

## **Policy resolutions as adopted by the 6th GCE World Assembly**

The 2018 World Assembly considered seven additional policy motions for debate and adoption. Approved Resolutions are included in this booklet:

- Resolution** on 'Updates to the GCE policy framework' to address current gaps or inconsistencies in GCE policy.
- Resolution** on Free higher education & decolonising the curriculum
- Resolution** on Deepening the links between teacher unions and NGOs: Steps towards renewing our movement
- Resolution** on Amending the 2015 Policy Resolution: 'Updates to the GCE policy framework'
- Resolution** on Amending the 2015 Policy Resolution: 'Protecting schools and UN from Military use during armed conflict'
- Resolution** on Censorship to teachers
- Resolution** on International and regional youth-led organisations representation on the GCE Board

## 2018 Resolution A: Updating GCE policy framework

### Background

After nearly 20 years of being founded, the Global Campaign for Education continues to strengthen and diversify, and is the largest civil society movement working to realize the human right to education.

GCE has based its achievements on the coordinated work of its members, which in turn is based on the architecture of a coherent and progressive policy framework. This framework is the result of ongoing discussions and is periodically renewed, with the World Assembly being the most important debate space. For this reason, the World Assembly 2018 is an opportunity to update policy resolutions, so that the movement can respond to the demands of the time.

GCE members have the opportunity to present policy motions, based on their long experience of working in the field and on their own evaluations around the regional and global political environment

### Introduction

GCE is both a diverse movement in itself, and one that works to ensure that its members at national, regional and international levels are also broad-based. GCE brings together a wide range of organizations working across 100 countries, including youth-led ones, NGOs, INGOs, teacher unions and child rights networks, among many others.

This diverse configuration makes GCE a solid and influential movement, while retaining enough flexibility to adapt to the political context of various national and regional realities.

The recent adoption of the 2030 Agenda for Sustainable Development, obliges GCE to revamp its policy framework, which together with a new strategic plan 2019-2022, should reinforce the impact that our movement is seeking.

## 1. Transformative education

### GCE notes and acknowledges its previous resolutions:

- 2004, Resolution 1: Quality Education
- 2004, Resolution 5: Teacher Status and Teacher Shortage
- 2008, Resolution A: Quality of Education
- 2008, Resolution N: Strategic Role of Educators
- 2008, Resolution O: HIV and education
- 2008, Resolution Q: Safe schools
- 2008, Resolution X: Education and Development
- 2008, Resolution Y: Human Rights Education
- 2011, Resolution 1: Public financing and democratic ownership for an available, accessible, acceptable and adaptable public education
- 2011, Resolution 7: Educators: key to quality education

- 2011, Resolution 14: Equitable learning: all attaining a quality education
- 2015, Resolution 1. Quality
- 2015, Resolution 6, Governance

**GCE recognizes that:**

1. Quality education” is a disputed category, which has been transformed over time. It is a historically constructed concept and responds to different political, social, cultural and economic situations. The concept of quality is addressed in different policy and normative instruments, but GCE subscribes to the one based on the human rights framework, as developed by human rights treaty bodies, notably the Committee of the rights of the child and the Committee of economic, social and cultural rights<sup>1</sup> and the SDG4 Education 2030 Framework
2. GCE believes that education is as a catalyst for change. This means an education aiming to challenge unequal power relations, unfair social structures, ecologically harmful production and consumption pattern and which sees knowledge as the way to expand individual and collective freedoms, opportunities to enjoy their rights and contribute to democratic and socially, economically and ecologically fair societies.
3. The idea of transformative education challenges education approaches which rather than aiming the expansion of individuals’ capabilities and freedoms, reduces the purpose of education to the acquisition of labour skills. The concept of transformative education questions education systems that prepare people for a lifetime of work and consumption but overlook the role of education in expanding community rights, individual’s freedoms and citizenship.
4. The power of transformation is the main characterization of a human rights-based view of educational quality. This involves empowerment, liberation, decolonization, including the curriculum in many contexts, and the search for identity as elements that define critical thinking, the construction of learning and the defence of the intrinsic dignity of life.

**GCE further resolves and calls on States to take the following measures:**

- a. Take measures so that education systems are designed with the aim of transforming social, family, economic and cultural environments, ensuring that people can learn, know and own human rights as a way of life, recognising them as indivisible, interconnected and interrelated.
- b. Carry out research and innovative initiatives on how to introduce transformative education in the everyday teaching and learning practices, with particular focus on the early childhood years, children with disabilities and people living in emergency situations, including refugees, asylum seekers and internally displaced people.
- c. Address teachers’ needs and rights as pre-conditions to deliver transformative education to all students, bringing the appropriate professional training they need for doing so.

