

# World Assembly Policy Resolutions: 2004-2015

T= Target MI= Means of implementation

SDG4

Goal 4: Ensure inclusive and guality 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 guality 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

<b>RESOLUTIONS</b> T.1	T.2	2	Т.3	T.4	T.5	T.6	T.7	MI.8	MI.9	MI.10	OTHER
Univer primar secon educa	y and dev dary and tion pre	velopment d universal		Relevant skills for decent work	Gender equality and inclusion	Universal youth literacy	Education for sustainable development and global citizenship	Effective learning environme nts	Scholars hips	Teachers and educators	CSO participation, accountability
2004 achieve educa adequaresour combinit targete investi neede with t and a mecha proces (2004) There for indicat monito perform which full outcor includi develo social educa develo learne Encour develo learne Promo	vequalityedution,traiateequrceflowsteanedwithpubedandmentsareparid,alongwhitetransparentemccountableECanisms andtossesequortheis a needcolldevelopingothtorstossessequortheis a needcolldevelopingothtorstossessfurthassess thefurthrangeofonnesordanding holisticstraopment,posandquationalstaopment oftearagetheor continuethanitor qualityFuroftheofstaopment ofbeiofontheproopment ofbeiofandtheproopmentfurofstaofandtorqtheoftheoftheoftheoftheoftheoftheoftheoftheoftheoftheof <td>tablished to at effect.</td> <td></td> <td>We call on: 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: 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. Goal (ii): Achieving a 50 percent improvement in levels of adult literacy in 2015, especially for women, and</td> <td>Girls education should be a priority</td> <td></td> <td>peace, justice and sustainable development. (2004). QPE must be responsive to the social and cultural context in which education takes place (2004). It is crucial to</td> <td>overall unitary public system</td> <td></td> <td><ul> <li>(2004).</li> <li>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).</li> <li>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).</li> <li>Keep on promoting the views of all education personnel on their status and</li> </ul></td> <td>Putting communities, parents and children at the heart of processes to monitor the effectiveness of education is key to achieving EFA. 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. Corruption and wastage must be curbed and public expenditure management reformed to include communities, civil society and other non-state actors.</td>	tablished to at effect.		We call on: 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: 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. Goal (ii): Achieving a 50 percent improvement in levels of adult literacy in 2015, especially for women, and	Girls education should be a priority		peace, justice and sustainable development. (2004). QPE must be responsive to the social and cultural context in which education takes place (2004). It is crucial to	overall unitary public system		<ul> <li>(2004).</li> <li>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).</li> <li>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).</li> <li>Keep on promoting the views of all education personnel on their status and</li> </ul>	Putting communities, parents and children at the heart of processes to monitor the effectiveness of education is key to achieving EFA. 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. Corruption and wastage must be curbed and public expenditure management reformed to include communities, civil society and other non-state actors.

	In compliance	equitable access		stakeholders,	
Continue to push	with the Dakar	to basic and		particularly	
for more		continuing		teachers and	
resource	Action, advocate	education for all		teacher	
		adults.			
mobilisation and		adults.		unions,	
advocate for	remain a priority			parents,	
transparent and	on the EFA	Goal (iii):		learners,	
accountable	policy agenda,	Eliminating gender		communities	
mechanisms and	thus all	disparities in		and school	
processes	governments	primary and		management	
(2004).	must have a	secondary		committees at	
(====:):	clear policy on	education by		all levels are	
Quality public	ECCE.	2005, and		essential to the	
	LUUL.				
education must		achieving gender		achievement	
include all		quality in		of quality	
sections of		education by		education for	
society		2015, with a focus		all. (2004)	
especially the		on ensuring girls'			
marginalised,		full and equal		School-based	
deprived,		access to and		HIV/AIDS	
underprivileged,		achievement in		education	
persons with		basic education of		needs to be	
special needs,		good quality.		improved	
and children in		<b>-</b>			
conflict situations		Goal (iv):			
(2004).		Improving all			
		aspects of the			
The FTI should		equality of			
be scaled up to		education and			
provide		ensuring			
significant		excellence of all so			
additional					
		0			
resources to all		and measurable			
developing		learning outcomes			
countries		are achieved by			
seriously		all, especially in			
committed to		literacy, numeracy			
accelerating their		and essential life			
own efforts and		skills.			
progress on					
EFA.		Governments to			
		honour			
Place direct		commitments they			
pressure on the		made in			
donor country		CONFINTEA V to			
finance ministers		allocate 6% of			
and Heads of		their education			
State to mobilise		budgets to adult			
significant		education.			
resourcing to					
meet the EFA					
goals.					
90010.					
Engage in policy					
Engage in policy					
dialogue with the					
donor community					

1	
qualitative and	institutionalize
quantitative research	critical and
on their working	quality
conditions (2004)	participation of
	civil society,
Rights of teachers	ensuring that
and learners infected	legal
with HIV/living with	frameworks
AIDS must be	and
respected.	mechanisms
respected.	
	are in place,
Continue to advocate	including Non-
the terms of the	Governmental
ILO/UNESCO	Organisations,
Recommendation on	Regional
the Status of	Organisations,
Teachers, when it	Community
comes to addressing	Based
the issue of teacher	Organisations,
shortage and	teachers'
"volunteer teachers"	unions and
in the attainment of	other actors, in
EFA, by 2015; and to	all education
continue to advocate	processes,
for quality training for	from planning
teachers, without	and
which EFA will be	implementation
obsolete; and to	to monitoring.
promote further	to mornioring.
research on the	The
	The
"volunteers of	participation
education" in order to	must remain
obtain a unified	structured,
position with the	institutionalised
Campaign.	acquine and
Gampaign.	proactive.
Duran a hara a far	proactive.
Pursue advocacy for	<b>.</b>
the application of	Civil society
Article 115 of the	organisations
ILO/UNESCO	need
Recommendation	recognition,
concerning the Status	space,
	information and
of Teachers, with	
regards to teachers'	capacity to
salaries.	engage
	effectively
Continue to lobby for	
the academic	
freedom of the	
teaching personnel.	
Advocate for Civil	
Society	1
Organisations (CSO)	
Organisations (CSO), especially teachers'	
especially teachers'	

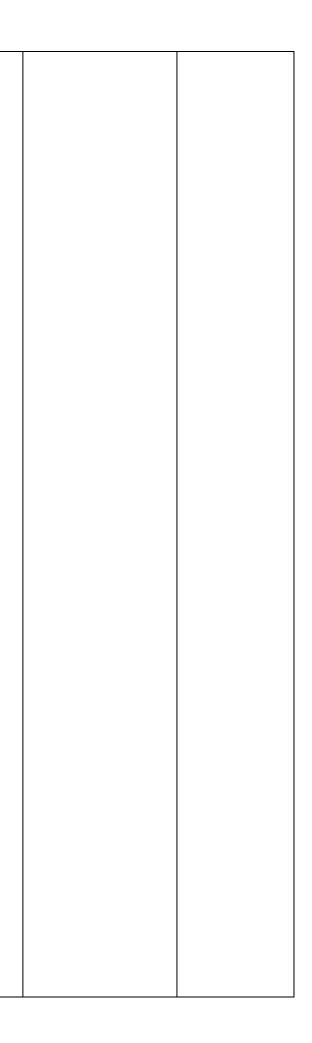
to develop				
proposals for				
alternative				
financing				
modalities for				
countries which				
do not qualify for				
FTI, especially				
conflict and post-				
conflict countries				
that are not yet in				
a position to				
establish				
systematic				
sector plans but				
urgently need				
education				
support.				
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.				
Slakerioluers.				
Advocate that				
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				

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.	
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	

permissible age						
of entry into						I
employment						I
"shall not be less						I
than the age of						I
completion of						I
compulsory						I
compuisory						I
schooling and, in						I
any case, shall						I
not be less than						I
15 years.						I
						I
Advocate that						I
education must						I
be equally						I
accessible to all						I
children at the						I
age of their initial						I
enrolment as a						I
preventative						I
measure against						I
children entering						I
work at an early						I
						I
age, especially						I
giving						I
consideration						I
that girls who						I
miss out on the						I
opportunity to						I
start primary						I
education at their						I
appropriate age						I
and fall into child						I
labour, are very						I
unlikely to enrol						I
in school later						I
on.						I
						I
Advocate that						I
national						I
governments						I
						I
must provide a						I
second chance						I
to out-of-school						I
children and						I
child labourers,						I
by implementing						I
accelerated						I
learning courses						I
to mainstream						I
them to their						I
age-appropriate						I
classes in the						
public education						I
system.						I
-,						I
	1	L	1	I		

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.	examine the	
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		
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public campaigning messages and actions for the MDG summit and WB/IMF		
messages and actions for the MDG summit and WB/IMF		
actions for the MDG summit and WB/IMF	public campaigning	
summit and WB/IMF		
	actions for the MDG	
Annual meetings.	summit and WB/IMF	
	Annual meetings.	
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	To continue to							1
	advocate and							1
	lobby, in							1
	accordance with							1
	the Dakar							1
								1
	Framework of							1
	Action, for the							1
	retention of the							1
	State's							1
	responsibility in							1
	education and							1
								1
	the need to keep							1
	education as a							1
	quality public							1
	good in order to							1
	ensure that							1
	private							1
	initiatives, by no							1
	means, replace							1
	the public							1
								1
	education							1
	systems, at the							1
	risk of triggering							1
	more inequalities							1
	than already							1
	existing across							1
	the globe. That							1
	the work of WTO							1
								1
	is not							1
	undermined by							1
	GATS - to take							1
	forward its							1
	practice of							1
	privatisation of							1
	education.							1
								1
	W/o pood to							1
	We need to							1
	challenge the							1
	attitude that free							1
	education is not							1
	necessarily of							1
	good quality;							1
	(let's move away							1
	from the attitude							1
								1
	that money buys							1
	quality and							1
	encourages							1
	ownership).							1
	- /							1
	We need to build							1
	a case for the							1
	a case for the abolition of							1
								1
	school fees							1
	around the fact							1
	that education is							1
	the most							1
·I		I	-	•	•	•	•	·



enabling of rights which if accomplished makes great progress towards achieving other				
rights.				
User fees in basic education encourages a multi-tier system but also undermines the role of basic education as a social equalising factor.				

