

4.1.

Governance / Internal EI

Draft Resolution on EI Structures

Proposed by: AOb/Netherlands
Original language: English

The EI 6th World Congress, meeting in Cape Town, SA, from 21st to 26th July, 2011,

Recognising

- (i) that Education International is an organisation of organisations, consisting of over 400 members representing teachers and other education workers in over 170 countries and *territories* throughout the world;
- (ii) that the governing bodies at world and regional level are composed of the leaders / representatives of national member organizations
- (iii) that the democratic nature of Education International and the representativeness of the governing bodies determine the strength of the International, and that the role and functions of the members and officers of the governing bodies determine the organization's effectiveness in carrying out its many tasks

Noting

- (iv) That democratic structures, roles and responsibilities of officials be evaluated from time to time

Mandates the Executive Board

- (v) to establish a working group, consisting of one representative from each region, together with the President and General Secretary, with the purpose of examining:
 - the structure and representativeness of the Executive Board, including the allocation of regional and open seats, the role and functions of the Officers and other members of the Board, and the financial implications of changes in any of the existing arrangements;
 - the role and functions of the regional and sub-regional structures, including the role and responsibilities of the regional committees and regional staffs and the financial implications of changes in any of the existing arrangements;
- (vi) to consider any recommendations from the working group and report thereon to the next World Congress;
- (vii) to submit for the consideration of the next World Congress any proposed amendments to the Constitution and By-Laws which would be necessary in order to implement the recommendations of the Working Group.