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<sup>1</sup> Also for example CEDAW and CRPD

- d. Implement the necessary reforms to ensure that the entire education system is adequate for achieving the aims of education as stated in international human rights law and SDG4/ Education 2030 Framework

## 2. Gender equality

### GCE notes and acknowledges its previous resolutions:

- 2004, Resolution 3: HIV/AIDS and education
- 2004, Resolution 4: Child Labour and education
- 2004, Resolution 12: Failure to meet gender parity deadline of 2005
- 2008, Resolution B: Hard to Reach Children
- 2008, Resolution S: Education and Disabled Children
- 2008, Resolution T: Gender Equality in Education
- 2008, Resolution W: Diversity and Intercultural relations
- 2011, Resolution 4: Strengthening engagement in girls' education and women's literacy
- 2011, Resolution 9: Right to Education of children and youth with disabilities – adaptability
- 2011, Resolution 14: Equitable learning: all attaining a quality education
- 2015, Resolution 2, Educational inequality and discrimination
- 2015, Resolution 3, Lifelong education and learning

### GCE recognizes that:

1. Gender equality is a human right and a requisite for achieving broader social, political and economic development goals, as stated in the Agenda for Sustainable Development.
2. Human rights law calls on all states to uphold the rights of all women and girls, including emergency situations, and ensure strategies and policies contribute to gender equitable societies. The CEDAW General Recommendation 36, further elaborates on the rights of girls and women to education.
3. Education can play a key role in challenging harmful gender norms and stereotypes and transforming patriarchal societies into ones that value equality and inclusion. However, this requires a system wide approach, recognizing that no one policy or initiative alone will lead to gender transformative education.
4. Civil society organizations have the potential to strengthen local, regional and international advocacy and action to advance global commitments to gender equality in education, as basic component of human rights in the public and private life.

### Therefore, the World Assembly calls on GCE and its membership to:

1. Fully integrate gender equality in its policy frameworks, planning processes and political engagement.
2. Pursue gender parity in the composition of its staff, bodies and working groups.

3. Develop a gender strategy, including a monitoring and evaluation framework, with a clear objective on building alliances with teacher unions, women and LGBTQ's organizations, young feminist activists, migrants, refugees, asylum seekers, internally displaced people and others living in emergency situations, to engage in critical dialogue to strengthen political will on gender transformative education.

**GCE further resolves and calls on States to take the following measures:**

- a. Ensure education sector plans, policies and budgets are gender responsive, taking into account a full analysis of the gendered barriers girls and boys face to complete a free, inclusive, public quality education; and that education civil society representatives start a dialogue with other Ministers like gender and health.
- b. Mainstream gender equality in initial teacher education and in-service professional development.
- c. Advocate for gender reviews and implementation of inclusive curricula and text books where pertinent.
- d. Engage in policy dialogue on gender equitable financing of education: education financing and budgeting should be gender-responsive / gender transformative at all times, including conflict and climate changed-related emergency situations.
- e. Mobilize knowledge and advocate for implementation of policies and programs that eliminate School Related Gender Based Violence (SRGBV).
- f. Mobilize knowledge and engage communities, families, and adolescents on discussions about policies and rules differentially preventing girls or boys from learning or accessing education.
- g. Identify under-addressed issues related to gender equality in education and education financing to direct policy advocacy efforts, depending on national and regional contexts (e.g. people living in emergency and conflict situations, SRHR, LGBTQ access to secondary education, etc.)
- h. Ensure access to good quality sex education that enables choices.

### 3. Tax justice

**GCE notes and acknowledges its previous resolutions:**

- 2004, Resolution 2: Financing for Education Focusing on FTI
- 2004, Resolution 9: Privatisation of Education
- 2004, Resolution 10: Relative Roles of Government and Civil Society with respect to Primary Education and non-formal Adult Education
- 2004, Resolution 11: User Fees and Costs
- 2008, Resolution E: International Monetary Fund
- 2008, Resolution F: Abolition of user fees
- 2008, Resolution H: External Financing of Education For All and the EFA Fast-Track Initiative
- 2008, Resolution L: Public-Private Partnerships
- 2008, Resolution P: The Financing of Education in Conflict Affected Countries and Fragile States
- 2008, Resolution V: Financing Quality Education

- 2011, Resolution 1: Public financing and democratic ownership for an available, accessible, acceptable and adaptable public education
- 2011, Resolution 8: Commitment of international community to cooperate for right to education
- 2015, Resolution 4, The role of the state regarding private actors and providers in education
- 2015, Resolution 5, Financing for education

