theme=ei		
	1.13.3.60 Pan-European Equality Standing Committee Meeting	http://www.ei-ie.org/en/calendar/show.php?id=111&theme=gender		
	1.13.3;61 GUNI: "IV International Barcelona Conference on Higher Education: New challenges and emerging roles for human and social development"	http://www.ei-ie.org/en/calendar/show.php?id=115&theme=highereducation		
	1.13.3.62 EUA Spring Conference 2008: "The Governance of European Universities Post 2010 (II): Enhancing Institutional Mission and Profiles'	http://www.ei-ie.org/en/calendar/show.php?id=116&theme=highereducation		
	1.13.3.63 Bologna Follow-up Group meeting	http://www.ei-ie.org/en/calendar/show.php?id=117&theme=highereducation		
	1.13.3.64 15th European Student Convention	http://www.ei-ie.org/en/calendar/show.php?id=121&theme=highereducation		
	1.13.3.65 Slovene EU Presidency: Conference on the role of universities in lifelong learning	http://www.ei-ie.org/en/calendar/show.php?id=118&theme=highereducation		
	1.13.3.66 International Women's Day	http://www.ei-ie.org/en/calendar/show.php?id=122&theme=gender		
	1.13.3.67 7th Plenary session of the Steering Committee for Higher Education and Research (CDESR)	http://www.ei-ie.org/en/calendar/show.php?id=119&theme=highereducation		
	1.13.3.68 Founding Assembly of the European Quality Assurance Register for Higher Education	http://www.ei-ie.org/en/calendar/show.php?id=113&theme=highereducation		
	1.13.3.69 Concil of Europe Seminar on 'Intercultural Dialogue on the University Campus'	http://www.ei-ie.org/en/calendar/show.php?id=120&theme=highereducation		Typing error: "Co*u* ncil"
	1.13.3.70 EI Europe Higher Education & Research Standing Committee (HERSC) meeting	http://www.ei-ie.org/en/calendar/show.php?id=109&theme=highereducation		
	1.13.3.71 Conference on the consequences of different cost sharing scenarios in higher education	http://www.ei-ie.org/en/calendar/show.php?id=114&theme=highereducation		
	1.13.3.72 52nd Session of the United Nations Commission on the Status of Women	http://www.ei-ie.org/en/calendar/show.php?id=108&theme=gender		
	1.13.3.73 Bologna Seminar on Qualifications Frameworks and Learning Outcomes Edinburgh	http://www.ei-ie.org/en/calendar/show.php?id=112&theme=highereducation		
	1.13.3.74 International Conference for Child Rights Organisers and Campaigners	http://www.ei-ie.org/en/calendar/show.php?id=135&theme=childlabour		
	1.13.3.75 ComNet Meeting	http://www.ei-ie.org/en/calendar/show.php?id=110&theme=ei		
	1.13.3.76 Meeting on Development Cooperation Programmes between FES and EI	http://www.ei-ie.org/en/calendar/show.php?id=106&theme=development		
	1.13.3.77 PGRI Consortium Planning Meeting	http://www.ei-ie.org/en/calendar/show.php?id=107&theme=development		
	1.13.3.78 Annual EI Development Cooperation Meeting	http://www.ei-ie.org/en/calendar/show.php?id=48&theme=development		
	1.13.3.79 World AIDS Day - One Hour on AIDS	http://www.ei-ie.org/en/calendar/show.php?id=102&theme=hivaids		
	1.13.3.79.1 EFAIDS/ An EI/WHO/EDC PROGRAMME	http://www.ei-ie.org/efaids/en/index.php		
	1.13.3.80 31st Executive Board Meeting	http://www.ei-ie.org/en/calendar/show.php?id=104&theme=ei		
	1.13.3.81 6th EI International Conference on Higher Education and Research	http://www.ei-ie.org/en/calendar/show.php?id=98&theme=highereducation		

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	1.13.3.82 HERSC Meeting 11-12 Oct. 2007 in Brussels	http://www.ei-ie.org/en/calendar/show.php?id=96&theme=highereducation		
	1.13.3.83 World Teachers Day	http://www.ei-ie.org/en/calendar/show.php?id=101&theme=statusofteachers		
	1.13.3.84 2007 Pan European Round Table For Central and Eastern Europe	http://www.ei-ie.org/en/calendar/show.php?id=100&theme=statusofteachers		
	1.13.3.85 OECD-UNESCO policies & research	http://www.ei-ie.org/en/calendar/show.php?id=85&theme=policy		
	1.13.3.86 Role of education in the promotion of democracy and in achieving social justice	http://www.ei-ie.org/en/calendar/show.php?id=86&theme=rights		
	1.13.3.87 Countering the effects of privatisation on the quality of education	http://www.ei-ie.org/en/calendar/show.php?id=87&theme=gats		
	1.13.3.88 Congress Breakout Session on Education for All	http://www.ei-ie.org/en/calendar/show.php?id=91&theme=educationforall		
	1.13.3.89 Congress Breakout Session on HIV/AIDS Training	http://www.ei-ie.org/en/calendar/show.php?id=92&theme=hivaids		
	1.13.3.90 Congress Breakout Session on Research	http://www.ei-ie.org/en/calendar/show.php?id=90&theme=policy		
	1.13.3.91 Congress Breakout Session on Child Labour: Global Focus	http://www.ei-ie.org/en/calendar/show.php?id=94&theme=childlabour		
	1.13.3.92 Congress Breakout Session on Child Labour: National focus	http://www.ei-ie.org/en/calendar/show.php?id=97&theme=childlabour		
