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El 7th World Congress
Congress Proceedings

Book #1 Constitutional
Amendments and Policy Papers



UNITE FOR QUALITY EDUCATION
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OTTAWA 2015

Congress Proceedings

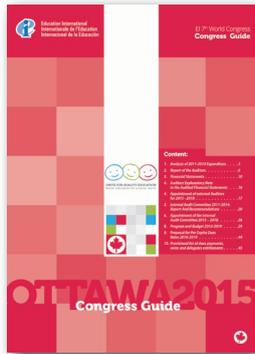
Book #1 Constitutional
Amendments and Policy Papers



Congress Publications

The business for consideration by Congress is set out in a series of books. In so far as possible, the material within each book is in the sequence in which it will be dealt with by Congress. The exception is the book containing the Congress Resolutions (and amendments) which could not be finalised until after the Resolutions Committee met in June and completed its report and recommendations.

The following are the six main Congress Proceedings books.



Congress Guide



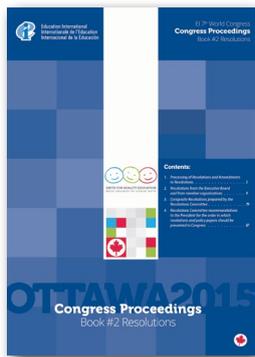
Congress Proceedings Book 3
Financial Matters



Congress Proceedings Book 1
Constitutional Amendments and Policy Papers



Congress Proceedings Book 4a
Quadrennial Report



Congress Proceedings Book 2
Resolutions and Amendments



Congress Proceedings Book 4b
Quadrennial Surveys

All of the documents and additional documents and information may be found online at <http://www.ei-ie.org/congress7/> and will also be available to participants on a memory stick.

In addition, all of the Congress material is available on the **El Congress** app. The app is available for *Android*, *Windows Phone* and *iOS* (search for "El Congress"). More information on how to install the app is available in the Congress Guide.

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1. Congress Rules of Debate

The following are the Rules of Debate or Order which govern the conduct of debates at the EI Congress. They are applied by the President or Chair of each session.

Congress Rules of Debate

1. A delegate or member of the Executive Board shall speak only once in a debate, unless otherwise agreed by the Congress. The representative of a Congress Committee presenting a report or a mover of a resolution (not concerning a motion of procedure) shall have the right of reply at the close of debate on an item.
2. A request to speak shall be made in writing to the Chair (at the Greffier's desk), except when related to a point of order or procedure. A delegate who is invited by the Chair to speak may yield the right to speak to another member of the delegate's own union. The Chair shall call upon speakers in the order in which they signify their desire to speak.
3. At any time during the course of a debate the Chair may call a speaker to order if the remarks of the speaker are not relevant to the subject under discussion or if the speaker exceeds the allotted time.
4. The General Secretary shall have the right to speak on any subject.
5. Resolutions (motions), which have been submitted to the Congress by member organisations or by the Executive Board in accordance with the prescribed procedures, must be proposed and seconded by accredited delegates or by members of the Executive Board to the Congress in order to place them for debate before the Congress.
6. In presenting the resolution for debate the proposer must indicate which accredited delegate is seconding the resolution. It is not necessary for the seconding delegate to approach the rostrum or to speak.
7. The proposer must speak to the resolution when it has been placed before the Congress.
8. If the seconding delegate wishes to speak, the delegate may speak at that point or may defer speaking until later in the debate but must then submit a 'request to speak' form.
9. Amendments to the resolution, which have been submitted to the Congress by member organisations or by the Executive Board in accordance with the prescribed procedures, must also be proposed and seconded by accredited delegates or by members of the Executive Board to place them before the Congress.
10. In presenting the amendment for debate, the proposer must indicate which accredited delegate is seconding the amendment. It is not necessary for the seconding delegate to approach the rostrum or to speak.
11. The proposer must speak to the amendment when it has been placed before the Congress.
12. If the seconding delegate wishes to speak the delegate may speak at that point or may defer speaking until later in the debate but must submit a 'request to speak' form.
13. Amendments to a resolution must be taken immediately after the proposer and seconder (if the seconder chooses to speak at the beginning of the debate) of the resolution have spoken. If the

seconded decides to speak later in the debate, amendments must still be taken when the proposer has finished speaking.

14. Each amendment must be disposed of before the next one is taken.
15. Each delegate may speak only once on any resolution, or amendment to it, which is placed before the meeting except the proposer of the resolution who may speak once on the resolution and once on any amendment to it. The proposer may also reply to the debate on the resolution (or substantive resolution) before it is voted upon.
16. The proposer of a resolution may speak for a maximum of five minutes in proposing the resolution.
17. All other speakers in the debate on a resolution, or amendments to it, are allowed to speak for a maximum of three minutes.
18. In the interests of completing particular items of business, the Chair, with the permission of the Congress, may reduce the length of time for which speakers are permitted to speak to two minutes or less.
19. After the proposer of the resolution or amendment and the seconder, if the seconder chooses to speak immediately after the proposer, have spoken, the Chair will select speakers for and against the resolution or amendment, in turn. If during the course of the debate there are no further requests to speak against the resolution or amendment, the Chair may put immediately the resolution or amendment to a vote.
20. The debate on a question before the Congress may be interrupted at any time by a point of order or by a motion of procedure. The Chair shall give an immediate ruling in response to a point of order.
21. A motion challenging the ruling of the Chair shall be put immediately to a vote.
22. A motion of procedure shall be required in order:
 - to adjourn the sitting;
 - to adjourn the debate;
 - to close the debate and/or vote on the item under discussion;
 - to proceed with the next item on the agenda.
23. The above or any other motion of procedure shall be put immediately to a vote, except that the delegation submitting the resolution under discussion, may exercise its right of reply.



2. Appointment of Tellers

The **Tellers** are appointed by the President with the approval of Congress at the beginning of the first plenary session.

The purpose of the Tellers is to assist the President in determining the outcome of votes.

They may do that at the President's request, by standing at the front of the Plenary Room and making a visual assessment of the outcome of a vote or by actually counting the votes in the room.

In the event of a roll call vote they collect the voting cards in ballot boxes and supervise the electronic counting.

There should be two teams of seven tellers each. Tellers are required to be present in the Congress Centre throughout the Congress proceedings. Each Teller is allocated to an area of the Plenary Room for purposes of counting votes.

3. Credentials Committee

The **Credentials Committee** must verify and determine the allocation of delegates credentials and verify and determine the voting rights of each member organisation at Congress. The Committee meets early on the morning of the opening day of the Congress and receives a report from the EI staff about any queries or challenges to the information provided on the record of Dues paid, Votes and Delegates assigned document, which will be determined from head office and regional office records after the final deadline for paying 2015 dues. The Committee is then required to make a report on the document to Congress

The analysis of entitlement of member organisations to delegates and votes at Congress presented here is based on the average amount of dues paid for the four year period, between 2012 and 2015, up to 31st May, 2015. Organisations which have not yet paid dues for 2015, which are due on 30th March, and which pay prior to 30th June will have their entitlements adjusted to that date.

Provisional Report: Membership - dues votes and delegates 2011-2015

See table page 45 in Congress Proceedings Book #3 - Financial Matters



4. Appointment of Elections Committee

The **Elections Committee** must ensure that the elections during Congress are conducted fairly and in accordance with the Constitution and By-laws. The Committee meets intermittently during Congress to prepare and supervise the elections. The Committee is assisted by members of the EI staff and by an external company, Popularis Ltd, which provides an electronic counting system.

The Elections Committee will be appointed by Congress at its first plenary session in the morning of 22nd July. The Committee will be responsible for the conduct and timetable for the elections of members of the Executive Board and Officers at Congress.

Members of the Committee will be proposed by the Executive Board from candidates nominated through the regional structures.

5. Voting Procedures

Principal Representative

Each member organisation is required to designate, from among their delegates, a Principal Representative. The Principal Representative will collect and return voting and ballot papers on behalf of the organization in the case of Elections and Roll Call Votes. The name and status/title of the Principal Representative must be advised in writing to the secretary of the Elections Committee at the Congress Information Desk or to the Greffier in the Congress Main Hall, at the beginning of Congress, prior to the distribution of voting or ballot papers. A special form will be available for that purpose.

A. Voting Procedures: standard voting

1. Voting on resolutions or other propositions put for decision to the Congress by the President is normally by show of Voting Cards. A Voting Card is included with the documents issued to each delegate in the Congress pack.
2. The President determines the outcome of the vote.
3. Tellers will be appointed by the President prior to the Congress. In the event of a close vote the President may call on the Tellers to advise on the outcome. To assist them in providing the advice to the President, the President may ask the Tellers to count the votes.

4. In order to declare their votes delegates will be asked by the President in the following sequence, to indicate by holding up the voting card, whether they are **In favour of/For** the proposition, or **Not in favour/Against** the proposition, or wish to **abstain** in the vote.

B. Voting by Organisation (Roll Call Vote)

1. It is provided under the EI Constitution and Bylaws that five organisations, holding not less than 20 % of the total voting rights, may demand a vote by full delegation voting strength on an issue.
2. To facilitate such a vote at the Congress the Principal Representative of each organisation will be supplied at the beginning of Congress with voting cards identifying the organisation in a bar code. The three voting cards will provide the voting options "For", "Against", and "Abstain" also bar coded.
3. In order to vote the Principal Representative will present to a Teller or place directly in a ballot box, the coded card identifying the organisation and the manner in which the organisation wishes to cast its votes.
4. The cards will be read electronically. The electronic record will indicate that the organisation has voted and, in a separate file, it will add the number of votes to which the organisation is entitled to the total votes under the option which the Principal Representative has signed.
5. All votes will be electronically recorded and tabulated unless there is a technical difficulty. In such case the details will be inserted manually by the Teller or by an operator, under the supervision of a Teller.
6. When all organisations have voted or the time for voting is exhausted, the result will be available immediately through the electronic mechanism. The result will be presented as the total number of votes cast, the number of votes "For", the number of votes "Against" and the number "Abstaining".
7. In the event of a substantive challenge to the declared results the procedures at points 3, 4 and 5 will be repeated.
8. In the case of a vote on an amendment to the Constitution, the requirement for a two-thirds majority for an amendment to be adopted shall be met when two-thirds of the total votes available to organizations which are registered as present and entitled to vote at the Congress, is received for the proposed amendment.
9. In the case of a proposed amendment to the By-Laws the requirement for a majority for an amendment to be adopted shall be met when over fifty per cent of the votes available to the organizations which are registered as present and entitled to vote at the Congress, is received for the proposed amendment.

C. Election Ballots

1. The Principal Representative will collect the ballot paper(s) from a Member of the Elections Committee (or a staff member under the supervision of a member of the Elections Committee).
2. The Principal Representative will receive a ballot paper containing a list of the candidates, to which the Member of the Elections Committee (or a staff member under the supervision of a member of the Elections Committee) will affix a label containing a bar code identifying the organisation.
3. The Member of the Elections Committee will retain a record showing that the Principal Representative has collected a ballot paper for the organisation.
4. The Principal Representative will indicate on the ballot paper the candidate or candidates which the organisation wishes to support.
5. Each candidate will be identified by name and organisation. On a master sheet they will also be identified by a bar code.
6. The Principal Representative will return the completed ballot paper to a Member of the Elections Committee or place it directly in a ballot box. The ballot paper should not be folded more than once.

7. When all of the organisations have voted or the time set aside for voting is exhausted, the votes will be counted electronically.
8. The votes on the ballot paper(s) for the individual candidate(s) and the identity of the organisation, will be processed electronically to add the number of votes to which the organisation is entitled to the total votes for the appropriate candidate(s) by the Elections Committee, or by an operator, under the supervision of the Elections Committee.
9. The result will state the total number of votes available, the total number of votes cast, the number of valid votes and their distribution among the candidates.
10. The Elections Committee will announce the names of the candidates elected and not elected, and the number of votes which each received, in the sequence provided electronically, except where the EI Constitution and By-laws provide otherwise.
11. In the event of a substantive challenge to the declared results the ballot papers and the data inputted will be rechecked.

6. Nomination of Officers

The Constitution provides that candidates for election to Officerships must be proposed by the 21st March of the Congress year.

These are the valid nominations received by the deadline of 21st March, 10pm Brussels time (5pm Ottawa time):

- **President**
Susan Hopgood (AEU/Australia)
- **Vice President (Africa)**
Mugwena Maluleke (SADTU/South Africa)
Marième Sakho Dansokho (SYPROS/Senegal)
- **Vice President (Asia-Pacific)**
Yasunaga OKAMOTO (JTU/Japan)
- **Vice President (Europe)**
Marlis Tepe (GEW/Germany)
- **Vice President (Latin America)**
Roberto Franklin de Leão (CNTE/Brazil)
- **Vice President (North America & Caribbean)**
Lily Eskelsen García (NEA/United States)
Loretta Johnson (AFT/United States)
- **General Secretary**
Fred van Leeuwen (AOB/The Netherlands)

7. Elections to the Executive Board

The Elections Committee will announce the arrangements for all the elections, including those to Regional and Open Seats on the Executive Board, at the first plenary session.

Nomination forms will be available at the Greffier's Desk in the Congress Centre.

8. Appointment of Resolutions Committee

The following were appointed by the Executive Board to the ad hoc Resolutions Committee for Congress 2015:

Chair: Patrick Roach, Vice-President

- **Asia Pacific:** Graham Moloney, Australia
- **Europe:** Christine Blower, UK
- **Africa:** Ezekiah Oluoch, Tanzania
- **Latin America:** Yamile Socolovsky, Argentina
- **North America/Caribbean:** Vernelle De Lagarde, United States

The Executive Board also decided, at their meeting in March, to nominate this group to Congress as the Resolutions Committee, in order to meet the requirements of the existing By-Law 8.

9. Amendments to the Constitution & By-Laws

Amendments to the Constitution and By-laws proposed by the Executive Board

Amendment 1, concerning By-law 3, Committee of Experts on Membership

Amendments which are consequential to the 6th World Congress changes in the By-laws governing the operation of the Committee of Experts

By-Law 3, section (e)

Insert a new sub-section (iii) in section (e) as follows:

“(iii) member organisations whose membership has been suspended under the provisions of Article 7 of the Constitution.”

By-Law 3, section (h)

Insert in sub-section (ii) after the words ‘applicant organisation’, ‘it may be offered associate membership, as provided for in By-Law 2, or’

Amendment 2, concerning By-law 8 and 10, Committees of the Congress, Resolutions and Amendments

By-Law 8 COMMITTEES OF THE CONGRESS and By-Law 10 RESOLUTIONS AND AMENDMENTS

Proposals for amendments to the structure and operations of the World Congress Resolutions Committee

In By-Law 8 **delete** the current text of section (c) of the By-Law and **substitute**:

“(c) Resolutions Committee

- (i) At its penultimate ordinary meeting prior to each quadrennial Congress, the Executive Board shall appoint a Resolutions Committee. The Resolutions Committee shall take up office immediately after the Executive Board Meeting and the term of office of the Committee will end at the end of the quadrennial Congress.
- (ii) The Committee shall be composed of a Chairperson, who shall be a Vice-president of the organisation, and five other members, appointed by the Executive Board on the basis of one

representative from each region. At least three of the members of the Committee shall be women. Four members of the Committee shall constitute a quorum.

(iii) The Committee shall:

- consider all resolutions and amendments to resolutions submitted to the Congress;
- prepare and present to the Congress, if necessary, recommendations regarding these resolutions and amendments, including the order of debate;
- prepare, if necessary, and present composite texts to the Congress;
- present recommendations regarding whether or not proposed urgent resolutions meet the specified criteria of urgency for such resolutions and for the content of such resolutions.

(iv) The Resolutions Committee shall consult with member organisations, which have proposed resolutions or amendments, when it proposes to composite or otherwise alter their proposed resolution or amendment.

(v) The Resolutions Committee shall meet prior to each Congress, after the date for receipt of amendments to resolutions for Congress, to prepare its initial set of recommendations on resolutions and their amendments and the order of debate, for presentation to Congress. It may also conduct its business by electronic means.

(vi) The Committee will submit its initial report, setting out the sequence in which resolutions and amendments to them will be taken at Congress, to the General Secretary, at least one week prior to the opening of Congress.

(vii) The Committee will also meet on the first day of Congress to examine any urgent resolutions and prepare its recommendations thereon for Congress.

(viii) The Committee will meet as necessary during Congress to deal with any further relevant issues which arise, including making recommendations for changes in the order of debate of resolutions on the Congress agenda, if such becomes necessary."

Delete the current text of By-Law 10 and **substitute:** (proposed changes are underlined in the text)

By-Law 10: RESOLUTIONS AND AMENDMENTS

- a) Resolutions, written in one of the four official languages, shall be submitted to and received by the General Secretary at least four months prior to the opening of the Congress. They shall be translated and distributed to the member organisations at least three months prior to the opening of the Congress.
- b) Amendments to resolutions, written in one of the four official languages, shall be submitted to and received by the General Secretary at least eight weeks prior to the opening of the Congress.
- c) Amendments to resolutions, which are submitted to correct translations of the text of the resolution, may be inserted without presentation to Congress, if the Resolutions Committee deems the proposed correction valid.
- d) The Resolutions Committee shall determine whether a resolution or amendment is in order. The Resolutions Committee shall also make proposals for the compositing of resolutions and amendments. The Resolutions Committee shall issue its initial report and recommendations to the General Secretary at least one week prior to the opening day of Congress. The report will be made available online and issued to delegates on the opening day of Congress. If the determination of the Resolutions Committee is challenged by a delegation, it shall then be put to the Congress whose decision shall be final.
- e) Urgent resolutions

Urgent resolutions may be considered in the case of matters arising less than three months prior to the opening of the Congress.

 - (i) Urgent resolutions, written in one of the four official languages, shall be submitted to and received by the General Secretary prior to the end of the opening session of the Congress. If exceptional events occur during a Congress, urgent resolutions on those events may be

considered with the approval of two-thirds of the delegates present and voting. Urgent resolutions shall be translated and distributed to the delegates as soon as possible.

- (ii) The Resolutions Committee shall determine whether an urgent resolution is in order. If the determination of the Resolutions Committee is challenged by a delegation, it shall then be put to the Congress whose decision shall be final.
 - (iii) Amendments to urgent resolutions may be presented verbally to the Congress during debate.
 - (iv) The Chair shall determine whether an amendment to an urgent resolution is in order. If the determination of the Chair is challenged by a delegation, it shall then be put to the Congress whose decision shall be final.
- f) The debate on a resolution or amendment shall not commence before the texts have been translated and distributed to the delegates, except in the case of an amendment to an urgent resolution which is presented orally.
- g) If a member organisation which submitted a resolution accepts an amendment to that resolution, the amended resolution shall form the basis for any further debate."

