

World Assembly Policy Resolutions: 2004-2015

T= Target
MI= Means of implementation

SDG4
Goal 4: Ensure inclusive and quality education for all and promote lifelong learning

Obtaining a quality education is the foundation to improving people's lives and sustainable development. Major progress has been made towards increasing access to education at all levels and increasing enrolment rates in schools particularly for women and girls. Basic literacy skills have improved tremendously, yet bolder efforts are needed to make even greater strides for achieving universal education goals. For example, the world has achieved equality in primary education between girls and boys, but few countries have achieved that target at all levels of education.

Targets and Means of Implementation

- By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes
- By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education
- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- By 2030, eliminate gender disparities in education and 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
- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all
- By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
- By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states

RESOLUTIONS	T.1	T.2	T.3	T.4	T.5	T.6	T.7	MI.8	MI.9	MI.10	OTHER
	Universal primary and secondary education	Early childhood development and universal pre-primary education	Equal access to technical/vocational and higher education	Relevant skills for decent work	Gender equality and inclusion	Universal youth literacy	Education for sustainable development and global citizenship	Effective learning environments	Scholars hips	Teachers and educators	CSO participation, accountability
RESOLUTIONS 2004	<p>In order to achieve quality education, adequate resource flows combined with targeted investments are needed, along with transparent and accountable mechanisms and processes (2004)</p> <p>There is a need for developing indicators to monitor learners' performance which assess the full range of outcomes including holistic development, social and educational development of learners (2004)</p> <p>Encourage the development of quality indicators and to continue to monitor quality in EFA (2004).</p> <p>Promote a learning environment which is conducive to quality education (2004)</p>	<p>Push for ECCE educators to be trained as equally as other teachers in the public system; and for the large part of women who undertake employment as ECCE educators to be granted equal rights and conditions as their fellow male colleagues in the other education sectors.</p> <p>Undertake further research on ECCE in order to have a stronghold position on its quality, on the status of the teachers delivering ECE, and on the programmes being established to that effect.</p> <p>Further monitor the rise of private sector initiatives in ECCE to ensure the quality of services delivered.</p>		<p>We call on:</p> <p>Governments to prioritise adult education of good quality by integrating this more systematically into their social development and education plans and agendas. Clear strategies and targets towards achieving the commitments related to adult education in the Dakar Framework of Action should be included in their education plans. In particular:</p> <p>Goal (i): Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.</p> <p>Goal (ii): Achieving a 50 percent improvement in levels of adult literacy in 2015, especially for women, and</p>	Girls education should be a priority		<p>Qualification must promote the full potential of individual values of solidarity, human rights, peace, justice and sustainable development. (2004).</p> <p>QPE must be responsive to the social and cultural context in which education takes place (2004).</p> <p>It is crucial to ensure the participation of Civil Society Organisations and National Coalitions in the planning and monitoring of national education plans and programmes, in order to achieve quality in education (2004).</p> <p>Involvement of all</p>	<p>Schools, learner centers should operate in an environment and under conditions which are conducive to quality education. (2004).</p> <p>Continue to advocate for the improvement of alternative methods of delivery systems within an overall unitary public system (2004).</p>	<p>Encourage the establishment of formal consultation among teachers, organisations, civil society organisations and social movements, and their governments in the entire EFA process at school, district, provincial, local and national levels (2004).</p> <p>To improve the quality of education, it is necessary to review teacher education and ensure that teachers receive adequate and high-quality training, enabling them to fulfill their responsibilities (2004).</p> <p>An important factor of quality is teacher motivation and that subsequent to this, it is crucial to include the ability of teachers to influence their own working conditions and education policy (2004).</p> <p>Keep on promoting the views of all education personnel on their status and conditions whilst advocating for further</p>	<p>We propose:</p> <p>Putting communities, parents and children at the heart of processes to monitor the effectiveness of education is key to achieving EFA.</p> <p>Authorities need to take responsibility for the facilitation of civil society's involvement in education management and support of quality learning, respecting the autonomy of civil society.</p> <p>Corruption and wastage must be curbed and public expenditure management reformed to include communities, civil society and other non-state actors.</p> <p>Governments must move to</p>	

	<p>Continue to push for more resource mobilisation and advocate for transparent and accountable mechanisms and processes (2004).</p> <p>Quality public education must include all sections of society especially the marginalised, deprived, underprivileged, persons with special needs, and children in conflict situations (2004).</p> <p>The FTI should be scaled up to provide significant additional resources to all developing countries seriously committed to accelerating their own efforts and progress on EFA.</p> <p>Place direct pressure on the donor country finance ministers and Heads of State to mobilise significant resourcing to meet the EFA goals.</p> <p>Engage in policy dialogue with the donor community</p>	<p>In compliance with the Dakar Framework of Action, advocate for ECCE to remain a priority on the EFA policy agenda, thus all governments must have a clear policy on ECCE.</p>		<p>equitable access to basic and continuing education for all adults.</p> <p>Goal (iii): Eliminating gender disparities in primary and secondary education by 2005, and achieving gender quality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.</p> <p>Goal (iv): Improving all aspects of the equality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.</p> <p>Governments to honour commitments they made in CONFINTEA V to allocate 6% of their education budgets to adult education.</p>			<p>stakeholders, particularly teachers and teacher unions, parents, learners, communities and school management committees at all levels are essential to the achievement of quality education for all. (2004)</p> <p>School-based HIV/AIDS education needs to be improved</p>			<p>qualitative and quantitative research on their working conditions (2004)</p> <p>Rights of teachers and learners infected with HIV/living with AIDS must be respected.</p> <p>Continue to advocate the terms of the <i>ILO/UNESCO Recommendation on the Status of Teachers</i>, when it comes to addressing the issue of teacher shortage and "volunteer teachers" in the attainment of EFA, by 2015; and to continue to advocate for quality training for teachers, without which EFA will be obsolete; and to promote further research on the "volunteers of education" in order to obtain a unified position with the Campaign.</p> <p>Pursue advocacy for the application of Article 115 of the <i>ILO/UNESCO Recommendation concerning the Status of Teachers</i>, with regards to teachers' salaries.</p> <p>Continue to lobby for the academic freedom of the teaching personnel.</p> <p>Advocate for Civil Society Organisations (CSO), especially teachers' organisations to be</p>	<p>institutionalize critical and quality participation of civil society, ensuring that legal frameworks and mechanisms are in place, including Non-Governmental Organisations, Regional Organisations, Community Based Organisations, teachers' unions and other actors, in all education processes, from planning and implementation to monitoring.</p> <p>The participation must remain structured, institutionalised, genuine and proactive.</p> <p>Civil society organisations need recognition, space, information and capacity to engage effectively</p>
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	<p>to develop proposals for alternative financing modalities for countries which do not qualify for FTI, especially conflict and post-conflict countries that are not yet in a position to establish systematic sector plans but urgently need education support.</p> <p>GCE should encourage Southern governments to base their plans on all 6 EFA goals, and to encourage Southern governments to develop these in a more participatory way with Civil Society and other stakeholders.</p> <p>Advocate that the age of completing compulsory education and the minimum age of employment must correspond with each other in the national laws; and lobby the national governments to ratify ILO Convention 138 on the Minimum Age for Employment, which stipulates that the</p>									<p>consulted on EFA issues while understanding that teachers' organisations should have specific consultations with their governments. This would not only sustain the democracy in which the CSOs operate, but also enhance the quality of the content of policies affecting teachers and EFA.</p> <p>Undertake research in a number of countries (perhaps one country each in Latin America, Asia, Africa and the Middle East) to provide the campaign with detailed evidence in the form of case studies and costed examples of what governments should do, how donors should support them to close the financing gap and how IFI policies that constrain education budgets should be changed, in order to improve teachers' status and solve the teacher shortage crisis. The research should look into how salaries and other incentives can be improved so that teachers can enjoy a living wage and in order to attract more teachers to the profession and how training can be improved to ensure teachers are delivering quality education. The research should also</p>	
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	<p>permissible age of entry into employment "shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years.</p> <p>Advocate that education must be equally accessible to all children at the age of their initial enrolment as a preventative measure against children entering work at an early age, especially giving consideration that girls who miss out on the opportunity to start primary education at their appropriate age and fall into child labour, are very unlikely to enrol in school later on.</p> <p>Advocate that national governments must provide a second chance to out-of-school children and child labourers, by implementing accelerated learning courses to mainstream them to their age-appropriate classes in the public education system.</p>									<p>examine the phenomenon of "volunteer" teachers to inform GCE's position on this issue. This evidence can be used as a lobbying tool and as a basis for public campaigning messages and actions for the MDG summit and WB/IMF Annual meetings.</p>	
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<p>To continue to advocate and lobby, in accordance with the Dakar Framework of Action, for the retention of the State's responsibility in education and the need to keep education as a quality public good in order to ensure that private initiatives, by no means, replace the public education systems, at the risk of triggering more inequalities than already existing across the globe. That the work of WTO is not undermined by GATS - to take forward its practice of privatisation of education.</p> <p>We need to challenge the attitude that free education is not necessarily of good quality; (let's move away from the attitude that money buys quality and encourages ownership).</p> <p>We need to build a case for the abolition of school fees around the fact that education is the most</p>										
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	<p>enabling of rights which if accomplished makes great progress towards achieving other rights.</p> <p>User fees in basic education encourages a multi-tier system but also undermines the role of basic education as a social equalising factor.</p>										