	1.13.3.93 The use of the internet and web technologies to enhance teacher union work	http://www.ei-ie.org/en/calendar/show.php?id=99&theme=ict		
	1.13.3.94 EI Women's Caucus	http://www.ei-ie.org/en/calendar/show.php?id=82&theme=gender		
	1.13.3.95 Higher Education Caucus	http://www.ei-ie.org/en/calendar/show.php?id=81&theme=highereducation		
	1.13.3.96 Indigenous Peoples' Caucus	http://www.ei-ie.org/en/calendar/show.php?id=83&theme=indigenous		
	1.13.3.97 LGBT Caucus	http://www.ei-ie.org/en/calendar/show.php?id=84&theme=sexual		
	1.13.3.98 Meeting the challenges of school leadership in secondary educational establishments	http://www.ei-ie.org/en/calendar/show.php?id=149&theme=leadership		
	1.13.3.99 Pan-European Equality Standing Committee	http://www.ei-ie.org/en/calendar/show.php?id=75&theme=gender		
	1.13.3.100 Global Action Week	http://www.ei-ie.org/en/calendar/show.php?id=80&theme=educationforall		
	1.13.3.101 EI Pan-European Committee / ETUCE Executive Board	http://www.ei-ie.org/en/calendar/show.php?id=77&theme=ei		
	1.13.3.102 Conference on Education in OECD countries	http://www.ei-ie.org/en/calendar/show.php?id=67&theme=policy		
	1.13.3.102.1 Round Table for EI Member Organisations in OECD Member States Geographical Mobility and Cultural Diversity - How to Develop Public Education? 12-14 February 2007, Vancouver, Canada Registration Form	http://www.ei-ie.org/form/20070212_en.php		Registration Form
	1.13.3.103 Official Seminar of the Bologna Process - Making Bologna a Reality	http://www.ei-ie.org/en/calendar/show.php?id=68&theme=highereducation		
	1.13.3.104 EI Africa Region Conference	http://www.ei-ie.org/en/calendar/show.php?id=70&theme=ei		
	1.13.3.105 Dutch Education Exhibition	http://www.ei-ie.org/en/calendar/show.php?id=74&theme=childlabour		
	1.13.3.106 EI North America and the Caribbean Regional Conference	http://www.ei-ie.org/en/calendar/show.php?id=69&theme=ei		
	1.13.3.107 EI Pan-European Conference and ETUCE General Assembly	http://www.ei-ie.org/en/calendar/show.php?id=60&theme=ei		
	1.13.3.107.1 EI Europe Regional Conference and ETUCE General Assembly!	http://www.ei-ie.org/eierc-etucega/en/		
	1.13.3.108 World AIDS Day	http://www.ei-ie.org/en/calendar/show.php?id=49&theme=hivaids		
	1.13.3.109 EI-CUT Caribbean Sub-Regional Round Table	http://www.ei-ie.org/en/calendar/show.php?id=66&theme=ei		
	1.13.3.110 SPASH-FSASH Regional Conference on the Elimination of Child Labour	http://www.ei-ie.org/en/calendar/show.php?id=72&theme=childlabour		
	1.13.3.111 Round Table on Vocational Education and Training in the Framework of Lifelong Learning	http://www.ei-ie.org/en/calendar/show.php?id=63&theme=vocational		
	1.13.3.112 World Teachers' Day	http://www.ei-ie.org/en/calendar/show.php?id=7&theme=statusofteachers		
	1.13.3.112.1 Teachers matter!	http://www.ei-ie.org/worldteachersday2008/		
	1.13.3.113 EI Task Force on Vocational Education and Training	http://www.ei-ie.org/en/calendar/show.php?id=58&theme=vocational		
	1.13.3.114 Meeting of the EI-ETUCE Bureau	http://www.ei-ie.org/en/calendar/show.php?id=41&theme=ei		
	1.13.3.115 EI Pan European Structure - Round Table of Women Education Workers	http://www.ei-ie.org/en/calendar/show.php?id=6&theme=gender		
	1.13.3.116 EI Pan European Structure - Round Table for Member Organisations in Central and Eastern Europe	http://www.ei-ie.org/en/calendar/show.php?id=5&theme=rights		
	1.13.3.117 EI Asia-Pacific Regional Conference	http://www.ei-ie.org/en/calendar/show.php?id=57&theme=ei		
	1.13.3.118 EI Asia-Pacific Higher Education Caucus	http://www.ei-ie.org/en/calendar/show.php?id=56&theme=highereducation		
	1.13.3.119 EI Asia-Pacific Women's Workshop	http://www.ei-ie.org/en/calendar/show.php?id=55&theme=gender		
	1.13.3.120 National Training Programme on Teachers' Rights	http://www.ei-ie.org/en/calendar/show.php?id=54&theme=rights		
	1.13.3.121 International AIDS Conference 2006	http://www.ei-ie.org/en/calendar/show.php?id=19&theme=hivaids		
	1.13.3.122 Regional Policy Development Programme	http://www.ei-ie.org/en/calendar/show.php?id=53&theme=rights		
	1.13.3.123 Preparatory Session of the EI-PSI LGBT Forum	http://www.ei-ie.org/en/calendar/show.php?id=38&theme=sexual		
	1.13.3.124 National Training Programme on Education Policy	http://www.ei-ie.org/en/calendar/show.php?id=52&theme=policy		
	1.13.3.125 National Training Programme on Dropout Reduction	http://www.ei-ie.org/en/calendar/show.php?id=50&theme=educationforall		
	1.13.3.126 ETUCE Conference "Europe Needs Teachers"	http://www.ei-ie.org/en/calendar/show.php?id=62&theme=rights		
	1.13.3.127 ILO Plenary Session on Child Labour	http://www.ei-ie.org/en/calendar/show.php?id=73&theme=childlabour		

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	1.13.3.128 EI Teacher Union Leaders' Workshop on "Education and Universal Values: In search of common ground"	http://www.ei-ie.org/en/calendar/show.php?id=47&theme=peace		