RESOLUTIONS	T.1	T.2	T.3	T.4	Т.5	Т.6	Т.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/vocation al and higher education	Relevant skills for decent work	Gender equality and inclusion	Universal youth literacy	Education for sustainable development and global citizenship	Effective learning environme nts	Scholars hips	Teachers and educators	GCE related issues, CSO participation, accountability
Resolutions 2008	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 completion of compulsory schooling and, in any case, shall not be less than 15 years". 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. National governments and international agencies to improve policy			GCE calls for: 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 All actors to recognize and work with an expanded and globally comparable definition of literacy, youth and adult education, and lifelong learning All actors to institute special measures and undertake gender- responsive adult literacy programmes for	GENDER EQUALITY GCE World Assembly calls: For States and aid agencies to show commitment and act accordingly to achieve the gender equality in education. For Promotion of gender-based budgeting and planning to properly address and analyse the needs of both males and females. All nation governments to make secondary education free to reduce the gender gaps. For more attention to children with special needs		citizenship GCE calls for; GCE to create a working group to develop a definition of quality education for all learners. The GCE creates the space for all members to contribute their thinking on the issue to the working group Terms of reference and timeframes are presented to the working group enabling them to return their definition to the prevent conference for adoption. Sustained investment in pre- and in- service training of teachers which concentrates on relevant, accessible and participatory	SCHOOL VIOLENC E Governme nts 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 environme nt to learning. In particular: Pre- and		GCE calls for: 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 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. NGO to recognise that the teacher union movement is changing as unions take on expanded roles of and engage with a wider agenda 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	The World Assembly calls on GCE to: 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: Work with ASPBAE and ANCEFA to support emergent national coalitions in education in the Middle East and North Africa region Create a Middle East regional post on the GCE Board (to be an observer post until the constitution can be changed). Support an annual Middle East regional meeting and
	and international agencies to			undertake gender- responsive adult	attention to		on relevant, accessible and			those NGOs who work within a rights-	annual Middle East regional

		· · · · ·		. ·	
comprehensive	Governments to	dual	focused on the	and	
and inclusive	develop enhanced		diverse needs	supervisio	
education policy	national literacy	on the basis	and	n	
in partnership	surveys based on	of sex and	characteristics	mechanis	
with civil society,	improved	disability.	of learners.	ms to	
such that	assessment			implement	
treaties,	techniques rather	For	Increased	ed which	
convention and	than flawed self-	development	focus among	provide	
protocols can be	reporting to	of the	education	teachers	
legislated and	generate more	textbooks and	authorities on	with skills	
implemented.	accurate statistics	learning	developing	in positive	
	that show the real	materials	teaching	discipline.	
National	scale of the	which portray	career		
governments,	challenge and	women	structures and	Codes of	
international	seek to change	positively to	exam	conduct	
agencies and	simplistic	replace	assessment	with legal	
civil society to	conceptions. But	gender-	systems.	status to	
learn from best	this should not	stereotyping	Teachers who	be	
practice and	exclude literacy	materials.	contribute to	negotiated	
innovation to	components of		improving	with	
ensure that	existing census or	To provide	learning	teachers,	
specific and	household survey.	easy access	achievement	children,	
targeted	,	to schools for	for all learners	school	
measures/policie	New national	both boys	and supporting	leadership	
s are	dossiers to be	and girls,	the most	and civil	
implemented to	collated by CSOs	provide	marginalized	society	
increase access	in collaboration	security	should be	organisati	
to quality	with UN and	especially to	recognized	ons to	
education for	government on	girls in	and rewarded.	ensure	
hardest-to-reach	the benefits of	school, when	(option 2)	nonviolent	
children.	adult literacy -	schools are	(0000002)		
	including political,	far from the	The	protective	
The international	social, economic,	homes. This	development	and	
community to	cultural and	will address	of quality	nondiscri	
revise cost	personal benefits	problems of	indicators for	minatory	
estimates of	that come from	access of	all EFA goals	education	
overall and	adult literacy, and	girls to	and the	environme	
external	the link between	schools	continual	nts.	
financing	parents' literacy	where	monitoring of		
requirements, to	and children's	parents are	quality;	Governme	
include provision	education.	reluctant to	,	nts to put	
for programmes		send them for	The promotion	concrete	
proven to have a	Renewed national	fear of their	of a learning	measures	
positive impact	dialogue on	security.	environment	in place to	
on the demand	literacy policies		that is	protect	
for education	and practices,	For	conducive to	schools	
from	using the	development	quality	under the	
marginalised	International	of indicators	education	IV Geneva	
communities:	Benchmarks as a	to measure	Concernent	Conventio	
abolition of user	starting point to	the progress	The UN and	n,	
fees (including	stimulate debate	in gender	donors to	Optional	
financing the	with diverse	equality goal,	revise	Protocols I	
expansion of	ministries, civil	not only in the	'efficiency'	and II.	
capacity needed	society	access to	indicators in		
to cope with	organisations,	education,	education	DIVERSIT	
extra demand);	communities,	but also in the	programming	Y	
entra uditiatiu),			programming		

Unions and NGOs to	coalitions at the
work together to	national level.
strengthen national	
education coalitions,	CSEF
building on our	
mutually reinforcing	Since the
strengths.	World
5	Education
Unions and NGOs to	Forum in Dakar
work together on the	in 2000 there
issue of non-	has been a
professional	dramatic rise of
teachers, based	civil society
around the following	advocacy work
core positions:	on education
core positions.	across Africa,
There should be no	Asia and Latin
more recruitment of	Asia and Latin America.
	America. National
non-professional	education
teachers; Government should	coalitions have
be the employers of	emerged in
all teachers in the	dozens of
public education	countries,
system;	linking NGOs,
	teacher unions,
Governments should	parent groups,
undertake workforce	students, faith-
planning from now to	based groups,
2015;	activists and
	social
Governments should	movements.
invest in significantly	The coalitions
expanding teacher	act as national
training facilities to	platforms,
ensure that sufficient	bringing
numbers of	together
professional teachers	diverse voices
are trained.	from across
	society, to hold
In situations of	their
unexpected or rapid	governments to
expansion	account for
emergency	delivering on
measures may be	Education For
taken by	All (EFA).
governments (in	Dramatic
consultation with	progress has
unions) to bring in a	been seen in
temporary new cadre	demystifying
who should be given	education
accelerated	budgets,
opportunities for full	monitoring the
professionalisation	implementation
within five years.	of policies,
	promoting

mid-day meals,	education	quality of the	to they include	
cash transfers,	coalitions etc.	learning	'learner	GCE calls
scholarship and		environment	achievement'	for:
other incentives	The coalitions to	that	in the key	
for the poor and	campaign on the	addresses	areas of	
marginalised;	nationalisation /	the	competencies	National
special facilities	contextualisation	differential	as the	polices
in schools for	of the international	needs of both	principal	that
children with	benchmarks in	girls and	indicator.	recognise
disabilities;	each country - to	boys, as well	Analysis of	diverse
provision of	reflect diverse	as how an	'quality' should	
separate	contexts /	education	highlight	identities,
sanitary facilities	realities.	translates into	"learner	guaranteei
for girls.		good jobs	achievement"	ng access
	The inclusion of	and	in addition to	to a quality
The Fast-Track	adult literacy in	livelihoods for	'completion' of	education
Initiative to adapt	education sector	the young	the learning	
and expand its	plans and poverty	women at par	cycle; and	appropriat
ambition to	reduction	with those of	should	e to
ensure that	strategies,	men.	highlight	relevant
plans submitted	especially those		changes in	groups, as
for endorsement	submitted to the	The ministries	learner	an
do truly address	Fast Track	of education	achievement	essential
· · · · · · · · · · · · · · · · · · ·	Initiative (FTI).			
the rights of all –	The Fast Track	to regularly monitor the	for particularly	strategy
not just the	Initiative and all		marginalised	for the
expansion of access for the	bilateral /	gender	groups.	enrolment
	multilateral donors	progress, and it should be	Continual	and
majority,				completio
including	to explicitly	an integral	advocacy by	-
children in fragile	confirm that they	part of the	civil society for the	n of
states.	will support	monitoring		education
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and promote integration of	literacy programmes	raising and sensitization	EFA process at school,	right for

Teacher unions should actively encourage existing non-professional teachers to become members and should support their demands for training / development.

## ROLE OF EDUCATORS

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;

Recognises that education is a key tool in combating poverty, in promoting peace, social justice, human rights, democracy, cultural diversity and environmental awareness;

Recognises the increasing complexity of social and intercultural relations in society in the context of extensive human migration and the effects of economic globalization,

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;

gender equality in education and stimulating public debate, including in the media and with parliamentarian s. 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.

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.

National Civil Society Education Funds will contribute to the achievement of EFA by supporting civil society organisations to participate in

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	WOIKIOFCE	synchronised	understandin		mercului

Emphasises the central role of educators in the promotion of Education For All (EFA) and the provision of high free public quality education;

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;

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;

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;

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;

Underlines that qualified school

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.

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

planning and	action towards	g of how to	Recognize that	al bilingual
make adequate	adult literacy	do gender	all children can	education
investment for	goals. The GCE	mainstreamin	learn	and
hiring enough	Board to ensure	g and	according to	
trained teachers	that adult literacy	achieving	their own	human
to ensure	and youth and	EFA.	individual	rights
everywhere and	adult education		pattern of	education,
			1	
at any time, a	are core parts of		development –	citizenship
pupil teacher	the international		Each	education
ratio of 35:1 by	advocacy agenda		individual will	and
2015 as a	and Global Action		learn and	education
maximum	Week activities -		develop in a	
standard.	and that specific		different way	for peace.
	initiatives are		and at a	
GCE calls on the	planned with GCE		different rate.	To put
IMF to take the	members at		Recognizing	pressure
following actions:	nationally		this, education	
	appropriate		must seek to	governme
The IMF must	moments and on		meet each	nts of the
clearly indicate	each International		individual's	countries
in which	Literacy Day (Sep		basic learning	
countries, how,	8 <sup>th</sup> ).		needs	with
and when it will			(prioritizing	migrant
stop imposing	The GCE should		functional	population
	monitor the		levels of	
wage ceilings.				s to
	progress of		literacy,	guarantee
The IMF must	CONFINTEA VI		numeracy, and	the right of
work with	process at the		essential life	-
governments to	national, regional		skills) and be	boys, girls,
promote	and global levels		geared	young
alternative	to ensure that the		towards	people
macroeconomic	political positions		helping	and adults
policies that	do not slide back		individuals	
				to a quality
support the	from the advances		reach their	education,
scaling up of	made in the		potential, as	regardless
spending on	CONFINTEA V		recognized in	
education,	meeting which		the Dakar	of their
especially on	took place in		Framework for	immigratio
teachers	Hamburg in 1997.		Action adopted	n status
			at the 2000	
The IMF should	The central theme		World	within the
work with the FTI	of Global Action		Education	country.
to agree	Week in April		Forum. A	
mechanisms that	2009 should be		disabled	
will allow	Youth and adult		child's	
governments to	education taking		capacity to	
treat aid for	in to account the		learn is not	
education as	CONFINTEA VI in		negated by an	
long term and	Brazil would be		impairment.	
predictable.	soon afterwards.			
predictable.	Soon allerwards.		Treatinghusian	
			Treat inclusion	
GCE calls on the			as	
International			fundamental to	
Community to			basic	
take the			education	
following actions:			planning and	
	I	1		I I

employees or teaching assistants play an essential role in providing support for the teaching profession;

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;

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;

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;

Demands that in order to recruit and retain the best teachers, governments give priority to adequate also support such CSEFs

The national CSEFs will focus on funding education advocacy work, as articulated in the Dakar framework for Action:

enabling civil society to help "mobilise strong national political commitment to education, develop national action plans and enhance investment"

facilitating the "engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development This work is hard to fund. CSEFs should therefore focus explicitly on such work and not on funding service delivery.

