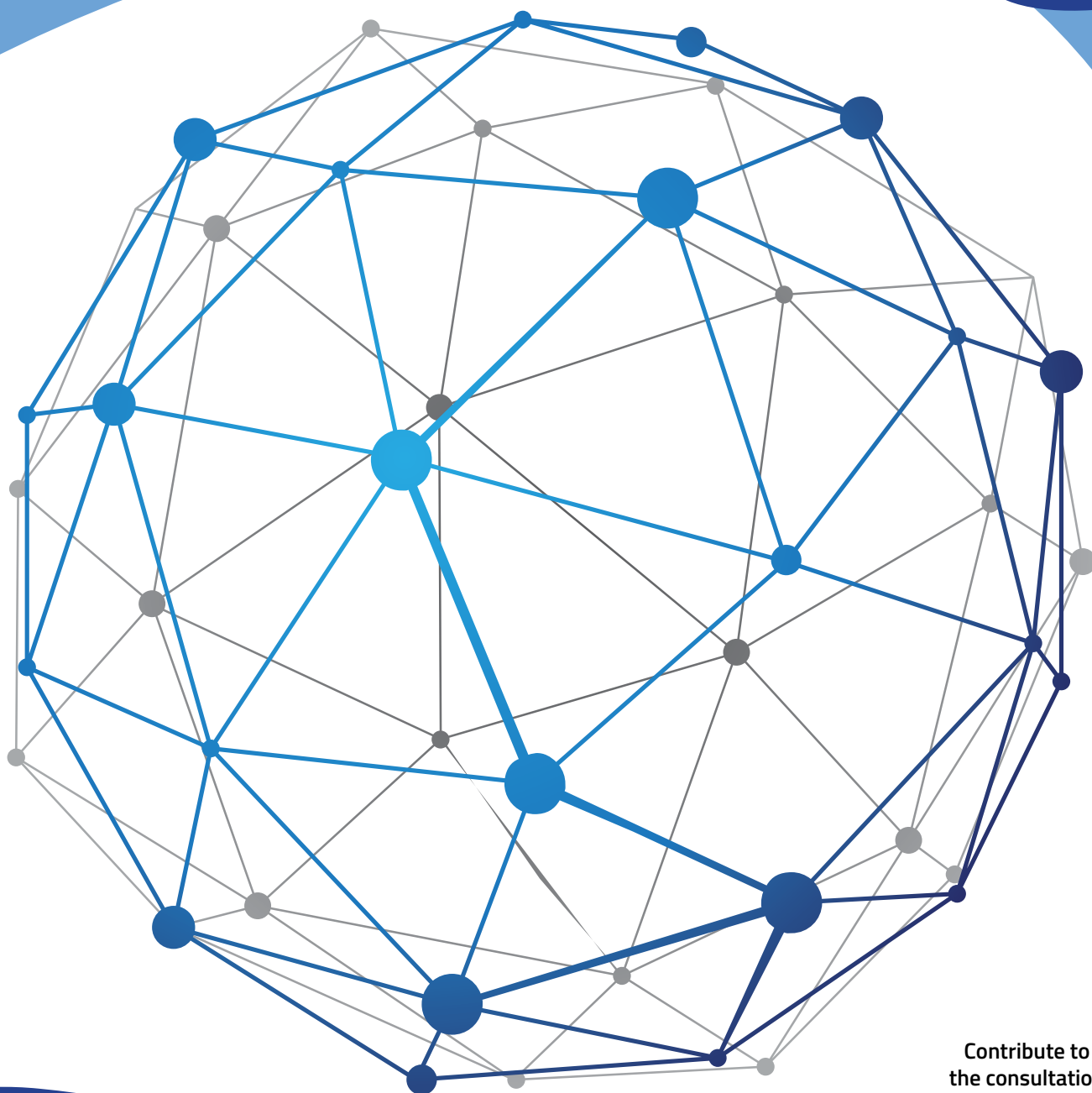


Consultation Paper

# PREPARING EI TO MEET FUTURE CHALLENGES: REVIEW OF STRUCTURES



Contribute to  
the consultation  
on EI Structures



Education International  
Internationale de l'Éducation  
Internacional de la Educación



Online Form



# BACKGROUND

Education International is an organisation of about 400 independent organisations which, cumulatively, have about 32 million individual members. It is an independent organisation, funded through contributions from its constituent member organisations.

## Education International seeks to achieve\*:

1. The right to quality education for all people through publicly-funded and publicly-regulated systems of education.
2. Improvement of the welfare and status of teachers and other education employees through the effective application of their human and trade union rights and professional freedoms
3. Elimination of all forms of discrimination in education, whether based on gender, race, marital status, disability, sexual orientation, age, religion, political affiliation or opinion, social or economic status, or national or ethnic origin, and the promotion of understanding, tolerance and respect for diversity in communities
4. Promotion of democracy, sustainable development, fair trade, basic social services and health and safety, through solidarity and cooperation among member organisations, the international trade union movement and civil society.
5. Strengthening of Education International through the participation of all affiliated organisations in the life of EI, and the promotion of unity in the education sector.

\* Summary of Education International aims as endorsed at Congress, 2001.