	1.13.3.129 EI Europe Round Table on Early Childhood Education	http://www.ei-ie.org/en/calendar/show.php?id=45&theme=earlychildhood		
	1.13.3.130 ICFTU-WCL Workshop on the Strategies for the Eradication of Child Labour	http://www.ei-ie.org/en/calendar/show.php?id=71&theme=childlabour		
	1.13.3.131 EI Europe Seminar on School Health and Safety	http://www.ei-ie.org/en/calendar/show.php?id=2&theme=healthandsafety		
	1.13.3.132 Training of EFA/HIV project coordinators in Southern Africa	http://www.ei-ie.org/en/calendar/show.php?id=17&theme=hivaids		
	1.13.3.133 Training of EFA/HIV Project Co-ordinators in Eastern Africa	http://www.ei-ie.org/en/calendar/show.php?id=46&theme=hivaids		
	1.13.3.134 Sub-regional Meeting of Latin American Women Education Workers	http://www.ei-ie.org/en/calendar/show.php?id=51&theme=gender		
	1.13.3.135 Global Action Week	http://www.ei-ie.org/en/calendar/show.php?id=1&theme=educationforall		The link: http://www.ei-ie.org/globalactionweek/ is not properly working
	1.13.3.136 Meeting of the Pan European Equal Opportunities Committee	http://www.ei-ie.org/en/calendar/show.php?id=35&theme=gender		
	1.13.3.137 India Policy & Orientation Workshop on HIV/AIDS	http://www.ei-ie.org/en/calendar/show.php?id=16&theme=hivaids		
	1.13.3.138 25th Annual National Conference of ZIMTA	http://www.ei-ie.org/en/calendar/show.php?id=27&theme=rights		
	1.13.3.139 EI-ActionAid Workshop on Para-Professional Teachers	http://www.ei-ie.org/en/calendar/show.php?id=26&theme=rights		
	1.13.3.140 Global Labour University Conference and Council	http://www.ei-ie.org/en/calendar/show.php?id=25&theme=policy		
	1.13.3.141 Global Union Advisory Committee on HIV/AIDS	http://www.ei-ie.org/en/calendar/show.php?id=15&theme=hivaids		
	1.13.3.142 Meeting of the EI-ETUCE Bureau	http://www.ei-ie.org/en/calendar/show.php?id=34&theme=ei		
	1.13.3.143 Global Union Task Force on Trade, Investment and International Labour Standards	http://www.ei-ie.org/en/calendar/show.php?id=24&theme=ei		
	1.13.3.144 EI Latin America Regional Committee Meeting	http://www.ei-ie.org/en/calendar/show.php?id=44&theme=ei		
	1.13.3.145 EI-PSI GLBT Forum - Pre-conference on Being LGBT at the Workplace	http://www.ei-ie.org/en/calendar/show.php?id=32&theme=sexual		
	1.13.3.146 2nd Meeting of the EI Research Network	http://www.ei-ie.org/en/calendar/show.php?id=33&theme=policy		
	1.13.3.147 NATFHE Conference on Brain Drain	http://www.ei-ie.org/en/calendar/show.php?id=23&theme=highereducation		
	1.13.3.148 Workshop on Gender and HIV/AIDS	http://www.ei-ie.org/en/calendar/show.php?id=14&theme=gender		
	1.13.3.149 EFA in Latin America	http://www.ei-ie.org/en/calendar/show.php?id=13&theme=educationforall		
	1.13.3.150 EI Africa Regional Committee Meeting	http://www.ei-ie.org/en/calendar/show.php?id=43&theme=ei		
	1.13.3.151 Pan European Higher Education and Research Standing Committee Meeting	http://www.ei-ie.org/en/calendar/show.php?id=31&theme=highereducation		
	1.13.3.152 62nd Session of the UN Commission of Human Rights	http://www.ei-ie.org/en/calendar/show.php?id=22&theme=sexual		
	1.13.3.153 International Women's Day	http://www.ei-ie.org/en/calendar/show.php?id=42&theme=gender		
	1.13.3.154 Regional Workshop on EFA and HIV/AIDS for the Caribbean region	http://www.ei-ie.org/en/calendar/show.php?id=12&theme=educationforall		
	1.13.3.155 54th National Conference of Delegates and Commissioning of the National Teachers' House Complex	http://www.ei-ie.org/en/calendar/show.php?id=21&theme=rights		
	1.13.3.156 50th Session of the UN Commission on the Status of Women	http://www.ei-ie.org/en/calendar/show.php?id=20&theme=gender		
	1.13.3.157 Meeting of the EI-ETUCE Bureau	http://www.ei-ie.org/en/calendar/show.php?id=30&theme=ei		
	1.13.3.158 Meeting of the EI Status of Women Committee	http://www.ei-ie.org/en/calendar/show.php?id=28&theme=ei		
	1.13.3.159 26th Meeting of the EI Executive Board	http://www.ei-ie.org/en/calendar/show.php?id=29&theme=ei		
	1.13.3.160 Seminar on the current evolution of secondary education and school management	http://www.ei-ie.org/en/calendar/show.php?id=148&theme=leadership		
	1.13.3.161 Pan European Equality Committee	http://www.ei-ie.org/en/calendar/show.php?id=192&theme=gender		
	1.13.4 Publications	http://www.ei-ie.org/en/publication/		
	1.13.4.1 Resource Library	http://www.ei-ie.org/en/resourcelibrary/		
	1.13.4.1.1 Data online	http://data.ei-ie.org/Contents/contents.asp		
	1.13.4.2 The Asia-Pacific Regional Bulletin	http://www.ei-ie.org/asiapacific/en/publication.php		
	1.13.4.3 The African Regional Bulletin	http://www.ei-ie.org/africa/en/publication.php		
	1.13.4.4 The Latin America Regional Bulletin	http://www.ei-ie-al.org/portal/default.htm		