Explanatory note

In the course of the review of the 2011 World Congress, a number of member organisations expressed concern about the process whereby resolutions and their amendments were placed on the Congress agenda. They expressed particular concern about the fact that the sequence in which resolutions would be taken was not known at the beginning of Congress, that resolutions and amendments to which they were party might be changed with very little notice or consultation and that important resolutions were not placed before Congress until the final morning, when they might not be debated properly, due to time constraints.

The Chair of the Resolutions Committee at the 2011 Congress also provided a report to the Executive Board on her experience in dealing with the challenges of processing resolutions and amendments at Congress, in the context of the limited time available and the other pressures which affected members of the Resolutions Committee at Congress. She made a number of suggestions as to how the process could be improved. She proposed:

- appointing a smaller Resolutions Committee which could meet prior to Congress and undertake the preliminary work on resolutions and amendments so that they could be presented to Congress at the beginning of Congress;
- developing a different time scale for submitting resolutions and amendments which would facilitate the work of such a committee;
- informing member organisations from an early date of the text of the Executive Board resolutions;
- authorising the proposed resolutions committee to engage in consultations with member organisations in advance of Congress about compositing and integrating resolutions;
- that such a small committee could work electronically and meet at least once in the lead up to Congress, so that its report would be available at the latest at the opening of Congress.

After lengthy consideration of these suggestions the Executive Board decided to support her suggestions to try to improve the structure and operations of the Resolutions Committee in order to make its operations more transparent and contribute more effectively to the democratic functioning of Congress. Accordingly, the proposed amendments to the Constitution and By-Laws provide for the appointment of a smaller Resolutions Committee which would meet on several occasions in the months prior to each Congress to prepare the agenda and also propose the necessary consequential changes in the procedures for submitting resolutions and amendments.

Amendment 3, consequential to changes governing special agreements adopted by 6th World Congress

Amendment of Article 19 (c) of the Constitution which is consequential to the 6th World Congress changes in By-law 27 (h) governing special agreements for the payment of dues

Amend Article 19 (c) by the deletion of the phrase ‘a maximum of two years’ and insert instead ‘a maximum of three years.’

Explanatory note

From its experience of granting special agreements the Executive Board has concluded that the maximum period for the application of such agreements should be extended to three years. The irregular occurrence of Executive Board meetings, at which such agreements must be approved, makes it difficult on occasion to reconcile the existing time limit with the requirements of member organisations.

Amendments to the Constitution and By-Laws proposed by affiliates

Amendment 4, Membership of the Executive Board

Proposed by NTEU/Australia

***** NTEU advised the General Secretary in April that it wished to withdraw these amendments.*****

4a) Amendment to Article 10 (c) : Executive Board

Delete ‘twenty-six (26)’ in the first line and **insert** “thirty (30)”;

Insert a new clause (iv) as follows:

“(iv) four (4) members,

- one (1) from a member organisation which has a substantial number of early childhood teachers amongst its membership;
- one (1) from a member organisation which has a substantial number of educators in further and higher education amongst its membership;
- one (1) from a member organisation which has a substantial number of education support personnel amongst its membership; and,
- one (1) from a member organisation which has a substantial number of school leaders amongst its membership;”

Renumber the remaining clause accordingly.

Insert between ‘region’ and ‘shall be women’ “and, at least five (5) from the remaining groups”;



4b) Amendment to By-Law 8 (a) Credentials Committee (Consequential to amendment 4a)

Insert a new sub section (iii) as follows:

“(iii) determine the entitlement of organisations to nominate a member as a candidate to stand for election for the positions on the Board specified in Article 10 (c), subsection (iv), based on the information in the statements of membership which organisations submit under By-Law 27 (c). In the event that the required information has not been supplied by the member organization, it will not be eligible to nominate a candidate for such a reserved position. The Credentials Committee shall include a list of organisations eligible to nominate candidates for reserved positions on the Board in its report to Congress.”

and **renumber** the sub sections accordingly.

4c) Amendment to By-Law 14 (b) Elections (Consequential to amendment 4a)

Insert after ‘proxy voting rights’:

“and the entitlement of organisations to nominate a member of the organisation for a reserved position on the Board as set out in Article 10 (c) subsection (iv).”

4d) Amendment to By-Law 14: Elections (Consequential to amendment 4a)

Insert new sub section (m) as follows:

“(m) With the exception of the position of General Secretary, no member organisation may nominate from among its own membership, more than one candidate for election to a position on the Executive Board.”

Explanatory Note by NTEU/Australia

The proposed amendments (4a, 4b, 4c and 4d) would create four additional positions on the Executive Board– one each for representatives of further and higher education and research, early childhood education, education support personnel and education leaders.

These sectors are individually and collectively a growing and important part of EI’s membership, and are active in promoting EI policies and programmes. This is particularly so in higher education and research – where an active caucus and biennial world conferences have been convened since the first EI Congress in Harare (1995) – and also evident in the more recent work of the EI Secretariat and associated taskforces for early childhood education, education support personnel and school leaders.

Direct representation on the EI Executive Board would be a key step in international recognition of the professional and industrial concerns of workers in these sectors, and would reflect a more responsive EI organizational culture. There was wide support for direct representation of Higher Education and Research on the EI Executive Board amongst delegates to the 9th EI Higher Education and Research Conference held in Brussels in November 2014.

NTEU has drafted the proposed amendments after technical consultation with the EI Secretariat with a view to ensuring that the issue of specific category representation can be debated at the Ottawa Congress, including consideration of variations to our proposals and any responses from the EI Executive Board.

Recommendation by the Executive Board:

The Executive Board does not support the proposed amendments.

Amendment 5, Terms of Office

Amendment to Article 10 (d): Executive Board (terms of office)

Proposed by SNES-FSU/France, SNESup-FSU/France, SNUipp-FSU/France, FENECO/DR Congo, FENPROF/Portugal, FLC-CGIL/Italy, OLME/Greece, STEs/Spain, SUDES/Senegal, UDEN/Senegal and UIL-Scuola/Italy.

Replace in paragraph (d) sub section (i): 'except that there shall be no limitation on the number of terms which may be served by the General Secretary' with:

"with the exception of the General Secretary whose terms of office shall be limited to three."

[French text submitted : "Modification de la fin de l'alinéa d-(i): après "à l'exception du Secrétaire général", ajouter "dont le nombre de mandats est limité à trois".]

Note: A more precise amendment in the English text would be 'delete subsection (i) in paragraph (d)'

Explanatory Note by SNES-FSU/France

None

Recommendation by the Executive Board

The Executive Board does not support the proposed amendment. The General Secretary is the only member of the Board employed by EI on a full time basis. The position is quite different from those held by other members of the Board, including the President and Vice Presidents, who hold these positions while holding office in their respective organisations. The function of General Secretary, which cannot be combined with a position in a member organisation, is also to ensure continuity in EI's operations worldwide. Furthermore, when setting term limits there is a risk that the position of General Secretary will not attract suitable nominations, considering that candidates must be willing to resign from their national positions, lose connections with their national organizations and to (at least temporarily) emigrate to Belgium. It should also be noted that there are no global unions that have set limits to terms of office for their General Secretaries. Finally, while "term limits", may be viewed by some as strengthening the democratic character of an organization, they are viewed by others as a restriction of Congress delegates' democratic rights to elect or re-elect the candidate of its choice, and may not have the same effect in international organisations as in national unions. The Board is of the opinion that a consultation on this and other matters concerning the size and role of the Executive Board and its members be held among member organizations after the World Congress with a view to making further proposals to the World Congress in 2019.

Amendment 6, Terms of Office

Amendment to Article 10 (d) : Executive Board

Proposed by UDEN/Senegal

Replace in paragraph (d) sub-section (i) 'except that there shall be no limitation on the number of terms which may be served by the General Secretary' with:

"except the General Secretary who may be re-elected to two additional terms of office."

[French text submitted : "A la fin de Secrétaire Général, ajouter : le mandat de ce dernier est renouvelable deux fois."]

Explanatory Note by UDEN/Senegal

None

Recommendation by the Executive Board

The Executive Board does not support the proposed amendment.

Amendment 7, Publication of Annual Financial Report

Amendment to Article 18 (b): Finances

Proposed by SNES-FSU/France, SNESup-FSU/France, SNUipp-FSU/France, SNCS-FSU/France, FENECO/DR Congo, FENPROF/Portugal, FLC-CGIL/Italy, OLME/Greece, STEs/Spain, SUDES/Senegal, UDEN/Senegal, UIL-Scuola/Italy and ZNP/Poland

***** SNES-FSU advised the General Secretary in June that it might withdraw this admendment. *****

Add to paragraph (b) after 'shall be presented to the annual meeting of the Executive Board':

"The annual financial report is communicated to all member organisations."

Explanatory Note by SNES-FSU/France

None

Recommendation by the Executive Board

The Executive Board does not support the proposed amendment. The Annual Report, which is circulated to all member organisations, contains the organisation's annual audited financial reports. Furthermore, documents presented and approved by the Executive Board, including the financial reports, are always made available to all member organizations, within three weeks after each Executive Board meeting. All member organizations receive a report of the meeting with links to the meeting documents. Furthermore, the insertion of the text proposed, into the text of Article 18(b), in English, would produce an Article which would not be accurate in linguistic terms.

Amendment 8, membership dues

Amendment to Article 19 (a): Membership Dues

Proposed by SNES-FSU/France, SNESup-FSU/France, SNUipp-FSU/France, SNCS-FSU/France, FENECO/RD Congo, FENPROF/Portugal, FLC-CGIL/Italy, OLME/Greece, STEs/Spain, UIL-Scuola/Italy and ZNP/Poland

Insert in paragraph (a) after 'different economic circumstances of countries':

"and for the starting salary of education personnel as listed in official documents."

[French text submitted : Après "entre pays", ajouter "et du salaire de base des personnels d'éducation tel qu'il apparaît dans les textes officiels"]

Explanatory Note by SNES-FSU/France

None

Recommendation by the Executive Board

The Executive Board does not support the proposed amendment. The World Congress in 2007 established a "Special Committee on Finances and Structures" which reviewed EI's dues system. The World Congress in 2011 adopted the Committee's recommendation that: "EI retain the existing dues calculation system, based on a country's GNI, as the fairest and most equitable of the systems considered".

The Board notes that from the creation of EI in 1993 until 1998 membership dues rates were calculated as a fraction of the average annual starting salary of a primary school teacher in the country of the member organisation. A teachers' salary was believed to be the most appropriate standard for establishing EI's per capita fee. In 1998 this fraction amounted to 1/9000 (of a teachers' salary) with a ceiling rate of 0.81 Euro (32.5 Belgian Francs). However, due to the fact that it was not possible to acquire verifiable information about teachers' salaries in the countries of all member unions, the World Congress decided in 1998 to select another basis for the calculation of EI's per capita membership dues, namely the GDP/GNI rate of the countries of member organisations.

Although today more reliable data can be obtained about teachers' salaries in some countries, it is still not possible to acquire regularly updated information for most countries. Moreover, in some countries teachers' salaries are not determined at the national level but at state or district level.

10. Reference Document: Constitution & By-Laws

Constitution of Education International

Article 1 NAME

The organisation shall be named:

- (a) Education International (EI)
- (b) Internationale de l'Éducation (IE)
- (c) Internacional de la Educación (IE)
- (d) Bildungsinternationale (BI)

Article 2 AIMS

The aims of the Education International shall be:

- (a) to further the cause of organisations of teachers and education employees, to promote the status, interests and welfare of their members, and to defend their trade union and professional rights;
- (b) to promote for all peoples and in all nations peace, democracy, social justice and equality; to promote the application of the Universal Declaration on Human Rights through the development of education and of the collective strength of teachers and education employees;
- (c) to seek and maintain recognition of the trade union rights of workers in general and of teachers and education employees in particular; to promote the International Labour Standards, including freedom of association and the right to organize, to bargain collectively and to undertake industrial action, including strike action if necessary;
- (d) to enhance the conditions of work and terms of employment of teachers and education employees, and to promote their professional status in general, through support for member organisations and representation of their interests before the United Nations, its specialized agencies and other appropriate and relevant intergovernmental organisations.
- (e) to support and promote the professional freedoms of teachers and education employees and the right of their organisations to participate in the formulation and implementation of educational policies;
- (f) to promote the right to education for all persons in the world, without discrimination, and to this end:
 - (i) to pursue the establishment and protection of open, publicly funded and controlled educational systems, and academic and cultural institutions, aimed at the democratic, social, cultural and economic development of society and the preparation of every citizen for active and responsible participation in society;
 - (ii) to promote the political, social and economic conditions that are required for the realisation of the right to education in all nations, for the achievement of equal educational opportunities for all, for the expansion of public educational services and for the improvement of their quality;

- (g) to foster a concept of education directed towards international understanding and good will, the safeguarding of peace and freedom, and respect for human dignity;
- (h) to combat all forms of racism and of bias or discrimination in education and society due to gender, marital status, sexual orientation, age, religion, political opinion, social or economic status or national or ethnic origin;
- (i) to give particular attention to developing the leadership role and involvement of women in society, in the teaching profession and in organisations of teachers and education employees;
- (j) to build solidarity and mutual cooperation among member organisations;
- (k) to encourage through their organisations closer relationships among teachers and education employees in all countries and at all levels of education;
- (l) to promote and to assist in the development of independent and democratic organisations of teachers and education employees, particularly in those countries where political, social, economic or other conditions impede the application of their human and trade union rights, the advancement of their terms and working conditions and the improvement of educational services;
- (m) to promote unity among all independent and democratic trade unions both within the educational sector and with other sectors; and thereby contribute to the further development of the international trade union movement.

Article 3 GENERAL PRINCIPLES

- (a) The Education International shall be guided by the ideals of democracy, human rights and social justice.
- (b) The Education International shall be independent of every government. It shall be self-governing and not subject to control by any political party or ideological or religious grouping.
- (c) The Education International shall be associated with the International Trade Union Confederation (ITUC), work closely with the other Global Union Federations (GUFs) and participate in the Council of Global Unions. Its association with the ITUC and involvement with the Council will not affect its status as an independent and autonomous body. Neither ITUC nor the Council may interfere in Education International's internal affairs. Furthermore:
 - (i) any change in this relationship shall be subject to ratification by the Education International's World Congress;
 - (ii) affiliation of member organisations with national trade union centres is a matter to be determined solely by those member organisations.
- (d) The Education International shall not interfere in the internal affairs of member organisations. It shall respect internal freedom and diversity of expression in accordance with the principles of the constitution.

Article 4 MEMBERSHIP

- (a) The Education International shall be composed of organisations of teachers and education and research employees upholding the principles of independent trade unionism and aspiring to enhance democracy, human rights and social justice in their respective nations, to improve the living and working conditions of their members and to advance education through trade union action.
- (b) Any national organisation composed predominantly of teachers and education employees¹ shall have the right to apply for membership and shall be admitted as a member of the Education International by the Executive Board, provided that the applicant:
 - (i) subscribes to the aims and principles as described in Article 2 and 3 - and is thereby actively engaged in promoting the overall professional and trade union interests of its members;
 - (ii) pledges to fulfil the obligations of membership as described in Article 6;
 - (iii) is, to the extent possible, national in character and scope and representative of teachers and/or other education employees in its country. The term country is defined according to membership in the United Nations. Nevertheless applications may also be considered from organisations at the regional level in a country where there is no national member.

Exceptions to this provision may be made by a two-thirds majority of those present and voting at the Executive Board.

- (iv) practices internal democracy in the designation of its leadership, in the determination of its goals, policies and activities and in the management and administration of all of its affairs;
 - (v) is self-governing and not under the control of any political party, government and ideological or religious grouping;
 - (vi) is not affiliated to or formally associated with other international teacher's trade union bodies or with their regional structures. This restriction does not apply in the case of affiliation to autonomous regional bodies.
 - (vii) is not part of an organisation already in membership, such that acceptance of the application would create double affiliation.
- (c) If an application is received from an organisation operating in a country in which the Education International already has a member organisation, the Executive Board will consult with the member organisation(s) concerned before making its decision. In the event that the decision of the Executive Board on a membership application is contested, an appeal may be made to the World Congress in accordance with the By-laws. The decision of the World Congress shall be final.
- (d) Only applications duly authorised by the applicant's governing body shall be taken into consideration by the Executive Board.
- (e) Education International may also admit into a special category of associate membership, as defined in the EI By-Laws, for a fixed period or periods, organisations which do not meet fully the membership criteria set out in (b) above. Applications for such associate membership shall be processed in accordance with the conditions set out in (c) and (d) above.

Article 5 COMMITTEE OF EXPERTS ON MEMBERSHIP

- (a) A Committee of Experts shall be established to report to the Executive Board on the application of membership criteria in cases where the Executive Board considers further inquiry to be necessary in order to reach a decision, or in cases where charges are brought against a member organisation.
- (b) Procedures for the establishment and operation of the Committee of Experts shall be determined in the By-laws.

Article 6 RIGHTS AND OBLIGATIONS

- (a) Every member organisation shall have the same constitutional rights and shall be bound by the same constitutional responsibilities, including the payment of membership fees as provided under Article 19.
- (b) From the date of admission to the Education International every member organisation shall accept the following obligations:
 - (i) to promote their members' awareness of the aims and work of the Education International;
 - (ii) to promote the interests of the Education International;
 - (iii) to inform the Education International about all major actions taken in pursuance of the Education International's aims;
 - (iv) to keep the Education International informed about national activities.

Article 7 SUSPENSION, EXCLUSION AND WITHDRAWAL FROM MEMBERSHIP

Suspension of membership and investigation of charges

- (a) In the event that it is charged that a member organisation violates or ceases to fulfil the requirements of the Constitution, on the basis of a complaint lodged by the governing body of another member organisation, or on the initiative of the Executive Board itself, the Executive Board shall refer the matter for investigation to the Committee of Experts established under the provisions of Article 5.
- (b) Pending the outcome of such an investigation by the Committee of Experts the Executive Board may

decide, by a two thirds majority of those who are present and voting at a quorate session, to suspend the organisation under investigation from membership.