**GCE recognizes that:**

1. Education is central to the realization of the Sustainable Development Goals (SDGs) and the Education 2030 Agenda, so a radical shift in financing for education is needed for achieving free inclusive, accessible quality education for all by 2030. Lack of sufficient resource allocation to SDG4 by governments, has given rise to increasing privatization in some countries, with reports of for-profit actors taking advantage of gaps in public provision, undermining the responsibility of the State as the duty bearer for the 2030 Agenda.
2. Legal and political frameworks state that governments must ensure budgets are transparent and funds are tracked independently, including with civil society involvement.
3. The main obligation to finance education corresponds to governments, so these must raise at the very least at least 20% of GDP in taxes and then allocate at least 20% of revenue for education. In many countries the lack of adequate and just taxes deprive states of the resources required to provide a quality and free of charge public education, so governments should actively avoid the institutional models that sustain tax evasion and also must design tax systems to counteract tax abuses.
4. Debt mechanisms have proven to be regressive to the education systems in developing countries, given that they do not provide a long term, predictable and sustainable financing source, so it is necessary to counteract any initiative that promotes the indebtedness of low and middle income countries as ways to finance education.
5. In emergency contexts, states tend to rely on humanitarian aid in financing education, so along with domestic financing, it is mandatory to promote the application of the international standard of %15 as minimum share from humanitarian response plans pooled funds from aid.

**GCE further resolves and calls on States to take the following measures:**

- a. Allocate at least 20% of the national budgets, or at least 6% of GDP, to the education sector, and ensure that 3-5% is used for accommodations for students with disabilities upfront.
- b. Allocate financial resources to secure the right to education in emergency situations and take the necessary steps to implement the international standard of %15 as minimum share from humanitarian response plans pooled funds from aid.
- c. Maximise revenue available for investment in education and address inequality through building progressive and expanded domestic systems of taxation, reviewing tax and royalty agreements in the natural resource sector, closing loopholes which enable tax avoidance and evasion by the

- private sector and developing other forms of progressive taxation on wealth, property, land, trade and excise.
- d. Report regularly and transparently on budgets and spending on and across education, enabling communities and civil society to see where public money is being spent.
  - e. Give a formal role to civil society organisations in open planning and budgeting processes at national and sub-national levels.
  - f. Agree and support a democratic inter-governmental body that is fully resourced and empowered to set and enforce global tax rules.
  - g. Find urgent ways to tax the vast revenues deposited in tax havens, for example through a global wealth tax – and to develop other forms of global taxation such as a financial transactions tax.
  - h. A call for GCE to work more on the promotion of adequate and just taxes and to work with allies.

#### 4. Renewal of the movement

##### GCE notes and acknowledges its previous resolutions:

- 2004, Resolution 8: Social Participation as a Right and Cornerstone for Transformation
- 2004, Resolution 10: Relative of roles of government and civil society with respect to primary education and non-formal adult education
- 2008, Resolution K: National Civil Society Education Funds
- 2011, Resolution 4: Strengthening GCE's concrete engagement in girls education and women's literacy
- 2011, Resolution 10: Enhancing civil society engagement in the Education for All – Fast Track Initiative Partnership
- 2011, Resolution 12: For a democratic and participatory institutional culture of the GCE
- 2011, Resolution 16: Portuguese to be adopted as GCE's fifth official language
- 2015, Resolution C: Child and youth participation in GCE
- 2015, Resolution D: Renaming Global Action Week as Global Education Week

##### GCE recognizes that:

1. The work and contribution of civil society organizations is recognized and valued in a number of human rights instruments, since the adoption of the United Nations Charter in 1945, so the wide range of voices gathered in the civil society movements is an obligatory source of consultation and a prized way for building consensus.
2. Civil society movements play a crucial role in building democratic structures within societies, as well as in political and social mobilization towards the support and promotion of human rights cultures.
3. Rather than a single-faced expression, civil society movements are inclusive of a broad rainbow of people's voices, needs and demands to which local and national governments and multilateral organizations must respond accordingly.

4. The changing political and social scenarios have also produced changes at all levels of functioning of civil society organizations. The activism of youth, the strengthening of feminist organizations and LGBTQ movements and the participation of organizations of people with disabilities and migrants are some examples of how the confluence of different sectors can cause significant outcomes in the fight for the right to education.
5. Our changing world requires innovative responses from civil society, especially in the field of education, to call to account states that increasingly abandon their obligations and also to engage new actors in the movements.
6. The rising power of commercial interests, the privatization of social services and the weakening of international cooperation are obstacles to the realization of the right to education and require ever strong civil society movements. But these same forces are leading to a shrinking of political and social space, sometimes directly challenging the legitimacy and capacities of civil society organisations.