Members of the board of a national CSEF should sit as individuals but should come from a range of constituencies

					the	
Donors should					achievement	
stand up against					of EFA, not as	
the IMF,					a separate or	
exposing					secondary	
situations where					concern – The	
IMF policies are					Salamanca	
undermining					Statement	
spending on					(1994)	
education.					recognises	
Donors should					that the only	
provide long					way to ensure	
term aid					education for	
commitments for					the children	
education so that					most likely to	
aid money can					be excluded is	
be spent on					to include	
employing more					them in	
teachers.					mainstream	
leachers.						
					education	
The EFA GMR					systems.	
should					Dedicated	
systematically					action on	
track the impact					disability must	
of IMF policies					be approached	
on education.						
on education.					as a core part	
					of education	
FEES:					system	
					development.	
Continue to					An inclusive	
vigorously					education	
campaign					system is	
					-	
against the						
imposition of all					meet the	
fees and					needs of all	
charges in					children.	
education,					Instead of	
including					fitting the child	
informal fees					to the	
and charges that					education	
continue after					system, it	
the legal					seeks to fit the	
abolition of fees					education	
					system to the	
Renew its					child.	
support to "The						
School Fee						
Abolition					Recognize for	
					too long	
Initiative (SFAI)"					people with	
initiated by					disabilities	
UNICEF and the					have been left	
World Bank as						
one of the "Bold					out of the	
Initiatives"					decision –	
aiming to make a					making	
breakthrough in					processes	
	I	l	1	1		

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.

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;

#### 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.

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 including NGOs, coalitions, teacher unions, child labour activists, social movements, prominent individuals etc

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.

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.

GCE calls on its members to fully support the concept of CSEFs, recognising

	-	1	1		
access to basic				about their	
education and				own education	
significantly				and instead,	
scaling up				persons with	
progress to meet				disabilities	
the MDGs and				should be	
EFA targets in				considered	
the next decade.				experts and	
				included in	
Link advocacy				assessments,	
for abolition of				planning,	
fees and				training, and	
charges for				consulting on	
education to				education	
advocacy on				policy and	
domestic and				practice for	
external				, true inclusion.	
resource					
				Promote	
mobilization,					
especially with				inclusive	
regard to				environments	
countries' ability				<ul> <li>Where</li> </ul>	
to respond to				education	
increased				systems do	
demand without				seek to include	
compromising				disabled	
quality.				children, they	
				need to be	
Lobby				resourced to	
governments to				support	
ensure				inclusion, with	
introduction of				a sufficient	
free education is					
properly planned				teachers	
to ensure quality				trained in	
is not				child-centered	
compromised.				pedagogy, key	
				stakeholders	
				at all levels	
PUBLIC				trained in	
POLICIES:				inclusion,	
				smaller class	
The World				sizes,	
Assembly calls				materials and	
upon the GCE				other supports	
to:				including new	
				technologies,	
Encourago ita					
Encourage its				in accessible	
national and				formats such	
regional				as Braille or	
coalitions to				large font,	
push local,				accessible	
provincial and				schools and	
national				school	
governments to				buildings,	
set up				transportation	

training, and to positions of responsibility;

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.

## TEACHER MANAGEMENT

GCE calls for:

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.

Governments to improve teacher management at all levels i.e. the school, community, district, provincial and national levels

Governments to improve the planning, recruitment, training and payment of teacher and use accurate school enrolment and class size statistics as an

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.

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.

mechanisms that			and an	
ensure			inclusive	
transparency			curriculum.	
and participation			Support legal	
within schools			frameworks for	
and at all levels			inclusion,	
of education			including	
systems.			lobbying	
Encourage its			governments	
national and			-	
regional			ratification of	
coalitions to			the UN	
push local,			Convention on	
provincial and			the Rights of	
national			Persons with	
governments to			Disabilities.	
set up easy				
ways to allow			Prioritise	
civil society to			teachers and	
monitor the			teacher	
effectiveness of			training –	
public policies in			Teachers are	
education and			vital to	
public spending			including	
in this area.			disabled	
			children in	
Encourage its			education, yet	
national and			there is	
regional			currently a	
coalitions to run			critical	
participatory				
			<b>U</b>	
processes to set			teachers for	
up an index on			achieving	
the cost and			EFA. Where	
meaning of			there are	
quality education			teachers, very	
per student for			few feel that	
local, provincial			their training	
and national			equips them to	
levels.			support	
			children with	
Influence the			diverse needs.	
way international			Both pre- and	
agreements and			in-service	
treaties are			training should	
prepared, mainly			focus on 'child-	
those produced			centred'	
by UN and World			pedagogy,	
Bank, ensuring			enabling	
mechanisms of			teachers to	
participation for			assess and	
teacher unions			meet the	
and NGOs in			needs of	
			individual	
such processes.			children.	
				I

indicator of how many teachers and how much it will cost to pay teachers

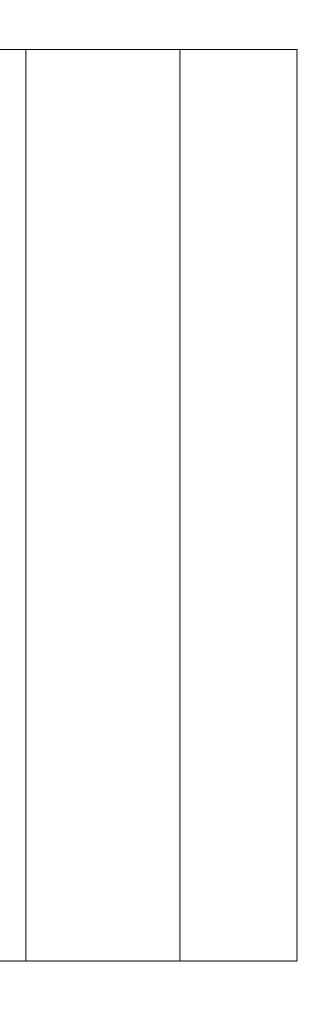
Governments should recruit teachers in a systematic, democratic and transparent manner.

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.

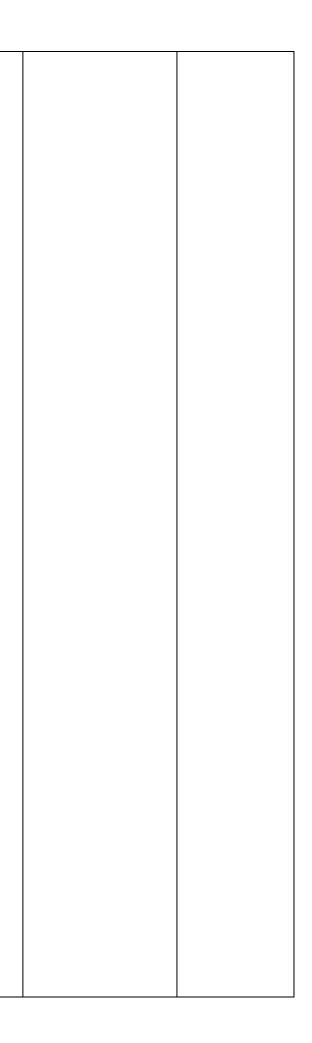
> 1. International institutions such as the IMF and World Bank to give national governments autonomy to make independent decisions about fiscal stability of the economy, without external interference.

	<b>-</b>	1	
	To put pressure		Teachers play
	on meetings and		a crucial role in
	conferences of		modelling
	education		inclusive
1	ministers so that		attitudes and
	they make good		establishing
	on their		expectations in
	commitments		the
	which they have		classroom <sup>1</sup> . As
	repeatedly		such, female
	announced in		and disabled
	official		teachers can
	declarations over		be key players
	at least two		in combating
	decades, to		discrimination
	promote		and promoting
	mechanisms of		positive
	coordination		identity in
	around		disabled
	education		children, and
	policies and to		breaking down
	develop strategic		the prejudices
	agreements		of children who
	between		have no
	governments		impairments.
			impairments.
	and civil society.		Ensure that
.	BBB		
	PPP		funding
			funding promotes
	Affirms that the		funding promotes education for
, ,	Affirms that the provision of		funding promotes education for disabled
	Affirms that the provision of public education		funding promotes education for disabled children –
	Affirms that the provision of		funding promotes education for disabled
	Affirms that the provision of public education is the		funding promotes education for disabled children –
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	Affirms that the provision of public education is the responsibility of public		funding promotes education for disabled children – Donor funding for education (bilateral and
	Affirms that the provision of public education is the responsibility of		funding promotes education for disabled children – Donor funding for education (bilateral and multilateral)
	Affirms that the provision of public education is the responsibility of public authorities, which are		funding promotes education for disabled children – Donor funding for education (bilateral and multilateral) must actively
	Affirms that the provision of public education is the responsibility of public authorities, which are accountable to		funding promotes education for disabled children – Donor funding for education (bilateral and multilateral) must actively seek to
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	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		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
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	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		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
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	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		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

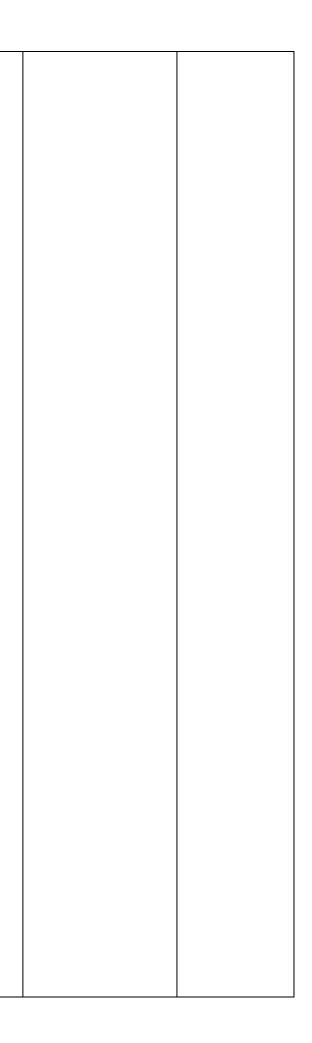
<sup>&</sup>lt;sup>1</sup> Porter, G. (2001) *Disability and Education: Toward an Inclusive Approach.* 