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Resolutions 2008	<p>GCE calls on National governments to ratify ILO Convention 138 on the Minimum Age of Employment, which stipulates that the permissible age of entry into employment 'shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years'.</p> <p>National governments to acknowledge understand and assess the problem by: identification of target groups and individuals; categorisation or classification; and participatory mapping of such target groups.</p> <p>National governments and international agencies to improve policy coherence and inter-linkages across government to deliver a more</p>	<p>ECCE</p> <p>GCE to:</p> <p>I) Adopt the 4 Cornerstones as a platform to Ensure Strong Foundations for All Young Children: Start at the beginning, get ready for success, improve primary school quality, include early childhood in policies.</p>		<p>GCE calls for:</p> <p>Acknowledgement of the importance of literacy, adult education and lifelong learning to enable people to exercise full citizenship, to achieve gender equality, to eradicate poverty, to fight inequality, exclusion and all kinds of discrimination and as a crucial element not currently included in poverty reduction strategies such as the MDGs</p> <p>All actors to recognize and work with an expanded and globally comparable definition of literacy, youth and adult education, and lifelong learning</p> <p>All actors to institute special measures and undertake gender-responsive adult literacy programmes for women and other discriminated groups.</p>	<p>GENDER EQUALITY</p> <p>GCE World Assembly calls:</p> <p>For States and aid agencies to show commitment and act accordingly to achieve the gender equality in education.</p> <p>For Promotion of gender-based budgeting and planning to properly address and analyse the needs of both males and females.</p> <p>All nation governments to make secondary education free to reduce the gender gaps.</p> <p>For more attention to children with special needs and especially to girls to eliminate the</p>		<p>GCE calls for;</p> <p>GCE to create a working group to develop a definition of quality education for all learners.</p> <p>The GCE creates the space for all members to contribute their thinking on the issue to the working group</p> <p>Terms of reference and timeframes are presented to the working group enabling them to return their definition to the prevent conference for adoption.</p> <p>Sustained investment in pre- and in-service training of teachers which concentrates on relevant, accessible and participatory and valuing mother-tongue teaching as a language of instruction,</p>	<p>SCHOOL VIOLENCE</p> <p>Governments which have committed to the above goals to make more resources available towards the significant reduction of violence in schools in order to retain and, in some cases, increase the quality of their education systems, and in order to promote a safe and conducive environment to learning.</p> <p>In particular:</p> <p>Pre- and in-service training and capacity support</p>		<p>GCE <i>calls</i> for:</p> <p>Unions and NGOs to recognize that the fight for achieving quality public education for all will depend on building deeper partnerships and overcoming the historic distrust between unions and NGOs</p> <p>NGOs to stop running non-formal education programmes employing non-professional teachers and to start speaking out against the creation of parallel systems or the employment of non-professionals by governments.</p> <p>NGO to recognise that the teacher union movement is changing as unions take on expanded roles of and engage with a wider agenda</p> <p>Unions to recognise that not all NGOs are the same - and to reach out actively to those NGOs who work within a rights-based framework and are committed to achieving quality public education for all</p>	<p>The World Assembly calls on GCE to:</p> <p>Adopt Arabic as the fourth official language of the GCE, ensuring if funding is found that the GCE materials, publications and website are available in Arabic:</p> <p>Work with ASPBAE and ANCEFA to support emergent national coalitions in education in the Middle East and North Africa region</p> <p>Create a Middle East regional post on the GCE Board (to be an observer post until the constitution can be changed).</p> <p>Support an annual Middle East regional meeting and the establishment of broad-based education</p>

<p>comprehensive and inclusive education policy in partnership with civil society, such that treaties, convention and protocols can be legislated and implemented.</p> <p>National governments, international agencies and civil society to learn from best practice and innovation to ensure that specific and targeted measures/policies are implemented to increase access to quality education for hardest-to-reach children.</p> <p>The international community to revise cost estimates of overall and external financing requirements, to include provision for programmes proven to have a positive impact on the demand for education from marginalised communities: abolition of user fees (including financing the expansion of capacity needed to cope with extra demand);</p>			<p>Governments to develop enhanced national literacy surveys based on improved assessment techniques rather than flawed self-reporting to generate more accurate statistics that show the real scale of the challenge and seek to change simplistic conceptions. But this should not exclude literacy components of existing census or household survey.</p> <p>New national dossiers to be collated by CSOs in collaboration with UN and government on the benefits of adult literacy - including political, social, economic, cultural and personal benefits that come from adult literacy, and the link between parents' literacy and children's education.</p> <p>Renewed national dialogue on literacy policies and practices, using the International Benchmarks as a starting point to stimulate debate with diverse ministries, civil society organisations, communities,</p>	<p>dual discrimination on the basis of sex and disability.</p> <p>For development of the textbooks and learning materials which portray women positively to replace gender-stereotyping materials.</p> <p>To provide easy access to schools for both boys and girls, provide security especially to girls in school, when schools are far from the homes. This will address problems of access of girls to schools where parents are reluctant to send them for fear of their security.</p> <p>For development of indicators to measure the progress in gender equality goal, not only in the access to education, but also in the</p>			<p>focused on the diverse needs and characteristics of learners.</p> <p>Increased focus among education authorities on developing teaching career structures and exam assessment systems. Teachers who contribute to improving learning achievement for all learners and supporting the most marginalized should be recognized and rewarded. (option 2)</p> <p>The development of quality indicators for all EFA goals and the continual monitoring of quality;</p> <p>The promotion of a learning environment that is conducive to quality education</p> <p>The UN and donors to revise 'efficiency' indicators in education programming</p>	<p>and supervision mechanisms to implemented which provide teachers with skills in positive discipline.</p> <p>Codes of conduct with legal status to be negotiated with teachers, children, school leadership and civil society organisations to ensure nonviolent , protective and nondiscriminatory education environments.</p> <p>Governments to put concrete measures in place to protect schools under the IV Geneva Convention, Optional Protocols I and II.</p> <p>DIVERSITY</p>		<p>Unions and NGOs to work together to strengthen national education coalitions, building on our mutually reinforcing strengths.</p> <p>Unions and NGOs to work together on the issue of non-professional teachers, based around the following core positions:</p> <p>There should be no more recruitment of non-professional teachers; Government should be the employers of all teachers in the public education system;</p> <p>Governments should undertake workforce planning from now to 2015;</p> <p>Governments should invest in significantly expanding teacher training facilities to ensure that sufficient numbers of professional teachers are trained.</p> <p>In situations of unexpected or rapid expansion emergency measures may be taken by governments (in consultation with unions) to bring in a temporary new cadre who should be given accelerated opportunities for full professionalisation within five years.</p>	<p>coalitions at the national level.</p> <p>CSEF</p> <p>Since the World Education Forum in Dakar in 2000 there has been a dramatic rise of civil society advocacy work on education across Africa, Asia and Latin America. National education coalitions have emerged in dozens of countries, linking NGOs, teacher unions, parent groups, students, faith-based groups, activists and social movements. The coalitions act as national platforms, bringing together diverse voices from across society, to hold their governments to account for delivering on Education For All (EFA). Dramatic progress has been seen in demystifying education budgets, monitoring the implementation of policies, promoting</p>
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<p>mid-day meals, cash transfers, scholarship and other incentives for the poor and marginalised; special facilities in schools for children with disabilities; provision of separate sanitary facilities for girls.</p> <p>The Fast-Track Initiative to adapt and expand its ambition to ensure that plans submitted for endorsement do truly address the rights of all – not just the expansion of access for the majority, including children in fragile states.</p> <p>National governments, donors, international agencies and civil society to take urgent and targeted action to ensure children affected by violence, disaster (man-made and natural), all forms of child labour, emergencies and other hard to reach children have access to mainstream quality education and promote integration of</p>				<p>education coalitions etc.</p> <p>The coalitions to campaign on the nationalisation / contextualisation of the international benchmarks in each country - to reflect diverse contexts / realities.</p> <p>The inclusion of adult literacy in education sector plans and poverty reduction strategies, especially those submitted to the Fast Track Initiative (FTI). The Fast Track Initiative and all bilateral / multilateral donors to explicitly confirm that they will support national education plans that include adult literacy and to consider debt relief and debt swap for adult literacy.</p> <p>Recognition of adult literacy as the “invisible glue” presently missing from national development strategies which seek to reduce poverty or achieve the MDGs.</p> <p>Governments to act on the understanding that effective adult literacy programmes</p>	<p>quality of the learning environment that addresses the differential needs of both girls and boys, as well as how an education translates into good jobs and livelihoods for the young women at par with those of men.</p> <p>The ministries of education to regularly monitor the gender progress, and it should be an integral part of the monitoring activities.</p> <p>Ministries of education to appoint gender specialists, gender focal persons and civil society representatives at different levels and they should be involved in the planning, budgeting, monitoring and evaluation process.</p> <p>For aware-raising and sensitization</p>		<p>to they include ‘learner achievement’ in the key areas of competencies as the principal indicator. Analysis of ‘quality’ should highlight “learner achievement” in addition to ‘completion’ of the learning cycle; and should highlight changes in learner achievement for particularly marginalised groups.</p> <p>Continual advocacy by civil society for the improvement of alternative methods of delivery within an overall unitary public education system;</p> <p>The establishment of formal consultation among teacher unions, civil society organisations and social movements, and their governments in the entire EFA process at school,</p>	<p>GCE calls for:</p> <p>National policies that recognise diverse identities, guaranteeing access to a quality education appropriate to relevant groups, as an essential strategy for the enrolment and completion of education programmes</p> <p>National policies and practice relating to education, development and education funding to take into account an intercultural perspective and the right for</p>	<p>Teacher unions should actively encourage existing non-professional teachers to become members and should support their demands for training / development.</p> <p>ROLE OF EDUCATORS</p> <p>Affirms that universal access to all levels of education is a fundamental human right of all people throughout their lives and that the duty of public education is to meet this right;</p> <p>Recognises that education is a key tool in combating poverty, in promoting peace, social justice, human rights, democracy, cultural diversity and environmental awareness;</p> <p>Recognises the increasing complexity of social and intercultural relations in society in the context of extensive human migration and the effects of economic globalization,</p> <p>Recognises that the students of today (as the workers of tomorrow) require higher levels of education and more complex skills in a competitive global labour market;</p>	<p>gender equality in education and stimulating public debate, including in the media and with parliamentarians. Coalitions have played a key role in securing major gains such as the abolition of user fees, leading to the enrolment of millions of children in school for the first time.</p> <p>However, there is an urgent need to ensure that this work can be effectively and sustainably funded. The GCE Board and secretariat have supported the concept of National Civil Society Education Fund. This motion seeks the formal support of the full Congress for this concept.</p> <p>National Civil Society Education Funds will contribute to the achievement of EFA by supporting civil society organisations to participate in</p>