Education International has a trade union based structure, with an elected governing structure, typical of trade unions and trade union federations. It is described as a Global Union Federation (GUF). Education International is governed by a World Congress of delegates from member organisations which elects an Executive Board to run the organisation between congresses. Education Interna-

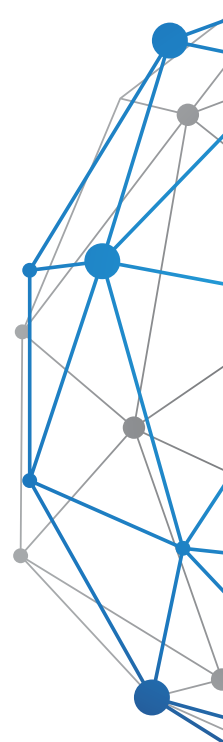
tional employs a secretariat which is charged with implementing the policies and decisions of the governing bodies.

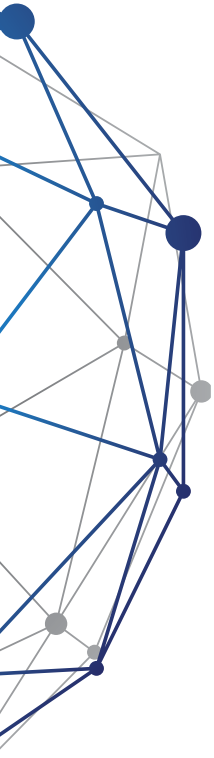
Education International was founded in 1993 from an amalgamation of the two largest international federations of teachers in existence at that time, the World Confederation of Organisations of the Teaching Profession (WCOTP) and the International Federation of Free Teacher Unions (IFFTU). When the organisation was founded it had 210 member organisations with 18 million individual members. It has, therefore, almost doubled in size since it was founded.

The structure of the organisation and its organisational framework are set out in the Constitution and By-Laws. The Constitution contains the aims and principles and the important structures. The By-Laws contain more of the operational details. The Constitution may only be amended by a two-third's majority vote at Congress on a proposal for an amendment which must be submitted at least six months prior to Congress. The By-Laws may be amended by a simple majority vote at Congress on a proposal for amendment which must also be submitted at least six months prior to Congress.

The Constitution and By-Laws have been amended at congresses on a piecemeal basis since the Founding Congress in 1993. There is now a strong argument for looking at the overall structure and the content of the statutory documents to ensure that they continue to be coherent and logical in terms of order and presentation and adherence to the principles which underpinned the original design and division between them. The growth in the size of the Organisation alone would justify re-examining the governance structures to assess whether or not they continue to meet the needs of the Organisation and its members.

**Please note that Articles from the Constitution and By-Laws which are referred to in the text may be found in Annex 2 to the paper.**





In order to make it easier to respond to the Consultation Paper a template has been prepared to facilitate the submission of responses electronically. If you click on the link below, or copy it and paste it into your browser, you will find a form designed to receive your replies and comments.

The password to access the template is  
EI-structures-consultation-2016



## Consultation Paper Online form

Contribute via the online form at:  
<http://go.ei-ie.org/futurestructure>

Password:  
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An organisation may also reply, or make a submission directly, by mailing, emailing or faxing it to head office.

Please mark your submission clearly  
"Consultation on EI Structures".  
Email to [consultation@ei-ie.org](mailto:consultation@ei-ie.org)  
or Fax to +3222240606

# MEETING THE CHALLENGES OF THE FUTURE

*Twenty-three years after the founding of the organisation, the central question in any new major review of EI structures and procedures must be whether or not they are fit for purpose?*

- *Do they provide an effective model through which to represent, support and service the needs and interests of member organisations?*
- *Do they facilitate communication and effective representation of the organisation's interests and policies?*
- *Do they support good lines of communication between the governance structures and secretariat and member organisations?*

EI has grown in size but also in stature over these past years. It is under much greater pressure to provide effective representation for teachers and education personnel in many global and regional forums, where policies on education, and employment in education at national level, are heavily influenced, if not determined. It has just played a major role in ensuring that education remains on the UN Sustainable Development agenda. It is confronting currently the challenge of the

increased commercialisation and privatization of education. It is pursuing EI policies on a wide range of social and educational issues with the global and regional bodies which determine the practices of governments and intergovernmental agencies. It is promoting human and trade union rights in the many countries in which they are under attack across the globe.

It is also called upon more frequently to support member organisations which are in crisis situations. Such interventions may even make the difference between victimisation of member organisations' representatives and their well-being, security and safety.

Such challenges are likely to increase, rather than diminish, in the future. To meet them EI needs a well-resourced, effective and efficient structure, underpinned by democratic principles, which is responsive to challenges, wherever they arise, and is capable of taking a leadership role in the development of policies on the definition and provision of quality education.