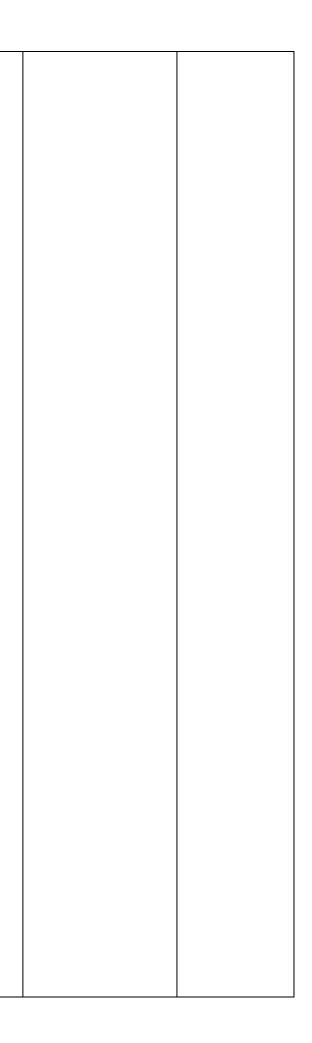
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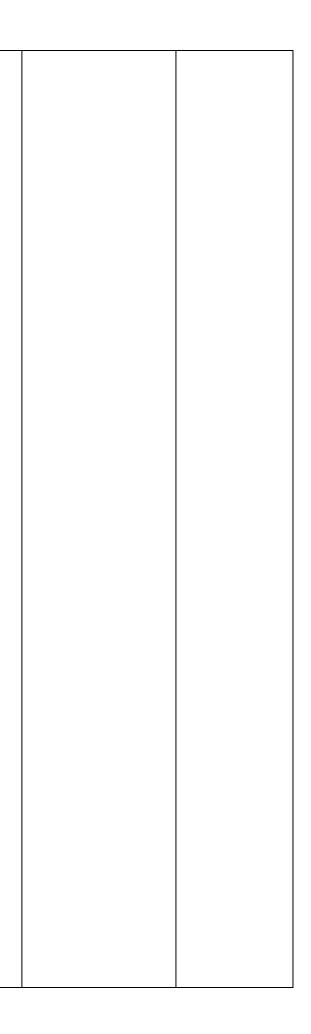
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				Human Rights	
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	must be			coalitions if	
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	same criteria as			development	
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	that is: the			Rights	
	service must be			Education.	
	for the common				
	good, open to all			Human Rights	
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	and must ensure			GCE's	
	equality of			definition of	
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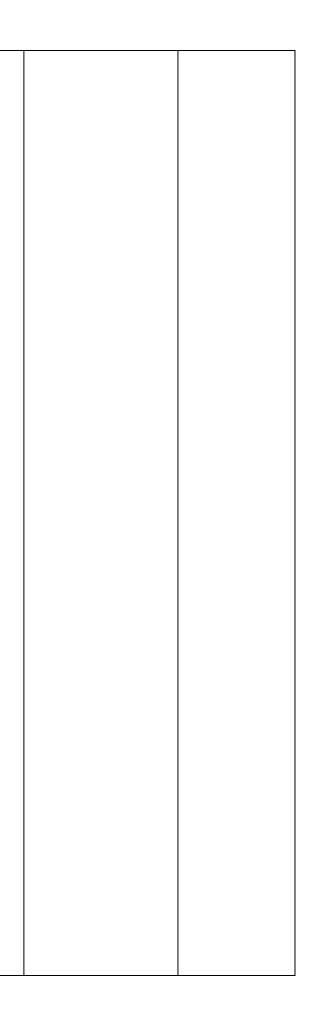
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in conflict-					1
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EDUCATION IN					1
EMERGENCIES					1
					1
GCE calls on the					1
national					1
governments,					1
donors and the					1
					1
UN to:					1
					ı
To include					1
education in the					1
first phase of all					ı
humanitarian					1
					ı
responses with					ı
immediate effect					ı
					ı
Include					1
education in their					1
humanitarian					ı
policy					ı
Policy					ı
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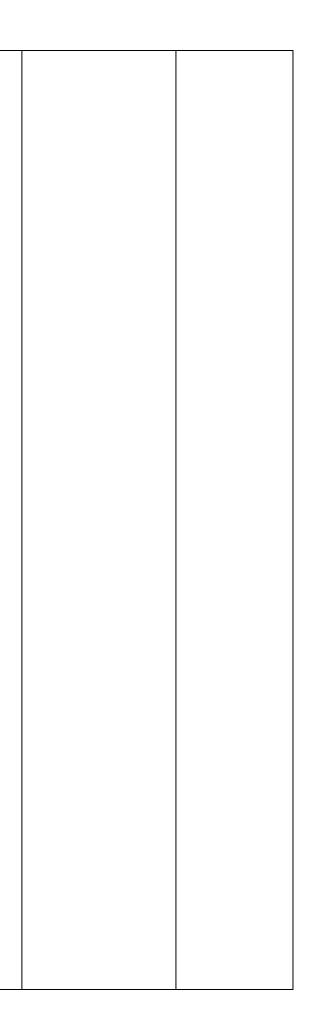
ec hu cri m of as wi Su fu	Acrease aid to ducation in umanitarian risis to a hinimum of 4.2% f humanitarian ssistance in line rith its needs upport and fully und the global luster for				
	ducation NFORCEMEN				
Tr Ca Ec	he Global ampaign for ducation esolves:				
ec fu hu St ac gu	o always onsider ducation as a undamental uman right, with tates ccountable as uarantors of nat right.				
ar th er ec wi ar sy pr th Pr	o assume, as n urgent task, ne promotion of nforceability of ducation rights ithin the global nd regional ystems of rotection, and ne adoption of a rotocol to the PIDESC".				
loo	o build apacities of ocal rganizations orums and				



national					
campaigns) to					
denounce and					
fight violations of					
the human right					
to education in					
their countries;					
To domand from					
To demand free					
public education					
in the 95					
countries where					
children are					
required to pay					
fees to enrol and					
attend schools;					
To pay special					
attention to the					
enforceability of					
the right to					
education,					
especially for the					
most vulnerable	1				
groups, such as	1				
rural populations					
and people with					
disabilities,					
emigrants,					
indigenous and					
other groups.					
To build and					
•					
society					
awareness about	1				
the right to					
education and					
the mechanisms					
of enforceability.					
FINANCIN QUALITY					
EDUCATION					
LUCCATION					
GCE therefore					
resolves:					
	I	i			



	To promote the					
	definition of					
	education					
	expenditure					
	based on quality					
	criteria, using the					
	concept of cost-					
	per-pupil for					
	quality					
	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 quality					
	education.					
	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					
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have sanctions							
imposed on							
them.							
To encourage							
wide							
participation of							
civil society in the							
decision-making							
processes for the							
formation and							
implementation							
of national							
budgets							
- ·							
To promote							
training in budget							
monitoring and							
analysis,							
considering the							
right to education							
and the right of							
citizens to							
information,							
participation and							
accountability.							
•	•	•	•	•	•	•	

RESOLUTIONS	T.1	T.2	T.3	Т.4	T.5	T.6	Т.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/vocation al and higher education	Relevant skills for decent work	Gender equality and inclusion	Universal youth literacy	Education for sustainable development and global citizenship	Effective learning environme nts	Scholars hips	Teachers and educators	GCE related issues, CSO participation, accountability
RESOLUTIONS 2011	Public Financing and Democratic Ownership for an Available, Acceptable and Adaptable Public Education' The Global Campaign for Education specifically calls on States to take the following measures: 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. 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	Early Childhood Care and Education: Successful Transition into School the World Assembly calls on GCE to: Support the expansion of ECCE especially for the most disadvantaged, and advocate for prioritizing attention and resources to early primary by: • 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			'Strengtheni ng GCE's Concrete Engagement in Girls Education and Women's Literacy' GCE specifically focuses on the following four issues: (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	Youth and adult education, life skills and popular education, towards social transformatio n GCE calls: 1. For acknowledging the contribution of popular education to youth and adult education by virtue of: 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	'Pursuing education as a Human Right' 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. 2. GCE to use enduring international treaties and conventions			'Educators: key to quality education' 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. 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; 13. Calls upon Governments to ensure that all	<pre>'Strengthenin g democracy and citizens' participation in the realisation of the human right to education' GCE calls for: 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. 2. Strengthening democratic and peaceful forms of negotiation and representation that consider organizations and social movements as</pre>

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forms of	as:		this problem.	contribute to	on education	
progressive	o Expanding		(ii) Women	the	rights (CRC,	
taxation	quality pre-		and Literacy.	construction of	CEDAW,	
and effectively	primary		Two thirds of	just	ICESCR,	
monitored	programmes		the 774	societies, in	CRPD, etc) as	
earmarked taxes	with special		million adults	sustainable	equally	
for education	attention to		lacking basic	environments;	important	
should be looked	reaching the		literally skills	3) Positioning	reference	
at. It is important	most		are	the <i>cultural</i>	points	
to	disadvantaged/v		women, and	dialogue as a	alongside the	
draw learning	ulnerable.		projections	pedagogical	(non-	
from countries	o Developing		for 2015	proposal that	enforceable	
which have	minimum		indicate that	acknowledges,	and	
			this will	•		
imposed specific	financing targets			values and	transient)	
taxes for	in education		continue at	promotes	Jomtien and	
education (such	budgets for		the current	learning,	Dakar	
as India,	ECCE		levels. Adult	culture, stories	frameworks.	
Brazil, Korea	programmes		literacy	from young	These	
etc) and to make	(before school)		remains a	people and	conventions	
strategic links	and early		seriously	adults, and	are more	
with the Tax	primary grades		neglected	links them to	binding than	
Justice Network	(classes 1 – 3)		EFA goal,	the academic	Dakar, have	
and progressive	o Prioritizing		and -within	knowledge; 4)	been signed	
tax	attention and		this	Proposing the	by more	
campaigners in	resources to		framework-	systematization	governments	
every country.	early primary as		there is poor	of experiences	(CRC – 192	
<ol><li>Challenge</li></ol>	a central		understandin	as a form of	countries) and	
capital flight	component of		g of the issue	investigation	are regularly	
and intra-	education		of female	that is	monitored	
company flows	reform. This		illiteracy and	interpretative	through	
of money which	should be		adult learning	and critical,	formal	
contribute to tax	reflected in the		and its impact	oriented to the	mechanisms	
evasion on a	plans of PRSPs,		on peoples'	promotion,	(there are	
massive scale.	EFA, MDGs,		lives and	qualification	committees on	
GCE should	FTIs, etc.		social	and	CRC, ICESCR	
seek to generate	Committing		progress. To	reorientation of	and CEDAW)	
political will of	2012 Global		address this	youth and adult	which can be	
governments to	Action Week to		problem,	education	used by civil	
address capital	ECCE		GCE will:	experiences.	society	
flight			o Facilitate	2. For enforcing	3. GCE to	
and other issues	Prioritization of		and conduct	lifelong learning	ALWAYS	
contributing to	Early		studies	and continuing	frame its work	
tax evasion (for	Childhood		across	education	on education	
example,	Care and		countries with	because it is a	around rights -	
including greater	Education		high	continuous	even where	
regulation of tax	(ECCE)		incidence of	action and	making the	
havens).			women	there	wider case for	
navens).	World		illiteracy,	is concurrence	the positive	
4. Guarantee	Assembly calls		analysing	between study	economic,	
that the	upon GCE to:		commitments	and work. This	social and	
	1. Promote the		and			
macroeconomi				requires an "unschooling"	political	
c policies	recognition of all		documenting	"unschooling"	consequences	
adopted are	children as right		relevant and	vision of youth	of education.	
consistent with	holders as		appropriate	and adult	The	
the realization of	stated by the		interventions	education,	foundational	
the				highlighting its	arguments	

teachers receive pre-	legitimate
and in-service	representatives
training of	in the
good quality,	processes of
induction into the	debate
profession and	and decision-
continuous	making where
professional	disagreement
development and	has to be
support; especially	considered as
focus on the	legitimate.
improvement of the	3. Developing
teachers training	and
Ű,	
institutions including	strengthening
building capacities of	consultative
teachers' educators,	and
update curriculums	deliberative
according to the	spaces where
challenges of	civil society can
the contemporary	participate in
world, technology,	the debate and
materials, new	decision-
,	
models of teaching	making
14. Demands that	processes on
Governments and	the legal and
educational	political
authorities at all	frameworks of
levels, public and	education,
private,	either at micro
work with teachers'	i.e. school or
organizations	community
through processes of	level or at
social dialogue and	
	macro, national
collective	and
bargaining.	international
15. Requires the	level.
strengthening of	4. Promoting
educational	and enforcing
authorities at sub-	the
national levels to	participation of
engage with,	the education
monitor, and support	community –
teachers in	children, young
collaboration,	people
,	
wherever possible,	and adults,
with national teacher	teachers,
organizations and	parents,
their regional offices.	education
16. The Global	workers – in
Campaign for	debate and
Education condemns	decision-
the measures of	making
exclusion and	processes on
marginalisation, as	
<b>.</b>	the legal and
well as the illegal	political
sanctions taken in	