	1.13.4.5 EI Working Paper	http://data.ei-ie.org/Contents/contents.asp		
	1.13.4.6 The EI handbook	http://data.ei-ie.org/Contents/Document.asp?ID=5201&LogonName=Guest		Data deleted
	1.13.4.7 The Barometer	http://data.ei-ie.org/Contents/contents.asp		
	1.13.5 The Resource Library	http://www.ei-ie.org/en/resourcelibrary/		
	1.13.5.1 EI Online Database	http://data.ei-ie.org/Contents/contents.asp		
	1.13.6 Links	http://www.ei-ie.org/en/link/		
	1.13.6.1 Global Unions	http://www.global-unions.org/		
	1.13.6.2 ITUC/CSI/IGB	http://www.ituc-csi.org/		
	1.13.6.3 International Textile, Garment & Leather Workers' Federation	http://www.itglwf.org/Default.aspx?langue=2		

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	1.13.6.4 International Federation of Chemical, Energy, Mine and General Workers' Unions	http://www.icem.org/		
	1.13.6.5 Building and Wood Workers' International	http://www.bwint.org/default.asp?Issue=About&Language=EN		
	1.13.6.6 International Federation of Journalists	http://www.ifj.org/en		
	1.13.6.7 International Metalworkers' Association	http://www.imfmetal.org/main/index.cfm		
	1.13.6.8 The International Transport Workers' Federation	http://www.itfglobal.org/language-selector.cfm		
	1.13.6.9 International Union of Food, Agricultural, Hotel, Restaurant,Catering, Tobacco and Allied Workers' Associations (IUF)	http://www.iuf.org/		
	1.13.6.10 Public Services International (PSI)	http://www.world-psi.org/		
	1.13.6.11 Union Network International (UNI)	http://www.union-network.org/		
	1.13.6.12 Trade Union Advisory Committee to the OECD (TUAC)	http://www.tuac.org/en/public/index.phtml		
	1.13.6.13 The list of Member Organisations	http://data.ei-ie.org/docs/17/NPFLDMPANPHCKPDICGEKCKBC		
	1.13.6.14 Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART)	http://www.ilo.org/public/english/dialogue/sector/techmeet/ceart/main.htm		does not work!!
	1.13.6.15 International Bureau of Education (IBE)	http://www.ibe.unesco.org/en.html		
	1.13.6.16 International Labour Organisation (ILO)	http://www.ilo.org/global/lang--en/index.htm		
	1.13.6.17 International Monetary Fund (IMF)	http://www.imf.org/external/index.htm		
	1.13.6.18 Organization for Economic Cooperation and Development (OECD)	http://www.oecd.org/home/0,2987,en_2649_201185_1_1_1_1_1,00.html		
	1.13.6.19 United Nations Educational, Scientific and Cultural Organization (UNESCO)	www.unesco.org		
	1.13.6.20 United Nations Children's Fund (UNICEF)	www.unicef.org		
	1.13.6.21 World Health Organisation (WHO)	www.who.int		
	1.13.6.22 World Bank	www.worldbank.org		
	1.13.6.23 World Economic Forum	www.weforum.org		
	1.13.6.24 World Education Forum	www.unesco.org/education/efa		
	1.13.6.25 Amnesty International	www.amnesty.org		
	1.13.6.26 Global March Against Child Labour	www.globalmarch.org		
	1.13.6.27 Human Rights Watch	www.hrw.org		
	1.13.6.28 NEAR (Network for Education and Academic Rights)	www.nearinternational.org		
	1.13.6.29 World Social Forum	www.forumsocialmundial.org.br		
	1.13.7 About us	http://www.ei-ie.org/en/aboutus/		
	1.13.7.1 Introduction	http://www.ei-ie.org/en/aboutus/index.htm		
	1.13.7.2 Overview	http://www.ei-ie.org/en/aboutus/overview.htm		
	1.13.7.3 Principal Aims	http://www.ei-ie.org/en/aboutus/aim.htm		
	1.13.7.4 Constitution and By-laws	http://www.ei-ie.org/en/aboutus/constitution.htm		
	1.13.7.5 Structure	http://www.ei-ie.org/en/aboutus/structure.htm		
	1.13.7.6 Executive Board	http://www.ei-ie.org/en/aboutus/board.htm		
	1.13.7.6.1 Thembelani (Thulas) Waltermade NXESI (President)	http://www.ei-ie.org/en/aboutus/exbo_nxesi.htm		
	1.13.7.6.2 Juçara Maria DUTRA VIEIRA (Vice President)	http://www.ei-ie.org/en/aboutus/exbo_dutravieira.htm		
	1.13.7.6.3 Patrick GONTHIER (Vice President)	http://www.ei-ie.org/en/aboutus/exbo_gonthier.htm		
	1.13.7.6.4 Susan HOPGOOD (Vice-President)	http://www.ei-ie.org/en/aboutus/exbo_hopgood.htm		
	1.13.7.6.5 Reg WEAVER (Boardmember)	http://www.ei-ie.org/en/aboutus/exbo_weaver.htm		
	1.13.7.6.6 Irene Duncan ADANUSA (Vice-President)	http://www.ei-ie.org/en/aboutus/exbo_adanusa.htm		
	1.13.7.6.7 Fred VAN LEEUWEN (General Secretary)	http://www.ei-ie.org/en/aboutus/exbo_vanleeuwen.htm		
	1.13.7.6.8 Abdelaziz MOUNTASSIR (Africa)	http://www.ei-ie.org/en/aboutus/exbo_mountassir.htm		
	1.13.7.6.9 Salimata DOUMBIA (Africa)	http://www.ei-ie.org/en/aboutus/exbo_salimata.htm		
	1.13.7.6.10 Maria Teresa CABRERA ULLOA (Latin America)	http://www.ei-ie.org/en/aboutus/exbo_cabreraulloa.htm		
	1.13.7.6.11 Jorge PAVEZ URRUTIA (Latin America)	http://www.ei-ie.org/en/aboutus/exbo_pavezurrutia.htm		
	1.13.7.6.12 Emily NOBLE (North America-Caribbean)	http://www.ei-ie.org/en/aboutus/exbo_noble.htm		
	1.13.7.6.13 Ed MCELROY (North America-Caribbean)	http://www.ei-ie.org/en/aboutus/exbo_mcelroy.htm		