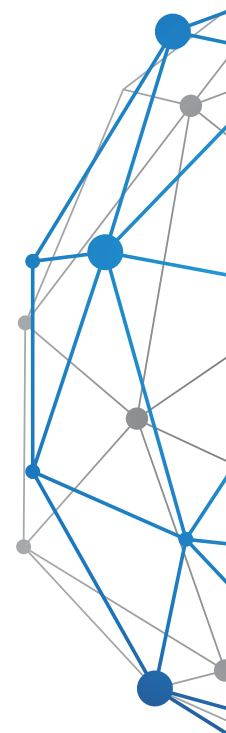
## DEMOCRATIC SYSTEMS OF GOVERNANCE

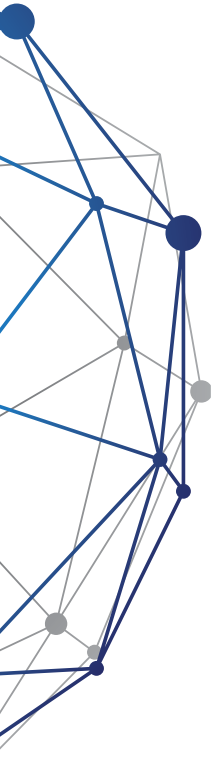
Representative democracy is a form of democracy in which people vote for representatives who then vote on policy initiatives, as opposed to a direct democracy, in which people vote on policy initiatives directly. For a large diverse and dispersed organisation like Education International a form of representative democracy is essential. Representative democracy establishes a form of governance whereby a representative is elected for a predefined jurisdiction, with a change of delegation only occurring after the preset term of office has ended. The EI Executive Board and regional committees reflect such representational democracy within the governance structures of EI. Each representative on the Executive Board or regional committee has one vote. There are five regional constituencies from which fifteen representatives are elected to the Executive

Board. Eleven representatives on the Executive Board are elected on a global basis.

Fair representation of all member organisations in the critical decision-making at a Congress of EI, on the other hand, requires a system which relates voting strength to the number of individuals represented by a constituent organisation. The determination of the number of individuals in membership of a constituent organisation, who are entitled to representation through such a system, is on the basis of full membership, as declared by the organisation itself, for purposes of paying dues to EI, and, usually, determined by the number of individuals who pay full dues to the constituent organisation.

One of the major complicating factors in relation to fair representation of EI membership





is that constituent organisations vary in size to such an enormous extent. An organisation may have a few hundred individual members or hundreds of thousands of individual members.

In developing fair representation, each organisation is ascribed at least one vote. A table has been developed to provide for a progressive increase in the number of votes to which organisations are entitled, based on their number of individual members, *viz.* **El Constitution Article 9 (f)**

The system is, therefore, designed to promote fair representation between organisations in decision making and elections, although weighted in favour of the smaller organisations because all organisations below 5,000 members receive one vote. There are arguments, based on sharing power and influence, for increasing the number of votes ascribed to the smaller organisations; for the larger organisations, however, maintaining the current system is about equity and fairness of representation. The current system of allocating votes also, of course, acts as an incentive to the larger organisations to pay dues for their full memberships. Financial independence is an important cornerstone of an independent democratic organisation both at national and international levels.

In a parliamentary system every effort is made to have a degree of similarity in the size of constituencies in order to ensure that each elected person represents a similar proportion of the electorate. It would be extremely difficult to mirror such a provision in EI. Organisations would have to combine to form constituent groups for electoral purposes.

Proposals to change the ratio of votes per organisation have to take account of the need for fairness of representation and the need to ensure that decision making is not dominated by a small number of very large organisations. This is a difficult balance to establish and maintain.

The World Congress is the supreme governing body of the organisation. Congress is governed through a form of delegative democracy, which is a form of democratic control whereby member organisations vest voting power in delegates rather than in representatives. The delegates take decisions on issues presented to them at Congress. They have delegated authority from member organisations

to make decisions on their behalf, during the Congress. Thus they are distinguished from elected representatives who have ongoing authority during their term of office to make decisions, reflecting as far as possible their perception of the views of those whom they represent.

There is an effort to achieve balance in relation to the influence of large and small organisations in the system of appointment of delegates to the World Congress, *viz.*, **El Constitution Article 9 (e)**

The imposition of a maximum number of delegates for very large organisations prevents them determining alone, the outcome of most of the delegate votes on policy issues at Congress. Elections are conducted using the formula described in **Article 9 (f)** and roll call voting, which is also based on the voting system enshrined in Article 9 (f), may be introduced on request to determine a contentious issue.

### The following questions raise some of the key issues referred to in the section above:

- **Can the system of representative democracy used in EI be improved upon and, if so, how?**
- **Is the format of the Constitution and By-Laws accessible to member organisations generally, and if not, how could it be improved?**
- **Does the EI voting system used for elections provide a fair and equitable representation of member organisations?**
- **Under the present arrangements organisations which have failed to pay their membership dues in the year of the Congress or in the preceding two years, are allowed one representation at Congress. Should that practice continue?**

## WORLD CONGRESS

Congress is the supreme governing body of Education International. It consists of about 1,000 delegates from the 400 plus member organisations. Its rules and procedures are set out in the Constitution and By-Laws. It is entitled to change the Constitution and By-Laws through a strict procedure, prescribed in the Constitution.

Congress meets every four years. When EI was established it met every three years. The Constitution was changed to provide for a longer interval between congresses in 2007. Many national organisations have annual congresses or conventions. Others have two to five year intervals between congresses. Since the Congress is the delegate assembly which is the supreme governing body of the organisation, there is an important balance to be maintained between the costs and other logistical difficulties involved in convening Congresses and the necessity to maintain the effective functioning of a key democratic governance structure in the organisation. Congress is a large, expensive and essential part of the democratic governance of the organisation. It provides the opportunity every four years for member organisations to review the actions and activities of their international organisation and determine its policy directions into the future.

Delegates to Congress are selected currently solely by member organisations. Arguments have been made for delegates for specific interest groups or to increase gender equity and diversity generally, in the composition of union delegations to Congress. Arguments have also been made, not only on the issue of increasing diversity among delegations, but also for ensuring that specific interest groups from, for example, early childhood teachers or head teachers or higher education should have specific representation among the delegates to Congress.