**The World Assembly calls on GCE to:**

Build on its long-lasting experience to renew the largest movement of civil society on education, through:

- a. the incorporation of new civil society actors at the national, regional and global levels, actively reaching out to development organisations, youth-led organisations, disabled people's and disability inclusive organisations, organisations representing sexually diverse people, environmental activists, community leaders, university students, lecturers and professors.
- b. the strengthening of effective and democratic participation mechanisms within our movement, with a fair and balanced representation of all membership constituencies.
- c. the deepening of interaction between GCE members at all levels, developing a secretariat that is more connected with and responsive to the full diversity of GCE members.
- d. the realization of new transdisciplinary activities or projects, so that GCE can engage with movements or organisations focusing in different and related fields as well as other ministries (early childhood development, water/sanitation/hygiene, social protection, health, labour, culture, tax justice, etc).
- e. the goal-oriented implementation of actions in non-conventional areas for GCE, such as the justiciability of the right to education (before international or regional treaty bodies), strategic litigation and formal complaint mechanisms.
- f. the expansion of operations in developed countries, so the right to education of migrants, refugees, asylum seekers, LGBTQ people and persons with disabilities is also protected.
- g. Ensuring . Increasing resource mobilisation to ensure adequate and diverse resources enabling/allowing financial independence and self sustainability



## 2018 Resolution on Free higher education & decolonising the curriculum

### Background

The Global Campaign for Education movement has focused predominantly on basic education and has done little to advance the case for more investment in, or more attention to, higher education. This is unsurprising as GCE was initially mobilised in 1999 around the Education for All framework which focused on developing countries and which did not include a goal linked to higher education. But with SDG4 agreed in 2015, times are changing and GCE needs to change with these times. SDG4 is a universal agenda and target 4.3 is explicit: *'By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.'* This is reinforced by Target 4.5 *'ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations'*.

Students are often the first to speak up when social development stagnates or the state does not fulfil basic human rights. In this way they fill an important role as human rights advocates, nationally and globally. In the past few years we have seen exciting **mobilisation by student movements around the world**, initially catalysed by diverse issues. These include Fees Must Fall and Rhodes Must Fall in South Africa, which found strong echoes in the UK; the Chilean student protests against privatisation and profit in higher education; Brazilian student occupations against constitutional changes that would limit education spending; Indian student protests against discrimination and Hindu fundamentalism; Bangladeshi protests against the imposition of VAT on tuition fees; Nicaraguan and Honduran student protests; Kenyan protests against police brutality following peaceful student demonstrations; and Greek student protests against massive budget cuts imposed by the EC and IMF, leading to privatisation and commodification of education. These movements and many others mark a new era of student activism, using creative forms of protests, sit-ins and occupation, often organised using social media in innovative ways. They have often been short-lived but very powerful movements, influencing national discourse, sometimes driving policy changes and often attracting a brutal response. Pressure on student expression by state, non-state and university actors include violent attacks, imprisonment, prosecution, and expulsions.

A fundamental **shared agenda** raised by almost all of these movements is that when students have to pay to access further and higher education there is a profound impact on equity - and the winners are the economic elite. As a result, disadvantaged learners face a clear cap on their realisation of the right to education. Furthermore, there is strong common ground across most movements in resisting the privatisation and commodification of further and higher education, which exacerbates the charging of fees. Education International flags how the WTO is a particular threat in this regard, as international trade negotiations seek to dismiss the idea of education as a public good and are pushing 'to reframe education and treat it as a tradeable service sector open to investors'.

In its early years GCE was in the forefront of the movements for the **abolition of user fees** in basic education – and achieved many breakthroughs – but the movement never addressed fees in further and higher education and in some cases suggested governments should shift funds away from higher education to invest more in basic education as a redistributive act. Playing off one level of education against another is counter-productive. International human rights law is explicit in calling for the progressive realisation of the right to free education at all levels. But in recent years we have seen the progressive abandonment of this commitment, with tuition fees for further and higher education being introduced where before there were none. GCE should now get

behind the movement for progressive realisation of free upper-secondary and higher education, exposing the inevitably discriminating consequences of systems that depend on charging fees. GCE should support the movement showing that tuition fees can be abolished and access increased whilst retaining quality – by connecting with its wider agenda on sustainable financing of education (through action on expanding fair tax, reducing debt and ending neoliberal austerity).

The recent student movements have also put new issues on the global education agenda that GCE should respond to, most notably regarding the **decolonisation of the curriculum**. Education is a crucial instrument for emancipation, but throughout history, it has been used as a tool for oppression. Colonial powers used education to dominate others by imposing their language, culture and ideas of the world as the only legitimate way of living. Today we can still find examples of presumptions and skewed power relations in academia. Decolonization is a term that can be understood in several different ways. The term decolonization is often used to describe liberation processes in countries that were exposed to political and economic colonialism. However, it can also refer to a process that decolonizes people's mindset, where established norms and mindsets are put into question. Decolonization of higher education is about identifying how wider colonial processes have created repressive and skewed structures that affect what is recognized as knowledge, what is being taught and by whom. Wider colonial processes have helped shape the west's historic dominance and helped constrict knowledge production and our understanding of the world.