	1.13.7.6.14 Haldis Margrete HOLST (Boardmember)	http://www.ei-ie.org/en/aboutus/exbo_holst.htm		
	1.13.7.6.15 Branimir STRUKELJ (Boardmember)	http://www.ei-ie.org/en/aboutus/exbo_strukelj.htm		
	1.13.7.6.16 Yuzuru NAKAMURA (Asia-Pacific)	http://www.ei-ie.org/en/aboutus/exbo_nakamura.htm		
	1.13.7.6.17 LOK Yim Pheng (Boardmember)	http://www.ei-ie.org/en/aboutus/exbo_lok.htm		
	1.13.7.6.18 Jerry BARTLETT	http://www.ei-ie.org/en/aboutus/exbo_bartlett.htm		
	1.13.7.6.19 Teopista BIRUNGI MAYANJA	http://www.ei-ie.org/en/aboutus/exbo_birungimayanja.htm		
	1.13.7.6.20 S. ESWARAN (Boardmember)	http://www.ei-ie.org/en/aboutus/exbo_eswaran.htm		

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	1.13.7.6.21 Grahame MCCULLOCH	http://www.ei-ie.org/en/aboutus/exbo_mcculloch.htm		
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	1.13.34.9.1 Home	http://www.ei-ie.org/researchcentre/en/index.htm		
	1.13.34.9.2 EI Research Policy	http://www.ei-ie.org/researchcentre/en/researchpolicy.htm		
	1.13.34.9.3 About us	http://www.ei-ie.org/researchcentre/en/aboutus.htm		
	1.13.34.9.4 Studies and papers	http://www.ei-ie.org/researchcentre/en/studies.htm		
	1.13.34.9.5 EI Research Network	http://www.ei-ie.org/researchcentre/en/researchnetwork.htm		
	1.13.34.9.6 Mailing list	http://www.ei-ie.org/researchcentre/en/mailinglist.htm		
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	1.13.34.10 Guide to websites	http://www.ei-ie.org/researchcentre/guide/index.htm		Authorization Required
	1.13.34.11 Network Zone	http://www.ei-ie.org/researchcentre/forum/index.php		Authorization Required
	1.13.35 Hi-Ed Net	http://www.ei-ie.org/hiednet/		
	1.13.35.1 Introduction	http://www.ei-ie.org/hiednet/english/index.html		
	1.13.35.2 European activities	http://www.ei-ie.org/hiednet/english/index.html		
	1.13.35.3 EI activities at the international level	http://www.ei-ie.org/hiednet/english/index.html		
	1.13.35.4 Downloads	http://www.ei-ie.org/hiednet/english/index.html		
	1.13.35.5 EI partners in Higher Education and Research	http://www.ei-ie.org/hiednet/english/index.html		
	1.13.35.6 Contact us	http://www.ei-ie.org/hiednet/english/index.html		
	1.13.36 GIVE Network	http://www.give-edu.net/		Does not open on my PC
	1.13.37 EI-PSI International Gay-Lesbian-Bisexual-Transgender (GLBT) Forum	http://www.ei-ie.org/glbtforum/		
	1.13.38 Annual Report 2004	http://www.ei-ie.org/annualreport/		Not found on the network
	1.13.39 World Congress 2004	http://www.ei-ie.org/annualreport/		Not found on the network
	1.13.40 Gender Pay Equity	http://www.ei-ie.org/payequity/EN/index.html		
	1.13.40.1 Home	http://www.ei-ie.org/payequity/EN/index.html		
	1.13.40.2 EI Material	http://www.ei-ie.org/payequity/EN/eimaterial.html		
	1.13.40.2.1 EI Training Manual	http://www.ei-ie.org/payequity/EN/eimanual.html		
	1.13.40.3 PSI Campaign	http://www.ei-ie.org/payequity/EN/psicamp.html		
	1.13.40.4 International obligations	http://www.ei-ie.org/payequity/EN/obligations.html		
	1.13.40.4.1 ILO	http://www.ei-ie.org/payequity/EN/ilo.html		
	1.13.40.4.2 CEDAW	http://www.ei-ie.org/payequity/EN/cedaw.html		
	1.13.40.4.3 European Union	http://www.ei-ie.org/payequity/EN/eu.html		
	1.13.40.5 Union Strategies	http://www.ei-ie.org/payequity/EN/strategies.html		
	1.13.40.6 Union Case Studies	http://www.ei-ie.org/payequity/EN/union_00.html		
	1.13.40.6.1 Canada CSQ	http://www.ei-ie.org/payequity/EN/union_01.html		
	1.13.40.6.2 Chile CPC	http://www.ei-ie.org/payequity/EN/union_02.html		
	1.13.40.6.3 El Salvador Andes 21 De Junio	http://www.ei-ie.org/payequity/EN/union_03.html		
	1.13.40.6.4 New Zealand NZEI Te Riu Roa	http://www.ei-ie.org/payequity/EN/union_04.html		
	1.13.40.6.5 New Zealand NZEI Te Riu Roa	http://www.ei-ie.org/payequity/EN/union_05.html		
	1.13.40.6.6 Senegal UDEN	http://www.ei-ie.org/payequity/EN/union_06.html		
	1.13.40.6.7 United Kingdom NASUWT	http://www.ei-ie.org/payequity/EN/union_07.html		
	1.13.40.6.8 United States NEA	http://www.ei-ie.org/payequity/EN/union_08.html		
	1.13.40.6.9 United States UUP	http://www.ei-ie.org/payequity/EN/union_09.html		
	1.13.40.6.10 United Kingdom UNISON	http://www.ei-ie.org/payequity/EN/union_10.html		
	1.13.40.6.11 United Kingdom NHS	http://www.ei-ie.org/payequity/EN/union_11.html		
	1.13.40.6.12 United Kingdom UNISON	http://www.ei-ie.org/payequity/EN/union_12.html		
	1.13.40.6.13 Philippines Public service unions	http://www.ei-ie.org/payequity/EN/union_13.html		
	1.13.40.6.14 New Zealand PSA	http://www.ei-ie.org/payequity/EN/union_14.html		
	1.13.40.6.15 Canada PSAC	http://www.ei-ie.org/payequity/EN/union_15.html		
	1.13.40.6.16 Canada CUPE	http://www.ei-ie.org/payequity/EN/union_16.html		
	1.13.40.6.17 USA AFSCME	http://www.ei-ie.org/payequity/EN/union_17.html		