Right to	CRC and other		o Articulate a	community	of GCE should	
Education for all	legally		sharpened	dimension.	always be	
so that under no	binding		agenda on	3. For all	rooted in	
circumstances	instruments as		women and	stakeholders to	education as a	
will the	well as their		literacy	develop and	right.	
stabilization or	implementation,		o Facilitate	promote TVET	4. GCE to	
macroeconomic	and support		policy	schemes that	work more	
adjustment	existing		venues,	are in practice	closely and	
programmes	campaigns that		where women	adapted to the	intensively	
superimpose or	call		learners are	availability and	with the Right	
prevail over the	for the		able to	financial	to Education	
unequivocal	ratification of the		articulate	resources of	Project	
obligation of	CRC by those		their	specific target	(www.right-	
allocating	two States that		demands	groups	toeducation.	
adequate funds	have not yet		o Work with	otherwise	org) and other	
for the integral	done so.		coalitions in	excluded from	human rights	
realization of the	2. Promote the		developing	more formal	networks and	
Human Right to	recognition that		capacities in	TVET options,	organization.	
Education. The	-		evidence-	such as		
IMF remains an	health, nutrition, protection and		based policy	domestic	At the same time, GCE to	
important focus	education are		advocacy on	workers or any	reach	
for this work	human rights		women and	person	out to the	
(especially	from		literacy and	engaged in a	Human Rights	
during their 6	the moment		monitoring	livelihood	community –	
monthly	children are		commitments	activity. TVET	activists and	
missions to	born and that		made in	also	lawyers – to	
countries) – but	enjoying these		regional and	needs to take	bring them into	
we	rights has value		sub regional	into account	national	
should maximise	in itself.		policy venues	and respond to	coalitions	
the pressure	3. Overcome		othrough	existing market	and	
from below –	arguments that		the GCE	requirements in	strengthen the	
holding	defend the		national	terms of skills	way in which	
Ministries of	investment on		coalitions for	and	human rights	
Finance to	ECCE primarily		education for	competences.	instruments	
account for their	on economic		all in those	4. For the	are used to	
submission to	grounds, as		states,	recognition of	defend quality	
the failed	well as		and in	importance of	public	
ideology of the	deterministic		cooperation	the diverse	education.	
IMF.	predictions for		with active	learning	5. GCE to	
5. Strengthen	children that are		organizations	practices, in	support the	
the public	deprived of		in the	different	popularization	
mechanisms of	receiving		countries	spaces and	of legal	
state finances,	adequate care		where there	aspects	frameworks on	
explicitly	and		are no	of a person's	education	
avoiding	stimulation from		national	life and from	rights, for	
public-private	their early ages,		coalitions for	different	example,	
partnerships or	since this		education for	practices.	building on	
innovative ways	generates		all.	Considering	the 4A	
of financing	discrimination.		o Helping the	that the world	framework	
involving private	4. Push for		national	context has	which states	
			coalitions	alienated the		
financing, which	national framoworks for				that the right	
lead to absolving	frameworks for		exert a	field of work, it	to education is	
the State of	financing quality		tangible effort	is necessary to	fulfilled once	
responsibility in	ECCE		to eradicate	develop new	all its	
guaranteeing	programmes		illiteracy,	categories and	dimensions	
adequate				alternatives,	are	

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.

frameworks of education. 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 nº 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. 6. Revisiting and strengthening the partnership between local and international civil society, fostering cooperation, autonomy and dialogue at all levels. 7. Organizing a partnership conferences between the states and the national coalitions for education for all in the states in need for that; 8. Sending clear and transparent

resources to making it part of the function of the second				 1	1		1
Human Right to receiving 6. Refrain from concurrence 		resources to	making it part of	especially	such as, for	guaranteed:	
Education.       resorting to financial mechanisms that investments on meeting to financial mechanisms that investments on meeting the internal and meeting the internal and internal internal internal internal internal internal and internal and internal and internal and internal and internal and internal and internal internal internal internal internal and internal and internal internal and internal and internal internal and internal and internal and int	f	finance the			example:	availability,	
6. Refrain from resorting to financial mechanisms that mechanisms that meanisms that mechanisms that meanisms that mean		Human Right to	inherent right to	females.	education for	accessibility,	
resorting to mechanisms that hereating star sovereignty and its capacity to fulfill the obligations its capacity to fulfill the obligations assumed with the realization of the Human Right ithe realization of the Human Right ithe leakization of the Human Right ithe leakization ithe star ithe leakization ithe star ithe leakization ithe leakity ithe		Education.	receiving	(iii) Removing	productivity and	acceptability	
resorting to infrancial mechanisms that hurbasiton states in threatin State FA goal inscrease assumed with the realization of the reali	6	6. Refrain from	education in	cost barriers	solidarity	and	
financial mechanisms that threaten State sovereignty at its capacity to fulfilit the relation of assumed with the relation of assumed with the relation of the fulfilit the		resorting to	concurrence	to girls'	•	adaptability.	
mechanisms that threaten State threaten State soverrighty and its capacity to fulfil the doiligations the realization of the free and table and the realization of the free and the		U U	with the CRC.	-	-		
threaten State sovereigny and its capacity to fulfill the boligatons         meeting the protocol to the entranspondent and ECCE must central profix in entranspondent to fulfill the central profix in and sumed with the realization of the Human Rights         external entranspondent entranspondent to fulfill the central profix in and frameworks.         sign and raily the central profix in entranspondent to fulfill the central profix in and frameworks.         sign and raily protocol to the engagement with         sign and raily must be considered as with           particular, available borrowing loans         be reflected as a construction and refrain from the realization of resorring to burdensome indettedness as a diret finance public         5. For considered as to feature to reduce borrowing loans         5. For considered as with         5. For considered as considered as considered as considered as adout as considered as considered as adout as considered as adout as considered as considered as considered as consis considered as considered as considered as considered as conside							
sovereignty and its capacity to fulfil the and ECCE must obligations the realization of national ECCE must be reflected as a assumed with the realization of national policies and frameworks.learning end grid timerational community community social and community to Education.the Colonal' the Covenant on Economic, Economic, Covenant on Economic, Covenant on Economic, Covenant on Economic, Covenant on Economic, Social and the Human Right and frameworks.the Colonal' enditional Covenant on Economic, E							
its capačity'must increaseputcolo lu theobligationsboreficeted as aconsidered asobligationscentral priority inand recent priority inand remeworks.the Human Riper and the Human Riper and the Human Riper and the Riper and the Riper and the Riper and the Riper and R			•				
to fulfill thé obligations assumed with a cantral priority in constant plobles contral priority in national pololes and frameworks.engagement community with communityInternational community S.For Social and Cutural Rights (ICESCR) and to reducation in to Education borrowing locater and support friendly safe borrowing locater and the reducation in to Education for borrowing location in the support friendly safe borrowing locater and the international (ICESCR) and to reduce borrowing locater and borrowing locater and borrowi				U U			
obligations assumed with the realization of the Human Right and realization of borrowing loans with with conditionalities and refar in dramators a the development of children falling borless as indexelopment of children falling borless as the basis of borless as the basis of the secure borless as the basis of the basis of <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>							
assumed with the realization of the realization the Human Right and frameworks.central priority in and frameworks.central priority in and frameworks.central priority in frameworks.to Education.5. For to Education.5. For to Scell and (CltsrCR) and to foster civil allocation for the integrated untral the velopment of education indepreted bordensome the basis to bordensome the basis to bordensome the basis to the basis to <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>							
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International to Education.and frameworks. integrated integrated integrated particular, avoid with conditionalities and refrain from development of collider indested to borowing to oblication in the basis to the basis to 					5 For		
lo Education. In particular, avoid integrated5. Ensure supportis and comparticular, avoid integratedis and comparison(CESCR) and to reduce society(CESCR) and to reduce societywith conditionalities and refrain from resoring to burdensomeholisticcommitments the ECCEis avoid the is favor, disseminating tis favor, tis favor, disseminating tis favor, tis favor, disseminating tis favor, tis				-			
particular, avoidIntegratedto reducesecureto foster civilborrowing loadsupportframework forbairiers atbortheallocation frombairiers atconditionalitiesholisticbairiers atto youth anddisseminatingand refrain fromchildren failingbit thecommitmentsits favor, niindebtedness asage bracket ofthe basisbit youth anddisseminatingburdensesOB years.''The Right toskills programs,andfinance publicChildren'sand finiterand Youthskills programs,andpoliciesand interand interbisbilities:and finiterand ratify thisadequate cost approach atinclusivele.g. ASEAN,instrument asamount of publicand coordinationadaptablesooperationintermationalresources whichbetweensiter cost approachand ratify thisinstrument asare cost cost ofminstries mustsiter cost approachand ratify thisintermationalrealization ofthe earningacoperation ininterdient approachintermationalrealization ofthe earningacoperation ininterdient approachintermationalanalyses tonational level,intermationalintermationalintermationalresources whichbetweenafpeitersoate foror realization ofresources whichbetweenare intergratedintermationalintermational <td></td> <td>•</td> <td></td> <td></td> <td></td> <td></td> <td></td>		•					
borrowing leanssupport framework for holisticsubjort holisticallocation from and refrain from development of commitmentsSociety mobilization in tis favor, its favor, commitmentsSociety mobilization in toolitation in toolitation toolitation in toolitation toolitation in toolitation toolitation in toolitation toolitation toolitation toolitation toolitation toolitation toolitation toolitation toolitation toolitation toolitation toolitation toolitation toolitation toolitation tool				U U		· · · · ·	
withframework for conditionalities obsiticbarriers at bother primary and adulttheir ODA to youth and adultmobilization in its favor, disseminating adultand refrain from resorting to burdensome indebtedness as age bracket of the basis to obsiticbarriers at development of children's children's children's among them, developmentbarriers at bother primary and its favor, resorted secondary levelstheir ODA duitilis programs, and encouraging countries anong them, development adequate cost a aproach at anoinal level, identify the greater clarity amount of public are anount of public accessary in agencies and international mecessary in adequate to a accountry to ministries must mecessary in agencies and international inclusivetheir ODA primary and its favor, the Right to systems for systems for systems for system for shalls the forget to sharing and cooperation in treating accessary in agencies and maternal in the accessant in action of the easured to the are integrated are international inclusivetheir ODA proved to the and coordination systems for sharing and achildren and maternaltheir ODA aduit to the acces sharing and cooperation in systems for sharing and treaties for the sharing and treaties for the resources can the sharing and aduition and on the 10th the sharing and treaties for the resources can the sharing to international <br< td=""><td>-</td><td></td><td>•</td><td></td><td></td><td></td><td></td></br<>	-		•				
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be covered. 8. This also implies for multilateral and bilateral donors be covered. 9. This also 10. mentional, bilateral donors be covered. 10. mention, 10. ment				1 .			
8. This alsohealth, nutrition, psychosocial, emotional, bilateral donorshealth, nutrition, psychosocial, emotional, physical,and capacity through the multilateral and appropriatecovenant. It will come into force once appropriate							
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multilateral and bilateral donorsemotional, physical,most physical,governments to foster ainto force once 10-member					C For retire		
bilateral donors physical, appropriate foster a 10-member		•		-			
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to allocate a linguistic and linguis				1			
	[ t	to allocate a	inguistic and	way and/or	meaningful	States ratify it	