Education has historically been an important instrument in weakening or eradicating indigenous peoples' language, culture and worldview. State governed assimilation politics has through the education system had dire consequences for indigenous peoples' life and societal development. Indigenous peoples have on many occasions criticised research on indigenous people for not being neutral or objective. In many cases, this research has not been perceived as relevant to the issues they face. In addition, much of the research has been characterized by a colonial stance (E.g. to legitimize oppression by using biology to support the notion of different races).

The lack of recognition of higher education institutions that challenge the established western knowledge authority, in practice, is a continuation of the discrimination of colonial times. Indigenous people's right to education is in accordance with the international legal framework, as ILOs Convention 169 and UN Declaration on the Rights of Indigenous Peoples.

Curricula in higher education institutions around the world are still very much framed by western perspectives and by an academic literature that lacks diversity and which has never really challenged the colonial mind-set (outside of niche courses on post-colonial studies). For example, between 2008 and 2017 less than 3% of 947 full length articles in four gender and politics journals published in the Global North were written by scholars based in the Global South.[3] This hegemony of western knowledge production is perpetuated by an excessive teaching workload on academics and a lack of resourcing for original research in universities across the Global South, which means fundamental ideologies concerning economics, race, gender and sexuality continue to go largely unchallenged. The call for decolonising of higher education institutions resonates with the work of Paulo Freire[4] who observed that traditional education systems serve to domesticate and replicate existing inequalities and injustices, reducing education to a form of banking.

This is an active political choice and needs to be contested with a clear vision of education that is liberating and that contributes to transforming society. If education shall be a tool for liberation, the teaching must be based

on the students' own situation and experience. Local conditions, languages, culture and world understanding must be taken into account in higher education. If not, you risk reproducing stereotypes, unfair structures and, like the colonial age educational institutions, put one understanding of knowledge higher than others. Youth and students are important actors to create positive social development, but it requires that their education facilitates critical and independent thinking. This requires a change from the monologue of an all-knowing teacher to a process of dialogue between teachers and learners, oriented towards actively challenging power and constructing alternative knowledge. It requires a curriculum that is made radically more relevant to a changing world so that the next generation become truly active global citizens. This struggle for decolonisation of education is crucial in all countries and for all levels of education systems.

At the GCE world assembly in 2015 there was agreement to deepen the involvement of youth-led and student organisations within GCE and this motion is consistent with the issues raised in the first ever GCE **youth caucus** at the World Assembly in Nepal in November 2018. This motion responds to these developments and outlines two substantive areas where GCE policies need to be made stronger in order to support youth and student movements.

### **Recommendations**

- a. In line with its full commitment to SDG4, the GCE movement should engage more substantially on critical issues relating to publicly provided higher education.
- b. GCE should explicitly support the progressive realisation of free education at all levels, and an end to the charging of tuition fees in higher education, funded through an expanded and more progressive tax base, expansionary macro-economic policies and an end to austerity.
- c. GCE should oppose the privatisation and commercialisation in and of higher education (and all other levels of education), working with wider movements to challenge the inclusion of education as a traded service in WTO negotiations and related processes.
- d. GCE should support movements (that include students and critical academics) that call for the decolonisation of the curriculum in higher education (and indeed in all levels of an education system).
- e. GCE should respond rapidly to extend active solidarity and support to youth and student movements that spring up around the world, fighting for justice in higher education.
- f. All national coalitions should invite youth organisations, academics and student movements into the coalition and host national dialogues on how to achieve free higher education and how to decolonise the curriculum.

## 2018 Resolution on Deepening the links between teacher unions and NGOs: Steps towards renewing our movement

### Background

Recognising that the partnership between teacher unions / professional associations<sup>2</sup> and NGOs has been a fundamental underpinning of the GCE movement from its foundation in 1999. As well as having Education International on the GCE Board it was made a requirement that national coalitions joining GCE should include teacher unions - in recognition that any national platform on the right to education would not be credible without the frontline workforce actively represented. This has proved to be a key strength of many national education coalitions – linking the joint power of teacher unions and rights-based NGO activists – and this has hugely enhanced the legitimacy of the GCE movement;

Recalling that many of the earliest contestations within the GCE Board revolved around how to ensure meaningful teacher union involvement. However, in recent years this has become less of a focus and whilst teacher unions are still nominally members of most coalitions they are not as actively engaged as they once were. This is part of a wider process in which some coalitions have become detached from their membership, undermining the aspirations of building a true social movement for education;