	1.13.40.6.18 Germany VerDi	http://www.ei-ie.org/payequity/EN/union_18.html		
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	1.13.41 Africa	http://www.ei-ie.org/africa/en/index.php		
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	1.13.41.4 Africa Affiliates	http://www.ei-ie.org/africa/en/affiliate.php		
	1.13.41.5 Education International Africa News	http://www.ei-ie.org/africa/en/news.php		
	1.13.41.5.1 All the news	see database		
	1.13.41.7 Calendar	http://www.ei-ie.org/africa/en/calendar.php		
	1.13.41.8 Publications	http://www.ei-ie.org/africa/en/publication.php		
	1.13.41.9 Links	http://www.ei-ie.org/africa/en/link.php		
	1.13.41.10 Africa Region	http://www.ei-ie.org/africa/en/contact.php		
	1.13.41.11 Visit EI	http://www.ei-ie.org/en/index.php		
	1.13.42 Asia-Pacific	http://www.ei-ie.org/asiapacific/en/index.php		
	1.13.42.1 Home	http://www.ei-ie.org/asiapacific/en/index.php		
	1.13.42.2 About us	http://www.ei-ie.org/asiapacific/en/aboutus.php		
	1.13.42.3 By-Laws of the Asia Pacific	http://www.ei-ie.org/asiapacific/en/bylaw.php		
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	1.13.43 Europe	http://www.ei-ie.org/europe/en/index.php		
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	1.13.43.3 By-Laws of the Pan-Europe Structure	http://www.ei-ie.org/europe/en/bylaw.php		
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	1.13.43.7 Publications	http://www.ei-ie.org/europe/en/publication.php		
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	1.13.43.9 Pan European Structure	http://www.ei-ie.org/europe/en/contact.php		
	1.13.43.10 Visit EI	http://www.ei-ie.org/en/index.php		
	1.13.44 Latin America	http://www.ei-ie-al.org/portal/default.htm		
	1.13.44.1 ¿Qué es la IE?	http://www.ei-ie-al.org/portal/que_es_la_ie.aspx		
	1.13.44.2 Organizaciones afiliadas	http://www.ei-ie-al.org/portal/organizaciones_afiliadas.aspx		
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	1.13.44.4 Miembros del Comité Regional Periodo 2007 -2010	http://www.ei-ie-al.org/portal/miembros_del_comite_regional.aspx		
	1.13.44.5 WEB Mundial de la Internacional de la Educación	http://www.ei-ie.org/en/index.php		
	1.13.44.6 Webmail	https://correo.ei-ie-al.org/webmail/login.php		
	1.13.44.7 Publicaciones de la IEAL	http://www.ei-ie-al.org/portal/publicaciones_recientes.aspx		
	1.13.44.8 Otros documentos de Interés	http://www.ei-ie-al.org/portal/otros_documentos.aspx		
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	1.13.44.10 Anuncios y convocatorias	http://www.ei-ie-al.org/portal/anuncios_y_convocatorias.aspx		
	1.13.44.11 Archivo de noticias	http://www.ei-ie-al.org/portal/archivo.aspx		
	1.13.44.12 Archivo de noticias	http://www.ei-ie-al.org/portal/archivo%202208.aspx		
	1.13.44.13 Archivo 2009	http://www.ei-ie-al.org/portal/archivo%202209.aspx		
	1.13.44.14 Igualdad de Género	http://www.ei-ie-al.org/portal/igualdad.aspx		
	1.13.44.15 Derechos Humanos	http://www.ei-ie-al.org/portal/derechos_humanos.aspx		
	1.13.44.16 Prevención del VIH/SIDA	http://www.ei-ie-al.org/portal/vih_sida.aspx		
	1.13.44.17 Erradicación del trabajo Infantil	http://www.ei-ie-al.org/portal/trabajo_infantil.aspx		
	1.13.44.18 Semana de Acción Mundial 23-29 abril de 2007	http://www.ei-ie.org/globalactionweek/es/index.php		not found

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	1.13.44.19 Educación para todas y todos	http://www.ei-ie-al.org/portal/educacion_para_todos.aspx		
	1.13.44.20 Red de Mujeres trabajadoras de la educación de América latina	http://www.ei-ie-al.org/portal/red_de_mujeres.aspx		
	1.13.45 North America	http://www.ei-ie.org/northamerica/en/index.php		
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	1.13.45.2 About us	http://www.ei-ie.org/northamerica/en/aboutus.php		
	1.13.45.3 North America & Caribbean Affiliates	http://www.ei-ie.org/northamerica/en/affiliate.php		
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	1.13.45.8 North America and Caribbean Structure	http://www.ei-ie.org/northamerica/en/contact.php		
	1.13.45.9 EI visit	http://www.ei-ie.org/en/index.php		
	2. Areas Menu	http://www.ei-ie.org/en/index.php		
	2.1 Child Labour	http://www.ei-ie.org/childlabour/en/		
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	2.2 Early Childhood Education	http://www.ei-ie.org/earlychildhood/en/		
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	2.3 Education For All	http://www.ei-ie.org/educationforall/en/		
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	2.6.5.1 5th EUA Convention: Facing Global Challenges - European strategies for Europe's universities	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=185&theme=highereducation		

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	2.6.5.2 Bologna Seminar on joint programmes and student mobility	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=184&theme=highereducation		