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<p>hard to reach children in mainstream education systems.</p> <p>National governments, donors, international agencies and civil society should acknowledge that all forms of child labour should be seen as a violation of the child's right to a free compulsory full-time formal education.</p> <p>IMF:</p> <p>GCE calls on governments to take the following actions:</p> <p>Ministers of Finance should seize back control of economic policy from the IMF, focusing their efforts on achieving national development goals (including education) and setting macro-economic policies that will facilitate rather than obstruct this.</p> <p>Ministries of Education and Finance must do long term workforce</p>			<p>require a significant increase in funding and sustained investment from core government budgets – but that the costs of illiteracy are much higher.</p> <p>The United Nations Literacy Decade (UNLD), CONFINTEA VI and UNESCO's Literacy for Empowerment initiative (LIFE) to promote the use of the international benchmarks for the purposes of planning and designing quality literacy programmes in the national context.</p> <p>CSOs, researchers and academic institutes to initiate and support new strategic research and regular evaluations and continuous monitoring on the impact of adult literacy and youth and adult education on wider development goals. Education Watch can also play a significant role.</p> <p>All GCE members to play a vigilant role in facilitating synchronised</p>	<p>of the teachers, parents, education departments and ministries about the needs of girls and boys. Gender-sensitive teacher and management trainings are equally important for both women and men teachers and school managers.</p> <p>For an environment conducive to learning, provision of facilities based on gender needs, process and contents that are gender-responsive, child friendly (which empowers boys and girls), inclusive and eliminates discrimination of all kinds.</p> <p>For States to accelerate their efforts and re-orient their strategies, policies with strong political will, with the right understandin</p>		<p>district, provincial, local and national levels; Members of historically marginalised groups excluded and discriminated against such as indigenous people, women, disabled people and members of ethnic minorities to be actively encouraged into the teaching profession. In this way they can act as role models for learners who are vulnerable to marginalisation and bring their particular personal and social knowledge to enrich the education system as a whole.</p> <p>DISABILITIES</p> <p>Global Campaign for Education calls for all stakeholders in education (governments, donors, educators, civil society, FTI etc.) to:</p>	<p>children to learn in their mother tongue.</p> <p>Education curricula, regardless of level (including teacher education and training) or modality (formal, informal), to include objectives and actions aimed at overcoming the discrimination and subordination that exist in all societies.</p> <p>GCE resolves:</p> <p>To contribute to generate awareness about the direct link between recognition and respect for diversity, intercultur</p>	<p>Emphasises the central role of educators in the promotion of Education For All (EFA) and the provision of high free public quality education;</p> <p>Expresses the importance of the teaching profession having a high status not just for the sake of the quality of education, but also for the progress of societies as a whole;</p> <p>Shares the concerns faced by teachers who are under pressures from governments and employers who want to alter the nature of their responsibilities and statutory qualifications;</p> <p>Affirms the importance of professional and academic freedom for teachers, with the result that teaching is independent from any political, economic, ideological or religious influence;</p> <p>Notes that the majority of teachers worldwide are women and that the gender gap remains substantial in terms of salaries, status and opportunities for professional development;</p> <p>Underlines that qualified school</p>	<p>the formulation, implementation and monitoring of national education plans, as agreed in Dakar in 2000. They will provide strategic grants and capacity building to strengthen the education advocacy work of civil society organisations committed to EFA. National CSEFs will be run to the highest standards of transparency by inter-agency boards. They will be accountable, nationally owned, effective and efficient.</p> <p>It is proposed that funding for CSEFs comes from an automatic trigger of 3% additional funding every time bilateral or multilateral donors provide sector-wide support for a national government's education plan. Other donors such as foundations and international NGOs may</p>
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<p>planning and make adequate investment for hiring enough trained teachers to ensure everywhere and at any time, a pupil teacher ratio of 35:1 by 2015 as a maximum standard.</p> <p>GCE calls on the IMF to take the following actions:</p> <p>The IMF must clearly indicate in which countries, how, and when it will stop imposing wage ceilings.</p> <p>The IMF must work with governments to promote alternative macroeconomic policies that support the scaling up of spending on education, especially on teachers.</p> <p>The IMF should work with the FTI to agree mechanisms that will allow governments to treat aid for education as long term and predictable.</p> <p>GCE calls on the International Community to take the following actions:</p>				<p>action towards adult literacy goals. The GCE Board to ensure that adult literacy and youth and adult education are core parts of the international advocacy agenda and Global Action Week activities - and that specific initiatives are planned with GCE members at nationally appropriate moments and on each International Literacy Day (Sept 8th).</p> <p>The GCE should monitor the progress of CONFINTEA VI process at the national, regional and global levels to ensure that the political positions do not slide back from the advances made in the CONFINTEA V meeting which took place in Hamburg in 1997.</p> <p>The central theme of Global Action Week in April 2009 should be Youth and adult education taking in to account the CONFINTEA VI in Brazil would be soon afterwards.</p>	<p>g of how to do gender mainstreaming and achieving EFA.</p>		<p>Recognize that all children can learn according to their own individual pattern of development – Each individual will learn and develop in a different way and at a different rate. Recognizing this, education must seek to meet each individual’s basic learning needs (prioritizing functional levels of literacy, numeracy, and essential life skills) and be geared towards helping individuals reach their potential, as recognized in the Dakar Framework for Action adopted at the 2000 World Education Forum. A disabled child’s capacity to learn is not negated by an impairment.</p> <p><i>Treat inclusion as fundamental to basic education planning and</i></p>	<p>al bilingual education and human rights education, citizenship education and education for peace.</p> <p>To put pressure on the governments of the countries with migrant populations to guarantee the right of boys, girls, young people and adults to a quality education, regardless of their immigration status within the country.</p>		<p>employees or teaching assistants play an essential role in providing support for the teaching profession;</p> <p>Notes that today, according to the latest UN figures, there are 60 million teachers worldwide, and that the world will need to recruit and train over 18 million teachers to achieve, by the year 2015;</p> <p>Emphasizes that teachers should be trained in and receive their credentials from a higher education institution or its equivalent, and thus be recognised as having the status of professionals by public authorities, parents and students;</p> <p>Notes the teaching profession’s principled opposition to the growing recruitment of insufficiently qualified teachers, which constitutes an unfortunate trend resulting from poor choices made by governments, often in response to World Bank or IMF directives;</p> <p>Demands that in order to recruit and retain the best teachers, governments give priority to adequate</p>	<p>also support such CSEFs</p> <p>The national CSEFs will focus on funding education advocacy work, as articulated in the Dakar framework for Action:</p> <p>enabling civil society to help “mobilise strong national political commitment to education, develop national action plans and enhance investment”</p> <p>facilitating the “engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development</p> <p>This work is hard to fund. CSEFs should therefore focus explicitly on such work and not on funding service delivery.</p> <p>Members of the board of a national CSEF should sit as individuals but should come from a range of constituencies</p>
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	<p>Donors should stand up against the IMF, exposing situations where IMF policies are undermining spending on education. Donors should provide long term aid commitments for education so that aid money can be spent on employing more teachers.</p> <p>The EFA GMR should systematically track the impact of IMF policies on education.</p> <p>FEES:</p> <p>Continue to vigorously campaign against the imposition of all fees and charges in education, including informal fees and charges that continue after the legal abolition of fees</p> <p>Renew its support to “<i>The School Fee Abolition Initiative (SFAI)</i>” initiated by UNICEF and the World Bank as one of the “<i>Bold Initiatives</i>” aiming to make a breakthrough in</p>						<p><i>the achievement of EFA, not as a separate or secondary concern – The Salamanca Statement (1994) recognises that the only way to ensure education for the children most likely to be excluded is to include them in mainstream education systems. Dedicated action on disability must be approached as a core part of education system development. An inclusive education system is orientated to meet the needs of all children. Instead of fitting the child to the education system, it seeks to fit the education system to the child.</i></p> <p><i>Recognize for too long people with disabilities have been left out of the decision – making processes</i></p>			<p>salary, which must provide teachers with a reasonable standard of living for themselves and for their families. Governments must also focus on providing attractive working conditions including small class sizes, career paths and more opportunities for professional growth and development, financial and other incentives, and support systems for new teachers, such as mentoring programs.</p> <p>Demands that all education unions be enabled to negotiate collectively all of their terms and conditions of employment through collective bargaining systems in which the educators’ interests may be represented by their union;</p> <p>Opposes performance-related pay systems for educators which are frequently based on evaluations of students’ performance alone or factors outside of the educator’s control.</p> <p>Demands fair pay for all educators and the elimination of any form of discrimination regarding working conditions or barriers to access to further education, continuous in-service</p>	<p>including NGOs, coalitions, teacher unions, child labour activists, social movements, prominent individuals etc</p> <p>The National CSEF should seek endorsement from a wide cross section of national civil society – to ensure that it is credible. The CSEF would be run to the highest standards, being fully transparent.</p> <p>CSEFs should employ an small implementing team (perhaps up to five people) to promote the fund, receive and process proposals, communication decisions, ensure sound financial management and reporting, compile evaluations, identify capacity needs etc.</p> <p>GCE calls on its members to fully support the concept of CSEFs, recognising</p>