Convinced that as we approach the twentieth anniversary of GCE in 1999 there is an urgent need for a renewal of the movement, reasserting our founding principles and re-energising our base. In some cases, national coalitions have become more like organisations, with dominant secretariats that are de-linked from their members and that have weak boards. Some national coordinators have become the only spokespeople for civil society on education and occupy the political spaces available for civil society – rather than opening-up those spaces for participation of coalition members;

Noting that a recent survey by Education International observed that in some countries teacher unions are frustrated at this lack of democracy and accountability. The EI survey points to the need for better organisation and communication within national coalitions, keeping the unions and all the members informed and involving them in decision-making and policy-positioning in a more systematic way. Of course, in some countries the relationships are very positive with active engagement of unions within coalitions – but there are other cases where unions responding to the survey called for better representation on the coalition boards;

Acknowledging that renewing and re-energising the GCE education movement will involve re-building democratic practices – ensuring that coalition members are actively involved in the work of the coalition and in representing the coalition. It will mean reaching out to existing members to deepen their engagement as well as reaching out to new members, particularly youth-led organisations, student unions, women’s movements, organisations working on inclusive education rights, disabled people’s organisations and other social movements for whom advancing the right to education is one of their strategic priorities. This renewal must also involve a re-opening of space for serious involvement and the adequate representation of teacher unions in the work of national education coalitions;

Convinced that the case for building inclusive, democratic coalitions on the right to education remains as strong as ever. Collectively our voice will always be stronger and our advocacy more effective if we work together to advocate for free, quality public education. We need to be united to jointly challenge the growing threats to free quality public education and to the teaching profession. Aggressive processes of education privatisation are underway in many parts of the world – much worse than were envisaged back in 1999 - and

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<sup>2</sup> In this document, where we use the term Teacher Unions it should be read to include Professional Associations / organisations that represent the education workforce. Education International who have members representing over 32 million teachers and education workers are the best reference point for anyone seeking clarity on terminology

we need to counter these forces directly and urgently. We need to rebuild confidence in the financing and delivery of public education – and make new connections, for example with tax justice campaigners. Together with others we worked to secure an inclusive and ambitious Sustainable Development Goal on Education (SDG4) – resisting those who were promoting a narrow agenda - but to see this delivered in practice will require continued collaborative efforts at multiple levels, building a truly inter-linked and inclusive movement from local to national, regional and global levels;

Recognising that the strengths of different actors within a coalition are often complementary. Teacher unions have a clear base, authority and democratic decision-making structure that arises from representation of their members – and have very different accountability structures and legitimacy than NGOs whose models of accountability are often less clear. The separation of political and executive structures in unions is often not well understood by NGOs – and the decision-making structures in NGOs though often more rapid and flexible are not always transparent or consistent, making it hard for unions to know how to engage in a dialogue. Unions have a different basket of political tactics and approaches from the basket of programme, policy and lobbying methods generally used by NGOs. There are different frameworks, reference points, capacities and resources. Yet all these differences can become a source of strength when put together creatively in pursuit of common goals within a strong national education coalition;

Acknowledging that working together in a coalition is never easy. We need to find a fair balance between a small NGO with a handful of employees and a constituency-based teacher union with hundreds of thousands of members. In some countries, frustration and disengagement from teacher unions and other members has led coalitions to become predominantly secretariat-led organisations. In a couple of the worst cases national coalitions have almost completely detached from their members and have been captured by those who do not share a consistent rights-based vision of public education; and

Determined that with the twentieth anniversary of GCE coming up it is time to redress this and to renovate the representative nature of all GCE member coalitions, strengthening our movement for the coming battles.

#### **The GCE World Assembly mandates GCE Global**

- To initiate a **process of membership renewal** for the twentieth anniversary year, calling for all coalitions and members to renew their commitment to the GCE vision and mission and constitution and to renew / extend their own membership.
- To **commit significant resources** to consulting more extensively with members and to becoming more member-led.

#### **The GCE World Assembly requests national coalition members**

- To initiate a **process of active membership outreach** – seeking new members from youth and student organisations, women’s movements, disabled people’s organisations, organisations working on inclusive education and disability rights, tax justice networks – and teacher unions if they are not already members
- To initiate a **process of dialogue with national teacher unions** about how to deepen their engagement in the work of the national coalition, ensuring they have fair representation in governance and decision-making bodies;
- To undertake a **review of member involvement** in the coalition, looking at how to ensure the secretariat opens-up space for others in key national policy processes (e.g. so that representation on the ‘Local Education Group’ involves at a minimum the coordinator, the teacher unions and at least three coalition members agreed at the AGM with a similar process for other key spaces)

- To encourage a responsible rotation in leadership in coalitions
- To **hold an assembly with all members** premised on an agenda of renewing the national movement for education.