- (c) An organisation which is suspended from membership shall not be eligible to be represented at activities of the organisation, shall not receive grants from the organisation under any scheme and its representatives will also be suspended from participating in the governing structures of the organisation at any level.
- (d) An organisation which is suspended from membership must continue to fulfil its obligations to pay membership fees in accordance with the provisions of Article 19.
- (e) An investigation initiated under (a) or (f) must be completed within twelve months of the decision of the Executive Board to initiate the investigation. If the investigation has not been completed within twelve months the suspension must be lifted automatically.
- (f) The Executive Board may also decide to suspend an organisation from membership by a two thirds majority of those who are present and voting at a quorate session on the basis of complaints from within the organisation that it has not adhered to the terms of its own constitution and by-laws. Such complaints may be investigated initially by the secretariat and, if the outcome of such investigation is not satisfactory, may be referred to the Committee of Experts for investigation.

Procedures for investigation by the Committee of Experts

- (g) In the event that the Executive Board initiates a referral of an organisation to the Committee of Experts, the following requirements shall be met:
 - (i) The Committee of Experts shall enquire into the charges and conduct a due hearing before presenting its finding to the Executive Board.
 - (ii) The organisation whose membership status is under review by the Committee of Experts, shall be given due notice, a copy of the charges, the right to respond to the charges, and a copy of the finding of the Committee of Experts.
 - (iii) The finding of the Committee of Experts shall be communicated to the Executive Board for action as specified in the By-Laws.

Conclusions of investigation and exclusion from membership

- (h) If the findings of an investigation conclude that the matter has been resolved or that the complaint was unfounded the member organisation shall be re-instated at the next Executive Board meeting.
- (i) If the findings of an investigation conclude that the charge against the organisation is justified the Executive Board may exclude the organisation from membership or may grant the organisation a period of not more than six months within which to rectify the situation to the satisfaction of the Executive Board. The organisation will remain suspended until the six month period has elapsed or until it rectifies the situation. If it has not rectified the situation within the specified six month period it shall be excluded from membership.
- (j) A two thirds majority of those who are both present and voting at a quorate session shall be required for the Executive Board to exclude an organisation from membership.
- (k) The member organisation concerned shall be informed of the decision of the Executive Board and of the reasons justifying that decision.
- (l) Any organisation which is more than twenty four (24) months in arrears of the payment of its membership dues, without the approval of the Executive Board, shall be excluded from membership.
- (m) Any member organisation that has been suspended or excluded by the Executive Board, other than for being in arrears of the payment of membership dues, shall have the right of appeal to the World Congress under conditions to be specified in the By-Laws.

Withdrawal from membership

- (n) An organisation which seeks to withdraw from membership in Education International shall provide notification of such intention six months in advance. Financial obligations to Education International shall not expire until the end of the six month period.
- (o) Only notifications of withdrawal duly authorised by the member organisation's governing body, shall be taken into consideration by the Executive Board."

Article 8 ORGANISATION

The organisation of the Education International shall be:

- (a) Governing Bodies
 - (i) World Congress; and
 - (ii) Executive Board;
- (b) Committee of Experts on Membership
- (c) Regional Structures
- (d) Standing Committees
 - (i) Advisory Bodies
 - (ii) Status of Women
 - (iii) Finance
 - (iv) Constitution and By-laws
- (e) Other Committees
- (f) The Secretariat.

Article 9 WORLD CONGRESS

- (a) The World Congress shall be the supreme authority of the Education International.
- (b) An ordinary session of the Congress shall:
 - (i) adopt its rules of procedure and agenda;
 - (ii) elect the President, Vice Presidents, General Secretary and other members of the Executive Board;
 - (iii) appoint the auditors;
 - (iv) appoint the internal Audit Committee
 - (v) determine the policies, principles of action and programme of the Education International;
 - (vi) consider the activity report of the General Secretary;
 - (vii) consider the audited financial report, adopt the general budget, and determine the membership fees.
- (c) The Congress shall have the authority to amend the Constitution by a two-thirds majority vote or the By-laws by a majority vote and to take final decisions in case of appeals concerning applications for membership, the suspension or expulsion of member organisations or the removal of members of the Executive Board.
- (d) The Congress shall be composed of delegates representing member organisations and of the Executive Board.
- (e) 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.
- (f) 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.
- (g) A fully paid up organisation may vote by proxy provided it has given advance notice in writing to the General Secretary.
- (h) Member organisations shall receive provisional notification by the General Secretary of the number

of delegates and votes to be allocated to them. A Credentials Committee to be appointed by the Executive Board shall verify and determine the allocation of delegate credentials and voting rights for each member organisation. No roll-call voting or election shall take place until the World Congress has adopted the report of the Credentials Committee.

- (i) The venue, date and provisional agenda of the Ordinary Congress shall be determined by the Executive Board, taking into account the recommendations made by the preceding Congress, and by the Regional Committees. Notification of the convening of the Ordinary Congress shall be given at least nine (9) months prior to the scheduled date.
- (j) The Congress shall meet in ordinary session at least every four years.
- (k) An Extraordinary Congress may be convened on the authority of the Executive Board (by a two-thirds majority vote) or shall be convened at the formal and properly substantiated request of at least twenty five (25) member organisations together representing at least one quarter of the paid membership.

Article 10 EXECUTIVE BOARD

- (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.
- (c) The Executive Board shall be composed of twenty-six (26) members, including:
 - (i) the President and five (5) Vice Presidents, one Vice President from each Region;
 - (ii) a General Secretary;
 - (iii) ten (10) members, two from each region, and
 - (iv) nine (9) members;

at least three (3) of the group comprising the President and Vice Presidents, and at least one member from each region shall be women.
- (d) The term of office of each member of the Executive Board shall expire
 - (i) at the end of each ordinary session of the World Congress. Each member of the Executive Board shall be eligible for reelection for two additional terms in the same position, except that there shall be no limitation on the number of terms which may be served by the General Secretary;
 - (ii) at such time as an organisation to which the member belongs is no longer a member of the Education International.
- (e) A person holding a position outside the Education International or its member organisations which would be in conflict with his/her independent responsibility to the Education International cannot be a member of the Executive Board.

- (f) The Executive Board may remove a member from office under the following conditions:
 - (i) an objection raised by a member organisation in writing to the continuance in office of a member of the Executive Board who at the time of his or her election was a member or officer of that member organisation;
 - (ii) cessation of eligibility for membership of the Executive Board under article 10(e).
 - (iii) grave misconduct or dereliction of duty.
- (g) An Executive Board member whose removal from office is under consideration shall have the right to be informed in writing of the objections raised and to respond before a meeting of the Executive Board. In the event of removal, the member concerned shall have the right of appeal to the World Congress.
- (h) In the event of a vacancy the Executive Board may appoint a replacement. If it so decides and the vacancy occurs:
 - (i) in the position of President, a Vice-President shall be appointed as President until the next Congress;
 - (ii) in the position of Vice-President, a member of the Executive Board shall be appointed until the next Congress;
 - (iii) in the position of General Secretary, a replacement shall be appointed until the next Congress.
 - (iv) in any other position, the Executive shall invite nominations from the Board and also seek a nomination, to which it shall give strong consideration, from the national organisation of the member being replaced. The person shall be appointed until the next Congress.
- (i) The Executive Board shall meet in ordinary session at least once a year.
- (j) An extraordinary session of the Executive Board may be convened on the authority of the President or General Secretary and shall be convened at the formal and properly substantiated request of a two-thirds majority of members of the Board from organisations together representing at least one quarter of the paid membership.

Article 11 FUNCTIONS OF PRESIDENT, VICE-PRESIDENTS AND GENERAL SECRETARY

- (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 SECRETARIAT

- (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 REGIONAL STRUCTURES

- (a) 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
- (b) The definition of regions and the allocations of countries to them shall be established in the by-laws.
- (c) 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.
- (d) 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.
- (e) 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 a 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.

Article 14 ADVISORY BODIES

- (a) Advisory bodies may be established for the purpose of advising the Executive Board on specific policies and activities concerning but not limited to sectoral and cross-sectoral educational and professional areas of interest to EI and its member organisations.
- (b) Advisory bodies may include round tables, working groups, task forces, or similar bodies
- (c) The Executive Board may seek recommendations from member organisations regarding the composition of such advisory bodies, where appropriate, and shall determine their purposes and procedures, in line with the programme and budget priorities established by the World Congress.



Article 15 STATUS OF WOMEN COMMITTEE

- (a) A Status of Women Committee shall be established to recommend policies and activities to be undertaken by the Education International to promote equality of women and girls in society, in education and in the trade union movement.
- (b) The Status of Women Committee shall be composed of women by the Executive Board from among its members. The Chairperson shall be elected by the Committee. The Executive Board shall determine its purposes and procedures.

Article 16 CONSTITUTION AND BY-LAWS COMMITTEE

- (a) The Executive Board shall establish a Constitution and By-laws Committee to:
 - (i) review all proposals to amend the Constitution and By-laws and advise the Executive Board accordingly;
 - (ii) provide advice on constitutional matters referred to it by the Executive Board.
- (b) The Constitution and By-laws Committee shall be composed of members of the Executive Board. The Chairperson shall be appointed by the Board.

Article 17 FINANCE COMMITTEE

- (a) The Executive Board shall establish a Finance Committee to supervise the management of the financial affairs of the Education International and to report accordingly to the Executive Board and the World Congress.
- (b) The Finance Committee shall be composed of members of the Executive Board and shall meet at least once a year. The Chairperson shall be appointed by the Board.
- (c) The Chairperson of the Finance Committee shall present financial reports to the Executive Board and on its behalf to the World Congress.

Article 18 FINANCES

- (a) The General Secretary shall be entrusted with the management of income and expenditures. Expenditures shall be governed by Financial Regulations within the framework of the annual budget, drafted by the Finance Committee upon the basis of proposals submitted by the General Secretary. This budget shall be submitted to the Executive Board for its endorsement.
- (b) The accounts of Education International shall be closed on December 31 of each year, and shall be audited by a qualified accountant registered according to international standards. The financial and auditors' reports shall be presented to the annual meeting of the Executive Board, and the auditors' reports shall be presented to the Congress.
- (c) Only Education International tangible properties shall be considered as security for financial liabilities. Elected members of the Education International shall not be held legally responsible for such liabilities.
- (d) The financial year shall be the calendar year.

Article 19 MEMBERSHIP DUES

- (a) Dues to be paid by the member organisations shall be determined by the World Congress on a per capita basis according to a scale which allows for the different economic circumstances of countries. Specifications shall be given in the By-laws.
- (b) Membership fees shall be paid before March 31 of each year, and shall be computed on the membership reported as of September 30 of the preceding year.
- (c) If a member organisation is unable to fulfil its financial obligations, owing to extraordinary circumstances, the Executive Board shall have the authority to grant a delay, a temporary reduction or, in extreme cases, a temporary exemption from the payment of such fees. Such special agreements must

be established in writing, and shall be limited to a maximum of two years, extension being subject to review by the Executive Board.

Article 20 SOLIDARITY FUND

- (a) The Education International shall establish a Solidarity Fund.
- (b) The Education International shall regularly invite member organisations to contribute on a voluntary basis to the Solidarity Fund.
- (c) Rules governing the Solidarity Fund shall be given in the By-laws.

Article 21 OFFICIAL LANGUAGES

The official languages of the Education International shall be English, French, German and Spanish.

Article 22 HEADQUARTERS AND OTHER OFFICES

- (a) The location of the headquarters office of the Education International shall be Brussels.
- (b) The Education International shall be incorporated under the laws of the country in which the Headquarters office is located.
- (c) The location of other offices shall be determined by the Executive Board upon the recommendation of the General Secretary.

Article 23 BY-LAWS AND RULES OF PROCEDURE

By-laws and rules of procedure shall be appended to this constitution in order to regulate such matters as elections, conduct of the Congress and Executive Board meetings, and other matters referred to it by the Constitution.

Article 24 INTERPRETATION

In the event of question or doubt as to the interpretation of the provisions of the Constitution or By-laws, the English text shall be considered as original and authentic. The interpretation of the Constitution and By-laws is within the purview of the Executive Board.

Article 25 AMENDMENTS TO THE CONSTITUTION

- (a) Notices of motion to amend the Constitution must be submitted in writing to the General Secretary not less than six (6) months before the opening date of the Congress. They shall be circulated to all member organisations at least three (3) months prior to the opening of the Congress together with any comments which the Executive Board may wish to communicate to members.
- (b) A proposed amendment to the constitution shall be declared adopted if supported by not less than two-thirds of the eligible votes of member organisations which have registered their attendance at the Congress.

Article 26 DISSOLUTION

- (a) The World Congress shall be the only body authorised to decide upon the dissolution of the Education International, provided that a proposal to that effect has been placed on the Congress agenda, and provided that at least six months notice has been given to a specific motion to this effect.
- (b) A resolution calling for dissolution shall be implemented, provided that it has secured at least a two third majority of the votes cast. It shall be binding upon the World Congress to make specific provision for the discharge of any financial obligations of the Education International, including obligations to its staff and for the disposal of its assets.



Article 27 TRANSITION

The provisions contained in the document entitled "Transitional Arrangements" shall have constitutional force so long as those provisions are applicable.

By-laws of Education International

MEMBERSHIP

1. MEMBERSHIP APPLICATIONS

- (a) An application for membership, duly authorised by the applicant's governing body (ref. Article 4d of the Constitution) shall be lodged with the General Secretary and shall include a completed application form, a statement that it will subscribe to the aims and principles of the Education International and a copy of the Constitution of the applicant organisation.
- (b) Applications shall be considered by the Executive Board at the first meeting following receipt. At this meeting the General Secretary shall inform the Executive Board about the results of the consultations with any member organisations in the country of the applicant organisation.
- (c) Notice shall be sent to the applicant organisation and any member organisation in the same country within fifteen days of the decision of the Executive Board. An appeal to the World Congress may be filed by:
 - (i) a member organisation in the same country contesting a decision to admit;
 - (ii) any member organisation supporting an application for membership that has been denied.

Any appeal must be filed in writing to the General Secretary not more than 120 days after the decision of the Executive Board. The decision of the World Congress shall be final.
- (d) Where a membership matter is referred to the Committee of Experts by the Executive Board the appeal procedures shall be as specified in 3 (j).

2. ASSOCIATE MEMBERSHIP

- (a) An organisation which applies for membership of Education International but which, in the opinion of the Executive Board or of the Committee of Experts, does not meet fully the criteria for membership may be offered associate membership by the Executive Board for a limited period in order to enable it to adjust to meet fully the criteria for membership.
- (b) Associate membership may be granted initially for a period of four years or less. Associate membership may be granted by the Executive Board to an organisation for a further period of four years or less but such membership shall be limited in all circumstances to periods totalling not more than eight years.
- (c) The list of organisations with the status of associate member must be reported to each Congress.
- (d) An organisation with the status of associate member will be entitled to
 - (i) Participate in EI activities and programmes
 - (ii) Receive EI publications, advice and assistance
- (e) An organisation with the status of associate member will be required to
 - (i) Meet the Constitutional obligations provided for member organisations in Article 6 (b),
 - (ii) Pay membership dues at a rate to be determined by the Executive Board but which will not, in any event, be less than seventy-five per cent of the rate applying to other member organisations in the country concerned, if such exist, and

- (iii) Report annually to the EI Executive Board on the steps which the organisation has taken to meet fully the EI membership criteria.
- (f) An organisation with the status of associate member will not be allowed
 - (i) to vote in elections to EI governing bodies at global or regional level
 - (ii) to nominate a representative to stand for election to an EI governing body at regional or global level
 - (iii) to participate in meetings of EI governing bodies at regional or global levels, other than as an observer.
- (g) At the end of each period of associate membership the Executive Board shall satisfy itself that the organisation either
 - (i) meets fully the membership criteria, in which case it shall be admitted into membership, or
 - (ii) has made satisfactory efforts to meet the membership criteria but does not fully meet the criteria and should be granted a further period of associate membership, subject to the overall limit in (e) (i) above, in which to complete its adjustment, or
 - (iii) has made no effort to meet fully the membership criteria, in which case associate membership shall be withdrawn.

3. COMMITTEE OF EXPERTS ON MEMBERSHIP

- (a) The Committee of Experts shall be composed of a minimum of five and a maximum of seven members to be appointed by the Executive Board. One of the members of the Committee shall be designated by the Executive Board as the Committee's Chairperson. In agreement with the Chairperson, the General Secretary, who shall serve as the Committee's Administrative Secretary and provide all administrative services needed for the accomplishment of the Committee's tasks, shall convene and prepare Committee meetings.
- (b) Members of the Committee shall be selected according to their experience and expertise related to teachers' organisations and the trade union movement in general. They shall not be members of the Executive Board, of governing bodies of member organisations, or hold other positions in organisations which may create conflicts of interests affecting the impartiality of judgments.
- (c) The term of office of the Committee shall be four (4) years. The Committee shall be appointed at the first Executive Board meeting following an ordinary session of the World Congress. Members are eligible for re-appointment. In case of misconduct or dereliction of duty, the Executive Board may remove a member from office.
- (d) In the event of a vacancy occurring on the Committee of Experts, a replacement shall be appointed by the Executive Board for the remainder of the term of the member whose place becomes vacant.
- (e) The Committee shall only examine cases referred to it by the Executive Board regarding:
 - (i) applications for membership in respect of which the Board considers that conformity with the membership criteria is not evident;
 - (ii) member organisations which have been charged by another member organisation or by the Board with failure to conform to the membership criteria.
- (f) When a case is referred to the Committee the Chairperson may designate one or more members to conduct an enquiry. The organisation concerned shall be notified that enquiry has been opened. The enquiry must respect rules of due process, including the right of the organisation concerned to a hearing and to present documentation. The enquiry shall be completed according to a time-scale pre-determined by the Committee. The report resulting from this enquiry must be considered by the Committee as a whole, which is required to make a finding as to whether the member or applicant organisation is in conformity with the membership criteria of the Education International;
- (g) If the Committee of Experts finds conformity with the criteria:
 - (i) in the case of a member organisation of the Education International, it shall be proposed that the Executive Board confirm its membership status;

- (ii) in the case of an applicant organisation, the Executive Board shall be notified that there is no statutory obstacle to admission.
- (h) If the Committee of Experts finds non-conformity with the criteria, unless the Executive Board determines that the procedures followed by the Committee of Experts were not impartial, or that due process was not respected:
 - (i) in the case of a member organisation of the Education International, the organisation shall be suspended for a period of three years, unless the Executive Board by majority vote, provides for a shorter period of suspension;
 - by two thirds majority, votes to exclude the organisation from membership. At the end of the period of suspension the question of whether the organisation is in conformity or non-conformity with the membership criteria shall be re-examined by the Committee of Experts.
 - (ii) in the case of an applicant organisation, the application shall be rejected. The Executive Board may offer to assist such organisation to meet the membership criteria.
- (i) The Committee shall present its finding to the Executive Board, together with a written report describing its enquiry and showing, in the event that the Committee's conclusions are not unanimous, details of its votes on the finding.
- (j) The member or applicant organisation concerned shall be informed of the Committee's finding. The organisation has the right to lodge an objection to the Executive Board if it considers that the enquiry was not impartial or that due process was not followed. If such an objection is lodged, the Executive Board must satisfy itself that the Committee's finding was arrived at in an impartial manner and with respect for due process. If the Board is not so satisfied, it shall refer the case back to the Committee for a new enquiry.
- (k) Notice shall be sent to any member or applicant organisation which has been a party to a case shall be informed within fifteen days of the decision. Appeals to the World Congress concerning cases considered by the Executive Board on the basis of a finding by the Committee of Experts may be filed only by:
 - (i) an organisation which has been suspended or excluded from membership;
 - (ii) a member organisation which has been party to a case before the Committee of Experts involving another member organisation;
 - (iii) an organisation whose application for membership has been denied because of a finding of the Committee of Experts.