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	<p>access to basic education and significantly scaling up progress to meet the MDGs and EFA targets in the next decade.</p> <p>Link advocacy for abolition of fees and charges for education to advocacy on domestic and external resource mobilization, especially with regard to countries' ability to respond to increased demand without compromising quality.</p> <p>Lobby governments to ensure introduction of free education is properly planned to ensure quality is not compromised.</p> <p>PUBLIC POLICIES:</p> <p>The World Assembly calls upon the GCE to:</p> <p>Encourage its national and regional coalitions to push local, provincial and national governments to set up</p>						<p><i>about their own education and instead, persons with disabilities should be considered experts and included in assessments, planning, training, and consulting on education policy and practice for true inclusion.</i></p> <p>Promote inclusive environments – Where education systems do seek to include disabled children, they need to be resourced to support inclusion, with a sufficient number of teachers trained in child-centered pedagogy, key stakeholders at all levels trained in inclusion, smaller class sizes, materials and other supports including new technologies, in accessible formats such as Braille or large font, accessible schools and school buildings, transportation</p>		<p>training, and to positions of responsibility;</p> <p>Demands that all governments pursue a policy to improve the position of duly qualified teaching assistants through pay incentives, professional recognition, career structure and initial and continuing vocational training in the various areas of their activity. Such a policy must be formulated in conjunction with trade unions in the development of civic education.</p> <p>TEACHER MANAGEMENT</p> <p>GCE calls for:</p> <p>All stakeholders to invest in improving teacher morale and motivation as well as making sure that the status of teachers in the societies is upheld.</p> <p>Governments to improve teacher management at all levels i.e. the school, community, district, provincial and national levels</p> <p>Governments to improve the planning, recruitment, training and payment of teacher and use accurate school enrolment and class size statistics as an</p>	<p>that it is dangerous for national education coalitions themselves to become large scale fund managers, channeling resources to their members. Managing funds can undermine the political voice of national coalitions.</p> <p>GCE calls on bilateral and multilateral donors to agree to support national CSEFs. We call on headquarters offices of donors to agree to pledge an additional 3% of funding every time they support an education sector plan of a national government.</p>
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	<p>mechanisms that ensure transparency and participation within schools and at all levels of education systems. Encourage its national and regional coalitions to push local, provincial and national governments to set up easy ways to allow civil society to monitor the effectiveness of public policies in education and public spending in this area.</p> <p>Encourage its national and regional coalitions to run participatory processes to set up an index on the cost and meaning of quality education per student for local, provincial and national levels.</p> <p>Influence the way international agreements and treaties are prepared, mainly those produced by UN and World Bank, ensuring mechanisms of participation for teacher unions and NGOs in such processes.</p>						<p>and an inclusive curriculum. Support legal frameworks for inclusion, including lobbying governments for the ratification of the UN Convention on the Rights of Persons with Disabilities.</p> <p>Prioritise teachers and teacher training – Teachers are vital to including disabled children in education, yet there is currently a critical shortage of teachers for achieving EFA. Where there are teachers, very few feel that their training equips them to support children with diverse needs. Both pre- and in-service training should focus on ‘child-centred’ pedagogy, enabling teachers to assess and meet the needs of individual children.</p>		<p>indicator of how many teachers and how much it will cost to pay teachers</p> <p>Governments should recruit teachers in a systematic, democratic and transparent manner.</p> <p>Donors to fund the teacher-related costs of achieving EFA as much as they fund student related costs. Donors should fund recurrent costs such as teachers ‘salaries, in addition to capital costs (i.e. school buildings and classrooms) and consider the cost of not doing this as more important than issues of aid dependency.</p> <p>1. International institutions such as the IMF and World Bank to give national governments autonomy to make independent decisions about fiscal stability of the economy, without external interference.</p>	
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	<p>To put pressure on meetings and conferences of education ministers so that they make good on their commitments which they have repeatedly announced in official declarations over at least two decades, to promote mechanisms of coordination around education policies and to develop strategic agreements between governments and civil society.</p> <p>PPP</p> <p>Affirms that the provision of public education is the responsibility of public authorities, which are accountable to the community through democratic governance structures and which mandates them to determine education policy and principles and the regulatory framework within which the education</p>						<p>Teachers play a crucial role in modelling inclusive attitudes and establishing expectations in the classroom¹. As such, female and disabled teachers can be key players in combating discrimination and promoting positive identity in disabled children, and breaking down the prejudices of children who have no impairments.</p> <p>Ensure that funding promotes education for disabled children – Donor funding for education (bilateral and multilateral) must actively seek to promote the inclusion of disabled children in mainstream education systems by supporting national education plans containing inclusive strategies to overcome the exclusion of</p>				
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¹ Porter, G. (2001) *Disability and Education: Toward an Inclusive Approach*.

	<p>institutions operate.</p> <p>Notes that the increasing use of public-private partnerships in the public education sector has potential negative consequences for access to, and the democratic control and quality of, public education.</p> <p>Notes that public-private partnerships may be appealing when initiated as a means of supplementing scarce or non-existent public financial resources if they are set within clearly defined educational goals. But at the same time public-private partnerships carry with them the risk of reductions in governments' investment in public education services, and may promote the privatisation and the commercialisation of education.</p> <p>Emphasises that the social partners must be consulted by the public authorities</p>						<p>marginalised children.</p> <p>DEVELOPMENT</p> <p>GCE resolves:</p> <p>To promote the right to education in the framework of comprehensive economic and social policies to the state</p> <p>To advocate the adoption of policies for positive action in the education sector aimed to reverse education inequality affecting the most vulnerable groups;</p> <p>To demand that states, prioritise expenditure on education and social services provision in general over the debt repayment and military expenditure, as a condition for well-being and development.</p> <p>HUMAN RIGHTS EDUCATION</p>				
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	<p>whenever it is proposed to use public-private partnerships in the public education sector.</p> <p>Public and private associations must be supervised by governments and must be guided by the same criteria as public education, that is: the service must be for the common good, open to all without economic, racial, religious or any other limitation and must ensure equality of opportunity for everyone, especially for those who need it all.</p> <p>FINANCIN EDUCATION IN CONFLICT AND FRAGILITY</p> <p>GCE calls for donors to:</p> <p>Increase overall long-term, predictable aid for education</p> <p>Increase long-term, predictable aid for education in conflict-affected fragile states</p> <p>Ensure that children in conflict-affected</p>						<p>GCE resolves:</p> <p>To pay special attention to the issue of Human Rights Education and support the National coalitions if they want to lobby their governments for the development of Human Rights Education.</p> <p>Human Rights Education (HRE) should form a core component of GCE's definition of quality education and GCE should advocate for rights-based approach to education (right to education, rights in education, rights through education).</p> <p>1. GCE should work with and promote the world programme for HRE</p>				
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	<p>national campaigns) to denounce and fight violations of the human right to education in their countries;</p> <p>To demand free public education in the 95 countries where children are required to pay fees to enrol and attend schools;</p> <p>To pay special attention to the enforceability of the right to education, especially for the most vulnerable groups, such as rural populations and people with disabilities, emigrants, indigenous and other groups.</p> <p>To build and inspire civil society awareness about the right to education and the mechanisms of enforceability.</p> <p>FINANCIN QUALITY EDUCATION</p> <p>GCE therefore resolves:</p>									
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	<p>To promote the definition of education expenditure based on quality criteria, using the concept of cost-per-pupil for <i>quality</i> education, as already developed by civil society organizations in some countries. This methodology estimates the cost of a quality education for every boy, girl, youth or adult, according to their characteristics and context. Both local and national budgets should be developed based on the cost-per-pupil for <i>quality</i> education.</p> <p>To defend funding for a quality education as a politically and legally enforceable dimension of the right to education, such that those countries that do not invest sufficiently to achieve equality for all should</p>										
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	<p>have sanctions imposed on them.</p> <p>To encourage wide participation of civil society in the decision-making processes for the formation and implementation of national budgets</p> <p>To promote training in budget monitoring and analysis, considering the right to education and the right of citizens to information, participation and accountability.</p>										
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RESOLUTIONS	T.1	T.2	T.3	T.4	T.5	T.6	T.7	MI.8	MI.9	MI.10	OTHER
	Universal primary and secondary education	Early childhood development and universal pre-primary education	Equal access to technical/vocational and higher education	Relevant skills for decent work	Gender equality and inclusion	Universal youth literacy	Education for sustainable development and global citizenship	Effective learning environments	Scholars	Teachers and educators	GCE related issues, CSO participation, accountability