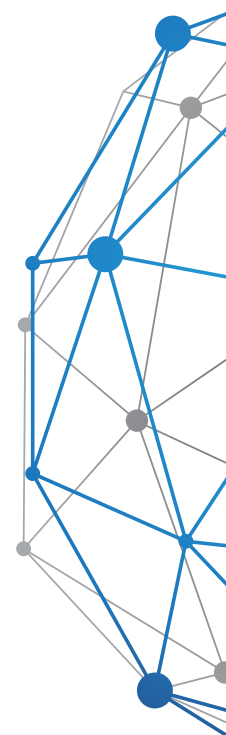
It is difficult to reconcile some of these laudable aspirations with the maintenance of the essential democratic principle that the member organisations should be free to choose the delegates whom they believe will best represent them, and that all member organisations are represented on the same approved proportional basis, irrespective of

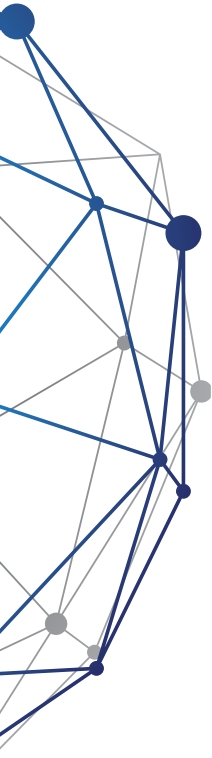
who they represent. It is also important from the point of view of the status of Education International and the degree of member organisation commitment to its decisions, that the delegates sent by member organisations to its governing structure are leaders of their organisations and have the full and unqualified support of their organisations. The small size of most delegations from member organisations make it difficult to provide, within delegations, for balance on the basis of gender or diversity or specific interest group, where the leaders of the organisations do not reflect those characteristics.

Change in relation to the gender or diversity issues can be achieved if such change is promoted and achieved within the leadership of member organisations themselves. The representation of specific interest groups is unlikely to be achieved on the same basis, however, except where there are a greater number of interest-group or sector-based member organisations established.

There are no democratic or other restrictions on the selection of observers at Congress. It might be possible to facilitate greater gender and diverse participation and the representation of specific interest groups, by extending the role of observers to allow them to have an official recognised presence, perhaps including the right to speak on relevant issues, but not the right to vote. A greater voice could be provided for specific interest groups through regional and global activities, in advance of Congress, which would allow them to feed material for the Congress agenda through the Executive Board.

The Congress agenda is determined largely through resolutions and policy papers, which are placed before it by the Executive Board or by member organisations, through procedures prescribed in the Constitution and By-Laws. It also, of course, receives reports on the implementation of decisions of previous Congresses and on finances. The procedures for presenting business to congress are quite restrictive, but, in a multicultural and multilingual environment it is important that the procedures are understood and facilitate participation in the decision making process to the greatest possible extent, by the greatest





possible number of member organisations. Changes in procedures and decision-making processes at Congress through the years have led initially to a degree of confusion and misunderstanding on the part of member organisations and sometimes delegates at Congress. It is important, therefore, not to undermine the commitment of member organisations to EI by introducing changes which are perceived as too radical at any one time. The most radical change in procedures relating to Congress decision-making in recent times was introduced at the 2015 Congress when the Resolutions Committee was re-structured and its operational timetable was changed. There was some pre-congress concern but the success of the initiatives in facilitating the work of Congress appears to have overcome those concerns. In the post Congress 2015 evaluation, delegates expressed appreciation for the change.

Congress is a decision-making body which usually has a full complement of often-complex policy issues to decide. In making its decisions it has to reconcile the diverse perspectives and interests of member organisations from all over the globe. It succeeds most of the time because of careful preparatory work by the Executive Board and the secretariat. The format used for decision making is principally that of debate and decision on resolutions and amendments. At recent Congresses policy papers have also been submitted to Congress for consideration and adoption. Policy papers are not amenable to amendment at Congress because of the danger that a raft of conflicting amendments would undermine their coherence. Prior consultation with

member organisations on their contents and amendment during that consultative phase has been used as a means to fill the potential democratic deficit. This process has been well received within the organisation. However, it does not facilitate debate and decision making by Congress, which can then only endorse or reject the proposed policy paper.

### **The following questions raise some of the key issues referred to in the section above:**

- ***Is the current system of representation of member organisations at Congress satisfactory?***
- ***Is the current frequency of World Congress at four year intervals satisfactory?***
- ***Should a mandatory provision be made in the Constitution and By-Laws for gender and diversity quotas among delegates to Congress, and, if so, how could such provisions be implemented, in particular, in circumstances where an organisation has only one delegate?***
- ***Should the number of observers which an organisation may send to Congress be restricted?***
- ***Should the potential role of observers at Congress be defined in the Constitution and By-Laws?***

## **EXECUTIVE BOARD, OFFICERS and SECRETARIAT**

The EI Executive Board meets about every nine months between congresses. It consists of twenty six members elected by each Congress. These twenty six members are divided into seven officers, i.e the President, five vice-presidents (one from each region) and the General Secretary; ten regional representatives (two from each region) and nine other members elected on an open basis by the Congress. Candidates for positions on the Executive Board are nominated by member

organisations. There are some restrictions on candidature in relation to gender and nomination rights as set out in the Constitution and By-Laws.