	2.6.5.3 8th Plenary Session of the Steering Committee for Higher Education and Research (CDESR) Council of Europe	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=183&theme=highereducation		
	2.6.5.4 Bologna Follow-up Group Meeting	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=182&theme=highereducation		
	2.6.5.5 EI Europe Higher Education & Research Standing Committee (HERSC) meeting	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=186&theme=highereducation		
	2.6.5.6 French EU Presidency/ OECD: Education 2030: What futures for quality access in the era of globalisation?	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=174&theme=highereducation		
	2.6.5.7 Bologna Seminar: Transnational education (TNE) and the UNESCO/OECD-Guidelines for quality provision in cross-border higher education	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=172&theme=highereducation		
	2.6.5.8 Bologna Seminar: "Aligning National against European Qualification Frameworks: The Principles of Self-Certification"	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=171&theme=highereducation		
	2.6.5.9 Third European Quality Assurance Forum	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=170&theme=highereducation		
	2.6.5.10 French EU Presidency Conference: International comparison of education systems: a European model?	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=169&theme=highereducation		
	2.6.5.11 Bologna Seminar: Equality in a knowledge based society – How to widen opportunities? Best practices in National Action Plans	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=168&theme=highereducation		
	2.6.5.12 Bologna Seminar Employability: the Employers' Perspective and its Implications	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=165&theme=highereducation		
	2.6.5.13 French EU Presidency Conference: Europe of higher education: reinforcing the space for mobility	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=166&theme=highereducation		
	2.6.5.14 European University Association Autumn Conference	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=161&theme=highereducation		
	2.6.5.15 Bologna Follow-up Group meeting	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=160&theme=highereducation		
	2.6.5.16 EI Europe Higher Education & Research Standing Committee (HERSC) meeting	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=167&theme=highereducation		
	2.6.5.17 "Let's Go! Where to now?" Mobility Campaign Conference	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=154&theme=highereducation		
	2.6.5.18 Bologna Seminar "3rd cycle degrees: competences and researcher careers"	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=159&theme=highereducation		
	2.6.5.19 Bologna Seminar: Recognition of Prior Learning, Quality Assurance and the Implementation of Procedures	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=173&theme=highereducation		
	2.6.5.20 20th anniversary of the Magna Charta Universitatum	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=152&theme=highereducation		
	2.6.5.21 20th Annual European Association for International Education Conference	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=158&theme=highereducation		
	2.6.5.22 French Presidency Conference " Quality Assurance in Universities and Higher Education Establishments in Europe"	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=157&theme=highereducation		
	2.6.5.23 OECD Programme on Institutional Management in Higher Education (IMHE) biennial conference	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=143&theme=highereducation		
	2.6.5.24 Council of Europe Regional conference on Qualifications Frameworks	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=156&theme=highereducation		
	2.6.5.25 International Association of Universities 13th General Conference	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=141&theme=highereducation		
	2.6.5.26 Bologna Seminar on Development of a Common Understanding of Learning Outcomes and ECTS	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=140&theme=highereducation		
	2.6.5.27 Penalized for Being Mobile? National Pension Schemes as an Obstacle to Mobility for Researchers in the European Higher Education Area (EHEA)	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=139&theme=highereducation		
	2.6.5.28 EI-ESU-GEW-FZS Press Conference on "Let's Go Campaign"	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=150&theme=highereducation		
	2.6.5.29 UNESCO Regional Conference of Higher Education for the Latin American and Caribbean Region	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=138&theme=highereducation		