RESOLUTIONS 2011	<p>Public Financing and Democratic Ownership for an Available, Acceptable and Adaptable Public Education'</p> <p>The Global Campaign for Education specifically calls on States to take the following measures:</p> <p>1. Increase the percentages of national budgets to be spent on education for all and put in place monitoring mechanisms that follow up on the effective utilization of these funds to ensure that they are used for the intended purpose.</p> <p>2. Adopt just and progressive tax mechanisms in order to guarantee the necessary resources for the fulfillment of the Right to Education. Corporate taxation, other</p>	<p>Early Childhood Care and Education: Successful Transition into School</p> <p>the World Assembly calls on GCE to:</p> <p>Support the expansion of ECCE especially for the most disadvantaged, and advocate for prioritizing attention and resources to early primary by:</p> <ul style="list-style-type: none"> • Reaffirming the 2008 motion on ECCE on the importance of investment in young children 0-8 years, including in national policies and global frameworks • Encouraging and supporting GCE coalitions to take initiatives at the local, national and international levels for children to be ready for school and schools to be ready for children, such 			<p>'Strengthening GCE's Concrete Engagement in Girls Education and Women's Literacy'</p> <p>GCE specifically focuses on the following four issues:</p> <p>(i) Removing cost barriers to girls' secondary education, its policy position being the abolition of secondary school fees. The progress made to date toward achieving gender parity in UPE makes it necessary to highlight the large gender disparities in secondary education and to advocate for a wide-range of public policy positions, in education and beyond, that address</p>	<p>Youth and adult education, life skills and popular education, towards social transformation</p> <p>GCE calls:</p> <p>1. For acknowledging the contribution of popular education to youth and adult education by virtue of:</p> <p>1) Providing youth and adult education with a <i>"political and ethical intent"</i> that comprises the emancipatory and critical tradition of Latin America and other regions across the world; 2) Promoting horizontal relationships and values such as solidarity, justice, equality and transparency, and developing human, technical and political capacities to</p>	<p>'Pursuing education as a Human Right'</p> <p>1. GCE to call on the States to fully consider education as a human right, respecting, protecting and providing education, eliminating all the existing obstacles and setting the necessary political, institutional and financial conditions. The GCE should also call on States to promote an education that is guided by the principles of equality, non-discrimination, social justice, human dignity, living well and a harmonious relation with nature.</p> <p>2. GCE to use enduring international treaties and conventions</p>			<p>'Educators: key to quality education'</p> <p>11. Urges Governments and all education authorities to focus greater policy and decisions on improving teacher salary levels, targeted to changing patterns and needs for recruitment and retention of teachers, comparability with other professions and the high degree of responsibilities assigned to teachers.</p> <p>12. Reiterates that Governments should ensure that targeted material and professional incentives are provided in order to recruit and retain teachers, especially female teachers, in rural and remote areas and that in collaboration with teachers' unions and other social partners, should create safe and supportive environments for teachers in the context of HIV and AIDS;</p> <p>13. Calls upon Governments to ensure that all</p>	<p>'Strengthening democracy and citizens' participation in the realisation of the human right to education'</p> <p>GCE calls for:</p> <p>1. Strengthening the civil society role in the democratic construction of states, with better and broader mechanisms of social watch and participation by the people in debate and decision making, so that power is exercised respecting human rights and the will and contributions of all citizens.</p> <p>2. Strengthening democratic and peaceful forms of negotiation and representation that consider organizations and social movements as</p>

<p>forms of progressive taxation and effectively monitored earmarked taxes for education should be looked at. It is important to draw learning from countries which have imposed specific taxes for education (such as India, Brazil, Korea etc) and to make strategic links with the Tax Justice Network and progressive tax campaigners in every country.</p> <p>3. Challenge capital flight and intra-company flows of money which contribute to tax evasion on a massive scale. GCE should seek to generate political will of governments to address capital flight and other issues contributing to tax evasion (for example, including greater regulation of tax havens).</p> <p>4. Guarantee that the macroeconomic policies adopted are consistent with the realization of the</p>	<p>as:</p> <ul style="list-style-type: none"> o Expanding quality pre-primary programmes with special attention to reaching the most disadvantaged/vulnerable. o Developing minimum financing targets in education budgets for ECCE programmes (before school) and early primary grades (classes 1 – 3) o Prioritizing attention and resources to early primary as a central component of education reform. This should be reflected in the plans of PRSPs, EFA, MDGs, FTIs, etc. <p>• Committing 2012 Global Action Week to ECCE</p> <p>Prioritization of Early Childhood Care and Education (ECCE)</p> <p>World Assembly calls upon GCE to:</p> <p>1. Promote the recognition of all children as right holders as stated by the</p>				<p>this problem.</p> <p>(ii) Women and Literacy. Two thirds of the 774 million adults lacking basic literacy skills are women, and projections for 2015 indicate that this will continue at the current levels. Adult literacy remains a seriously neglected EFA goal, and -within this framework- there is poor understanding of the issue of female illiteracy and adult learning and its impact on peoples' lives and social progress. To address this problem, GCE will:</p> <ul style="list-style-type: none"> o Facilitate and conduct studies across countries with high incidence of women illiteracy, analysing commitments and documenting relevant and appropriate interventions 	<p>contribute to the construction of just societies, in sustainable environments;</p> <p>3) Positioning the <i>cultural dialogue as a pedagogical proposal</i> that acknowledges, values and promotes learning, culture, stories from young people and adults, and links them to the academic knowledge;</p> <p>4) Proposing the <i>systematization of experiences as a form of investigation</i> that is interpretative and critical, oriented to the promotion, qualification and reorientation of youth and adult education experiences.</p> <p>2. For enforcing lifelong learning and continuing education because it is a continuous action and there is concurrence between <i>study</i> and <i>work</i>. This requires an "unschooling" vision of youth and adult education, highlighting its</p>	<p>on education rights (CRC, CEDAW, ICESCR, CRPD, etc) as equally important reference points alongside the (non-enforceable and transient) Jomtien and Dakar frameworks. These conventions are more binding than Dakar, have been signed by more governments (CRC – 192 countries) and are regularly monitored through formal mechanisms (there are committees on CRC, ICESCR and CEDAW) which can be used by civil society</p> <p>3. GCE to ALWAYS frame its work on education around rights - even where making the wider case for the positive economic, social and political consequences of education. The foundational arguments</p>			<p>teachers receive pre- and in-service training of good quality, induction into the profession and continuous professional development and support; especially focus on the improvement of the teachers training institutions including building capacities of teachers' educators, update curriculums according to the challenges of the contemporary world, technology, materials, new models of teaching</p> <p>14. Demands that Governments and educational authorities at all levels, public and private, work with teachers' organizations through processes of social dialogue and collective bargaining.</p> <p>15. Requires the strengthening of educational authorities at sub-national levels to engage with, monitor, and support teachers in collaboration, wherever possible, with national teacher organizations and their regional offices.</p> <p>16. The Global Campaign for Education condemns the measures of exclusion and marginalisation, as well as the illegal sanctions taken in</p>	<p>legitimate representatives in the processes of debate and decision-making where disagreement has to be considered as legitimate.</p> <p>3. Developing and strengthening consultative and deliberative spaces where civil society can participate in the debate and decision-making processes on the legal and political frameworks of education, either at micro i.e. school or community level or at macro, national and international level.</p> <p>4. Promoting and enforcing the participation of the education community – children, young people and adults, teachers, parents, education workers – in debate and decision-making processes on the legal and political</p>
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	<p>Right to Education for all so that under no circumstances will the stabilization or macroeconomic adjustment programmes superimpose or prevail over the unequivocal obligation of allocating adequate funds for the integral realization of the Human Right to Education. The IMF remains an important focus for this work (especially during their 6 monthly missions to countries) – but we should maximise the pressure from below – holding Ministries of Finance to account for their submission to the failed ideology of the IMF.</p> <p>5. Strengthen the public mechanisms of state finances, explicitly avoiding public-private partnerships or innovative ways of financing involving private financing, which lead to absolving the State of responsibility in guaranteeing adequate</p>	<p>CRC and other legally binding instruments as well as their implementation, and support existing campaigns that call for the ratification of the CRC by those two States that have not yet done so.</p> <p>2. Promote the recognition that health, nutrition, protection and education are human rights from the moment children are born and that enjoying these rights has value in itself.</p> <p>3. Overcome arguments that defend the investment on ECCE primarily on economic grounds, as well as deterministic predictions for children that are deprived of receiving adequate care and stimulation from their early ages, since this generates discrimination.</p> <p>4. Push for national frameworks for financing quality ECCE programmes</p>			<ul style="list-style-type: none"> o Articulate a sharpened agenda on women and literacy o Facilitate policy venues, where women learners are able to articulate their demands o Work with coalitions in developing capacities in evidence-based policy advocacy on women and literacy and monitoring commitments made in regional and sub regional policy venues o ...through the GCE national coalitions for education for all in those states, and in cooperation with active organizations in the countries where there are no national coalitions for education for all. o Helping the national coalitions exert a tangible effort to eradicate illiteracy, 	<p>community dimension.</p> <p>3. For all stakeholders to develop and promote TVET schemes that are <i>in practice</i> adapted to the availability and financial resources of specific target groups otherwise excluded from more formal TVET options, such as domestic workers or any person engaged in a livelihood activity. TVET also needs to take into account and respond to existing market requirements in terms of skills and competences.</p> <p>4. For the recognition of importance of the diverse learning practices, in different spaces and aspects of a person's life and from different practices. Considering that the world context has alienated the field of work, it is necessary to develop new categories and alternatives,</p>	<p>of GCE should always be rooted in education as a right.</p> <p>4. GCE to work more closely and intensively with the Right to Education Project (www.right-toeducation.org) and other human rights networks and organization. At the same time, GCE to reach out to the Human Rights community – activists and lawyers – to bring them into national coalitions and strengthen the way in which human rights instruments are used to defend quality public education.</p> <p>5. GCE to support the popularization of legal frameworks on education rights, for example, building on the 4A framework which states that the right to education is fulfilled once all its dimensions are</p>		<p>various countries against teachers who exercise their right to express the demand for the improvement of their living and working conditions and social status. The GCE invites governments to respect the civil and social rights guaranteed to all by international conventions and national constitutions.</p>	<p>frameworks of education.</p> <p>5. Small children should be able to express their opinions and be listened to, as expressed by the Convention on the Rights of the Child. With reference to this, the General Observation n° 7 urges to consider the small children as “real protagonists of their own development” in family life, as well as at school, in communities or institutions.</p> <p>6. Revisiting and strengthening the partnership between local and international civil society, fostering cooperation, autonomy and dialogue at all levels.</p> <p>7. Organizing a partnership conferences between the states and the national coalitions for education for all in the states in need for that;</p> <p>8. Sending clear and transparent</p>