The President and General Secretary are elected at each Congress by vote among the delegates. They hold office for a four year term between congresses. All of the members of the Executive Board, with the exception of the General Secretary, are limited to



two terms of four years plus the initial term. In practice that means a limit of twelve years, except for those elected during a term of office to replace a member who leaves the Board during a term of office, for whom it may be less than twelve years. The limit on the number of terms of office has also been interpreted to mean that a person could have the full period as a member of the Board and then the full period as Vice-President and, subsequently, as President. The position of General Secretary is a full-time employed position but with a role in the political leadership of the organisation. Article 11. (b) describes the role and responsibilities of the General Secretary and states that the General Secretary is the principal executive officer of the organisation.

**Article 10 of the Constitution describes the role of the Executive Board. The role of the President, Vice-Presidents and General Secretary are described in Article 11. Article 12 of the Constitution provides for the appointment of a secretariat to assist the General Secretary.**

The provisions of each of these three Articles of the Constitution raise many issues which may be subjects for review. The description of the role of the Executive Board may not be adequate in the context of the status and complexity of the business of the organisation in 2015. The relationship of Board members, especially those elected on a regional basis, to their regions, could be clarified further, for example.

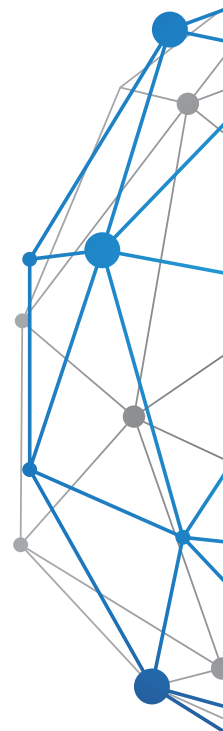
The description of the roles of the Officers is underdeveloped, with the possible exception of the General Secretary. Should the role of the President be more substantial? Should it be a full-time position? If it was a full-time position should term limits apply? What impact would such changes have on the willingness of high calibre candidates to stand for the position? What would be the financial implications? Should the roles of Vice-Presidents be further defined? Since this definition in Article 11 was drawn up, the Vice-Presidents have been elected from regional constituencies. What should the implications of that be for their roles and relationship with the regions and regional structures?

Article 11 (c), referred to above, provides the authority for what are described colloquially as Officers Meetings. These meetings are held about mid-way between Board meetings and immediately before Board meetings. The Offi-

cers generally prepare policies and strategies for consideration at the Board meetings. They also act on behalf of the Board on matters remitted to them by the Board itself, which cannot wait until the next Board meeting. Where a matter might be dealt with more efficiently or in confidence by a smaller group the Board may remit its authority in the matter to the Officers. There is clearly a case for enshrining this authority and the role of the group more explicitly in the provisions of the Constitution and By-Laws. The Officers' Group, with two additional members of the Executive Board, appointed by the Board, also forms the Finance Committee.

**The following questions raise some of the issues referred to in the section above:**

- ***Do the current role and responsibilities of the Executive Board respond to the needs of the organisation effectively? If not, how might they be changed***
- ***Is the size of the Executive Board satisfactory?***
- ***Should there be positions on the Executive Board for representatives of sectors or special interest groups?***
- ***Should the role and responsibilities of the Officers be enhanced?***
- ***Should the aspects of the role and responsibilities of the General Secretary, which are distinct from those of the other officers, be changed?***
- ***Are the present term of office limits satisfactory?***
- ***Should the relationship of the regional representatives on the Board to their regions be defined further?***





## REGIONS AND REGIONAL STRUCTURES

To assist with the organisation of the membership of Education International and facilitate its administration, the Constitution provides for the creation of five regions. Within each region, however, there are also sub-regions or sub-regional groupings of organisations. The Constitution provides for the definition of the regions in the By-Laws. Four of the regions (Africa, Asia-Pacific, Europe and Latin America) have active regional structures. All of the regions have a regional conference. The regional structures and conferences are described in the regional by-laws, with the exception of the conference of the North American and Caribbean region. In recent years, to facilitate communication and organisation of member organisations from Arab speaking countries, the Executive Board created the first cross regional structure, the Arab Countries Cross Regional Structure (ACCRS). Member organisations within this grouping are also in the African and Asia-Pacific regions. **Article 13 of the Constitution** provides for the creation of regions and regional structures.

EI also has formal memorandums of understanding or agreements with a number of other groupings of organisations. This include the Council of Pacific Unions (COPE), the South Asian Regional Council (SARC), the British and Irish Group of Teacher Unions (BIGTU), and the francophone group of teacher unions (CSFEF). EI has also had a formal relationship with the Caribbean Union of Teachers (CUT), which is currently under review. EI has cordial relations with a number of other sub-regional grouping of organisations, including SATO in the southern part of Africa, and the Federation of Arab Teachers (FAT).

Four of the Regions have Regional Committees, in addition to their regional conferences. They also have regional offices which are part of the EI secretariat, although based in locations in the regions themselves. Each region has developed its own method for establishing its regional committee and its own rules governing its regional conference. Is there a case, based on the democratic principles underpinning the organisation as a whole, for reconciling the basis for these structures so that they are at least similar.

The geographical definition of regions has served the organisation since its foundation but the different cultural backgrounds of organisations within regions and sharp differences in the rate of social and economic development of countries within regions, raise questions about the appropriateness of current definitions. Asia-Pacific is a very large region on a geographical basis to which it is difficult to provide services and support from a base in Malaysia. The Executive Board has recently recognised the difficulties for the Asia-Pacific region in catering to the needs of the organisations in countries in central Asia, which are Russian speaking and have a great traditional affinity with their European neighbours, by assigning them to the European Region.