**The GCE World Assembly requests its NGO members**

- To **recognise the unique role of teacher unions** and become active advocates for their full engagement in national education coalitions and key policy spaces – in the absence of teacher unions always asking why they are not present.
- To **work jointly with unions** to resist shrinking political space and to make the case for the rights of all public-sector workers to unionise.

**The GCE World Assembly invites Teacher Unions**

- To **engage in a constructive dialogue** with the national education coalition, looking at re-affirming commitments, defining new ways of working or re-engaging on new terms where disengagement has taken place.
- To talk openly about the challenges of representation and decision-making in a coalition and **find constructive new solutions** suitable for the national context.

**2018 Resolution on amending the 2015 Policy Resolution A 'Updates to the GCE policy framework'**

All Parts: Align all the parts contained within this framework to the SDG language and targets

**Explanation:**

Following the GCE World Assembly 2015, the Sustainable Development Goals (SDGs) were adopted as a global agenda both by the governments and civil society. The GCE policy framework also reflects the policy targets set in the framework for action however there is a need to explicitly align the SDGs targets with the policy framework in terms of targets, definitions and connections with other SDGs as well as the partnership component of SDG 4 with other SDGs such as SDG 5 etc.

Alignment also includes incorporating minimum standards as well as using the nomenclature contained within the framework of action for SDG 4.

**2018 Resolution amending the 2015 Policy Resolution B: ‘Protecting schools and UN from Military use during armed conflict’**

Paragraph 4: In “...that government formally endorse the “Guidelines for protecting schools and universities from Military use during armed conflict”, add “and sign Safe School Declaration”

**Explanation:**

In the event of agreement on “Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict” to demilitarize schools and places of learning, it is encouraged that the governments sign Safe School Declaration in order to implement concrete measures to avoid making schools places of conflict during conflicts. Safe schools provide life-saving information, mitigate the psychosocial impact of war, and can protect children from trafficking, sexual violence, and recruitment by armed groups. Disruptions in education can reduce the likelihood of children returning to school, even when they’re open and, in the long term, can impact individual earnings and a country’s ability to rebuild.<sup>3</sup>

2015 policy motion B now reads as follows:

‘Protecting education actors, communities and educational institutions from military use during armed conflict and during militarization of territories during times of peace.’

Original proposed in Spanish:

Proteger a actores educativos, comunidades e instituciones educativas, del uso militar durante los conflictos armados y durante militarización de regiones en tiempos de paz.

**GCE notes:**

1. With reference to former adopted motions in GCE World Assembly on “Education, Teachers and Students under Attack (2011) it is now the right moment to further ensure through motion text, that all students, teachers, schools and universities are protected from military use during armed conflict.
2. Over recent years, the number and severity of attacks on education, students and schools have increased. According to the Global Coalition to Protect Education from Attack (GCPEA), between 2005 and 2014, national armed forces and non-state armed groups, multi-national forces, and even peacekeepers have used schools and universities in at least 25 countries during armed conflict, including: Afghanistan, Central African Republic, Colombia, Côte d’Ivoire, Democratic Republic of Congo, Georgia, India, Iraq, Israel/Palestine, Kenya, Libya, Mali, Myanmar, Nepal, Pakistan, the Philippines, Somalia, South Sudan, Sri Lanka, Sudan, Syria, Thailand, Uganda, Ukraine and Yemen. Education buildings were used as barracks to house soldiers/fighters, bases to mount security operations, fighting positions, prisons or detention centres, interrogation centres, torture centres, training grounds for soldiers and places to store weapons. Schools were also used to indoctrinate, recruit and train students. When education institutions are used for military purposes, the right to education is violated,

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<sup>3</sup>[http://protectingeducation.org/sites/default/files/documents/questions\\_and\\_answers\\_on\\_the\\_safe\\_schools\\_declaration\\_en.pdf](http://protectingeducation.org/sites/default/files/documents/questions_and_answers_on_the_safe_schools_declaration_en.pdf)



students and education staff are put at risk and the damage to societies as well as individuals is severe and long-lasting. Conflict limits educational opportunities for millions of students worldwide, and attacks on education are a common tactic in conflict that requires a concerted response at both the country and international levels.

3. Over the past two years, the Global Coalition on the Protect Education from Attack has worked with ministries of foreign affairs, defence, and education, as well as militaries from around the world, to develop new international standards, known as the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict. The Guidelines, which were launched in Geneva on the 16th of December 2014, urge parties to armed conflict not to use schools and universities for any purpose in support of the military effort. While it is acknowledged that certain uses would not be contrary to the law of armed conflict, all parties should endeavour to avoid impinging on students' safety and education, using the Guidelines as a guide to responsible practice.