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	<p>resources to finance the Human Right to Education. 6. Refrain from resorting to financial mechanisms that threaten State sovereignty and its capacity to fulfill the obligations assumed with the realization of the Human Right to Education. In particular, avoid borrowing loans with conditionalities and refrain from resorting to burdensome indebtedness as the basis to finance public policies and among them, education policies. 7. Carry out adequate cost analyses to identify the amount of public resources which are necessary in each country to guarantee the realization of the Human Right to Education and, in this way, facilitate the public debate on how the lack of resources can be covered. 8. This also implies for multilateral and bilateral donors to allocate a</p>	<p>making it part of the inherent right to receiving education in concurrence with the CRC. Investments on meeting the first EFA goal must increase and ECCE must be reflected as a central priority in national policies and frameworks. 5. Ensure integrated support framework for holistic development of children falling in the ECCE age bracket of 0-8 years. Children's holistic development demands a multi and inter sectorial approach at national level. Greater clarity and coordination between international agencies and ministries must be reached to ensure that investments on children and maternal development are integrated and aligned for responding to pre and post natal care, health, nutrition, psychosocial, emotional, physical, linguistic and</p>			<p>especially among females. (iii) Removing cost barriers to girls' primary education (iv) Equitable learning outcomes for engagement with community and girl friendly safe learning to reduce cultural barriers at both the primary and secondary levels</p> <p>'The Right to Education and Children and Youth with Disabilities: Inclusive learning includes the right to adaptable systems for learning achievement s'</p> <p>GCE should therefore underline that</p> <p>1) The right to education is also the right to prove one's competencies and capacity through the most appropriate way and/or</p>	<p>such as, for example: education for productivity and solidarity economy. The impact of great internal and external migrations must be considered as well.</p> <p>5. For international donors to secure allocation from their ODA commitments to youth and adult education, TVET and life skills programs, increasing more grants than loans. Regional cooperation (e.g. ASEAN, SAARC) to promote South-South cooperation in skills development and to create a space for sharing and learning best practices.</p> <p>The ASEAN to implement its 10-Point Agenda on Education to Reach the Unreached</p> <p>6. For national governments to foster a meaningful</p>	<p>guaranteed: availability, accessibility, acceptability and adaptability. 6. GCE to call on States to sign and ratify the Optional Protocol to the International Covenant on Economic, Social and Cultural Rights (ICESCR) and to foster civil Society mobilization in its favor, disseminating its content and importance at global level and encouraging countries around the world to sign and ratify this instrument as soon as possible. ICESCR came into effect in 1976 as one of the key international treaties for the realization of the human right to education and on the 10th December 2008, the United Nations adopted the Optional Protocol to this covenant. It will come into force once 10-member States ratify it</p>				<p>letters to the relevant states, calling upon them to work together with the civil society organizations and their national coalitions in the field of education; 9. Building the capacity of the GCE national coalitions in promoting the partnerships and engaging the civil community in the decision-making process.</p> <p>'Enhancing civil society engagement in the Education for All – Fast Track Initiative Partnership'</p> <p>GCE resolves to:</p> <p>1) Create a selection process for civil society representatives to the FTI Board that is open, transparent, and consistent for both of the civil society seats which GCE has been invited to fill. 2) Strengthen the representation</p>
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	<p>greater share of their funding to supporting participation of local civil society in: social watch and budget monitoring, especially when significant aid contributions are involved; democratic decision-making processes regarding education policy development and implementation. Donor States and international institutions need to adopt a firmer attitude against misuse and lack of accountability on funds allocated to realise the right to education for all.</p> <p>9. Live up to their international legal obligations (see esp. ICESCR Art 2(1)) and pressure States with greater power of influence to challenge the IMF and G20 to change policies around macroeconomics , tax and the role of investment in education.</p> <p>'The Commitment of</p>	<p>cognitive development of children. An integrated research framework would also drive more effective and innovative information across sectors.</p> <p>6. Improve quality of ECCE programmes including community based and non-formal initiatives by developing capacities of teachers and care givers to nurture innate capabilities and learning dispositions by providing safe, interactive, and healthy learning environment. Teachers' understanding and skills for implementing age-appropriate curricula through active learning must enrich.</p> <p>7. Support the governments and education providers in creating equitable and diverse ECCE services to include the excluded. In addition to responding to gender gaps, to multiple forms of discrimination and</p>			<p>means regardless of impairment.</p> <p>2) To measure a nation's quality in the education system is dependent on if and to what degree it prepares for fair and equitable examination processes for all.</p> <p>3) Governments should design strategies, train all teachers on Special needs, invest in inclusive infrastructure, make education more inclusive for all.</p> <p>Equitable Learning: All Attaining a Quality Education</p> <p>the World Assembly calls on GCE to:</p> <p>1. Reaffirm previous motions on quality education and challenge GCE coalitions to make a step</p>	<p>dialogue with youth and adult education, TVET and life skills stakeholders to be able to come up with sound, relevant and innovative programs for youth and adults including youth and adult education, TVET and life skills in their Poverty Reduction Strategies and Programs</p> <p>o ensure that enough resources are being allocated to youth and adult education, TVET and life skills, targeting the poorest of the poor and the marginalized youth</p> <p>o Put in place the necessary structure and appropriate staff at national, state and district levels.</p> <p>7. For education coalitions to carry out advocacy with the governments and donors to prioritize EFA Goal 3. Lobby with the governments to</p>	<p>and then it will allow individual claims on economic, social and cultural rights violations to be put forward at the international level. Up to December 2010, 35 countries around the world have subscribed it, thus indicating their intention to ratify it, and only three have ratified it: Ecuador, Mongolia and Spain.</p>				<p>of civil society on the FTI Board and civil society engagement in the FTI's country-level processes and improve the accountability of the civil society representatives on the FTI Board to their respective constituencies by:</p> <p>a. Formalizing the creation of a civil society delegation to the FTI (board members, their respective alternates and additional delegates), including their collective responsibility to represent the GCE and be accountable to the whole EFA movement;</p> <p>b. Establishing a set of roles and responsibilities for the civil society representatives to the FTI, including their duties to consult with and report back to their respective constituencies.</p> <p>3) Working on having</p>
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	<p>the International Community to Cooperate for the Realization of the Human Right to Education'</p> <p>The GCE makes the following recommendations to the States and the International Community:</p> <p>1. International cooperation, as a commitment that the States undertake with Human Rights and, in particular, with the Right to Education, has to respect national sovereignty, promote democracy in every country, be autonomous and independent vis-à-vis private interests, and subject to render accounts permanently to the international community and to citizens of all countries.</p> <p>2. International cooperation has to develop within a context of self-determination of peoples and equality among nations, acknowledging that when a State is not</p>	<p>marginalization in access, ECCE programmes should be inclusive of children having special needs, disabilities, HIV; those experiencing stress and trauma resulting from conflicts, disasters and emergency situations.</p> <p>8. Incorporate linguistic, ethnic and other forms of diversity in ECCE programmes with an emphasis on mother-tongue based medium of instruction, curricula and pedagogy. All aspects of child development, including social, emotional, physical and cognitive faculties, are bolstered with ethnolinguistic friendly environments offered to the children.</p>			<p>change in how "quality education" is operationalized globally and nationally;</p> <p>2. Globally, support GCE coalitions to prioritize improving teaching and learning practices in early grades through (but not limited to):</p> <ul style="list-style-type: none"> o Formalizing a public shift to equitable learning by complementing the "headline" statistic of children out-of-school with quality-focused indicators, including primary school completion rates and levels of "education poverty,"¹ while increasing collection of additional quality-related data (e.g. grade 3 learning outcomes) <p>3. At country level, encourage GCE coalitions to support improving</p>	<p>include civil society participation in youth and adult education, TVET and life skills program and policy processes. Facilitate continued discourses among stakeholders, especially with the youth, crystallizing ideas on how youth and adult education, TVET and life skills can be best practiced and contextualized in dynamic societies.</p> <p>To monitor that youth and adult education, TVET and life skills are not promoted at the expense of basic education, or to promote privatization of education provisions</p>					<p>representatives for the National coalitions in the FTI Boards in the beneficiary states where there are GCE coalitions, if not available, then any organization which is affiliated to the GCE, if not available, then any education-related organization that is transparently chosen in those states.</p> <p>'For a Democratic and Participatory Institutional Culture of the GCE</p> <p>1) The General Assembly of the GCE calls on this Campaign to adopt a different position and relationship with its members, to guarantee the consolidation of a democratic and participatory conduct of the campaign. In this sense, we call for:</p> <p>2) The consolidation and improvement of the</p>
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	<p>capable of guaranteeing the conditions for the realization of the human right to education, all the rest have the obligation to technically and financially cooperate to overcome this situation.</p> <p>3. The actions of international cooperation have to aim at the unequivocal realization of Human Rights, the strengthening of democracy and the participation of civil society in public matters and national sovereignty.</p> <p>4. To have and develop in greater depth mechanisms that allow for accountability, social watch and citizens' participation in spaces that typically belong to the international cooperation as well as in the group of multilateral institutions that are part of the United Nations system.</p> <p>5. The international cooperation and the industrial states, in particular, must</p>				<p>teaching and learning practices in early grades through interventions such as:</p> <ul style="list-style-type: none"> o Encouraging formal consultation among teacher unions, civil society, and governments to develop meaningful ways of understanding learning levels (such as rapid reading assessments and portfolio reviews, among others) that assist teachers and students with improving their teaching and learning practices; o Building upon current advocacy messages to increase the number of professionally trained teachers to prioritize primary school-age instruction modules in teacher education programs. 						<p>communication flow and the decision-making procedures that take place inside the Board of Directors of the GCE, so as to guarantee transparency and a democratic conduct of the campaign.</p> <p>3) A permanent, horizontal and open relationship, in dialogue with its members, based on the GCE's acknowledgment that it is a relationship among peers;</p> <p>4) Developing in greater depth its profile as social movement and network, putting down roots at grassroots level.</p> <p>5) Its acknowledgment as political actor in the international scenario, improving its capacity to include issues and contents in the public agenda, with qualified contents, based on human rights and the</p>