In these cases any appeal must be filed in writing to the General Secretary not more than 120 days after the decision of the Executive Board and must be based upon the proposition that the procedures followed by the Committee of Experts and the Executive Board were not impartial or that due process was not respected. The decision of the World Congress shall be final.
- (l) The Executive Board shall make the budgetary allocation necessary to cover the Committee's expenses.

CONGRESS

4. DELEGATES

- (a) At least six months prior to the opening of the Congress member organisations shall be sent provisional notification by the General Secretary of the number of delegates and votes to be allocated to them.
- (b) Member organisations entitled to send delegates to the Congress shall, three months prior to the opening of the Congress, furnish the General Secretary with the names of such delegates. One month prior to the opening of the Congress the General Secretary shall issue to each delegate a credential certifying that he/she has been named as a delegate by a member organisation.
- (c) A delegate who is unable to attend the Congress may be replaced by a substitute from the organisation

concerned provided that written notice of such substitution signed by an authorized officer of the organisation concerned is received by the General Secretary.

- (d) In order for the Congress to open at least one third of the member organisations having at least 50% of the total voting entitlement must be registered. A majority of the registered delegates shall constitute a quorum.

5. OBSERVERS AND GUESTS

- (a) At the discretion of the Executive Board organizations and individuals may be invited to attend the Congress as guests.
- (b) A member organisation may designate a reasonable number of observers from among its membership or staff.
- (c) Observers and guests may address the Congress if invited to do so by the Chair.

6. PLENARY SESSIONS

The Plenary Sessions shall be public except when the Congress decides to declare a closed session at which time only delegates and observers shall be present.

7. CHAIR

The President shall preside over the Congress. In his/her absence, a Vice-President shall preside, preference being given to the Vice-President with longest service in this office. If neither the President nor a Vice-President is available the meeting shall elect a chairperson from among the members of the Executive Board.

8. COMMITTEES OF THE CONGRESS

- (a) Credentials Committee

In accordance with Article 9(h) of the Constitution, the Executive Board shall appoint a Credentials Committee which shall be composed of at least three members. The Committee shall:

- (i) verify and determine the allocation of delegate credentials;
- (ii) verify and determine the voting rights for each member organisation;
- (iii) submit a report to the Congress during the first business session.

Pending the adoption of the Committee's report by the Congress, any delegate whose credentials are challenged shall enjoy full rights as a delegate.

- (b) Elections Committee

The Congress shall elect an Elections Committee which shall be composed of at least five members and shall include delegates from all regions. The Committee shall:

- (i) ensure that elections are conducted fairly and in accordance with the Constitution and with By-law 14;
- (ii) report the results of each election to the Congress.

- (c) Resolutions Committee

The Congress shall elect a Resolutions Committee. The Committee shall be composed of a Chairperson and fifteen members and shall include delegates from all regions.

The Committee shall:

- (i) consider all resolutions and amendments to resolutions submitted to the Congress;
- (ii) prepare and present to the Congress if necessary recommendations regarding these resolutions and amendments, including the order of debate;



- (iii) prepare, if necessary, and present composite texts to the Congress;
- (iv) present recommendations regarding receivability and content of urgent resolutions.

The Resolutions Committee shall invite a member organisation which is not represented on the Committee to be represented at the Committee's meeting when a resolution or an amendment proposed by that member organisation is discussed.

(d) Audit Committee

- (i) Congress shall appoint an internal Audit Committee consisting of one representative of a member organisation from each of the five regions.
 - (ii) The Chair of the Finance Committee and the President and General Secretary, or a designate, shall also be ex-officio members of the Audit Committee.
 - (iii) The role of the internal Audit Committee is to examine the annual audited accounts of EI and report thereon to the next Congress.
 - (iv) The Audit Committee shall meet between Congresses to review the accounts and prepare a report on the financial statements for the next Congress.
 - (v) The members of the Audit Committee referred to in (i) above, shall be nominated by member organisations to the Executive Board prior to Congress on the basis of their expertise in financial matters.
 - (vi) The Executive Board shall recommend one such nominated representative from each region to the Congress for appointment to the internal Audit Committee.
 - (vii) The term of office of each member of the Audit Committee, other than the ex-officio members, shall expire at the end of the Congress after the one at which the member is appointed.
- (e) Meetings of the Credentials Committee, the Elections Committee, Resolutions Committee and the internal Audit Committee shall meet in closed session.
- (f) Voting in Committees shall be by show of hands and decisions shall be made on the basis of a simple majority.
- (g) The Congress may establish other Committees for the conduct of its business.

9. RULES OF DEBATE

- (a) A delegate or member of the Executive Board shall speak only once in a debate, unless otherwise agreed by the Congress. The representative of a Congress Committee presenting a report or a mover of a motion, resolution or amendment (not concerning a motion of procedure) shall have the right of reply at the close of debate on an item.
- (b) A request to speak shall be made in writing to the Chair, except when related to a point of order or procedure. The Chair shall call upon speakers in the order in which they signify their desire to speak. The Chair may call a speaker to order if his/her remarks are not relevant to the subject under discussion.
- (c) The time limit applicable to all proposers of resolutions and contributors to debates or discussions other than on resolutions shall be five minutes, except on procedural questions, when the Chair shall limit each intervention to a maximum of three minutes. All speakers in a debate on a resolution or an amendment to it, other than the proposer of the resolution, shall be allowed to speak for no more than three minutes. When a delegate exceeds the allotted time, the Chair may call that delegate to order without delay. In the interest of completing particular items of business, the Chair may, with the permission of the Congress, reduce the length of time speakers are permitted to two minutes.
- (d) The General Secretary shall have the right to speak on any subject.

10. RESOLUTIONS AND AMENDMENTS

- (a) Resolutions, written in one of the four official languages, shall be submitted to and received by the General Secretary at least four months prior to the opening of the Congress. They shall be translated and distributed to the member organisations at least three months prior to the opening of the Congress.

- (b) Amendments to resolutions, written in one of the four official languages, shall be submitted to and received by the General Secretary at least one month prior to the opening of the Congress. They shall be translated and distributed to the delegates as soon as possible.
- (c) The Resolutions Committee shall determine whether a resolution or amendment is in order. If the determination of the Resolutions Committee is challenged by a delegation, it shall then be put to the Congress whose decision shall be final.
- (d) Urgent resolutions
 - Urgent resolutions may be considered in the case of matters arising less than three months prior to the opening of the Congress.
 - (i) Urgent resolutions, written in one of the four official languages, shall be submitted to and received by the General Secretary prior to the end of the opening session of the Congress. If exceptional events occur during a Congress, urgent resolutions on those events may be considered with the approval of two-thirds of the delegates present and voting. Urgent resolutions shall be translated and distributed to the delegates as soon as possible.
 - (ii) The Resolutions Committee shall determine whether an urgent resolution is in order. If the determination of the Resolutions Committee is challenged by a delegation, it shall then be put to the Congress whose decision shall be final.
 - (iii) Amendments to urgent resolutions may be presented verbally to the Congress during debate.
 - (iv) The Chair shall determine whether an amendment to an urgent resolution is in order. If the determination of the Chair is challenged by a delegation, it shall then be put to the Congress whose decision shall be final.
- (e) The debate on a resolution or amendment shall not commence before the texts have been translated and distributed to the delegates, except in the case of an amendment to an urgent resolution presented verbally.
- (f) If a member organisation submitting a resolution accepts an amendment to that resolution, the amended resolution shall form the basis for further debate.

11. POINTS OF ORDER, MOTIONS OF PROCEDURE

- (a) The debate on a question may be interrupted at any time by a point of order or by a motion of procedure. The Chair shall give an immediate ruling in response to a point of order.
- (b) A motion challenging the ruling of the Chair shall be put immediately to a vote.
- (c) A motion of procedure shall be required in order:
 - (i) to adjourn the sitting;
 - (ii) to adjourn the debate;
 - (iii) to close the debate and/or vote on the item under discussion;
 - (iv) to proceed with the next item on the agenda.
- (d) The above or any other motion of procedure shall be put immediately to a vote, except that the delegation submitting the resolution under discussion, may exercise its right to reply.

12. VOTING

- (a) Upon registration each delegate shall be given a voting card.
- (b) Voting shall be by show of voting cards. If a delegation requests a roll call vote, the request must be supported by at least five delegations holding 20 percent of the total voting rights before such a vote shall be taken.
- (c) The Chair shall appoint a maximum of six tellers who shall assist in:
 - (i) counting of voting cards, if requested;

- (ii) in a roll call vote, distributing ballot papers to each delegation, collecting and counting them;
 - (iii) any other related activity that the Chair may require
- (d) A resolution, motion or amendment shall be declared defeated if an equal number of votes has been cast in favour and against it.
- (e) An amendment to a resolution shall be voted upon before the resolution concerned is put to a vote.
- (f) If there is more than one resolution on the same matter, the Chair shall determine the order in which these resolutions or amendments shall be voted upon by the Congress, starting with the text farthest from the status quo. In the event that a majority vote is carried in favour of a resolution or an amendment to a resolution, which renders the alternative(s) redundant, the latter(s) shall not be put to a vote.
- (g) In the event that none of the resolutions or amendments to a resolution is farther from the status quo than the other, the Congress shall determine the order in which these resolutions and amendments to a resolution shall be voted upon. In the event that a majority vote is carried in favour of such a resolution or amendment, the alternative(s) shall be considered redundant and shall not be put to a vote.

13. VOTING RIGHTS

- (a) The number of votes to which each organisation is entitled shall be determined as provided in Article 9(f) of the Constitution, whereby the membership of each organisation be calculated on the basis of the average amount of affiliation fees paid since the preceding Congress or between the year of affiliation and the Congress.
- (b) Any proxy must be presented in writing, signed by an authorised officer of the concerned member organisation, to the General Secretary prior to the opening of the Congress. No organisation may exercise more than three proxies, and proxies may only be exercised on behalf of organisations from the same region.

14. ELECTIONS

- (a) Elections shall be conducted by the Elections Committee.
- (b) Prior to the elections each delegation shall receive a copy of the report of the Credentials Committee, showing the voting entitlement of delegations and proxy voting rights.
- (c) Elections shall be conducted by secret ballot in the following order: President, Vice-Presidents, General Secretary, regional members of the Executive Board and other members of the Executive Board. The Congress programme shall specify the period of time between each of the above elections.
- (d) For each ballot, voting papers shall be prepared showing the names of candidates, listed in alphabetical order of family names. The Elections Committee shall give to a representative of each member organisation the number of voting papers indicated by the report of the Credentials Committee.
- (e) Votes must be cast for a number of candidates equal to the number of positions to be filled. A voting paper with votes cast for a greater or lesser number shall be invalid.
- (f) If the number of candidates for any position is equal to the number of vacancies for that position, the candidate(s) shall be declared elected, unless
- (i) at least five delegations holding 20 percent of the total voting rights request a secret ballot, or
 - (ii) the candidates do not meet the requirements of the relevant Articles or By-Laws.
- (g) For the position of President and General Secretary a candidate must receive at least half plus one of the total votes cast in order to be elected. If no candidate receives such majority on the first ballot, a run-off ballot shall be held between the two candidates receiving the most votes.
- (h) In the election of Vice Presidents, if there are more than five (5) candidates, delegations shall vote for five (5) candidates only. To meet the requirements of the final sentence of Article 10 (c), the necessary number of women candidates, not from the same region, with the highest number of votes shall be elected first. To meet the requirements of Article 10 (c)(i), the number of candidates from the other regions necessary to fill the remaining positions with the highest number of votes shall be elected next.

- (i) In the case of
 - (i) an uncontested election for which a secret ballot is held under 14 (f) and the candidate(s) do(es) not obtain the majority specified in 14 (g),
 - (ii) the candidates do not meet the requirements of the relevant Articles and By-Laws;
 new nominations shall be called and a new election conducted according to deadlines determined by the Congress.
- (j) Subject to the provisions of Article 10 (c) (iii) and subject to the last sentence of Article 10 (c), for other positions on the Executive Board and for any other elections conducted at the World Congress, candidates receiving the highest number of votes corresponding to the number of positions to be filled, shall be declared elected.
- (k) A candidate for the office of President, Vice-President or General Secretary must be nominated by at least four member organisations from different countries, including his/her own organisation. Nominations for these offices, together with a statement signed by the candidate accepting nomination, must be filed with the General Secretary not less than four months before the opening of the Congress. The names of all candidates shall be sent to all member organisations at least three months before the opening of the World Congress.
- (l) A candidate for other positions on the Executive Board must be nominated by at least two member organisations, including his/her own organisation. Nominations for these positions, accompanied by a statement signed by the candidate accepting nomination, shall be filed with the General Secretary in accordance with deadlines determined by the Congress.
- (m) If as a result of withdrawal or other reason the number of candidates is less than the number of vacancies, electoral arrangements shall be made at the Congress.

15. RECORD OF PROCEDURE

The General Secretary shall be responsible for ensuring that a record is kept of every vote and all the proceedings of the Congress.

16. OTHER QUESTIONS

In all questions of order not specified above, the Chair shall recommend appropriate procedures to the Congress.

EXECUTIVE BOARD

17. MEETINGS OF THE EXECUTIVE BOARD

- (a) The President of the Education International shall be chairperson of the Executive Board. In his/her absence, a Vice-President shall preside, preference being given to the Vice President with longest service in this office. If neither the President nor a Vice-President is available, the Executive Board shall elect a chairperson from among its members.
- (b) The first meeting of the new Executive Board shall be held before the members leave the place of the Congress.
- (c) The Executive Board shall meet at least once in any calendar year in addition to meetings immediately before and after the Congress. An extraordinary meeting of the Executive Board may be convened in accordance with Article 10(j) of the Constitution.
- (d) The President, Vice-Presidents and General Secretary shall meet at least once between two Executive Board meetings.

18. COMMITTEES OF THE EXECUTIVE BOARD

(a) Finance Committee

At its first meeting after the Congress the Executive Board shall appoint the Finance Committee. The terms of reference of the Finance Committee are given in By-law 26 (c).

(b) Constitution and By-laws Committee

At its first meeting after the Congress the Executive Board shall appoint at least three of its members to form the Constitution and By-laws Committee. The Executive Board shall appoint the Committee's Chairperson who shall preside over the Committee's meetings and who shall be the Committee's spokesperson.

REGIONAL STRUCTURES

19. DEFINITION OF REGIONS

The regions are defined in Article 13 of the Constitution. Allocation of countries to these regions shall be determined by the Executive Board which shall undertake any necessary consultations. These allocations shall be published in the Handbook. The Executive Board shall also allocate countries to sub-regional or cross-regional structures, where applicable, after undertaking the necessary consultations with the member organisations concerned.

20. BY-LAWS OF REGIONAL STRUCTURES

- (a) By-laws of a regional structure, submitted to the Executive Board in accordance with Article 13(c) of the Constitution, must satisfy the following conditions:
- (i) A region shall be defined as one of the five regions named in Article 13(a) of the Constitution.
 - (ii) All member organisations in a region shall be included in the regional structure.
 - (iii) The designation, functions, method of election and term of office of regional office holders shall be clearly set out at the first meeting of the regional grouping, convened by the General Secretary.
 - (iv) The organisation and methods of governance of the regional structure, the frequency of meeting of its various bodies, and the quorum applicable to each meeting shall be clearly specified.
 - (v) Provision shall be made for the permanent presence of at least one member of the Executive Board of the Education International in the governing body of the regional grouping. Unless regional by-laws provide that they are members of regional governing structures, members of the Executive Board who are not elected members of their region's governing structures, shall be ex-officio members of the structures, without voting rights.
 - (vi) Ultimate responsibility for administration and communication shall rest with the General Secretary of the Education International who shall present reports to each meeting of the Executive Board.
 - (vii) In the event of any conflict over provisions of the regional structure and those of the Education International, the provisions of the Constitution and the By-laws of the Education International shall prevail.
- (b) Any proposal for an activity of a regional structure which involves expenditures by the Education International must be accompanied by a full statement of costs and shall not be undertaken without the prior approval of the Executive Board or the General Secretary.

21. SUPPLEMENTARY MEMBERSHIP DUES

Subject to approval by the Executive Board, a regional structure may establish supplementary membership dues to be paid by member organisations in the concerned region. The supplementary membership fee shall be:

- (a)
 - (i) a percentage in addition to the membership dues of the Education International.
 - (ii) collected by the Education International.
- (b) In no instance shall the supplementary membership dues paid to the regional structure be greater than or calculated on a different basis to the membership dues paid to EI.

COMMITTEES OF THE EDUCATION INTERNATIONAL

22. COMPOSITION OF COMMITTEES

In composing all committees, the Executive Board shall take into account regional and gender balance.