Is it time for each region to review its current structures and sub-structures with an eye to potential future developments in membership and to the most effective way to service, support and represent its member organisations. Such a review should be an important initial part of the current review because of the impact any significant change in the number of regions would have on other structures. If the Arab Countries Cross Regional Structure were to become recognised as a region in its own right, for example, that would imply an extra three regional representatives on the Executive Board. (Vice-President and two regional representatives).

### The following questions raise some of the issues referred to in the section above:

- ***Is there a need to review the number of regions and their geographical coverage, for example, to take account of structures such as the Arab Cross Regional Structure?***
- ***Should the governance structures of each region be similar and their by-laws standardised as far as possible?***
- ***How can the relationships and communications between organisations at regional level be improved and the opportunities for interaction between them enhanced?***

## COMMUNICATIONS WITHIN THE ORGANISATION

Communications between the governance structures and individual member organisations are mainly supported through circulars and reports which are issued through the organisation's offices. There are few opportunities for elected representatives on the governing bodies to interact with member organisations or present reports to the member organisations generally, except at regional conferences which take place usually every four years. This is an issue which should be considered in the context of defining the roles of representatives. It is an important aspect of this review to identify ways in which communications could be improved within the organisation and contribute to cohesion between member organisations and to the democratic functioning of the organisation. The key issues in relation to good communications affect the structures referred to in various sections of this paper. Communications is both a policy and a strategic issue. It is also about taking practical advantage of developments in technology and using them in the most effective manner.

Over the past twenty years communications within bodies like EI have been transformed by the use of the internet and email. The rate of change has been extraordinary and it is accelerating. Most organisations no longer rely on mail deliveries to any great extent to communicate with EI and with each other. Email has become more reliable and significantly faster. In the future it would appear that even in the developing countries mobile technology will become the principal medium of communication between organisations and their members and between EI and its member organisations. Large volumes of information are made available through websites. There have also been specific websites developed to promote and support campaigning.

According to a report published in August, 2016, there will soon be at least one mobile phone per heads of population in Africa. As handsets and data become more affordable, greater accessibility to mobiles – which have outpaced other forms of communications infrastructure on the continent – is changing the way in which public services are delivered and business and politics are being conducted.

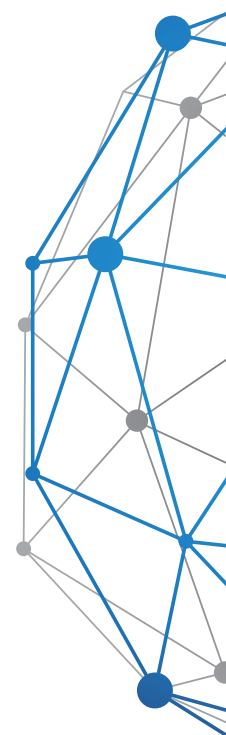
Hard copies of union publications are increasingly rare. The key mass media outlets are no longer newspapers but television and internet news sites. News is instant. As soon as an event occurs it is reported on a dedicated news site. Newspapers cannot compete and have become vehicles for the expression of opinions, often polarised within particular ideologies.

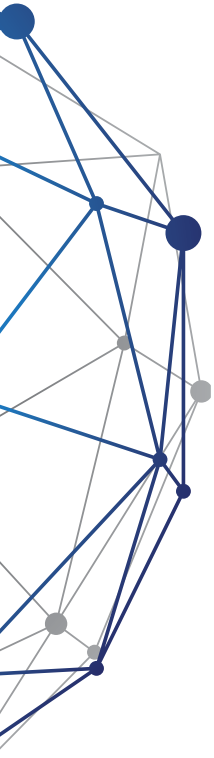
The recent growth in the use and development of social media has generated a new medium of communication which allows millions of participants to exchange succinct views and information on a minute by minute basis.

You tube and other video platforms provide an opportunity to promote using pictures news stories and other information and policies and ideas through the powerful medium of video. The increasing sophistication of technical equipment also facilitates distortion of the pictures and e-messages.

Education International has adapted to the new messaging environment but it changes at a rapid pace and it is difficult to estimate which trends will be the dominant ones into the future. Many smaller organisations in developing countries use facebook and similar electronic applications as their principal means of communications. This communications context poses challenges for EI in maintaining its democratic principles and procedures. It is increasingly difficult to ascertain whether or not organisations have received important communications and are adhering to constitutional deadlines!

EI has undertaken a survey of members organisations and their use of technology for communications. The report of that survey will be taken into account in finalising the report of this review. If the Committee concludes that structural changes or amendments to by-laws can facilitate improved communications then appropriate proposals will be made.