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	<p>facilitate the flow of the committed funding which is necessary for the advancement of education and its quality in the beneficiary states in accordance with the international agreements and conventions. Pretexts of the financial crisis and other pretexts that would only worsen the problems, increase the suffering and deepen the gap between the north and the south in education must not be cited.</p> <p>Education, Teachers and Students Under Attack</p> <p>GCE calls for and commits to:</p> <p>1. That governments put concrete measures in place to protect schools, under the IV Geneva Convention, Optional Protocols I and II; and that the UN and multilateral bodies protect the right</p>										<p>work developed by its members.</p> <p>6) Overcoming the hierarchical relationship between the international level and the regional and national levels, recognizing the potential, value and merit of each of its members. In this sense, the campaign has to go beyond the North-South binomial logic and the myth that the problems of the right to education are only in the South while the North only has to mobilize the resources from the international cooperation;</p> <p>7) Promoting the existence of specific working groups, organically related to the conduct of the GCE. The involvement of the southern countries that form part of the G20 is particularly important in the advocacy processes in this area.</p> <p>8) The incorporation of</p>
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	<p>to education in conflict situations, including holding state- and non-state actors accountable, with the consequent legal responsibilities.</p> <p>2. A joint global monitoring mechanism that should be put in place to document attacks on students and teachers.</p> <p>3. GCE should campaign and advocate that attacks against students and teachers on all levels of the education system including higher education should be monitored, investigated and prosecuted.</p> <p>4. The UN security council to mandate UN Country Teams/Country Task Force on Education to report on all violations and targeted attack towards teachers and students The UN security council to mandate UN Country Teams/Country Task Force on Education to report on all</p>										<p>the group of motions approved at its assembly into its Action Plan, putting into practice effectively the approved resolutions and recommendations.</p> <p>9) Through this, the GCE Assembly is actually recognized as its highest authority</p> <p>10) Conduct the necessary studies to identify the challenges and difficulties in the national coalitions which have joined the GCE recently, and identify the proposed and urgent solutions to facilitate their work and enhance their chances of success in achieving the set goals.</p> <p>11) Coordinate and create an effective partnership between the donors, the regional networks and newly established national coalitions to strengthen their capacity of action in their</p>
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	<p>violations and targeted attack towards teachers and students</p> <p>Conflict, emergencies, climate change, fragile states (including small island states) GCE demands that:</p> <p>3. Formal and informal curricula and learning institutions become responsive to the needs of those affected by conflicts and emergencies. Moreover, they should orient the youth of the need and significance of peace building, conflict transformation, ecologically friendly choices and lifestyles; and raise them as active participants in creating a peaceful, stable, economic and environmentally sustainable society.</p> <p>4. Children living in emergency areas have a right to access quality education as children in other countries. Psychosocial support and</p>										<p>field of work. This would quickly bridge the wide gap between the goals and the progress rate</p>
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<p>intervention will form the basic parameters of quality education for children who are trapped in conflict situations for them to recover from the trauma of violence and destruction.</p> <p>5. The Donors and international community should contribute to provide enabling environment to access their right to education by providing more resources (technical and financial both). They should increase long-term aid for education in emergency and conflict-affected fragile states</p> <p>6. The Donors must use flexible approaches in conflict-affected fragile states to overcome weaknesses in government capacity and to ensure immediate access to education.</p> <p>7. Amongst the conflict and disaster ridden groups, marginalized groups are</p>										
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	<p>further marginalized and ignored. Specific measures are needed to enable girls, disabled children, those affected by HIV/AIDS and children in special circumstances, such as indigenous people or nomadic people, to access education in case of emergencies and conflict situations.</p>										
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RESOLUTIONS	T.1	T.2	T.3	T.4	T.5	T.6	T.7	MI.8	MI.9	MI.10	OTHER
	Universal primary and secondary education	Early childhood development and universal pre-primary education	Equal access to technical/vocational and higher education	Relevant skills for decent work	Gender equality and inclusion	Universal youth literacy	Education for sustainable development and global citizenship	Effective learning environments	Scholars hips	Teachers and educators	CSO participation, accountability
RESOLUTIONS 2015	<p>Private actors:</p> <p>4.1 States must recognise that education is a universal human right and a public good, and that States have the primary duty to ensure the right to education.</p> <p>4.2 States must uphold their responsibility of ensuring free quality education from early childhood education to at least completion of secondary level, including basic adult education, and work towards providing free education beyond secondary, recognising the obligation contained in the International Covenant on Economic, Social and Cultural Rights for the “progressive introduction” of free education at all levels.</p>				<p>Educational inequality and discrimination:</p> <p>2.2 As confirmed in numerous treaties and resolutions, and recognised in previous GCE resolutions, States must recognise that education is a universal human right, and that quality education must therefore be equally available to all children and adult learners.</p> <p>2.3 Governments and other duty-bearers must recognise the persistent inequality and disparities in access to and quality of education, and take explicit action to close these gaps,</p>		<p>Quality:</p> <p>1.1. States must recognize that the diverse and far-reaching aims of education, as laid down in General Comment 1 on the UN Convention on the Rights of the Child, require a broad and inclusive definition of quality education, encompassing knowledge, cognitive skills and non-cognitive skills.</p> <p>1.2. States must take urgent action to address the severe gaps and massive disparities in the quality of education, which are acute in every aspect of education, from the acquisition of basic skills such as reading, writing and numeracy,</p>			<p>Teachers:</p> <p><input type="checkbox"/> Fully comply with the international labour standards and respect and promote freedom of association and the right to collective bargaining without discrimination;</p> <p><input type="checkbox"/> Respect the fundamental civil and political rights of all teachers, education workers and public employees, as citizens, and to thereby fully comply with the article 80 of the 1966 ILO/UNESCO Recommendation Concerning the Status of Teachers stating that “Teachers should be free to exercise all civic rights generally enjoyed by citizens”; and to</p> <p><input type="checkbox"/> Take without delay the necessary measures to suspend all disciplinary measures imposed on the Korean Teachers and Education Workers Union (KTU) and grant them full access to the World Education Forum facilities and activities.</p>	<p>Governance:</p> <p>6.1 States must foster accountability to learners, parents, community and civil society by institutionalizing mechanisms for involvement of parents, children and youth and communities in making decisions affecting their education through participatory decision-making structures and meaningful consultation at school, local and national levels.</p> <p>6.2 States must foster accountability within education ministries through ensuring adequately staffed and resourced monitoring and support systems, and using appropriate</p>

	<p>4.3 All states must have a long-term vision for providing and financing education and lifelong learning for all and meeting the post-2015 education goals, with the State being in a leadership position in delivering this. Responsibility for the provision and financing of education should not be transferred to other actors.</p> <p>4.4 States must ensure that education, from early childhood education to secondary education and beyond, is provided for the benefit of learners and society at large, not for the profit of private companies, individuals and other actors.</p> <p>4.5 States should not use government funds to subsidize for-profit education, whether through grants, vouchers or other means.</p> <p>4.6 States must ensure that private actors</p>				<p>understanding that this is fundamental to realising education as a human right, and to unlocking the benefits of education as an enabling right.</p> <p>2.4 States must recognise and respect international conventions and treaties that prohibit discrimination in education; in particular, states must ratify the UNESCO discrimination convention, and put in place national legislation and policies establishing equality in education provisioning, prohibiting discrimination in education, and promoting equal educational opportunity.</p> <p>2.5 States must promote equality and non-discrimination in and through education and take</p>		<p>through the development of analytical, creative and problem-solving skills, to the knowledge and understanding of human rights, sustainable development and citizenship – all of which are integral to a quality education.</p> <p>1.3. Recognizing that educational inputs are necessary to ensure educational processes and outcomes, States must ensure that all schools are adequately empowered to deliver quality education by ensuring every learner has access to a professionally trained, qualified, motivated teacher; is taught according to a relevant and responsive curriculum, and has access to a safe and inclusive learning</p>				<p>technology for stronger monitoring.</p> <p>6.3 States must avoid embrace a broad understanding of accountability, holding themselves and schools accountable for delivering education rights in their full conception, and not for a narrow understanding of school performance based on student test scores.</p> <p>6.4 States must make educational systems more transparent by making available in the public domain input, process and outcome data in a form accessible to all citizens and in the languages understood by them.</p> <p>6.5 States must make educational systems more effective through institutionalizing comprehensive planning, monitoring and auditing systems within</p>