23. ADVISORY BODIES

- (a) The purpose of an advisory body shall be specified by the Executive Board, in line with the programme and budget priorities established by the World Congress.
- (b) Advisory bodies may include round tables, working groups, task forces, or similar bodies established in order to:
 - (i) advise the Executive Board on educational, professional or other issues of concern to teachers and other educational employees;
 - (ii) recommend activities to be undertaken by Education International, including seminars, conferences, studies or other activities, and advise on their implementation;
 - (iii) implement activities upon the mandate of the Executive Board; or
 - (iv) assist with the drafting of future policy or program proposals.
- (c) Advisory bodies shall account for all activities in written reports presented through the General Secretary.
- (d) The staff providing services to an advisory body, shall be assigned by the General Secretary.
- (e) Any proposal for an activity of an advisory body which involves expenditures by Education International must be accompanied by a full statement of costs and shall not be undertaken without the prior approval of the Executive Board or the General Secretary.

24. STATUS OF WOMEN COMMITTEE

- (a) The Status of Women Committee shall:
 - (i) advise the Executive Board on issues related to women and girls;
 - (ii) recommend policies and activities to be adopted and undertaken by the Education International, including seminars, conferences, studies or other activities, and advise on their implementation,
 - (iii) provide written annual reports through the General Secretary to the Executive Board.
- (b) The Committee shall meet in conjunction with meetings of the Executive Board.
- (c) The staff providing service to the Status of Women Committee shall be assigned by the General Secretary, who shall, in consultation with the Chairperson, convene and prepare Committee meetings.

- (d) Any proposal for an activity of the Status of Women Committee which involves expenditures by the Education International must be accompanied by a full statement of costs and shall not be undertaken without the prior approval of the Executive Board or the General Secretary.

25. EX OFFICIO MEMBERSHIP

The President and General Secretary shall be ex officio members of all Committees of the Education International, with the exception of the Elections Committee, and shall have voting rights.

FINANCIAL REGULATIONS

26. FINANCE COMMITTEE

- (a) The Finance Committee shall be composed of the Officers and two additional members of the Executive Board, to be appointed by the Executive Board. The Executive Board shall appoint the Committee's Chairperson who shall preside over the Committee's meetings and shall be the Committee's spokesperson.
- (b) A member shall be appointed for a term of four years and shall be eligible for re-appointment.
- (c) The Committee shall:
 - (i) present the financial report and propose a budget to the Executive Board and on its behalf to the Congress;
 - (ii) make recommendations to the Executive Board concerning the management and financial administration of the Education International;
 - (iii) inform the Executive Board about arrears of membership dues and make recommendations regarding the implementation of Article 7(l) of the Constitution and of By-law 27;
 - (iv) make recommendations to the Executive Board concerning salaries and conditions of employment of staff members;
 - (v) make recommendations to the Executive Board concerning salary and conditions of employment of the General Secretary;
 - (vi) inform the Executive Board about the financial implications of any decision or proposed decision;
 - (vii) analyze and report upon any other question which the Executive Board may refer to the Committee concerning the revenue, expenditure, investments, accounts, properties and operational costs of the Education International.
- (d) The Committee shall meet in conjunction with each ordinary meeting of the Officers and immediately prior to each meeting of the Executive Board.
- (e) In each year the Committee shall consider an audited statement and balance sheet for the preceding year, a revised budget for the current year and a budget for the following year, presented by the General Secretary.
- (f) In a year in which a Congress is to be held, the Committee shall consider an audited statement and balance sheet for the preceding year, a revised budget for the current year and a general budget for the following years including the year in which the next Congress is to be held. This general budget shall be drafted by the General Secretary.
- (g) The Committee shall receive any other information from the General Secretary that it deems relevant for the accomplishment of its tasks.

27. MEMBERSHIP DUES

- (a) The dues payable to the Education International by a member organisation shall be determined by the Congress.

- (b) The membership dues shall be receivable not later than March 31 each year and shall be computed on the total membership of the member organisation on September 30 of the preceding year.
- (c) Each member organisation shall notify the Education International not later than November 30 of each year of its membership figures on the preceding September 30 of the year and shall provide any other information required for the calculation of dues. The Executive Board may request a member organisation to substantiate such information.
- (d) In the event that a member organisation fails to provide the required information before November 30 or to meet a request to substantiate such information within one month, the Executive Board, may determine a per capita amount on the basis of information provided by other sources, which shall then be due to the Education International.
- (e) Membership dues shall be paid in a convertible currency to be determined by the Executive Board.
- (f) If in any year the payments received prior to March 31 are less than the amount determined in accordance with the previous paragraphs, the member organisation shall be informed that it is in arrears, and all payments received subsequent to March 31, whether in that year or in following years, shall in the first instance be applied to the reduction or elimination of the arrears.
- (g) If a member organisation is unable to fulfil its financial obligations, owing to extraordinary circumstances, the Executive Board shall have the authority to reach a special agreement with that organisation entailing:
 - (i) a delay of payment; or
 - (ii) a payment on a reduced membership; or
 - (iii) payment in a non-convertible currency; or, in extreme cases,
 - (iv) an exemption from part or all of the payment of membership dues.
- (h) Special agreements shall expire normally at the end of the financial year in which they are reached, but may be renewed in the following year. In exceptional circumstances a special agreement may be approved for a period of up to three years. Agreements that concern payment in a non-convertible currency shall establish the real value of the agreed payment in a convertible currency which shall constitute the basis of the calculation of the number of delegates and votes at the Congress to be allocated to the organisation concerned. Special agreements shall be reported to each Congress.
- (i) The number of delegates and votes at the Congress to be allocated to a member organisation shall be calculated according to the average number of members for which membership dues have been paid since the preceding Congress or since the year of affiliation, after adjustment has been made in respect of any arrears owing for preceding years.

28. OTHER INCOME

The Executive Board shall establish a policy for the receipt of other income.

29. EXPENDITURE

- (a) Authority for the expenditure of funds is provided within the framework of the budget, and, subject to decision of the Congress and the Executive Board, is vested in the General Secretary, who has power to delegate.
- (b) Bank accounts in the host country of the main office or elsewhere may be opened on the instructions of the General Secretary with the approval of the Executive Board. Statements for each account shall be presented to the Finance Committee at each of its meetings.
- (c) The General Secretary shall be a signatory for all accounts. Signing authority may also be held by other persons designated by resolution of the Executive Board on the recommendation of the General Secretary.
- (d) Cheques, payment orders and other negotiable instruments having a value in excess of an amount to be determined by the Executive Board must bear the signatures of two duly authorised persons.
- (e) The Executive Board shall establish regulations to govern the payment of expenses to those traveling on

Education International business, financial procedures relating to the Congress, banking, and such other matters as it considers necessary.

30. SOLIDARITY FUND

- (a) The Solidarity Fund shall be used
 - (i) To develop co-operation programmes with individual teacher organizations to help them achieve their goal of strengthening their functioning.
 - (ii) To assist member organizations in emergencies such as natural disasters, famine, war, persecution or other life-threatening situations; this short-term relief will help to ensure the survival of the organization and/or its members during a particular crisis.
- (b) All member organisations shall be invited to contribute to the Fund according to their means. Member organisations shall be requested to renew their contribution to the Fund on an annual basis.
- (c) Education International shall make an annual contribution to the Fund equal to 0.7% of its annual dues income.
- (d) The Fund shall be established in a special interest bearing account separate and apart from other Education International accounts.
- (e) The member organisations in need shall present a request for assistance outlining the purposes for which that assistance will be used.
- (f) The General Secretary shall obtain such information as is necessary to make a decision and shall report that decision to the Finance Committee.
- (g) The receiving organisation(s) shall provide a report on the use of the funds allocated.
- (h) Reports on the use of the Fund shall be provided on an annual basis to all member organisations which contributed.
- (i) The Fund will be subject to external audit, a report of which shall be set out separately in the financial report to the World Congress.

AMENDMENTS

31. AMENDMENTS TO THE BY-LAWS

- (a) The Congress shall have the authority to amend the By-laws.
- (b) Proposals for amending the By-laws shall be submitted to the General Secretary not later than six months prior to the opening of the Congress. The General Secretary shall circulate the proposed amendments to the member organisations not later than three months prior to the opening of the Congress.
- (c) Any amendment to the By-laws shall be valid only if it obtains a majority of the votes cast.

11. Enabling Resolutions and Addenda to the Education Policy Paper

Introduction

The Rights Policy Paper and each addendum to the Education Policy Paper will be presented to Congress by way of an enabling resolution. Enabling resolutions are technical resolutions which are designed to place the item before Congress, in a manner, in these instances, in which the item itself is not subject to amendment. Enabling resolutions are not normally subject to amendment.

The Addenda to the Education Policy Paper, which was adopted at the 6th World Congress, and the new Rights Policy Paper were developed through a consultative process with member organisations in late 2014 and early 2015. The amendments and additions which were submitted to them by member organisations have, for the most part, been incorporated in the revised papers. In order to ensure the continued coherence and consistency of the policy papers, they will not be subject to further amendment before or during Congress.

Addenda to the Education Policy Paper

Enabling Resolution 1: Privatisation of education services

Proposed by: Executive Board

The 7th World Congress, meeting in Ottawa in July, 2015, adopts the addendum to section/paragraphs 3, 4 and 19, on the privatisation of education services, of the Education Policy Paper, 'Building the Future through Quality Education', which was adopted by the EI 6th World Congress in 2011.

Addendum 1 to Education Policy Paper: Privatisation of education services

24. EI is concerned that privatisation and commercialisation policies have the effect of undermining the right to free quality public education and may create, exacerbate and entrench inequalities in access and participation as well as erode teaching and learning conditions in schools.
25. Efforts to privatise and commercialise education are undermining labour relations and impacting negatively on teachers' and education support personnel's working conditions and rights. Such policies also dismantle democratic decision-making and public accountability crucial to education governance. Governments must not abdicate their responsibility to provide free, quality, publicly-funded education, and to promote education as a fundamental human right and public good at all levels of education.
26. EI is opposed to the implementation of privatisation policies, deregulation and the reduction of public services in the name of reducing government deficits and expanding education. EI defends

communities' right to regulate education quality in the public interest, to include teachers in decision-making, and to protect against profit-driven corporate influence, or even dominance, in the education sector.

27. All providers of education must follow the same rules, regulations and procedures. These should require equitable access for all students to high quality education including highly trained and qualified teachers and academic staff, regardless of ability to pay and without discrimination. Teachers, academic staff and education support personnel's rights to decent working conditions, appropriate salaries, fair recruitment and employment and quality professional development must be guaranteed in all contexts. All education workers should have the right to collective bargaining and freedom of association. Teachers and academic staff should be given professional and academic freedom to use teaching methods and classroom approaches that best meet the democratically decided objectives of the education system, and should not be subject to performance-based pay schemes that rely on student learning outcomes measured through standardised tests.
28. Governments should establish mechanisms for social dialogue and education unions need to ensure that they are active participants in policy debates and policy formation, especially where privatisation and commercialisation of education services are being proposed.
29. The influence of corporations and other private actors in education, through the sale of education services and for-profit delivery of education services at all levels, must be counterbalanced by concerted action by Education International and its members, including through building strategic alliances with multilateral and partner organisations.

Enabling Resolution 2: Use of Information and Communications Technology

Proposed by: Executive Board

The 7th World Congress, meeting in Ottawa in July, 2015, adopts the addendum to section/paragraphs 45 – 48, on the role of education unions in the use of Information and Communications Technology (ICT) in education, of the Education Policy Paper, 'Building the Future through Quality Education', which was adopted by the EI 6th World Congress in 2011.

Addendum 2 to Education Policy Paper: The role of education unions in the use of ICT

This addendum to the Education Policy Paper seeks to expand and clarify EI's policy position and the role of unions in the use of ICT in education.

Main principles

1. Information and communication technologies can be an important tool to improve teaching and learning. Interactive education software, open access digital libraries, and cheaper and more intuitive technology may facilitate new forms of interaction between students, teachers, education personnel and the community and enhance access to, and the quality of, education. ICT must be used as a tool to improve teaching and learning and make schools more effective.
2. EI rejects the notion that ICT can be used to address the lack of education funding due to the austerity measures as a result of the financial crisis. Education funding must be restored and expanded in order for ICT to play its proper role of supporting the goals of a fully and appropriately funded public education.
3. However, risks associated with the use of ICT such as the promotion of hatred, child pornography, cyberbullying, and the use of surveillance technologies, among others, must be highlighted and such abuses avoided to ensure the safety and well-being of all education personnel and students.

4. While EI believes that education may be enriched by integrating ICT into traditional educational activities, ICT can never replace the relationship and interaction between teacher and learner which is crucial to the learning and development process. Teachers remain central to the learning process, and introducing new technologies alone will not transform the teaching and learning process.
5. ICT must be used in education institutions under the supervision of qualified well-trained professionals with the expertise in pedagogy and in education to ensure that their impact does not damage or undermine the learning process or the development of learners.
6. Successful use and integration of ICT to deliver quality education to students depends largely on highly-qualified and motivated teachers, the availability of sufficient quality ICT tools and quality teaching and learning environments. Therefore, appropriate and thoughtfully designed teacher training programmes which foster collaboration among education professionals and well-resourced teaching and learning environments are crucial for the successful use of ICT in education and the successful implementation of ICT programmes.
7. ICT policies and plans should be developed with the full participation of teachers, education support personnel and their representative organisations. Educators must be involved every step of the way in the design and development of appropriate ICT policies for education purposes.
8. Governments should narrow the digital divide between rich and poor countries by ensuring the provision of ICT infrastructure, hardware and software, including Internet connectivity throughout every country, including in rural and remote areas.
9. While EI welcomes the use of ICTs in delivering quality education, including through appropriately designed distance education programmes, virtual schools and universities should be licenced and monitored to ensure quality. Massive Open Online Courses (MOOCs) should be accredited and monitored for quality assurance purposes.
10. EI strongly opposes any effort to use ICT to make education, either in part or whole, a commodity to be sold for profit. ICT companies must operate in ways that enhance free public education for all. ICT companies must not develop systems that are meant to replace education systems for power or profit. Education services must not be part of any trade agreements that would in any way make education an international commodity and not a sovereign right in any country.
11. Where commercial ICT companies are engaged by governments or national education or school authorities to contribute to the provision of ICT in education or become voluntarily involved in such provision, that engagement should be subject to agreements based on terms agreed with education unions and rooted in best educational practice.
12. When engaging ICT companies, corporations or foundations to support the use of ICT in education, EI and education unions should ensure that education programmes are: a) inclusive, b) aimed at improving access to and the quality of education, c) support good pedagogical practice, d) do not worsen teachers' working conditions or employment security e) have a teachers' professional development component, and f) respect national curricula.

Measures which should be taken in order to promote and ensure the appropriate use of ICT in education include the following:

1. EI will build member organisations' capacity to advocate for inclusive and appropriate ICT policies at national level, and the capacity of union leaders and members to use ICT to enhance their union and education work, especially in relation to teaching and learning, and organising and online support systems for unions.
2. EI and its member organisations will develop and implement strategies to combat any forms of abuse with special emphasis on protecting students, teachers and education support personnel from cyberbullying and becoming targets for malicious content.
3. EI and education unions should undertake research into the use (and abuses) of ICT in education, including into criteria for evaluation of the quality of distance education programmes and Massive Open Online Courses.
4. Education unions should urge governments to develop national policies and plans for the use and promotion of ICT in education, in consultation with education unions.

5. Education unions should impress upon governments the necessity to allocate funds to ensure that every education institution has access to high quality ICT, both hardware and software, irrespective of where it is situated.
6. Education unions should encourage governments to allocate the necessary funds to provide training and continuous professional development in the use of ICT for teachers and other education professionals.
7. Education unions should advocate for the appropriate use of ICT in education as a key modern aid to teaching and learning and for free access to the appropriate high quality technology and to the internet for all teachers and learners, support professionals and leaders in education.
8. Education unions should monitor the implementation of any agreements entered into by governments, national education or school authorities for the provision of ICT by commercial companies and ensure that these agreements adhere to the principles enunciated above.

Enabling Resolution 3: Leadership in educational institutions

Proposed by: Executive Board

The 7th World Congress, meeting in Ottawa in July, 2015, adopts the addendum to section/paragraphs 18, 27 and 36, on Leadership in education institutions, of the Education Policy Paper, 'Building the Future through Quality Education', which was adopted by the EI 6th World Congress in 2011.

Addendum 3 to Education Policy Paper: Leadership in educational institutions

Key principles of EI education leadership policy

1. At the crossroads of national policies and local realities, educational leadership is the legal and moral authority which represents educational establishments and is responsible for their functioning. To that end, educational leadership should represent the state while guaranteeing the implementation of decisions of the education community;
2. Collaborative, collegial and co-operative leadership, involving leaders, administrators, teachers, education support personnel and the whole pedagogical community is the most effective form of leadership in education institutions;
3. Leaders, teachers and education support personnel should be supported and empowered to exercise leadership, through training, professional development, appropriate remuneration, the provision of necessary resources and other mechanisms. This should however not lead to new management layers, but to the recognition of leadership as part of the work of all professionals;
4. All leaders of education institutions should be formally trained, both as teachers and/or education professionals and in leadership skills and knowledge. Potential leaders should have access to accredited leadership training institutes that work according to international (recognized) standards. Leadership training should enhance both the acquisition of effective tools in economic management and pedagogical leadership capacity;
5. It is necessary to promote fair and equal access of men and women to leadership positions;
6. Leaders should be given the support necessary to enable them to exercise their pedagogical roles. Leaders should work with institution-based leadership teams to develop the necessary pedagogical skills in order for them to effectively contribute to quality teaching and learning;
7. Leaders should be accorded the right to exercise appropriately their professional autonomy when carrying out the management, administrative, pedagogical and related functions of the institution, while ensuring and promoting the professional autonomy of other categories of education personnel;

8. Leaders should work inclusively and co-operatively; they should actively promote collaboration among teachers and all education professionals, and foster good and positive relations between teachers and students, with parents and other members of the education institution's community;
9. Leaders must provide teachers and education support personnel with opportunities to experience and exercise leadership roles within the institution and their own groups, as well as the necessary support and resources required for them to carry out their duties effectively;
10. Leaders should respect and listen to teachers, education support personnel and students in the development, implementation and evaluation of the policies and programmes in their education institutions;
11. Leaders should acknowledge the significant contribution of education support personnel to quality leadership, through the provision of administrative, educational and other support services;
12. The salaries and working conditions of leaders in education institutions must be sufficient and appropriate to their level of responsibility, improved and comparable with those of leaders in other professions, in order to attract and retain a talented, knowledgeable and well-educated and skilled workforce;
13. The work-life balance of those in leadership positions should be respected and protected by their employers;
14. Leaders, like any other worker, have the right to exercise freedom of association and to organise, in accordance with international labour standards and will respect the rights of teachers and education support personnel in this regard. They have the right to join trade unions and professional associations in order to promote their interests;
15. Social dialogue in education institutions generally should be institutionalised and regulated by law or through collective agreements in which the parties have clarified which issues should be the subject of information sharing, consultation and collective bargaining; this would assist leaders in developing and maintaining relations with all of their colleagues;
16. Leaders and administrative staff, together with all education personnel should be involved in the development, implementation, monitoring and evaluation of education policy, and especially in the aspects of such policy relating to leadership itself, in their institutions, and should be represented in the development, implementation, monitoring and evaluation of such policy at national level.