	2.6.5.30 OECD: Does size matter? - Universities competing in a global market	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=142&theme=highereducation		
	2.6.5.31 Fostering student mobility: next steps?	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=137&theme=highereducation		
	2.6.5.32 Bologna 2020: Unlocking Europe's potential -Contributing to a better world	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=136&theme=highereducation		
	2.6.5.33 18th General Assembly and Annual Conference of EURASHE	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=131&theme=highereducation		
	2.6.5.34 Eurostudent Final Conference	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=129&theme=highereducation		
	2.6.5.35 Higher Education & Research	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=128&theme=highereducation		
	2.6.5.36 Bologna Seminar on ECTS based on Learning Outcomes and Student Workload	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=127&theme=highereducation		
	2.6.5.37 GUNI: "IV International Barcelona Conference on Higher Education: New challenges and emerging roles for human and social development"	http://www.ei-ie.org/highereducation/en/calendarshow.php?id=115&theme=highereducation		

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	2.13.1 Introduction	http://www.ei-ie.org/solidarityfund/en/		
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	2.13.6 Contact us	http://www.ei-ie.org/solidarityfund/en/contact.php		
	2.14 Status of Teachers	http://www.ei-ie.org/statusofteachers/en/		
	2.14.1 Introduction	http://www.ei-ie.org/statusofteachers/en/		
	2.14.1.1 UNESCO-ILO Recommendation concerning the Status of Teachers	http://portal.unesco.org/en/ev.php-URL_ID=13084&URL_DO=DO_TOPIC&URL_SECTION=201.html		
	2.14.1.2 Recommendation on the Status of Higher Education Teaching Personnel	http://www.ei-ie.org/statusofteachers/en/%20http:/portal.unesco.org/en/ev.php-URL_ID=13144&URL_DO=DO_TOPIC&URL_SECTION=201.html		Not Found
	2.14.1.3 UNESCO-ILO Committee of Experts on the Application of the Recommendation on the Status of Teachers and the Recommendation on the Status of Higher-Education Teaching Personnel (CEART)	http://www.ilo.org/public/english/dialogue/sector/techmeet/ceart/		
	2.14.2 Policy	http://www.ei-ie.org/statusofteachers/en/policy.php		
	2.14.3 Activities	http://www.ei-ie.org/statusofteachers/en/activity.php		

ID	Page Name	Link	Owner	Notes
	2.14.3.1 UNESCO-ILO Committee of Experts on the Application of the Recommendation on the Status of Teachers and the Recommendation on the Status of Higher-Education Teaching Personnel (CEART)	http://www.ilo.org/public/english/dialogue/sector/techmeet/ceart/		
	2.14.4 Documentation	http://www.ei-ie.org/statusofteachers/en/documentation.php		
	2.14.5 Links	http://www.ei-ie.org/statusofteachers/en/link.php		
	2.14.6 Contact us	http://www.ei-ie.org/statusofteachers/en/contact.php		
	2.15 School Health and Safety	http://www.ei-ie.org/healthandsafety/en/		
	2.15.1 Introduction	http://www.ei-ie.org/healthandsafety/en/		
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	2.15.3 Activities	http://www.ei-ie.org/healthandsafety/en/activity.php		
	2.15.4 Documentation	http://www.ei-ie.org/healthandsafety/en/documentation.php		
	2.15.5 Links	http://www.ei-ie.org/healthandsafety/en/link.php		
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	2.16 School Leadership	http://www.ei-ie.org/leadership/en/		
	2.16.1 Introduction	http://www.ei-ie.org/leadership/en/		
	2.16.2 Policy	http://www.ei-ie.org/leadership/en/policy.php		
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	2.16.4 Documentation	http://www.ei-ie.org/leadership/en/documentation.php		
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	2.17 Vocational Education & Training	http://www.ei-ie.org/vocational/en/index.php		
	2.17.1 Introduction	http://www.ei-ie.org/vocational/en/index.php		
	2.17.1.1 Recommandation concernant l'enseignement et la formation techniques et professionnels pour le 21e siècle » de l'UNESCO (2001)	http://www.ei-ie.org/vocational/en/recommendation.php		
	2.17.1.2 Recommandation concernant l'enseignement et la formation techniques et professionnels pour le 21e siècle » de l'UNESCO (2001)	http://www.ei-ie.org/vocational/en/recommendation.php		
	2.17.2 Policy	http://www.ei-ie.org/vocational/en/policy.php		
	2.17.3 Activities	http://www.ei-ie.org/vocational/en/activity.php		
	2.17.4 Documentation	http://www.ei-ie.org/vocational/en/documentation.php		
	2.17.5 Links	http://www.ei-ie.org/vocational/en/link.php		
	2.17.6 Contact us	http://www.ei-ie.org/vocational/en/contact.php		

TOWARDS A NEW VISION FOR EI'S WEB COMMUNICATIONS

The EI Web Portal Re-structuring and Re-design project – Report Phase One: Discovery

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