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 decisionmaking process. 'Enhancing civil society engagement in the Education for All – Fast Track Initiative Partnership' GCE resolves to: 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

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greater share of	cognitive	means	dialogue with	and then it will	
their funding	development of	regardless of	youth and adult		
to supporting	children. An	impairment.	education,	individual	
participation of	integrated		TVET and life	claims on	
local civil society	research	2) To	skills	economic,	
in: social watch	framework	measure a	stakeholders to	social	
and budget	would also drive	nation's	be able to	and cultural	
monitoring,	more effective	quality in the	come up with	rights	
especially when	and innovative	education	sound, relevant	violations to	
significant aid	information	system is	and innovative	be put forward	
contributions are	across sectors.	dependent on	programs for	at the	
involved;	6. Improve	if and to what	youth and	international	
democratic	quality of ECCE	degree it	adults including	level. Up to	
decision-making	programmes	prepares for	youth and adult		
•	including	fair and	education,	2010, 35	
processes	<b>u</b>		TVET and life	countries	
regarding	community	equitable			
education policy	based and non-	examination	skills in their	around the	
development	formal initiatives	processes for	Poverty	world have	
and	by	all.	Reduction	subscribed it,	
implementation.	developing		Strategies and	thus indicating	
Donor States	capacities of	3)	Programs	their intention	
and	teachers and	Governments	o ensure that	to ratify it, and	
international	care givers to	should design	enough	only	
institutions need	nurture innate	strategies,	resources are	three have	
to adopt a firmer	capabilities and	train all	being allocated	ratified it:	
attitude against	learning	teachers on	to youth and	Ecuador,	
misuse and lack	dispositions by	Special	adult	Mongolia and	
of	providing safe,	needs, invest	education,	Spain.	
accountability on	interactive, and	in inclusive	TVET		
funds allocated	healthy learning	infrastructure,	and life skills,		
to realise the	environment.	make	targeting the		
right to	Teachers'	education	poorest of the		
education for all.	understanding	more	poor and the		
9. Live up to	and skills for	inclusive for	marginalized		
their	implementing	all.	vouth		
international	age-appropriate		o Put in place		
legal	curricula	Equitable			
		Equitable	the necessary		
obligations (see	through active	Learning: All	structure and		
esp. ICESCR Art	learning	Attaining a	appropriate		
2(1)) and	must enrich.	Quality	staff at		
pressure States	7. Support the	Education	national, state		
with greater	governments		and district		
power of	and education	the World	levels.		
influence to	providers in	Assembly			
challenge the	creating	calls on GCE	7. For		
IMF and G20 to	equitable and	to:	education		
change policies	diverse ECCE	1. Reaffirm	coalitions to		
around	services to	previous	carry out		
macroeconomics	include the	motions on	advocacy with		
,	excluded. In	quality	the		
, tax and the role	addition to	education	governments		
of investment in	responding to	and challenge	and donors to		
education.	gender gaps, to	GCE	prioritize EFA		
- adoution	multiple forms of	coalitions to	Goal 3.		
'The	discrimination	make a step	Lobby with the		
Commitment of	and		governments to		
		1	governinents to		1

1	
	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:
	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;
	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.
	3) Working on
	<ol> <li>Working on having</li> </ol>

[]	tho	marginalization		change in	includo civil	I	
	the	marginalization		change in	include civil		
	International	in access,		how "quality	society		
	Community to	ECCE		education" is	participation in		
	Cooperate	programmes		operationalize	youth and adult		
	for the	should be		d globally and	education,		
	Realization of	inclusive of		nationally;	TVET and life		
	the Human	children		2. Globally,	skills program		
	Right to	having special		support GCE	and policy		
	Education'	needs,		coalitions to	processes.		
		disabilities, HIV;		prioritize	Facilitate		
	The GCE makes	those		improving	continued		
	the following	experiencing		teaching and	discourses		
	recommendatio	stress and		learning	among		
	ns to the States	trauma resulting		practices in	stakeholders,		
	and the	from		early	especially with		
	International	conflicts,		grades	the youth,		
	Community:	disasters and		through (but	crystallizing		
	1. International	emergency		not limited	ideas on how		
	cooperation, as	situations.		to):	youth and adult		
	a commitment	8. Incorporate		o Formalizing	education,		
	that the States	linguistic, ethnic		a public shift	TVET and life		
	undertake with	and other forms		to equitable	skills can be		
	Human Rights	of diversity in		learning by	best		
	and,	ECCE		complementin	practiced and		
	in particular, with	programmes		g the	contextualized		
	the Right to	with an		"headline"	in dynamic		
	Education, has	emphasis on		statistic of	societies.		
	to respect	mother-tongue		children out-	To monitor that		
	national	based medium		of-school with	youth and adult		
	sovereignty,	of instruction,		quality-	education,		
	promote	curricula and		focused	TVET and life		
	democracy in	pedagogy. All		indicators,	skills are not		
	every country,	aspects of		including	promoted at the		
	be autonomous	child		primary	expense of		
	and independent	development,		school	basic		
	vis-à-vis private	including social,		completion	education, or to		
	interests, and	emotional,		rates and	promote		
	subject to render	physical and		levels of	privatization of		
	accounts	cognitive		"education	education		
	permanently to	faculties, are		poverty,"1	provisions		
	the international	bolstered		while			
	community and	with		increasing			
	to citizens of all	ethnolinguistic		collection			
	countries.	friendly		of additional			
	2. International	environments		quality-			
	cooperation has	offered to the		related data			
	to develop within	children.		(e.g. grade 3			
	a context of self-			learning			
	determination of			outcomes)			
	peoples and			3. At country			
	equality among			level,			
	nations,			encourage			
	acknowledging			GCE			
	that when a			coalitions to			
	State is not			support			
				improving			
		1		p. of mg			I

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.
( <b>F</b>
'For a
Democratic
and
Participatory
Institutional
Culture of the
Culture of the GCE
<b>Culture of the</b> <b>GCE</b> 1) The General
Culture of the GCE 1) The General Assembly of
Culture of the GCE 1) The General Assembly of the GCE calls
Culture of the GCE 1) The General Assembly of the GCE calls on this
Culture of the GCE 1) The General Assembly of the GCE calls on this Campaign to
Culture of the GCE 1) The General Assembly of the GCE calls on this Campaign to adopt a
Culture of the GCE 1) The General Assembly of the GCE calls on this Campaign to adopt a different
Culture of the GCE 1) The General Assembly of the GCE calls on this Campaign to adopt a different position and
Culture of the GCE 1) The General Assembly of the GCE calls on this Campaign to adopt a different
Culture of the GCE 1) The General Assembly of the GCE calls on this Campaign to adopt a different position and
Culture of the GCE 1) The General Assembly of the GCE calls on this Campaign to adopt a different position and relationship
Culture of the GCE 1) The General Assembly of the GCE calls on this Campaign to adopt a different position and relationship with its
Culture of the GCE 1) The General Assembly of the GCE calls on this Campaign to adopt a different position and relationship with its members, to
Culture of the GCE 1) The General Assembly of the GCE calls on this Campaign to adopt a different position and relationship with its members, to guarantee the
Culture of the GCE 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
Culture of the GCE 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
Culture of the GCE 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
Culture of the GCE 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
Culture of the GCE 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
Culture of the GCE 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
Culture of the GCE 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:
Culture of the GCE 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: 2) The
Culture of the GCE 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: 2) The consolidation
Culture of the GCE 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: 2) The consolidation and
Culture of the GCE 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: 2) The consolidation

	- <u></u>		1 1	
capable of		teaching and		
guaranteeing the		learning		
conditions for the		practices		
realization of the		in early		
human right to		grades		
education, <b>all</b>		through		
the rest have the		interventions		
obligation to		such as:		
technically and		0		
financially		Encouraging		
cooperate to		formal		
overcome this		consultation		
situation.				
		among		
3. The actions of		teacher		
international		unions, civil		
cooperation		society, and		
have to aim at		governments		
the unequivocal		to develop		
realization of		meaningful		
Human		ways of		
		understandin		
Rights, the				
strengthening of		glearning		
democracy and		levels (such		
the participation		as rapid		
of civil society in		reading		
public matters		assessments		
and national		and portfolio		
sovereignty.		reviews,		
4. To have and		among		
develop in		others) that		
greater depth		assist		
mechanisms that		teachers and		
allow for		students		
accountability,		with		
social watch		improving		
and citizens'		their teaching		
participation in		and learning		
spaces that		practices;		
typically belong		o Building		
to the		upon current		
international		advocacy		
cooperation as		messages to		
well		increase the		
as in the group		number of		
of multilateral		professionally		
institutions that		trained		
are part of the		teachers to		
United Nations		prioritize		
system.		primary		
5. The		school-age		
international		instruction		
cooperation and		modules in		
the industrial		teacher		
states, in		education		
particular, must		programs.		

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.
3) A
permanent,
horizontal and
open
relationship, in
dialogue with
its members,
based on the
GCE's
acknowledgem
ent that it is a
relationship
among peers;
4) Developing
in greater
depth its profile
as social
movement and
network, putting down
roots at
grassroots level.
5) Its
acknowledgem
ent 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

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.					
Education,					
Teachers and					
Students Under					
Attack					
Allack					
GCE calls for					
and commits					
to:					
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					
		1		1	

1
work
developed by
its members.
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;
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
02013
portioularly
particularly
important in the
important in the advocacy
important in the advocacy processes in
important in the advocacy processes in this area.
important in the advocacy processes in

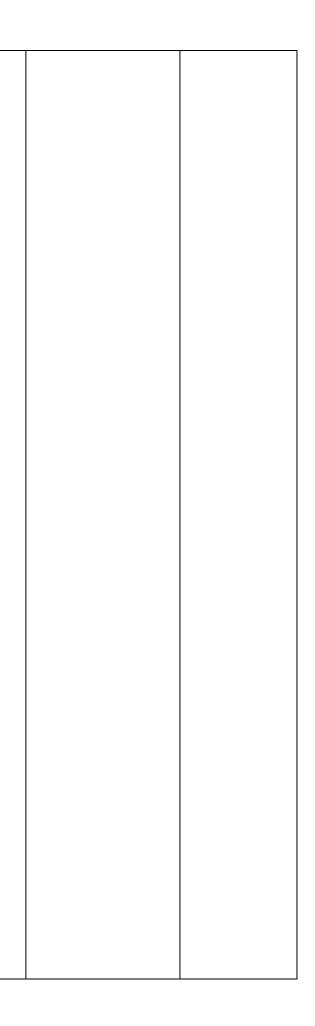
	to education in				
	conflict				
	situations,				
	including holding				
	atoto and non				
	state- and non-				
	state actors				
	accountable,				
	with the				
	consequent legal				
	responsibilities.				
	0 A joint slab al				
	2. A joint global				
	monitoring				
	mechanism that				
	should be put in				
	place to				
	document				
	attacks on				
	students and				
	teachers.				
	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.				
	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				

the group of
motions
approved at its
assembly into
its Action Plan,
putting into
practice
effectively the
approved
resolutions and
recommendatio
ns.
9) Through
this, the GCE
Assembly is
actually
recognized as
its highest
authority
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.
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

violations and							
targeted attack							
towards teachers	S						
and students							
Conflict,							
emergencies,							
climate change							
fragile states	3						
(including small island							
states)							
GCE demands							
that:							
3. Formal and							
informal curricula	a						
and learning							
institutions							
become							
responsive to the	e						
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							1
active							1
participants in							
creating a							1
peaceful, stable,							1
economic and							
environmentally							
sustainable							
society.							
4. Children living							1
in emergency							
areas have a							
right to access							
quality education	n						1
as children in							1
other							1
countries.							1
Psychosocial							1
support and							1
	I	1	1	I	1		L

	field of work. This would quickly bridge the wide gap between the goals and the progress rate

intervention will					
form the basic					1
parameters of					1
quality					1
quality					1
education for					1
children who are	•				1
trapped in					1
conflict situation	s				1
for them to	-				1
recover from the					1
					1
trauma of					1
violence and					1
destruction.					1
					1
5. The Donors					1
and internationa	.				1
					1
community					1
should contribut	e				1
to provide					1
enabling					1
environment to					1
access their righ	t				1
					1
to education by					1
providing more					1
resources					1
(technical and					1
financial both).					1
They					1
should increase					1
					1
long-term aid for					1
education in					1
emergency and					1
conflict-affected					1
fragile states					1
Taglie States					1
					1
6. The Donors					1
must use flexible	e				1
approaches in					1
conflict-affected					1
fragile states to					1
overcome					1
					1
weaknesses in					1
government					1
capacity and to					1
ensure					1
immediate					1
access to					1
					1
education.					1
					1
7. Amongst the					1
conflict and					1
disaster ridden					1
					1
groups,					1
marginalized					1
groups are			 		