Enabling resolution 4: Financing of education

Proposed by: Executive Board

The 7th World Congress, meeting in Ottawa in July, 2015, adopts the addendum to section/paragraphs 2, 4 and 23, on the financing of education, of the Education Policy Paper, 'Building the Future through Quality Education', which was adopted by the EI 6th World Congress in 2011.

Addendum 4 to Education Policy Paper: Financing of education

1. Public financing of education needs to be sufficient, predictable and sustainable to ensure the provision of quality education for all and the implementation and achievement of education development goals. States should take all necessary measures to ensure they have sufficient revenue to fund education. This includes closing tax havens, combatting corporate tax evasion, ensuring companies pay fair resource rents, and implementing financial transaction taxes both to limit financial speculation and to raise additional revenues.
2. The global commitment to education as a human right needs to be followed by a global commitment to financing education. EI considers it necessary to assess more accurately the financial needs in education, and for that reason, to identify the necessary percentage of GDP allocated to education

in countries where the minimum allocation of 6% of GDP is not enough, based on appropriate methodology that takes into account the specific educational goals of each country, the evolution of the age pyramid, and other data, to ensure the desired quality of education.

3. In those countries where the specified amounts of allocating at least 6% of GDP to education are not feasible or do not provide sufficient resources for quality education for all, public spending should be supplemented by funding obtained externally for use in education. At least, 10% of global official development assistance should be directed towards educational development.
4. However, this should only be seen as a temporary solution. When a country is applying for external funds to finance the national education sector, local unions should demand that this strategy be temporary and that the government simultaneously increase the effort to find sustainable national solutions.
5. Supplementary funding from international and bilateral donors (including multilateral and bilateral agencies, and the private sector, including corporate, foundation and philanthropic contributions) must respect the right to free quality education for all citizens and residents of that country, and, the principles included in the 2005 Paris Declaration on Aid Effectiveness, especially country ownership. In no way should such funding lead to privatisation and commercialisation of education, which EI strongly opposes.
6. All education in a country should be a public responsibility; that is, education should be publicly funded and regulated. Governments and public authorities, in cooperation with education unions and other civil society groups, should oversee the design and impact of education budgets against key indicators of equity in order to ensure that spending is progressive and that resources reach the most marginalised. Governments should support transparency and public scrutiny of education budgets, and enable civil society to track actual spending and analyse both budgeting and spending in order to assess the equitable distribution of financial resources.
7. Public financing should be designed to ensure that all citizens have equitable access to quality education that is fee-free at the point of delivery. Equitable access and completion of a full cycle of continuous fee-free quality education, including early childhood through to higher education, as well as adult education may require additional targeted public financing for the most disadvantaged.
8. Donor states must meet their commitment from the Monterrey Consensus to provide 0.7% of their Gross National Income to official development assistance. The international community should explore new mechanisms of educational and public funding, including a tax on cross-border currency transactions (like the Tobin Tax), or a global tax on wealth.

Enabling resolution 5: Equitable and inclusive education

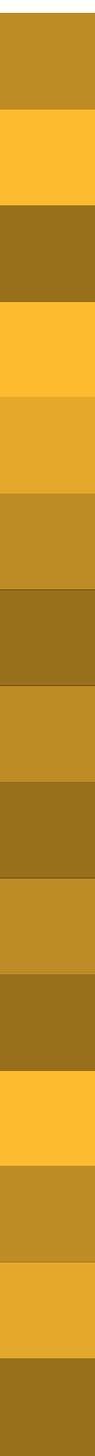
Proposed by: Executive Board

The 7th World Congress, meeting in Ottawa in July, 2015, adopts the addendum to section/paragraphs 20 – 28, on equitable and inclusive education, of the Education Policy Paper, 'Building the Future through Quality Education', which was adopted by the EI 6th World Congress in 2011.

Addendum 5 to Education Policy Paper: Equitable and inclusive education

1. Millions of children worldwide are unable to access quality education, or successfully complete a full cycle of education due to the devastating impact of poverty and their low socio-economic status and position. Socio-economic status is a structural challenge to learning, which governments must address as a matter of priority if states are to meet their obligation to provide quality education that is equitable and inclusive of all.
2. In addition, the intersection of low socio-economic status with other inequalities such as age, disability, ethnicity or indigeneity, gender, gender identity or sexual orientation, language, marital

status, migratory status, political activism, religion, socio-economic status, trade union affiliation, among others, means that millions of children face exclusion from, or crushing discrimination and marginalisation within education. States must support, financially and otherwise, the collection of data that focuses on the issues affecting groups that are excluded from or marginalised within education as a result of multiple and intersecting inequalities. It is crucial for all actors in the education field to understand how and why inequalities multiply and intersect with each other, leading to the exclusion of already vulnerable children from quality education.



12. Reference Document: Education Policy Paper

Reference document: Policy paper on education – Building the Future through Quality Education

Preamble

- Education International (EI) is the voice of the education sector worldwide, representing teachers and education employees at all levels of education – from early childhood education to higher education. As the world's largest Global Union Federation (GUF), and the only one representing education employees in virtually every corner of the globe, EI unites all teachers ¹ and other education employees and gives expression to their collective views on education policy, the profession, terms and conditions of employment, and related matters.
- EI is guided by the principles of democracy, human rights and social justice. It is independent of governments and international inter-governmental organisations. It is self-governing and free from influence or control by any political party or ideological or religious grouping. EI promotes and protects the rights of all teachers and education employees and campaigns for quality education for all.
- EI is a strong advocate for trade union rights and assists in the development of independent and democratic representative organizations for teachers, academic staff, higher education researchers and other education employees. EI fosters solidarity and mutual cooperation. EI combats negative discrimination in educational settings and in society as a whole, fostering good relations between education employees in all countries.
- EI has decided, after eighteen years of policy making through its Congresses and Conferences at the international and regional levels, to develop a comprehensive policy on education. This policy will encapsulate the very essence of what has made EI what it is today and reflect the goals which should underpin an education that is consistent with EI's traditions.
- This policy challenges explicitly the narrow, instrumentalist view of education as solely teaching students ² to become skilled employees. Instead, it argues for a perspective on education that serves both the values of the society at local and global levels, as well as cultural, democratic, social, economic and environmental needs. It recognises that education is a human right and a public good in its own right, enabling people at all stages in their lives to achieve their maximum potential and to better understand themselves and their role and relationships. Education is also a key means for the transmission, analysis and application of knowledge and experience, and plays a central role in the creation of new knowledge through research and innovation. Its role is broader than the mechanistic and instrumental role that many proponents of market forces and "customer-provider" models acknowledge.

¹ For the purposes of this paper, the term 'teachers' will be used to refer to a broad category of educators, teachers, trainers, academic staff and researchers that are represented by EI affiliates. The term 'teaching' in this paper should be understood to include research, in the context of teaching in higher education.

² Equally, this paper will use the term 'student' to depict a broad category of learners, including children and adults, from early childhood education up to higher education and lifelong learning.

- This policy statement is underpinned by concepts which are central to EI's philosophy and which represent the core values and demands of the education union movement. These include quality education as a human right, education provided by public authorities³ and available freely to all, inclusive education and equality in education and society, and high professional status for teachers. The policy also refers to challenges that serve as a call to action to be addressed by concrete initiatives and strategies.

I: Promoting Education as a Human Right and a Public Good

1. Quality education nurtures human talent and creativity, thereby contributing to the personal and professional development of the individual person, as well as to social, cultural, economic, political and environmental development of society at large. It promotes peace, democracy, creativity, solidarity, inclusion, a commitment to a sustainable environment, and international and intercultural understanding. It provides people with the critical knowledge, abilities and skills that are needed to conceptualise, question and solve problems that occur both locally and globally.
2. Democratically elected governments, whether at local, regional or national level, should be the guarantors and primary providers of education systems. Such public authorities have the key responsibility for ensuring that free, universally accessible education is well-resourced and constantly updated and developed. By raising funds through progressive taxation, they can and must invest a substantial proportion of the state budget in education, amounting to at least 6% of their Gross Domestic Product. Such investment should ensure the balanced development of all education sectors from early childhood education through to higher education and life-long learning. Public authorities, in cooperation with teachers, should oversee and regulate the education sector and aim to constantly improve its quality, establishing and implementing a legislative framework that ensures a high quality service, professional standards, access for all and a representative governance system. In sum, public authorities are responsible for the financing, provision and regulation of all education institutions.
3. The social values of education require public authorities to protect the education sector from the neo-liberal agenda of privatization and commercialisation. This negative agenda includes marketisation and trade in education and intellectual property, the casualisation of employment in the education sector, the application of private-sector management models on education institutions, the privatisation of provision, and the intrusion of for-profit motives or business interests in the governance of education institutions.
4. The emergence of a global "market" in education which began in higher education but which is now encroaching on most educational sectors, poses a number of potential risks for the teaching and research mission of educational institutions. The privatisation of education has been facilitated by trade and investment agreements like the General Agreement on Trade in Services (GATS) as well as a growing number of bilateral and regional treaties. These agreements have the effect of locking-in and intensifying the pressures of commercialisation and privatisation. EI believes that services provided in the public interest, like education, must not be subject to the commercial rules of trade treaties. Transnational education is to be governed by educational principles, not commercial imperatives. Public authorities need to ensure adequate recurrent and capital funding and agreed and adequate standards for teaching and research.
5. A strong bond of international solidarity is needed to support aid in situations where the state does not have the capacity to provide quality education for all. This is essential for the achievement of the Dakar EFA Goals and the MDGs' education related Goals. States or territories with weak political systems, failed states, states afflicted with violence or natural disasters, contested territories or non-democratically governed regions require international aid and assistance to build comprehensive education systems vital to their social and economic development. Such aid must be developed in full cooperation with the appropriate local organisations and structures including trade unions and organisations representing education employees.
6. The responsibility of public authorities for education also includes the ratification, implementation and regular monitoring of international conventions and regulations relating to education. These include the following: the Universal Declaration on Human Rights, 1948; the International Covenant on Economic, Social and Cultural Rights, 1966; the UN Convention on the Elimination of All Forms of Discrimination against

³ The term 'public authorities' will be used to refer to the relevant level of authority at which education policy is made, whether at local, national or regional level.

Women, 1979; and the UN Convention on the Rights of the Child, 1989; the ILO/UNESCO Recommendation Concerning the Status of Teachers, 1966; the UNESCO Recommendation Concerning the Status of Higher Education Teaching Personnel, 1997.

7. This responsibility also extends to respecting the professional rights of education employees as envisaged in the ILO Convention 87 on the Freedom of Association and Protection of the Right to Organise, 1948; the ILO Convention 98 on the Right to Organize and Collective Bargaining, 1949; the ILO Convention 111 on Discrimination (Employment and Occupation), 1958; the ILO Declaration on Fundamental Principles and Rights at Work, 1998; and the ILO Declaration on Social Justice for a Fair Globalisation, 2008.
8. Consistent with these international obligations, public authorities must support the autonomy of higher education institutions in relation to academic policies, curriculum, staff appointments and internal management. Institutional autonomy, in these spheres, is a pre-condition for the existence of academic freedom which guarantees that independent research, teaching and scholarship can flourish, but it must not be confused with academic freedom. Institutions have an absolute obligation to ensure their autonomy facilitates the protection of academic freedom from a hostile external environment, and must not abuse their autonomy to undermine or suppress academic freedom internally. Further, it must be acknowledged that institutions operate in the public sphere and bear a general obligation to public accountability and the public good. A key element of academic freedom is the right of academic staff and researchers to be directly represented on all key decision-making bodies within universities and colleges that should be founded on the principle of collegiality. This principle includes guarantees of individual staff rights such as the freedom to determine teaching style, research priorities and the right to intellectual property.

II: Improving the Quality of Education

9. Every citizen of every state has the right to a quality education. Providing quality education that caters to students' aptitudes and needs will be a primary challenge for lifelong learning, from early childhood education through to further and higher education. EI defines quality education in terms of context and culture. Quality is neither one-dimensional nor straightforward. Quality education is defined by its inputs (including students' background, teachers' qualifications, working conditions, class-size and investment in education); by the education process (including teaching, parenting and related processes of learning) and by projected outcomes (including individual, social, cultural, economic and environmental needs). A contextual approach to quality is never deterministic, as it is contingent upon creativity and constant development.
10. The importance of quality teaching for quality education cannot be underestimated. To this end, teachers at all levels of education must be appropriately trained and qualified. Teachers should continue their professional development upon recruitment through a period of induction into the profession with the support by a mentor and should have access throughout their careers to high quality continuous professional development and learning. These opportunities should be provided by the public authorities or other employers at no cost to individual teachers.
11. The teaching and learning environment should be designed in such a way that it supports teachers and education employees in their missions. Public authorities should provide the necessary infrastructure and resources to cater for this environment.
12. Quality education must be underpinned by credible educational research. The findings of such research should inform the theories and practice of teaching. Research should also draw on the actual professional experience of teachers and involve teachers in the process. This should culminate in an inseparable link between education and research which would help to generate new understandings and knowledge and improve pedagogical skills.
13. EI believes that teachers should maintain high professional standards and should be accountable to society. Professional standards should be established with the full involvement of the teaching profession in each country. Teachers should feel confident that both their professional standards and their professional development are relevant to their teaching.
14. Public authorities should ensure that education institutions have a broad and balanced framework curriculum which sets out common rights and responsibilities for all students. The framework should be sufficiently flexible to allow schools to adapt it to the needs of all of their students. Education institutions

themselves should be responsible for adapting the curricular framework to the needs of the relevant societal context.

15. The purpose of evaluation should be clear to all those involved in education. The evaluation of education systems, of school and higher education communities, of teachers, and of students have different purposes and should be separate. When one form of evaluation designed for a particular purpose is used to serve a different purpose, the consequences can be unforeseen and damaging. Another damaging form of evaluation is imposed, high stakes evaluation. Imposed high stakes testing systems and punitive school inspection models, for example, lead to schools focusing mainly on what is tested and inspected, to the curbing of the capacity to innovate, to curricula being narrowed and to teachers' self confidence being undermined. This also poses the risk of increased demotivation and disaffection of students, who are less likely to progress and achieve. All forms of evaluation involving students, teachers, schools and higher education institutions, and education systems should be understood and be agreed with teachers and education unions. Indeed, the key principle which should be applied to all forms of evaluation, including teacher evaluation, is self-evaluation. Teacher review and appraisal should be based on trust and the active involvement of those being reviewed. Its outcomes should lead to teachers' professional development needs being identified and provided for. Such an approach means that teachers are more likely to be enthusiastic and committed to such a process including to any professional standards involved in evaluation and to professional development outcomes.
16. All forms of evaluation should be formative, rather than punitive. In this respect, EI rejects instrumental approaches to the evaluation of education. EI believes that a widespread abuse of the notion of quality to justify standardised forms of testing is harmful to the education system as a whole, as it attempts to reduce the teaching and learning process to quantifiable indicators. It is the standardization and one-dimensional approach to testing and evaluation of the teaching and learning processes to which EI objects strongly. Moreover, if the stakes are too high in any given evaluation system then teaching will be directed to meeting the standardised external requirements - a phenomenon commonly referred to as 'teaching to the test'. This stifles innovation and creativity, narrows the curriculum and undermines professional autonomy. In other words, punitive, high-stakes evaluation undermines the effectiveness and confidence of education institutions.
17. One-dimensional tools focused on outcomes alone, such as standardised testing, league tables or rankings, are increasingly used as policy-making instruments. Public authorities should guard against the potential misuse of the Programme for International Student Assessment (PISA) in the administration and planning of education systems. They should also avoid using the pilot study on the Assessment of Higher Education Learning Outcomes (AHELO) in the construction of potentially misleading comparisons between national higher education systems.
18. EI recognises the key role which professional leadership plays in contributing to quality education. The professional leader is important for the enhancement of teachers' professional autonomy and professional development. Pedagogical leadership requires high-level qualifications, including teacher education qualifications. Those in leadership positions in schools and other educational institutions must receive the support and specific training which their demanding role requires. Those responsible for the leadership of other teachers should be engaged regularly in those activities that promote effective teaching and learning in the classroom. They should also be provided with the appropriate support and resources which are required to carry out their duties effectively. Leadership should be founded on the principles of collegiality, teamwork, democratic decision-making processes and recognise the importance of dialogue and cooperation.
19. Higher education and research plays a key role in sustaining the education sector as a whole, particularly through teacher education and education research. In recent years the higher education and research sector has witnessed a series of attacks which have undermined the principles of academic freedom and collegiality, and the intrinsic value of knowledge acquisition, transmission and analysis. The global trends towards commercialisation and competition in the higher education sector threaten to compromise quality and equity. These trends must be reversed. The higher education and research sector has the potential of finding solutions to the most pressing scientific, environmental, economic, social and ethical challenges we face today. Higher education and research contributes to the development and well-being of individuals both through the personal development of students and through the development of society as a whole.