The following questions raise some of the issues referred to in the section above:

- *How can the interaction between member organisations and the governance structures be improved?*
- *How could EI develop its communications in order to facilitate their use in interaction with members of member organisations?*
- *What is the future role of web sites in communicating with member organisations?*
- *Should mobile telephone technology be used to communicate with member organisations and/or their individual members?*
- *What role should social media play in EI communications with member organisations?*
- *Should EI develop Apps for use in communicating with member organisations, especially about events and in advocacy work?*

# ANNEX 1: Congress Composite Resolution

## COMPOSITE RESOLUTION OF RESOLUTIONS 6.1 AND 6.2 ON PREPARING EI TO MEET FUTURE CHALLENGES

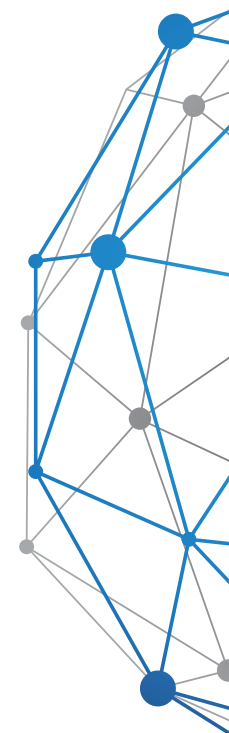
The 7<sup>th</sup> Education International (EI) World Congress meeting in Ottawa, Canada, from 21<sup>nd</sup> to 26<sup>th</sup> July 2015:

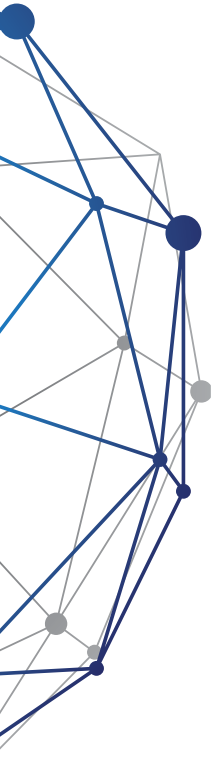
### Recognising:

1. That Education International has grown over twenty-two years from an organisation of 210 organisations with 18 million members, to now consist of over 400 member organisations representing 30 million teachers and other education workers in over 170 countries and territories throughout the world;
2. That maintaining the representativeness of its governing bodies underpins democracy within the Organisation and strengthens its influence both internally and externally;
3. That the current structure of the Executive Board and many of the Organisation's sub-structures and administrative practices and procedures were established in 2001 for a smaller and less diverse organisation;
4. That the levels of activities at global and regional levels have increased considerably and place increasing demands on the Organisation's governing bodies, at world and regional level, and on its staffing and financial resources;
5. That the size and representativeness of the Executive Board are critical to the confidence that member organisations have in its decision-making and capacity for leadership;
6. That geo-political developments and the growth in the number of member organisations since the Organisation was founded now warrant a review of its regions and regional structures and their effectiveness;
7. That developments in Information and Communications Technologies (ITC) in recent years, warrant a review of the manner in which EI communicates with member organisations;
8. That, in the context of the growth in the size of the Organisation and the increasing demands which are placed on it, Officers and officials play a critical role in supporting the governing structures at global and regional levels.

### Mandates the Executive Board:

9. To undertake a formal review:
  - a. of the size and structure of the Executive Board;
  - b. of the role of Executive Board members;
  - c. of the role, terms of office and functions of the President, Vice-Presidents and General Secretary, as Officers of the organization;
  - d. of the role and responsibilities of the General Secretary which are distinct from those of the other officers;





- e. of the geographical definition of the regions of the Organisation;
  - f. of the governing structures of the regions;
  - g. of communications within the organization.
  - h. of the criteria to be used for calculating membership dues per member and put in place a dedicated process leading to an appropriate proposal on this topic.
10. To conduct a consultation through the bodies of the regional structures and with member organisations about the matters under review.
  11. To establish working groups as appropriate to support this work.
  12. To prepare appropriate proposals for amendments to the Constitution and By-Laws and circulate them for further consultation to member organisations and the regions from January - June, 2018.
  13. To prepare final proposals for amendments to the Constitution and By-Laws, together with an analysis of their cost implications, for presentation to the 8th World Congress in 2019.

## ANNEX 2: EXTRACTS FROM THE CONSTITUTION AND BY-LAWS

### Article 9 (e):

The Congress shall be composed of delegates representing member organisations and of the Executive Board.

Each member organisation shall be entitled to one delegate; additional delegates shall be allocated to each member organisation whose membership fees have been paid in full prior to the World Congress in accordance with the following scale

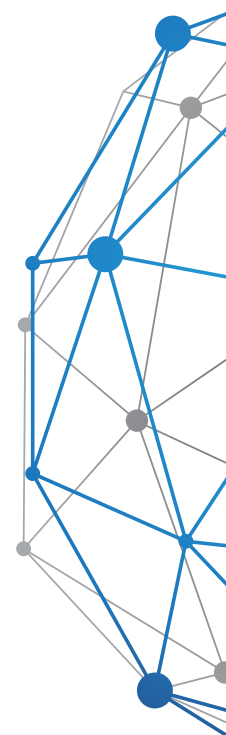
- (i) up to 10,000 members 1 delegate; and
- (ii) more than 10,000 members, 1 additional delegate for every 10,000 members or a part thereof with a maximum of 50 delegates for any one organisation.

### Article 9 (f):

- (i) Votes shall be allocated to each member organisation whose membership fees have been paid in full prior to the World Congress in accordance with the following scale: up to 5,000 members 1 vote; and more than 5,000 members, 1 additional vote for every 5,000 members or a part thereof.