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	<p>providing education services are accountable. Any role for private actors in the education sector must be clearly defined in the national education sector plan or strategy, and the responsibilities and requirements for private providers must be fully set out in legal, regulatory frameworks.</p> <p>4.7 States have the obligation to regulate and monitor private sector provision. All schools, including private schools, must adhere to minimum education norms and standards for school infrastructure, teacher qualifications and decent working conditions, curriculum and teaching and learning materials and other norms related to quality, equity and non-discrimination, including child safety and the human rights of children and young people.</p>				<p>active steps to redress educational inequality. This includes:</p> <ul style="list-style-type: none"> o ensuring that learners have access to high-quality educational institutions and programmes, regardless of gender, class, race, place of residence, ethnic or religious minority status, caste, form and extent of disability, or other considerations. o ensuring that educational systems treat all students and staff fairly, provide equitable opportunities to students to fully participate in the educational and learning process, and enable all staff and students to develop to their full potential, o respecting, promoting and protecting the needs of learners from 		<p>environment. States also have responsibility for ensuring and supporting effective school leadership as a crucial element in guaranteeing quality.</p> <p>1.4. Learning assessments must be developed and used as a diagnostic and formative tool to support teaching and learning, across the full spectrum of skills, knowledge and values, and teachers must receive the support necessary to manage such assessment. Testing and assessment must be appropriate and relevant to the national and cultural context and to individual learners. Student test scores, in conjunction with other relevant data, can provide information about the performance of</p>				<p>the government and ensuring that these functions of the government are effectively staffed and resourced, and developing professional capacity within education ministries, equipping education administrators with necessary tools and resources.</p> <p>6.6 States must put in place grievance redress mechanisms, allowing citizens access to time-bound redress during instances when their educational rights are violated.</p> <p>6.7 States must free education systems and decisions from partisan politics or undue personal influence, including by ensuring appointments, transfers and promotions are protected from extraneous political or individual influence and are merit-based.</p> <p>6.8 GCE further calls for</p>
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	<p>4.8 The State must ensure that it has the full staffing and resource capacity to adequately monitor and regulate private providers.</p> <p>4.9 Regulation of private providers should encompass regulation to ensure that private provision does not create or entrench existing social and economic inequalities.</p> <p>4.10 States must ensure that the activities of private actors in the education sector are subject to public scrutiny and social accountability, including education provision, financing, regulation, ownership and policy development. This requires ensuring that information about the functioning of private schools – including fees, student intake, etc – and on the operation of Public Private Partnerships is in the public</p>				<p>marginalized communities in all aspects of the pedagogic endeavour, including in terms of language of instruction, respect for culture and history in the curriculum and textbooks, and recognizing diversity during processes of assessment.</p> <p>o adopting and implementing policies that help to overcome the physical, financial, linguistic, communication-related and cultural barriers that prevent equality of opportunity in education, including by providing appropriate teacher training, after-school support, school meals, scholarships, language intervention programmes, disability-specific accommodations, early</p>		<p>education systems, but should not be used in isolation as a 'high stakes' tool to evaluate the performance of individual teachers or schools nor to promote rankings.</p> <p>1.5. States must ensure that education policies, curricula, textbooks, teacher development and teaching materials are oriented towards a broad understanding of quality education. Based on the understanding of education explicitly included in international treaties and conventions on the right to education, and in post-2015 frameworks, GCE notes that quality education must encompass education for human rights, sustainable development, global citizenship, and gender</p>				<p>the recognition of the essential role of local civil society with respect to policy dialogue and democratic governance in the education sector.</p> <p>Children and Youth:</p> <p>1. Encourage member organisations to progressively and structurally include children- and youth-led organisations in their constituencies, staff or collaborators and facilitate their engagement and initiative in decision-making, planning and actions, according to their interests, needs and age.</p>
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	<p>domain and freely accessible to citizens.</p> <p>Financing for education:</p> <p>5.1 Governments should allocate at least 20 percent of their budgets to education and spend an amount equivalent to at least 6 percent of GDP.</p> <p>5.2 Governments should allocate at least half of their education budgets to basic education, defined as including early childhood care and education, primary education, lower secondary education, and basic adult education. Depending on levels of access to education, governments may need to spend far more than half of their budgets on basic education, in order to ensure equitable allocations.</p> <p>5.3 Donors should spend at least 10 percent of total ODA on basic education;</p>				<p>childhood stimulation and other interventions needed to level the playing field, as well as inclusive teacher policies for training, recruitment & deployment of teachers from marginalized groups.</p> <p>o ensuring that education systems, institutions and programmes equip staff and students to challenge inequality and discrimination in their work/study environment, must promote an inclusive learning environment, and must make certain that learning materials and educational policies, procedures and processes do not discriminate against any individuals or groups.</p> <p>o allocating education financing to</p>		<p>equality; promotion of a culture of peace and non-violence; and appreciation of cultural diversity. The close relationship between education and health also ought to be better taken into account to achieve quality education, especially with regards to sexual and reproductive health rights education and comprehensive sexuality education, nutrition, hygiene and prevalent diseases affecting mothers and children. GCE encourages all stakeholders to create better links between these two sectors in policies and programmes. All these aspects must be developed in a framework of lifelong learning, from birth to adulthood</p> <p>Lifelong education and learning:</p>				
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	<p>10 percent of general budget support could be counted towards this total.</p> <p>5.4 Governments must explicitly take equity into account when determining allocation of education spending. Equitable allocation of financing entails directing more resources towards educational institutions with high proportion of learners from disadvantaged or marginalised communities, and providing such students with greater levels of support.</p> <p>5.5 Governments should regularly review the equity of their budgeting and spending, including regular gender budgeting exercises.</p> <p>5.6 Governments must provide the public with accurate, timely, and comprehensible financial information</p>				<p>ensure that these measures are met.</p> <p>2.6 States must ensure that governance and management systems in the education sector promote and support equality, inclusion and non-discrimination , including by:</p> <ul style="list-style-type: none"> o maintaining in the public domain regularly updated disaggregate d data on students, schools and the education system, that allows governments to identify and address unequal provisioning and discrimination and empowers parents and children experiencing exclusion to analyse the prevailing situation and initiate action. o supporting academia and civil society to undertake periodic research to 		<p>3.1 States must recognise the lifelong right to education, from birth to adulthood.</p> <p>3.2 In light of this, and consistent with the International Covenant on Economic, Social and Cultural Rights, States must implement the “progressive introduction of free education” at all levels; GCE believes this must immediately include States providing access to free primary education, secondary education and basic adult literacy, and targeted investment to equalise opportunities to access education at all levels.</p> <p>3.3 States must ensure that all learners acquire the knowledge, skills, values and attitudes to establish sustainable and peaceful societies; this</p>				
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	<p>disaggregated at school, regional, and national levels, and including analysis of the impact on the marginalized communities</p> <p>5.7 Governments must ensure inclusive and participatory participation from citizens from all parts of society prior to making budgetary decisions.</p>				<p>understand the extent of discrimination and inclusion in the educational systems and to document the experiences of learners from marginalized communities.</p> <p>o ensuring participation of civil society representing marginalized communities during policy design, processes of educational planning and budgeting at all levels and during policy design.</p> <p>2.7 States must guard against the emergence of new forms of educational inequality and discrimination through the growth of fee-charging private schools, including, but not limited to, low-fee private schools.</p> <p>Education in emergencies and conflict + militarization:</p> <p>1. That governments formally</p>		<p>requires action to ensure that curricula in formal and nonformal education at all levels include education for human rights, sustainable development, global citizenship, and gender equality; promotion of a culture of peace and non-violence; sexual and reproductive health rights education and comprehensive sexuality education; and appreciation of cultural diversity.</p> <p>3.4 States must take action to ensure that all youth and adults reach a proficiency level in literacy and numeracy sufficient to fully participate in society, with particular attention to girls and women and the most marginalized.</p> <p>3.5 States must take action to ensure that all adults and</p>				
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					<p>endorse the “Guidelines for protecting schools and universities from Military use during armed conflict”</p> <p>2. 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.</p> <p>3. 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</p>	<p>young people have the knowledge and skills for decent work and dignified lives, through inclusive technical and vocational, upper secondary and tertiary education and training, with particular attention to gender equality, racial and ethnic diversity and the most excluded, on a lifelong basis.</p> <p>3.6 Access to and completion of secondary education is a central challenge at the present time. The school system must promote an intergenerational political culture that recognises adolescents and young people as rights-holders and legitimate partners, that tries to respond to their demands and expectations and allows space for youth culture and youth identities.</p>				
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					<p>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.</p> <p>4. 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.</p>		<p>Secondary education must involve providing a comprehensive training in the arts, ethics and politics. It is important also to make progress in recognising the importance of non-formal education in achieving popular education.</p> <p>3.7 In pursuing these aims, States must recognise and act on inequalities in education and training, in particular recognising significant gender disparities in access to, experiences of, completion of and outcomes in education and training. States should therefore take explicit measures to increase girls' and women's access to and retention in both formal and non-formal education and skills training at all levels, and to improve the quality of their</p>				
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							<p>educational experiences. This will provide adequate infrastructure, examining the possibility of specific supports and subsidies, and ensuring that curricula are non-sexist and non-discriminatory and that teachers and trainers are trained in women's rights and gender sensitivity.</p> <p>3.8 States must ensure that learners at all levels – from early childhood care and education to adult education – are taught by qualified, professionally-trained, motivated and well-supported teachers.</p>				
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