III: Promoting Equality through Inclusive Education

20. It is the responsibility of public authorities to ensure that all citizens have access to high quality education appropriate to their needs. Supported by the Universal Declaration on Human Rights and a series of international, multi-lateral instruments, EI maintains that all barriers to education must be removed in order to make it accessible for all persons, regardless of their gender, background or personal characteristics. EI therefore promotes the concept of equal opportunity and access to all levels of education. No one should be disadvantaged because of perceived differences, including those based upon gender, race, ethnicity, sexual orientation, faith, cultural or economic background, or personal characteristics. People with disabilities should be assisted to achieve their maximum potential.
21. Inclusive education means that all students should be educated together, to the same high standards, in so far as possible in the same education institution, irrespective of their gender, faith, ethnic, cultural or economic background or physical or intellectual capacities. However, EI recognises that in order to ensure the best opportunities for some students to develop to their maximum level, separate facilities and services may need to be provided. It is particularly important that a strong relationship exists between specialist and mainstream facilities which enables the sharing of pedagogic knowledge and skills and promotes institutional collaboration. The educational experience of students should instil in them concepts of equality, tolerance and respect for diversity.
22. Inclusive education is as crucial for developing countries as it is for developed countries. Complex processes of exclusion exacerbate inequalities in education worldwide. These inequalities are replicated in other areas of society. In an inclusive education setting, students are directly confronted by the challenges of diversity and learn how to be more caring and responsible citizens at an early age. Real inclusive education is challenging and demands a pro-active stance on the part of public authorities, teachers and education employees, students, parents and civil society to include students from different backgrounds and with different learning and physical abilities in the same educational facility.
23. The difficulties of implementing the Education for All agenda illustrate the developing world's problems in fulfilling the inclusive education agenda. Far too many children, adolescents and adults do not have access to even basic education and skills. The inadequacy of investment in education and of international development aid has impeded the achievement of the EFA goals. The lack of qualified teachers and other education employees, for marginalized groups, problems of gender inequality, continuing use of child labour and a lack of attention to all levels of learning have exacerbated the problem. EI believes that a fundamentally different and more inclusive funding and governance system for the EFA agenda would be more effective in meeting the needs of those without access to education.
24. EI believes that issues relating to gender are a central aspect of inclusive education, as these affect all participants in education. From the earliest stage possible, all forms of gender stereotyping should be challenged and eliminated from education. Public authorities should promote the full participation of girls and women, boys and men in education at all levels. They should also be sensitive to gender issues in relation to achievement, employment, recruitment and governance in education. Education institutions and unions should promote comprehensive gender-mainstreaming strategies.
25. Pre-service and in-service teacher education and training is also central to equipping teachers with the knowledge and skills to provide appropriate services for students from different backgrounds, with different capabilities and orientations. Such teacher education and training and professional development should be fully funded by public authorities and targeted to help teachers embrace diversity and use it to enhance the learning experience, including through the use of new information and communication technologies in the classroom. Well-designed induction programmes are important for the retention of new entrants in the profession and to enable them to perform effectively.
26. Adequate numbers of qualified support staff are also necessary within learning environments, to cater effectively for students with special needs. Partnership and teamwork is necessary between the different education and support employees in education institutions in order to ensure that teachers, support staff and students have the best advice and guidance available to them when dealing with conflict situations which arise in relation to inclusiveness.
27. In order to promote the concept of inclusive educational settings, both in terms of students and teachers, leadership and governance of education institutions should be more inclusive and should also involve an active role for teachers, in cooperation with parents and students.

28. Access to higher education should be available to all those who meet relevant entry criteria and should not be limited by the financial means or social origins of potential students. Ideally this means higher education should be free of fees and charges.

IV: Promoting Teaching as a Profession

29. Teaching is a profession that lies at the heart of both the learning of children and young people and their social, cultural and economic development. It is crucial to transmitting and implanting social values, such as democracy, equality, tolerance, cultural understanding and respect for each person's fundamental freedoms. The profession should have a set of professional standards, ethics, conditions and rights. These should be similar to professional and ethical standards for other professional groups which require comparable qualifications. The professional standards in the teaching profession should be applied to teachers at all levels, in both the public and the private sector. The basis for such professional standards should be inculcated during teacher education programmes.
30. The attractiveness of the teaching profession needs to be urgently improved. The current generation of teachers is ageing and alarming numbers of new teachers are leaving the profession within the first years of employment. It is the responsibility of public authorities and leaders of education institutions to ensure that the teaching, academic and research professions remain attractive to both current and potential staff by ensuring that working conditions, social security arrangements, pension schemes and salaries are attractive and are comparable to those applicable to other professions requiring a similar level of qualifications. The professional commitment of teachers and academics to the education and welfare of their students should be recognised and respected. Enhancing the professional autonomy and self-confidence of teachers in their professional and pedagogic judgements and through the assertion of their right to academic freedom and to undertake research should be given the highest priority by governments and employers as this is essential to enhancing the quality of teaching and learning. In this context, job security is of enormous importance and casualisation of the teaching and research profession must be rejected as it is fundamentally harmful to the profession.
31. The status of young teachers, academic staff, researchers and education employees deserves particular attention. The young are often the first to face employment on short-term, casual contracts, without any clear future career paths. Career structures at all educational and research levels must have the clear potential for progression based on professional standards, qualifications and the acceptance of additional professional responsibilities. There should be no possibility of discrimination on any grounds in promotion processes.
32. Teachers are increasingly supported by a combination of professional, administrative, technical and general staff. This is a crucial development for quality education as well as for inclusion. EI affirms that support staff should have the same status, rights and conditions as other education employees with comparable academic and technical qualifications and experience.
33. Entry into the teaching profession and related roles must be inclusive without discrimination based on gender, race, age, sexual orientation, disabilities, political or religious beliefs, and economic or social conditions. Public authorities should support and monitor employment practices to ensure that discrimination does not occur.
34. Teacher education should be offered in higher education institutions up to a high qualification level, including opportunities for post-graduate level study and should be fully funded. Qualifications obtained upon completing a teacher education programme do not signify the end of a teacher's professional development, however. Structured induction programmes should be provided for newly qualified teachers on recruitment into the profession. Fully funded continuous professional development should be an entitlement for all teachers. If professional development is to be effective then teachers should be involved in identifying their professional development needs and owning the professional development which is provided. Every government should seek to agree with teacher unions strategies for the development of the teaching profession. EI recognises that many teacher unions provide good forms of professional development for their members and teachers in general and it urges governments and employers, therefore, to enhance and fund learning opportunities provided by unions. With such support teachers will be able to maintain high standards in their profession.
35. Codes of ethics and professional values assist and underpin teachers' professional judgments and teachers should be collectively responsible for developing such codes and for putting these codes into effect. Such

codes help support the commitment of teachers to their profession, to students, colleagues, parents and to their school communities. They are crucial in maintaining high professional standards in any educational institution, and serve to raise professional job-satisfaction and instil a sense of self-worth among teachers. It is important that where any professional councils for teachers are established they are supported by the teaching profession and their unions.

36. As educational institutions aim to serve an increasing number of complex aims, the values of deliberation and partnership must be sustained and safeguarded despite trends to enhance effectiveness and efficiency above all else. An inclusive education environment, in and of itself, requires the different participants to work together but, especially, teachers, other education employees, students and parents, in a spirit of shared understanding of the educational process and a shared acceptance and openness to each others' views. Collegial and democratic leadership in education institutions should therefore be strengthened.

V: Strengthening Education Trade Unions as Essential Partners in Civil Society

37. The strength of a strategic, structured collaboration is evident among teaching professionals themselves. Organised, independent, democratic and representative trade unions are effective contributors to the development of educational policy at national, regional and international levels. In turn, they are also the key to ensuring that professional standards and ethics are respected. The freedom to associate and form representative democratic independent unions should apply to teachers and education employees in all territories, at all levels and in all education institutions, whether public or private. These trade union rights, including the right to strike, should be respected by public authorities.
38. Education unions play an important role in the process of dialogue in society between the employing authorities, public authorities and employees which aims to discuss constructively all work-related issues which arise in an educational setting. Social dialogue should be based upon respect for all partners, and should aim to improve the quality and status of education, professional standards and conditions. Unions must be equal partners in this social dialogue process. They also bargain collectively on behalf of teachers and other education employees. Education unions must be allowed to take traditional trade union actions if their members are being treated unjustly or their concerns are not being taken seriously. Salaries, working conditions and career structures of education employees must be negotiated with unions through a collective bargaining process.
39. During the last decade, EI has built up an important partnership with civil society organisations in the Global Campaign for Education. It has become clear that quality education benefits from strong links between unions and civil society. Moreover, cooperation with civil society strengthens the social values of education by contributing to peace, democracy, the environment and intercultural understanding.

VI: Promoting Solidarity in Education at the International Level

40. International exchanges and contacts are an important contributor to education development in today's world. At whatever level these contacts and exchanges occur they should be encouraged and facilitated. The extent to which they improve international understanding and cooperation and mutual respect cannot be underestimated. In this context exchanges between schools and education institutions of students, teachers, academic staff and higher education researchers should be encouraged and facilitated, as well as exchanges between the governing authorities and other institutional bodies.
41. EI represents an international union movement that values partnership and solidarity and its principles remain unaffected by adversity or crisis. Experience shows that global links are strengthened over time as similar concerns among education employees throughout the world inspire joint strategies to deal with similar challenges. The strength of the international education union movement is also reinforced by expressions of solidarity through financial support or mutually supportive actions in times of crisis.
42. EI stresses that special attention must be paid to the needs of the African region. Such support is essential for the long-term development of the continent. This requires, among other things, significantly greater development assistance from the rest of the world to supporting the development of education in the

region. There remains a need to build capacity in all sectors of education and to strengthen links between civil society organisations, including education unions, and public authorities within Africa, and to assist in establishing employment conditions and professional rights for teachers and other education employees which allow education and research to flourish.

43. Education is the key to uniting nations, bringing human beings closely together and guiding them towards humanity. In many parts of the world, civil society suffers because of situations of violent conflicts, repression and war. It is important to recognise the crucial role of education in contributing to building a culture of peace and condemning instances in which education is undermined in order to attack democracy and tolerance. EI stresses the importance of re-building education systems in post-conflict situations.
44. EI disagrees with the views of economic and financial inter-governmental organisations which view education purely as a commercial enterprise which is to be traded for private economic gain. EI works diligently within international organisations that operate in the field of education. These include UNESCO, the International Labour Organization, the Global Unions, and the Organisation for Economic Cooperation and Development, among others. EI supports the educational mission of these organisations, which envisage the development of education as a fundamental pillar in society.

VII: Using Technology for Quality Education

45. New information and communication technologies (ICT) provide exciting possibilities to enhance the quality of education. Interactive education software, open access digital libraries and new forms of interaction between students, teachers, education employees and the community are just a few ways in which education can be enriched by integrating such technologies into traditional classroom activities. These tools provide a rich and powerful resource for teachers to assist them with the teaching and learning processes. Teachers, academic staff, higher education researchers and other education employees play an increasingly important role in integrating technology into education as coaches or authorities in the technological and information-rich environment in which many students now live.
46. These new technologies are best used as supplements to, and not replacements for, in-class-instruction. The use of ICT in education therefore requires more reflection on and improvement of teacher training and development programs, curricula, teachers' workload and education institutions' infrastructure. It also demands that the issue of equity of access to such technologies across the globe is resolved. Unless it is harnessed effectively and made available widely it will contribute to the growing gap between the wealthier and poorer societies throughout the world. Moreover, technology should be harnessed as a tool for improving personal and professional development through the evolution of the relations between students themselves and between students and teachers and other education employees.
47. New social media present ways of communicating across different cultures. Teachers realise that these media are an important tool to build a world based on equality, democracy and solidarity. In the classroom, social media can help humanity move forward by connecting students and teachers at different geographical locations. These tools should be used to teach students the value of different cultures, by stimulating language learning and intercultural exchange.
48. Social media have been harnessed to bring democracy to places previously ruled by dictatorship and corruption. Education unions embrace these as powerful means to connect with their members. Social media can strengthen democracy within unions, providing new forms of discussion and consultation. They can be important tools to strengthen involvement, as members can be more engaged directly in the development of the union's strategies, activities and services. Furthermore, they facilitate new forums of cooperation between unions and the wider civil society.

VIII: Promoting Education for Living and for Life

49. As the challenges facing citizens in societies worldwide grow ever-more wide-ranging and complex, one's educational experience cannot stop at the final year of compulsory education. Education systems must have a lifelong learning approach and provide opportunities for students of all ages. This is of crucial importance for adult women who have benefited less from education in previous generations. Lifelong learning deserves special attention in vocational and higher education as these sectors provide not only the skills for new occupations, but for continuing personal development and for equipping citizens to deal with new global challenges.

50. Education systems must adapt to social, cultural, economic, political and environmental challenges. In this respect, a well-resourced system of vocational education and training must form an essential part of any modern education system. Teachers and other education employees in this sector will require increased continuous professional development to enable them to keep up with the rapidly changing social and economic environment for which they prepare their students.
51. Education systems should also become more aware of the contribution they make to students' health. They should promote health awareness and life skills that enable students to be more responsible for their own health as well as the health of others around them. Catering facilities in education institutions should provide a healthy diet and curricula should include programs for improving personal hygiene and advising about sexual and reproductive behaviour.
52. Education systems have a responsibility to assist students in becoming aware of and confronting the challenges facing the modern world. This is particularly true with regard to the future of the planet and the need for sustainable development. Sustainable development education must now be an integral part of the curriculum in all educational institutions. As the citizens and consumers of tomorrow, students should be made aware of the impact which human beings have had on the environment and, in particular, of the implications of the continuation of a consumerist culture in society for the future of the planet. Sustainable development should be included in the core of any prescribed curricular framework.

SUMMARY

- (I) Education is a human right and a public good; it must be publicly funded and publicly regulated.
- (II) Public authorities must provide a legal framework for education in their countries which sets out the principles of fairness, equity and quality, which should underpin education.
- (III) Public authorities should respect and implement the international conventions on the rights of education employees to organise and bargain collectively and on the status of teachers and other education employees at all levels.
- (IV) Public authorities should spend at least 6% of their GDP on education.
- (V) Every person has a fundamental right to an appropriate education which will enable that person to achieve his or her own maximum potential and become a responsible citizen.
- (VI) Education should be of high quality for all.
- (VII) Every student should be entitled to a broad and balanced curriculum in their schools and educational institutions.
- (VIII) Quality education is defined in terms of context and culture. Quality is neither one-dimensional nor straightforward. Quality education is defined by its inputs (including students' background, teachers' qualifications, working conditions, class-size and investment in education); by the education process (including teaching, parenting and related processes of learning); and by projected outcomes (including the extent to which it meets individual, social, cultural, economic and environmental needs). A contextual approach to quality is never deterministic, as it is contingent upon creativity and constant development. Quality education for all should be established and improved on the basis of best practices, professional experiences and relevant educational research.
- (IX) Teachers should maintain high professional standards and should be accountable to society. The evaluation of teachers should be undertaken in collaboration with peers and competent professionals. It should be based on trust and should help teachers identify their professional development needs.
- (X) The education of teachers should be of high quality and with opportunities to achieve post-graduate level. It should be followed by a period of structured induction into the profession with the support of a mentor. The teachers should be supported throughout their careers by an entitlement to fully funded, continuous, high quality professional development.

- (XI) Teachers should be accorded a high professional status in society commensurate with their professional responsibilities, qualifications and skills, and the contribution which their profession make to the development of society.
- (XII) The salaries, pension schemes and conditions of service for those working in education should be comparable with those available to other groups in society with similar qualifications.
- (XIII) Education should be provided on the basis of equality of access and opportunity for all. There should be no discrimination, including that based on gender, disability, faith, race, ethnicity, sexual orientation, cultural or economic background or personal characteristics.
- (XIV) Education should be inclusive and instil concepts of equality, tolerance and respect for diversity.
- (XV) Higher education must be accessible to all who meet entry required criteria without financial or social barriers. It must be protected from commercialisation and competition.
- (XVI) Education should pay particular attention to issues relating to gender, and, in particular, issues relating to gender-stereotyping and gender-based impediments to participation in education, since these affect all students and education employees.
- (XVII) Teaching at all levels should be recognised as a professional activity and accorded the same respect and status as other similar professions in society.
- (XVIII) Teachers should adhere to a code of professional ethics and values to enhance their status.
- (XIX) Education employees should share in the responsibility for the governance of their institutions and their professional development. They should engage in partnership with other stakeholders, such as parents and students, to improve and develop their educational institutions.
- (XX) Independent, democratic and representative education unions have a vital role to play in the development and provision of high quality education in society. They should be granted a full role in the debates on the provision and quality of education and should be recognised for the purposes of collective bargaining as the official representatives of teachers and other education employees.
- (XXI) International solidarity and partnership in EI with its own member organisations and globally with the inter-governmental institutions which develop education policies has a major contribution to make to the development and provision of quality Education for All.
- (XXII) Modern technologies can be aids and supplements to teaching and learning in order to enhance the quality of education. They must be made accessible to all.
- (XXIII) Education should be provided for people throughout their lives and should promote healthy and sustainable living.

13. Enabling Resolution 6: Human and Trade Union Rights Policy Paper

Enabling resolution 6: Human and Trade Union Rights Policy Paper

Proposed by: Executive Board

The 7th World Congress, meeting in Ottawa in July, 2015, adopts the draft Policy Paper on Human and Trade Union Rights.

Human and Trade Union Rights Policy Paper

The Human and Trade Union Rights Policy Paper describes how human and trade union rights strengthen the work of education unions and provide a mandate for them to act on behalf of their members. This Policy Paper reflects the values and objectives promoted by EI through its constitution, policies and programme activities. It complements the EI Education Policy Paper adopted by the 6th World Congress in 2011.

Preamble

- Education International (EI) is the voice of the education sector worldwide, representing teachers and education workers at all levels of education – from early childhood education to higher education and vocational training. As the world's largest and most representative Global Union Federation (GUF) with over 30 million members in 171 countries, EI unites all teachers and other education employees and promotes their interests and defends their human and trade union rights.
- EI is guided by the principles of human and trade union rights, and by its commitment to democracy, equity and social justice. It is independent of governments and inter-governmental organisations. It is self-governing and free from influence or control by any political party or ideological or religious grouping or by any commercial interest. EI promotes and protects the rights of all teachers and education workers and campaigns for quality education for all that is publicly regulated and funded.
- EI is a strong advocate for trade union rights worldwide and assists in the development of strong, independent, democratic, sustainable, inclusive and representative organisations for teachers, academic staff, higher education researchers, school leaders, student teachers, para teachers, education support personnel and other education workers. EI fosters solidarity and mutual cooperation within and between its member organisations.
- After adopting the 2011 Education Policy Paper, which presents EI's comprehensive policy on education, EI has decided to develop a complementary Rights Policy Paper, outlining the human and trade union rights framework that guides the organisation's work and informs the policies and programmes, which it implements to promote individual and collective rights.
- This policy paper reflects the values of EI's member organisations and the demands of the education union movement, including the universal right to free quality education, respect for the rights of children and for the human and trade union rights of all teachers and education workers, as well as the

collective rights of the organisations that represent them.