### Article 10:

- (a) The Executive Board shall direct the affairs and activities of the Education International between World Congresses in conformity with the resolutions and decisions of the latter.
- (b) The Executive Board shall:
  - (i) draft the agenda for the World Congress;
  - (ii) review implementation of the resolutions and decisions of the World Congress;
  - (iii) initiate policies and actions in accordance with the resolutions and decisions of the World Congress and with the aims and principles of the Education International;
  - (iv) review and approve financial statements, establish annual budgets, and submit a general budget to the World Congress;
  - (v) consider applications for membership, in accordance with Articles 4 and 5;
  - (vi) consider suspensions or exclusions of member organisations, in accordance with Article 7;
  - (vii) determine standards, in accordance with recognised trade union practice, and procedures regarding the appointment, suspension, salary and conditions of employment of staff;
  - (viii) determine the salary and conditions of employment of the General Secretary;
  - (ix) submit to the World Congress a report on its decisions and activities.





## Article 11:

- (a) The President shall be the principal representative of the organisation; he/she, or in his/her absence, one of the Vice-Presidents shall:
  - (i) chair the World Congress;
  - (ii) chair the meetings of the Executive Board;
  - (iii) represent the Education International, in consultation with the General Secretary.
- (b) The General Secretary shall be the Principal Executive Officer of the organisation; he/she shall:
  - (i) maintain liaison with member organisations, Regional Structures, Sectoral and other Standing Committees, and other bodies within the Education International; with the International Trade Union Confederation (ITUC), the Global Union Federations and other non governmental organisations; and with inter-governmental bodies;
  - (ii) convene and prepare meetings of the Executive Board and of the World Congress in accordance with decisions of the Executive Board;
  - (iii) keep a record of the proceedings of the Congress and of the Executive Board;
  - (iv) implement the decisions of the World Congress and the Executive Board;
  - (v) submit activity reports to the Executive Board and to the World Congress each time they meet;
  - (vi) conduct the affairs of the Education International between meetings of the Executive Board, in accordance with the decisions taken by the Executive Board and the World Congress.
  - (vii) be responsible to the Executive Board and the World Congress for the work of the Secretariat and for all staffing matters;
- (c) The President, Vice-Presidents and General Secretary shall meet at least once between Executive Board meetings.

## Article 12:

- (a) The General Secretary shall be assisted by a secretariat staff to fulfil the tasks mentioned in Article 11(b).
- (b) The secretariat staff shall include at least one Deputy General Secretary to be appointed by the Executive Board in consultation with the General Secretary.
- (c) The standards and procedures regarding the appointment, suspension, salaries and conditions of employment of staff members shall be determined by the Executive Board.
- (d) The appointment, suspension, salaries and conditions of employment of staff members, with the exception of the appointment of a Deputy General Secretary, shall be attended



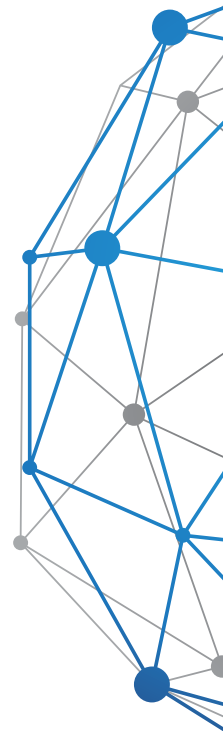
to by the General Secretary in accordance with standards and procedures set out by the Executive Board.

- (e) In the event of suspension by the General Secretary, the individual suspended shall have the right of appeal to the next meeting of the Executive Board, or, with the approval of the suspended employee, through an alternative procedure to be established by the Executive Board.

### **Article 13:**

The Education International shall establish five (5) regions:

- (i) Africa;
  - (ii) North America and the Caribbean;
  - (iii) Asia and the Pacific;
  - (iv) Europe; and
  - (v) Latin America
- (a) The definition of regions and the allocations of countries to them shall be established in the by-laws.
  - (b) A regional structure may be established to:
    - (i) advise the Executive Board on policies and activities to be undertaken by the Education International in the concerned region;
    - (ii) develop and promote policies in relation to any regional intergovernmental body and represent member organisations at that body.
  - (c) A Regional Structure shall be governed according to By-Laws approved by the Executive Board. Reports of such a Regional Structure shall be submitted to the Executive Board.
  - (d) The Education International may also establish such sub-regional and cross-regional structures as it deems necessary to provide advice to the Executive Board on policies and activities which may be undertaken in countries in a sub-region or in countries in more than one region, where the countries are linked by the existence of an intergovernmental body for the governments of the countries concerned, or by a cultural or linguistic inheritance. Such structures shall be governed by By-Laws approved by the Executive Board.





## **ANNEX 3: Timetable for Consultation Process on Review of Structures:**

### **October, 2016:**

Consultative Paper approved for circulation by the Executive Board.

### **November, 2016:**

Consultative Paper issued to regional structures and member organisations with a request for their views and comments by the end of May, 2017.

### **June to September, 2017:**

Preliminary analysis of views and comments to be considered by the Committee with a view to drawing up a survey/questionnaire on the major issues raised in the first phase of the consultative process and the key issues identified in the resolution.

### **October, 2017:**

survey/questionnaire to be finalised in online consultation by the Committee and presented to the Executive Board for approval for circulation.

### **November, 2017:**

survey/ questionnaire to be issued to member organisations and regional structures, with a request for responses by the end of May, 2018.

### **June to September, 2018:**

Analysis of responses to be prepared and considered by the Committee. Committee to draft proposals for amendments to the Constitution and By-Laws based on the outcome of the consultative process to that point for presentation to the next Executive Board meeting.

### **October, 2018:**

Committee to finalise draft proposed amendments to the Constitution and By-Laws and submit them for approval by the Executive Board for presentation to Congress, 2019.



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