**GCE calls for and commits to:**

- a. That governments formally endorse the "Guidelines for protecting schools and universities from Military use during armed conflict" and sign the 2015 Oslo Safe School Declaration.
- b. That governments implement the guidelines in their own military doctrine, policies, and trainings, in accordance with UN Security Council Resolution 2143, which encourages governments to adopt concrete measures to deter the military use of schools.
- c. Country task forces of the UN-led Monitoring and Reporting Mechanism (MRM) on grave violations against children in situations of armed conflict should enhance the monitoring and reporting of attacks on schools, students, teachers and other persons related to the school (protected persons); threats of attacks against protected persons; and actions by parties to the conflict which impede children's access to education, including the military use of schools, as requested by the Security Council in Resolution 1998 of July 2011.
- d. Relevant ministries and education actors in countries where attacks on education occur should establish preventive measures, such as early warning systems, and a rapid response system for attacks. International organizations should offer support for these efforts.

## 2018 Resolution on censorship to teachers

The 6th World Assembly of the Global Campaign for Education, which brought together representatives of 87 countries in Kathmandu, Nepal, from November 16-18, 2018, reaffirms its commitment to the Human Right to Education for all, and to the strengthening of democracies capable of realizing the rights to participation, freedom of expression and association.

We have seen, in many cases, that these governments and movements have disputed, based on the union between ultraconservatism and neoliberalism, laws, policies and educational practices, as well as the pedagogical content worked in the education systems, strongly impacting the realization of the human right to education and promoting serious setbacks.

With regard to neoliberalism, various forms of privatization of schools and educational systems are promoted, while the ultra-conservatism of governments and movements has attacked pedagogical plurality, academic freedom, gender identities and sexual orientations equality perspectives, in addition to the ones of ethnic-racial minorities, while at the same time promoting militarism in education.

As a political strategy, agents promoting ultra-conservatism have encouraged censorship of teachers by students and families, a practice that has become increasingly widespread. As an example, in Brazil, through the "Escola sem Partido" movement, and in Germany, under the guidance of the extreme right-wing party "Alternative for Germany", students are encouraged to film their classes and publish the latter in social media, unjustly accusing teachers of ideological proselytism, scientism and encouragement of the sexualisation of children and young people, affirming they promote what they call "gender ideology", a fallacious concept coined by religious fundamentalisms.

As a result, teachers are persecuted and become afraid of teaching and the teaching-learning process is negatively impacted, as the free circulation of thought and debate is impeded, since obscurantism, chauvinism and other forms of discrimination gain ground, and since democratic precepts are violated.

This Assembly calls on States to resist these regressive trends, and to refute these persecutory and violating human rights practices, which have control as their principle and purpose. Education must be public, free, secular, inclusive and of quality for all, capable of promoting citizenship and collaborating for the full realization of all people.

**2018 Resolution on international and regional youth-led organisation representation on the Board**

**This Assembly notes:**

1. There are currently 1.8 billion young people, comprising one quarter of the world's population.
2. That the Global Campaign for Education has already recognized the necessity of representing and including youth-led movements in its structures.
3. That each of the other constituencies comprising the Global Campaign for Education are represented by two seats on the Board.
4. That the amendment already adopted by this World Assembly provides that one seat be allocated to international and regional youth-led organizations.
5. That there is currently only one member organization in this constituency.
6. That the provisions of the constitution do not allow it to be amended further during the course of the World Assembly.

**This Assembly believes:**

1. That youth voices and actions are powerful, especially when given agency over their own futures.
2. That the successful achievement of the SDGs, and specifically SDG4 is dependent on the full engagement of young people.
3. That there should be parity between international and regional youth-led organizations, and all the other constituencies that make up GCE.

**This Assembly resolves:**

- a. To mandate the Board to draft an amendment to the constitution to increase the representation on the Board of international and regional youth-led organizations from one seat to two seats, thereby increasing the total size of the board from 15 to 16.
- b. THAT THIS AMENDMENT SHOULD INCLUDE THE REQUIREMENT THAT THE TWO REPRESENTATIVES OF INTERNATIONAL AND REGIONAL YOUTH-LED ORGANISATIONS MAY NOT BE ELECTED FROM THE SAME REGION.
- c. To mandate the Board to call at the earliest opportunity, a virtual World Assembly or other suitable mechanism to approve this constitutional amendment.
- d. To mandate the Board to further engage and support other youth-led organizations, so that this additional seat can be filled as soon as possible.