- The Rights Policy Paper is based on the rule of law and the principles and practices of human and trade union rights, especially those enshrined in international and regional treaties, including the Universal Declaration of Human Rights and the Conventions and recommendations of the International Labour Organisation (ILO).
- The Paper provides an appropriate framework for policy and programmes aimed at enabling conditions for promoting social justice, eradicating poverty and challenging all forms of discrimination, whether based on age, disability, ethnicity or indigeneity, gender, gender identity or sexual orientation, language, marital status, migratory status, political activism, religion, socio-economic status, trade union affiliation, among others.
- The list of rights in this paper, whether defined as human or trade union rights, or rights derived from human or trade union rights such as economic, environmental, social and/or cultural rights, is not exhaustive.

Human rights in a globalised world

1. Human rights are universal and inalienable, interdependent and indivisible, and imply both rights and obligations. EI affirms that all peoples in all nations should live in peace, free from wars, conflicts, violence and exploitation, and enjoy a culture of respect for human rights, for democracy, for social justice and for equality. Human rights norms, standards and commitments must be constantly upheld and promoted through collective and individual action.
2. Some of the effects of globalisation have had a significant negative impact on the realisation and protection of human rights. While various national, regional and international treaties and policies have driven aspects of globalisation, such as liberalisation of markets and privatisation, corporations enjoy extraterritorial status, allowing foreign investors to ignore the principles of human and trade union rights. Conversely, States are steadily relinquishing and/or losing their power to regulate markets and the economy.
3. The right to form and join trade unions (freedom of association), and to bargain collectively are fundamental human rights recognised in the Universal Declaration of Human Rights, the ILO's Declaration on Fundamental Principles and Rights at Work, and several regional treaties.
4. Trade unions, including education unions, have an important role to play in promoting and defending the human rights of all. They must collaborate at all levels in order to protect and ensure that everyone experiences the application of human rights, including the right to free quality public education and the inter-related rights within education.
5. A rights-based approach supports the work of EI and its members. In this approach, human beings are not merely considered as passive beneficiaries of human rights, but as active and assertive holders of rights. Any violation of their rights can lead to legitimate reparation or redress. Rights holders may hold duty bearers accountable for respecting and maintaining those rights. Through governments, the state is the custodian of human rights. A rights-based approach also aims to ensure that everyone is aware of their rights, and education is key to ensuring widespread knowledge and awareness of human and other rights.

Education for the world we want

6. The right to education is key to the realisation of the full spectrum of human rights, and the attainment of social justice worldwide. Quality education provides people with the knowledge and skills that are needed to question, conceptualise and solve problems that occur both locally and globally, and actively contribute to the sustainable and democratic development of societies. Equitable and inclusive quality education is also fundamental to the achievement of all other areas of human development, including health, nutrition and environmental sustainability inter alia. Quality education fosters critical minds, leads to understanding and knowledge of rights and develops the capacity to pursue the application and defence of rights.
7. The teaching of equality and respect for diversity and difference must be incorporated into the school curriculum to counter implied or explicit discrimination and stereotypes. Both male and female teachers must receive high quality initial education and training, and have access to continuous professional development that enables them to carry out their duties in line with the principles of

equality, including the prevention of violence, especially against women and girls.

8. Education institutions must be places where a culture of peace is instilled and experienced. Education institutions have the responsibility to promote the development of the whole person, to enable everyone to become socially conscious and active global citizens, able to contribute to society in a caring, responsible and environmentally aware manner. Citizenship and human rights education are grounded in a rights-based approach to education, and should be embedded within all subjects across learning environments. It is based on an understanding of the purpose of education as going beyond the mere acquisition of knowledge, skills and competencies, to transforming the way people think and act individually and collectively, and co-exist.
9. Education is an essential condition for human fulfilment, peace, sustainable development, economic growth, decent work, equality and global citizenship. It contributes to strengthening democracy and social cohesion, and fostering respect for cultural and linguistic diversity. Education is key to uniting nations, bringing people closer through values and attitudes of understanding, solidarity and cooperation. The persistence of armed conflicts, extremism, militarism, sectarianism and terrorism demands continued efforts in organised civil society, in which trade union organisations have a considerable presence, to promote a culture of peace, respect, tolerance and non-violence which is fundamental to human rights.
10. Education institutions everywhere should be recognised, by all parties to conflicts, as safe sanctuaries in which all have an equal opportunity to develop their potential in safety, secure from violence in all of its forms. All children and adults have the right to education in a safe peaceful learning and teaching environment. National legislation should protect children, students, teachers, academics and education support personnel from violent political or military attacks on educational settlements, as well as on their way to or from, their places of learning or work.

The role of education trade unions

11. The trade union movement contributes to the promotion of social justice globally, and collective labour action has resulted in the past and will result in the future in improvements in the living and working conditions of workers and their families. Social justice requires that all women and men have opportunities to obtain decent and productive work in conditions of equity, security and dignity.
12. Education unions work to advance the rights of teachers and education support personnel whilst also contributing to securing the entitlements of all children to quality education.
13. Education unions worldwide fight for improved employment opportunities, decent working conditions, wages and pensions, social protection and other basic social rights, as well as a fairer distribution of wealth. Privatisation and commercialisation of public services, including in education, can lead to an erosion of democratic decision-making and public accountability in education governance, among other negative effects. In addition, union-busting tactics and unilateral, unnegotiated changes in labour relations result in precarious working conditions and the undermining of teachers' and other education workers' trade union rights. Many education workers are denied social justice because of increasingly insecure fixed-term employment, low and irregularly paid salaries, poor employment benefits and deficient or non-existent social protection policies.
14. The right to freedom of association and collective bargaining is enshrined in ILO Conventions 87 and 98. Workers have the right to form and join the organisations of their own choosing. Mobilisation within trade unions enables workers to stand together to promote and defend their rights. Such solidarity is the most effective and legitimate way for workers to advance their common interests and achieve fair terms of employment.
15. Education unions represent education workers in social dialogue with educational authorities (be they public or private). Education unions aim to fulfil several objectives through meaningful social dialogue: the realisation of the human right to education by demanding free quality public education for all; the participation of teachers and education support personnel in education reform processes; the promotion and defence of fundamental democratic rights, and the professional interests of, and fair working conditions for education workers; the achievement of the trade union rights to freedom of association and to collective bargaining by demanding the application of the core ILO labour standards. Collective agreements must be respected by employers.
16. Education unions have the right to draw up their constitution and rules, to elect their representatives, to organise their administration and activities and to formulate their programmes without any external

interference. Education unions have the right to join federations and confederations and to affiliate with international organisations of workers. Trade union organisations must function in a democratic manner, and membership and access to positions of responsibility within them must be free from all discrimination.

17. A sustained effort is needed to promote solidarity and cooperation between education unions at national, regional and international levels. The fragmentation of the union movement, whether it occurs because of internal conflicts or external interference, weakens the effective expression of collective interests. It also provides opportunities for employers, governments and other authorities to exploit differences between unions to avoid addressing the needs of teachers and other education workers and to implement, without coordinated opposition, policies hostile to the interests of those who work in education, and contrary to the public funding and provision of quality education.
18. Education unions engage in a constructive dialogue with trade unions in other sectors, civil society representatives, including non-governmental organisations (NGOs) at national and international levels. Education unions are also committed to international trade union development cooperation. The increased involvement in the education sector of parents' and students' organisations creates conditions for coalition building in pursuit of common interests.

Education workers' rights

19. All education workers have a right to form and join unions. Many teachers and education workers live and work in unsafe, inadequate and insecure conditions; this prevents them from actively engaging in union activities. Despite international labour conventions, teachers and school leaders in some countries are denied the right to join trade unions and/or face harassment, unfair working conditions, dismissals, and sometimes arbitrary detention or even death, because of their union activities. Some governments maintain or develop political, structural and legal barriers to unionization. The right to establish and to join organisations of their own choosing without prior authorisation is a basic right for every education worker. They should enjoy adequate protection against acts of anti-union discrimination in their employment. A climate free from violence, pressure, threats or any external interference is essential to the full exercise of freedom of association.
20. All education workers have the right to collectively negotiate their terms and conditions of employment through institutionalised and regulated collective bargaining systems in which workers' interests are represented by their union. Individualised salaries that are unilaterally fixed by the employer without such negotiations should be prohibited. Teachers' representatives should be included in any decision-making affecting the organisation and contents of education and the interests of the sector.
21. All education workers have the right to be educated about their rights, and to have a right to full representation through their union or association at every step of any disciplinary, performance, or grievance process.
22. Ensuring the right to teach requires a democratic environment, free access to knowledge, adequate education and training for professionals, decent living and working conditions and the recognition and support of the status of the profession.
23. All education workers have a right to freedom of expression. EI endorses the ILO/UNESCO recommendation of 1966 that states: "The participation of teachers in social and public life should be encouraged in the interests of the teacher's personal development, of the education service and of society as a whole. Teachers should be free to exercise all civic rights generally enjoyed by citizens and should be eligible for public office."
24. All education workers have a right to equal treatment and to freedom from any form of discrimination. All education workers should receive the same standard of training and professional development, benefit from equitable working conditions, and receive equal pay for work of equal value, regardless of age, disability, ethnicity or indigeneity, gender, gender identity or sexual orientation, language, marital status, migratory status, political activism, religion, socio-economic status, trade union affiliation, among others.
25. All education workers have the right to stable and secure jobs. The increased use of fixed-term, casual or part-time contracts without social security and/or tenure is a negative trend that must end. Such casualization disproportionately affects women, minorities and young people. EI also condemns the



increasing employment of unqualified and/or untrained teachers on short-term contracts and lacking social protection, who have no career prospects and are paid far less than qualified personnel.

26. All education workers have a right to social security protection, regardless of the type of school in which they are employed. Such protection should include medical care and sickness benefits, unemployment benefits, retirement benefits, employment injury benefits, family benefits, paternal benefits, invalidity benefits and survivor benefits. Social protection should be extended to periods of probation and training, and to those who enter the profession on a temporary basis.
27. Education workers at all levels of education must be appropriately trained and qualified. All education workers have a right to continuous professional training and development. Adequate support systems, such as mentoring and induction programmes, must be available for new and trainee teachers. Education workers have a right to career advancement and promotion opportunities, and should be offered opportunities for professional development.
28. All education workers have the right to undertake industrial action, including strike action. Through industrial action, workers assert bargaining power in employment relations. The right to strike is recognised in international and regional treaty instruments and by court decisions.
29. All education workers have a right to work in a safe and healthy environment. This includes, but is not limited to, a reasonable number of pupils per classroom, and access to health and safety procedures for addressing work-related stress, and violence and harassment at work, including sexual harassment.
30. All education workers have a right to professional autonomy and academic freedom. Education workers should be given a role in the selection and adaptation of teaching materials, the selection of textbooks and the development and application of teaching methods.
31. Academic freedom for teaching and research is closely linked to academic tenure or its equivalent. Policies and resources are needed to make academic freedom, professional autonomy and intellectual property rights a reality.
32. All education workers have a right to professional, fair, participatory and just leadership. Education workers should also have the right to voice their concerns and complaints to the leadership of educational institutions without fear of negative consequences on their employment status or working conditions.

Children's¹ and students' rights

33. All people have a right to free, equitable, inclusive and quality public education of 12 years, of which at least 9 years should be compulsory. Governments have a responsibility, derived from the Convention on the Rights of the Child, to provide the same right to education to all children, on the basis of equal opportunity. Special attention needs to be given to vulnerable children, including migrant, internally displaced, orphaned, asylum seeking or refugee children.
34. Privatisation policies sometimes have the effect of undermining the right to free, equitable quality education; creating, exacerbating and entrenching inequities in access and participation in education; modifying teachers' work conditions and labour relations; undermining the rights of teachers; and eroding democratic decision-making and public accountability in relation to education governance.
35. The physical conditions of a learning environment have a direct impact on the quality of education, and on the wellbeing and health of students and staff. The physical space and equipment must correspond to the requirements of educational policies and programs, including the availability of teaching materials. All education institutions must have access to clean drinking water and proper sanitation facilities, including separate toilets for girls and boys, adequate lighting, ventilation, heating, as well as drainage equipment. The buildings and facilities must also provide a secure environment within which staff and students feel that they are protected and safe from physical harm.
36. Corporal punishment is cruel and degrading treatment inconsistent with international human rights law, and is contrary to the principle of safe learning environments. Physical punishment should not be permitted as a method of teaching or discipline in any education facility.

¹ For the purposes of this policy paper, a child means every human being below the age of 18 years, unless, under the national law applicable to children, majority is attained before the age of 18. The term student is used to depict any other category of learners, including higher education and lifelong learning.

37. All children and students have a right to an inclusive learning process free from discrimination, including those based on gender, sexual and psychological abuse, harassment, bullying, including cyberbullying, and other forms of violence. All education workers should be trained in peaceful conflict resolution to safeguard and promote the interests and well-being of students, and leadership should adopt concerted violence prevention and anti-bullying strategies.
38. All children should benefit from active learning and student-centred pedagogies promoting meaningful learning, problem solving, and critical thinking.
39. Education unions advocate for specific measures supporting professionals working with students with special needs. In many countries, unions identify and promote positive educational methods that support children and young people with special needs and behavioural difficulties.
40. The right to receive education in one's mother tongue or native language is recognised in several international instruments, including the United Nations Declaration on the Rights of Indigenous Peoples (2007). This implies that educational planning should include the training of sufficient numbers of fully competent and qualified teachers able to teach in the mother tongue, as is stipulated in UNESCO's Recommendation on the Status of Teachers. Children should also be offered opportunities to benefit from multilingual education – the mother tongue, a regional or national language and/or an international language – to acquire knowledge, skills and competencies.
41. All children and students have a right to be directly represented in the governance processes of educational institutions, according to their age and capabilities. All students have a right to organise themselves freely in legally recognised entities. Students must not suffer academic, financial or legal consequences stemming from involvement in such entities. All children and students have the right to be informed about all education affairs in a transparent manner.
42. Special attention should be paid to the respect of children's' rights, which are enshrined in the Convention on the Rights of the Child and its Protocols on children in armed conflicts, the sale of child labour, child prostitution and child pornography, and other internationally binding documents. The Convention on the Rights of the Child declares that all children have the right to be protected against neglect, cruelty and exploitation; and ILO Convention 138 states that child labour should be abolished, and the minimum age for employment should not prejudice school attendance. Education unions contribute towards the respect and defence of children's' fundamental rights through defending the right to quality education for all.

14. EI Awards

The Executive Board at its meeting in March, 2015, decided on the recommendation of the special committee set up to evaluate proposed candidates for the EI Awards to propose to the 2015 World Congress:-

Luisa Bautista YU

to be the recipient of the **Albert Shanker Education Award**, and

Ahmed Jassam Salih AL-SHIBLAWI

to be the recipient of the **Mary Hatwood Futrell Human and Trade Union Rights Award**,

They were chosen for their outstanding commitment, engagement and courage in promoting education for all.

Ms. Bautista-Yu has had a successful career marked by her engagement for the development of education in the Philippines. She has been involved in the education sector for decades, starting as a primary teacher and attaining the position of regional coordinator of Eastern Vinyasas, which she currently holds. Her engagement and courage were decisive during the recovery mission after Typhoon Haiyan hit the Philippines in 2013, devastating infrastructures and leaving thousands of children out of school.

Mr. Ahmed Jassam Salih Al-Shiblawi, National President of the technical sector of the Iraqi Teachers Union (ITU), has shown immense courage and determination in the promotion of human and trade union rights in his country. Despite constant threats and attacks on himself, his family and co-workers, he continues to lead the union with skill, expertise and bravery.

15. Award of Distinguished Associate

1. Since the foundation of EI in 1993 there have been a number of representatives of affiliated organizations who have worked with EI in the promotion and implementation of its policies, especially in the area of development cooperation. A few of these people have held offices at regional level within EI but for the most part they have worked tirelessly and diligently, and with tremendous commitment, to assist EI and its staff, especially in the regions, to plan and implement cooperation development and assistance programmes.
2. They have acted as the liaison between their own organizations and EI in undertaking this important work. They have participated as tutors and organizers on programmes and became familiar to many members of the EI affiliated organizations with which they worked. They have made a major contribution to the success of many EI initiatives and programmes.
3. A number of these representatives are coming to the end, or in recent months have reached the end, of their distinguished careers serving teachers and other education workers both in their own organizations and with EI throughout the world.
4. As a mark of recognition of the contribution which they have made to the development of EI, the EI Executive Board invites the 7th World Congress to recognize them as Distinguished Associates of EI, and to authorize the President to present them with a certificate certifying that distinction.
5. The criteria for selection for the award is (i) services to EI and its affiliates as described above, (ii) the provision of such services over a period of not less than ten years and (iii) that the person has not otherwise been recognized by EI through election as **an Officer or member of the Executive Board at global level** or election **as an President at regional level**.
6. The EI Officers select candidates for the award. These candidates then require the endorsement of the Executive Board. The Executive Board at its meeting in March, 2015, decided to propose the following to Congress for receipt of the award:

Adolph Cameron, JTA and CUT

John Bangs, NUT

Morten Brynskov, BUPL

Calvin Fraser, CTF

Krishna Datt, COPE

Hans Ole Frostholm, DLF

16. Recommendation for Congress Venue in 2019

By tradition the choice of the region in which Congress is to be held is determined on the basis of the following sequence: Europe, Africa, North America and Caribbean, Asia-Pacific, Latin America.

The Executive Board has decided to recommend that the 8th World Congress in 2019 should take place in Asia-Pacific.

The Executive Board has mandated the secretariat to undertake an investigation of suitable venues in the region.

Timescale for the Process of Selection of a Venue for 2019

The timescale for the process will be as follows:

- July, 2015 Recommendation to Congress of Asia-Pacific
- Autumn, 2015
 - seek more information on suitable venues and evaluate
 - Investigate potential sites identified, including site visits to shortlisted sites,
 - Make at least preliminary proposal to Executive Board in November
- Spring, 2016
 - Enter into contract discussions
- Autumn, 2016
 - Full investigation of preferred venue
 - Report to Executive Board
 - Reserve preferred centre provisionally
 - Finalise details and prepare final proposal for Executive Board
 - Spring, 2017 Meet host organisations, venue management, hotel management and suppliers
- Autumn, 2017
 - Initiate detailed planning and preparations





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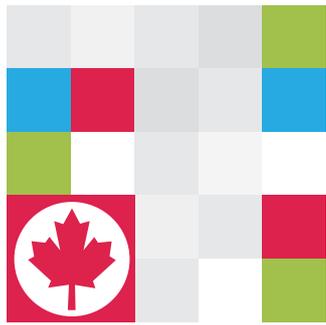
EI 7th World Congress

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