		[		1	1			
further								1
margir	alized							
and ig	nored.							
Specif	С							
measu	ires are							
neede	d to							
enable	girls,							
disable								
childre	n, those							
affecte								
	DS and							
childre	n in							
specia								
	stances,							
such a	s							
indige								
people								
nomac	lic people,							
to acc								
educa								
case o								
	encies							
and co	nflict							
situatio								
	_							
		1	1	1	1	I	l	1

RESOLUTIONS	T.1	T.2	Т.3	Т.4	T.5	Т.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/vocation al and higher education	Relevant skills for decent work	Gender equality and inclusion	Universal youth literacy	Education for sustainable development and global citizenship	Effective learning environme nts	Scholars hips	Teachers and educators	CSO participation, accountability
RESOLUTIONS 2015	Private actors: 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. 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.				Educational inequality and discriminatio n: 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. 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,		Quality: 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. 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,			Teachers:       Fully comply with         the international       labour standards and         respect and promote       freedom of         association       and the right to         collective bargaining       without         discrimination;       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       Take without delay         the necessary       measures to         suspend all       disciplinary         measures to       suspend all         disciplinary       measures imposed         on the       Korean Teachers         Korean Teachers       and Education         Workers Union       (KTU) and grant         them full access to       the World         Education Forum       facilities and         a	Governance: 6.1 States must foster accountability to learners, parents, community and civil society by institutionalizin g 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. 6.2 States must foster accountability within education ministries through ensuring adequately staffed and resourced monitoring and support systems, and using appropriate

4.3 All states	understandin	through the
must have a	g that this is	development
long-term vision	fundamental	of analytical,
for providing and	to realising	creative and
financing	education as	problem-
education and	a human	solving
lifelong learning	right, and to	skills, to the
for	unlocking the	knowledge
all and meeting	benefits of	and
the post-2015	education as	understanding
education goals,	an	of human
with the State	enabling	rights,
being in a	right.	sustainable
leadership	2.4 States	development
position in	must	and citizenship
delivering this.	recognise	
Responsibility for	and respect	all of which
the provision and	international	are integral to
financing of	conventions	a quality
education should	and treaties	education.
not be	that prohibit	1.3.
transferred to	discrimination	Recognizing
other actors.	in	that
	education; in	educational
4.4 States must	particular,	inputs are
ensure that	states must	necessary to
education, from	ratify the	ensure
early childhood	UNESCO	educational
education to	discrimination	processes and
secondary	convention,	outcomes,
education and	and put in	States must
beyond, is	place	ensure that all
provided for the	national	schools are
benefit of	legislation	adequately
learners and	and policies	empowered to
society at large,	establishing	deliver quality
not for the profit	equality in	education by
of private	education	ensuring every
companies,	provisioning,	learner has
individuals and	prohibiting	access to a
other actors.	discrimination	professionally
	in education,	trained,
4.5 States	and	qualified,
should not use	promoting	motivated
government	equal	teacher; is
funds to	educational	taught
subsidize for-	opportunity.	according to a
profit education,	2.5 States	relevant and
whether through	must promote	responsive
grants,	equality and	curriculum,
vouchers or	non-	and has
other means.	discrimination	access to a
	in and	safe and
4.6 States must	through	inclusive
ensure that	education	learning
private actors	and take	leaning
	anu lane	I

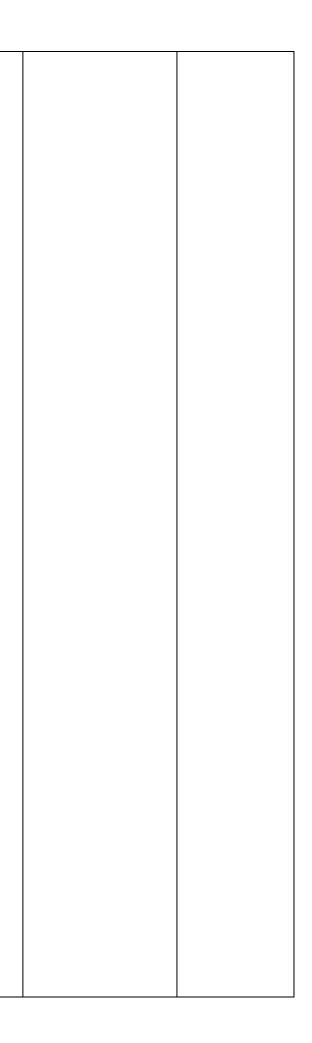
	technology for
	stronger
	monitoring.
	6.3 States must
	avoid embrace
	a broad
	understanding
	of
	accountability,
	holding
	themselves
	and schools
	accountable for
	delivering
	education
	rights in their
	full conception,
	and not for a
	narrow
	understanding
	of school
	performance
	based on
	student test
	scores.
	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.
	6.5 States must
	make
	educational
	systems more
	effective
	through
	institutionalizin
	g
	comprehensive
1	-
	planning,
	planning, monitoring and
	planning,

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providing	active steps	environment.
education	to	States also
services are	redress	have
accountable.	educational	responsibility
Any role for	inequality.	for ensuring
private actors in	This includes:	and supporting
the education	o ensuring	effective
sector must be	that learners	school
clearly defined in	have access	leadership as
the national	to high-quality	a crucial
education sector	educational	element in
plan or	institutions	guaranteeing
strategy, and the	and	quality.
responsibilities	programmes,	1.4. Learning
and	regardless of	assessments
requirements for	gender, class,	must be
private providers	race, place of	developed and
must be fully set	residence,	used as a
	ethnic or	diagnostic and
out in legal,		formative tool
regulatory	religious	
frameworks.	minority	to support
4.7 Otatas have	status, caste,	teaching and
4.7 States have	form	learning,
the obligation to	and extent of	across the full
regulate and	disability, or	spectrum of
monitor private	other	skills,
sector provision.	consideration	knowledge
All schools,	S.	and values,
including	o ensuring	and teachers
private schools,	that	must
must adhere to	educational	receive the
minimum	systems treat	support
education norms	all students	necessary to
and standards	and staff	manage such
for school	fairly, provide	assessment.
infrastructure,	equitable	Testing and
teacher	opportunities	assessment
qualifications	to students to	must be
and decent	fully	appropriate
working	participate in	and relevant to
conditions,	the	the national
curriculum and	educational	and cultural
teaching and	and learning	context and to
learning	process, and	individual
materials	enable all	learners.
and other norms	staff and	Student test
	students to	
related to quality,		scores, in
equity and non-	develop to	conjunction
discrimination,	their full	with other
including child	potential,	relevant data,
safety and the	o respecting,	can provide
human rights of	promoting	information
children and	and	about the
young people.	protecting the	performance
	needs of	of
	learners from	
· · · · · · · · · · · · · · · · · · ·	· · · · ·	

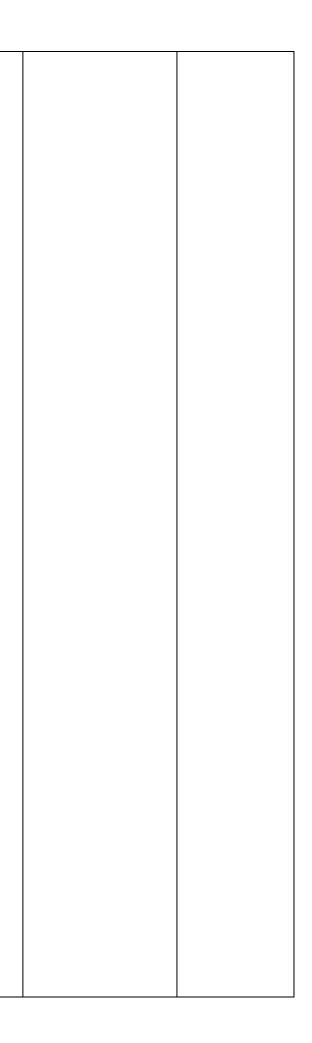
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	the government
	and ensuring
	that these
	functions of
	the government
	are effectively
	staffed and
	resourced, and
	developing
	professional
	capacity within
	education
	ministries,
	equipping
	education
	administrators
	with necessary
	tools and
	resources.
	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.
	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.
	6.8 GCE
	further calls for
1	

	4.8 The State	marginalized	education
	must ensure that	communities	systems, but
	it has the full	in all	should not be
	staffing and	aspects of the	used in
	resource	pedagogic	isolation as a
	capacity to	endeavour,	'high stakes'
	adequately	including in	tool to
	monitor and	terms of	evaluate the
	regulate private	language of	performance
	providers.	instruction,	of individual
		respect for	teachers or
	4.9 Regulation of	culture and	schools nor to
	private providers	history in the	promote
	should	curriculum	rankings.
	encompass	and	1.5. States
	regulation to	textbooks,	must ensure
	ensure that	and	that education
	private provision	recognizing	policies,
	does not	diversity	curricula,
	create or	during	textbooks,
		, , , , , , , , , , , , , , , , , , ,	teacher
	entrench existing	processes of	
	social and	assessment.	development
	economic	o adopting	and teaching
	inequalities.	and	materials are
		implementing	oriented
	4.10 States must	policies that	towards a
	ensure that the	help to	broad
	activities of	overcome the	understanding
	private actors in	physical,	of quality
	the education	financial,	education.
	sector are	linguistic,	Based on the
	subject to public	communicatio	understanding
	scrutiny and	n-related and	of education
	social	cultural	explicitly
	accountability,	barriers that	included in
	including	prevent	international
	education	equality of	treaties and
	provision,	opportunity in	conventions
	financing,	education,	on the right to
	regulation,	including by	education, and
	ownership and	providing	in post-2015
	policy	appropriate	frameworks,
	development.	teacher	GCE notes
	This requires	training, after-	that quality
	ensuring that	school	education
	information	support,	must
	about the	school meals,	encompass
	functioning of	scholarships,	education
	private schools –	language	for human
	including fees,	intervention	rights,
	student intake,	programmes,	sustainable
	etc – and on the	disability-	development,
	operation of	specific	global
	Public Private	accommodati	citizenship,
	Partnerships is	ons, early	and gender
	in the public		
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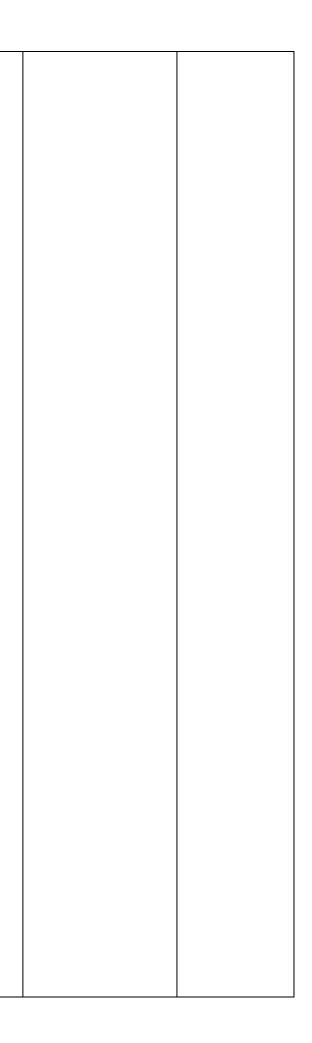
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	main and	childhood	equality;
free	ely accessible	stimulation	promotion of a
to d	citizens.	and other	culture of
		interventions	peace and
Fin	nancing for	needed to	non-violence;
	ucation:	level the	and
		playing field,	appreciation of
5.1	1	as well as	cultural
	overnments	inclusive	diversity. The
	ould allocate	teacher	close
	least 20	policies for	relationship
	rcent of their	training,	between
		recruitment &	education and
	dgets to ucation and		health also
		deployment of teachers	
	end an		ought to be
	nount	from	better taken
	uivalent to at	marginalized	into account to
	ast 6 percent	groups.	achieve quality
of	GDP.	o ensuring	education,
		that	especially with
5.2		education	regards to
Go	overnments	systems,	sexual and
sho	ould allocate	institutions	reproductive
atl	least half of	and	health rights
the	eir education	programmes	education and
buc	dgets to basic	equip staff	comprehensiv
	ucation,	and students	e
def	fined as	to	sexuality
inc	cluding early	challenge	education,
	ildhood care	inequality and	nutrition,
	d education,	discrimination	hygiene and
	mary	in their	prevalent
	ucation, lower	work/study	diseases
	condary	environment,	affecting
	ucation, and	must promote	mothers and
	sic	an	children. GCE
	ult education.	inclusive	encourages all
	epending on	learning	stakeholders
	vels of access	environment,	to create
	education,	and must	better links
	vernments	make certain	between these
, i i i i i i i i i i i i i i i i i i i	ay need to	that learning	two sectors in
	end far more	materials and	policies and
	an half of their	educational	programmes.
	dgets on basic	policies,	All these
	ucation, in	procedures	aspects must
	der to ensure	and	be developed
	uitable	processes do	in a framework
		1.	
	ocations.	not	of lifelong
		discriminate	learning, from
	3 Donors	against any	birth to
	ould spend at	individuals or	adulthood
	ast 10 percent	groups.	
	total ODA on	o allocating	Lifelong
bas	sic education;	education	education and
		financing to	learning:



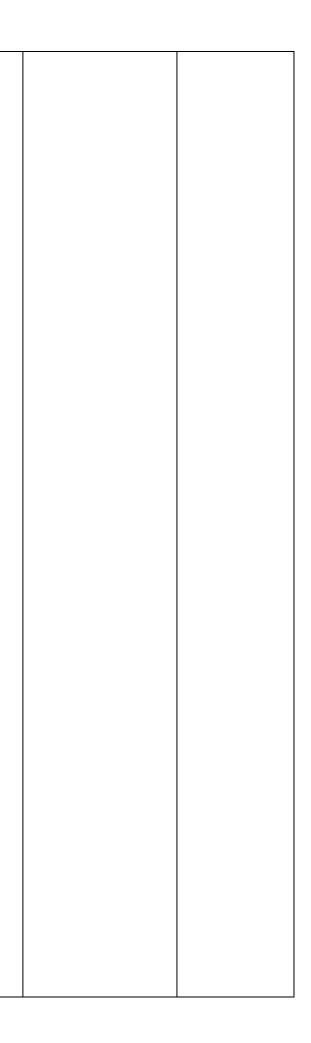
	an anna tha t	1
10 percent of	ensure that	
general budget	these	3.1 States
support could be	measures are	must
counted towards	met.	recognise the
this total.	2.6 States	lifelong right to
	must ensure	education,
5.4	that	from birth to
Governments	governance	adulthood.
must explicitly	and	3.2 In light of
take equity into	management	this, and
account when	systems in	consistent with
determining	the education	the
allocation of	sector	International
education	promote and	Covenant on
spending.	support	Economic,
Equitable	equality,	Social and
allocation of	inclusion and	Cultural
financing entails	non-	Rights,
•		States must
directing more	discrimination	
resources	, including by:	implement the
towards	o maintaining	"progressive
educational	in the public	introduction of
institutions with	domain	free
high proportion	regularly	education" at
of learners from	updated	all levels; GCE
disadvantaged	disaggregate	believes this
or marginalised	d data on	must
communities,	students,	immediately
and	schools and	include States
providing such	the education	providing
students with	system, that	access to free
greater levels of	allows	primary
support.	governments	education,
	to identify and	secondary
5.5	address	education and
Governments	unequal	basic adult
should regularly	provisioning	literacy, and
review the equity	and	targeted
of their	discrimination	investment to
budgeting and	and	equalise
spending,	empowers	opportunities
including regular	parents and	to access
	children	education at
gender		
budgeting	experiencing	all levels.
exercises.	exclusion to	3.3 States
	analyse the	must ensure
5.6	prevailing	that all
Governments	situation and	learners
must provide the	initiate action.	acquire the
public with	o supporting	knowledge,
accurate, timely,	academia	skills, values
and	and civil	and attitudes
comprehensible	society to	to establish
financial	undertake	sustainable
information	periodic	and peaceful
	research to	societies; this
 L I L		,



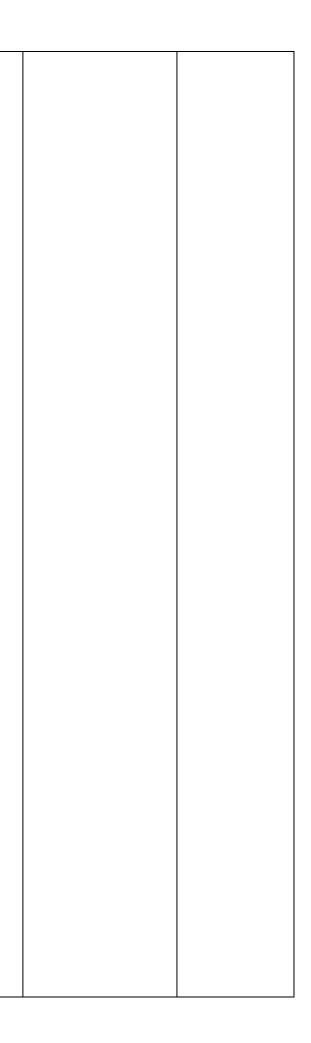
	disaggregated at			understand	requires action	
	school, regional,			the extent of	to ensure that	
	and national			discrimination	curricula in	
	levels, and			and inclusion	formal and	
	including			in the	nonformal	
	analysis of the			educational	education at	
	impact on the			systems and	all levels	
	marginalized			to document	include	
	communities			the	education for	
				experiences	human rights,	
	5.7			of	sustainable	
	Governments			learners from	development,	
	must ensure			marginalized	global	
	inclusive and			communities.	citizenship,	
	participatory			o ensuring	and gender	
	participation			participation	equality;	
	from citizens			of civil society	promotion of a	
	from all parts of			representing	culture of	
	society prior to			marginalized	peace and	
	making			communities	non-violence;	
	budgetary			during policy	sexual and	
	decisions.					
	decisions.			design,	reproductive health rights	
				processes of educational	education and	
				planning and	comprehensiv	
				budgeting at all levels and	e sexuality	
					education; and	
				during policy	appreciation of	
				design.	cultural	
				2.7 States	diversity.	
				must guard	3.4 States	
				against the	must take	
				emergence of	action to	
				new forms of	ensure that all	
				educational	youth and	
				inequality and	adults reach a	
				discrimination	proficiency	
				through the	level in literacy	
				growth of fee-	and	
				charging	numeracy	
				private	sufficient to	
				schools,	fully	
				including, but	participate in	
				not limited to,	society, with	
				low-fee	particular	
				private	attention to	
				schools.	girls and	
					women and	
				Education in	the	
				emergencies	most	
				and conflict +	marginalized.	
				militerization:	3.5 States	
					must take	
				1. That	action to	
				governments	ensure that all	
				formally	adults and	
L	1 I	I		,		I



	1 1
endorse the	young people
"Guidelines	have the
for protecting	knowledge
schools and	and skills for
universities	decent work
from	and dignified
Military use	lives, through
during armed	inclusive
conflict"	technical and
2. That	vocational,
governments	upper
implement	secondary and
the guidelines	tertiary
in their own	education and
military	training, with
doctrine,	particular
policies, and	attention to
trainings, in	gender
accordance	equality, racial
with UN	and ethnic
Security	diversity
Council	and the most
Resolution	excluded, on a
2143, which	lifelong basis.
encourages	3.6 Access to
governments	and
to adopt	completion of
concrete	secondary
measures to	education is a
deter the	central
military use of	challenge at
schools.	the present
3. Country	time. The
task forces of	school
the UN-led	system must
Monitoring	promote an
and	intergeneratio
Reporting	nal political
Mechanism	culture that
(MRM) on	recognises
grave	adolescents
violations	and young
against	people as
children in	rights-holders
situations of	and legitimate
armed conflict	partners, that
should	tries to
enhance the	respond to
monitoring	their demands
and reporting	and
of attacks	
	expectations
on schools,	and allows
students,	space for
teachers and	youth culture
other persons	and youth
related to the	identities.



school	Secondary
(protected	education
persons);	must
threats of	involve
attacks	providing a
against	comprehensiv
protected	e training in
persons; and	the arts, ethics
actions by	and politics. It
parties to the	is important
conflict which	also to make
impede	progress in
children's	recognising
access	the importance
to education,	of non-formal
including the	education in
military use of	achieving
schools, as	popular
requested by	education.
the Security	3.7 In pursuing
Council in	these aims,
Resolution	States must
1998 of July	recognise and
2011.	act on
4. Relevant	
	inequalities in
ministries and	education and
education	training, in
actors in	particular
countries	recognising
where attacks	significant
on education	gender
occur should	disparities in
establish	access to,
preventive	experiences
measures,	of, completion
such as early	of and
warning	outcomes in
systems, and	education and
a rapid	training.
response	States should
system for	therefore take
attacks.	explicit
	measures to
organizations	increase girls'
should offer	and women's
support for	access to and
these efforts.	retention in
	both formal
	and non-
	formal
	education and
	skills training
	at all
	levels, and to
	improve the
	quality of their



		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.
		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.