

**GCE 4th General Assembly
22nd – 25th February 2011**

AGREED ORDINARY RESOLUTIONS

Resolution 1 – ‘Public Financing and Democratic Ownership for an Available, Accessible, Acceptable and Adaptable Public Education’

The GCE acknowledges that:

1. The State is responsible for providing the necessary financial conditions for the realization of the Human Right to Education for All. According to the General Observation # 11 of the International Covenant on Economic, Social and Cultural Rights (ICESCR), no State can avoid the unequivocal obligation to provide adequate financial support to education on the grounds that it lacks the necessary resources; for this purpose fiscal mechanisms shall be established to collect and allocate the necessary resources to sustain a public education service that responds to the integral realization of the human right to education, under equal conditions, guaranteeing its availability, accessibility, acceptability and adaptability for all. The same observation states that when a State clearly lacks the necessary financial resources and knowledge to “elaborate and adopt” a detailed plan for the realization of the human right to education, the international community shall have the clear obligation to provide assistance so that under no circumstances will education lack adequate public financing.
2. GCE should shift the primary focus of its campaigning on financing EFA away from donors and the aid discourse and towards domestic financing, tax justice and national Ministries of Finance. Although it is an outrage that international donors have failed to live up to the Dakar pledge to cover finance gaps, and thus have not complied with their responsibilities as spelt out by article 2 of the ICESCR, GCE will have more impact by focusing further attention in partnering with its members at regional and national level to hold national Ministries of Finance to account. GCE should also promote cross fertilization of learning on resources, processes and initiatives on financing of education among all regions..

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 forms of progressive taxation and effectively monitored earmarked taxes for education should be looked at. It is important to draw learning from countries which have imposed specific taxes for education (such as India, Brazil, Korea etc) and to make strategic links with the Tax Justice Network and progressive tax campaigners in every country.
3. Challenge **capital flight** and intra-company flows of money which contribute to tax evasion on a massive scale. GCE should seek to generate political will of governments to address capital flight and other issues contributing to tax evasion (for example, including greater regulation of tax havens).

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4. Guarantee that the **macroeconomic policies** adopted are consistent with the realization of the Right to Education for all so that under no circumstances will the stabilization or macroeconomic adjustment programmes superimpose or prevail over the unequivocal obligation of allocating adequate funds for the integral realization of the Human Right to Education. The IMF remains an important focus for this work (especially during their 6 monthly missions to countries) – but we should maximise the pressure from below – holding Ministries of Finance to account for their submission to the failed ideology of the IMF.
5. Strengthen the public mechanisms of state finances, explicitly **avoiding public-private partnerships** or innovative ways of financing involving private financing, which lead to absolving the State of responsibility in guaranteeing adequate resources to finance the Human Right to Education.
6. Refrain from resorting to financial mechanisms that threaten **State sovereignty** and its capacity to fulfill the obligations assumed with the realization of the Human Right to Education. In particular, avoid borrowing loans with conditionalities and refrain from resorting to burdensome indebtedness as the basis to finance public policies and among them, education policies.
7. Carry out adequate **cost analyses** to identify the amount of public resources which are necessary in each country to guarantee the realization of the Human Right to Education and, in this way, facilitate the public debate on how the lack of resources can be covered.
8. This also implies for multilateral and bilateral donors to allocate a greater share of their funding to supporting participation of local civil society in: social watch and budget monitoring, especially when significant aid contributions are involved; democratic decision-making processes regarding education policy development and implementation. Donor States and international institutions need to adopt a firmer attitude against misuse and lack of accountability on funds allocated to realise the right to education for all.
9. Live up to their **international legal obligations** (see esp. ICESCR Art 2(1)) and pressure States with greater power of influence to challenge the IMF and G20 to change policies around macro-economics, tax and the role of investment in education.

Resolution 2 – Youth and adult education, life skills and popular education, towards social transformation

GCE recognizes:

1. There is an urgent need to promote the importance of popular education as an ethical, political and educative option to improve the learning linked to social transformation perspectives.
2. The evaluation of CONFINTEA VI indicates that in many countries attention to quality doesn't exist for young and adult education and in others still exist inadequate integral policies; insufficient financing, weak policies for young and adult women, persisting inequality between the urban and the rural, and no attention to lifelong learning is given while weak educational approaches are observed.
3. Youth situation is critical as unemployment rate is higher than ever before, standing at 13 percent globally at the end of 2009, equivalent to 81 million young people; students graduating from primary school are having little opportunities as the higher education provisions are not expanding proportionately, leading to frustration and disillusionment; technical and vocational education and training (TVET) and life skills especially for young people still remains an area in the blind spot of policy priorities, as the goal related to life skills of youth and adults (Goal 3) in EFA suffers from problems of definition and lack of data; TVET is not considered as essential for promoting and supporting social and economic development, investing on human resource for employment at both local and international market. It has an important role in addressing issues on poverty and inequality, gender disparity, food crisis, and environmental degradation, and TVET should not be used as "second class" education for the poor but rather as an option for educational and skills advancement for all.
4. Youth and adult education are essential for the achievement of MDGs and national development goals, different evaluations show that there is not enough collaboration between the government and civil society; and there is no common understanding on how to respond to poverty, and address the global food, fuel, environment and financial crises. The silent violence of economic and social and cultural inequality is intolerable; equal opportunities should be a central concern in the reorientation of adult learning an education including youth education.
5. Taking into account that the number of illiterate youth grows by an estimated 2 million / year in Africa, TVET needs to be designed and implemented in combination with adequate literacy training so as to constitute a comprehensive educational option.

Realizing the need for urgent attention to youth and adult education and life skills especially for the youth, 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 "*political and ethical intent*" that comprises the emancipatory and critical tradition of Latin America and other regions across the world;
 - 2)

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Promoting horizontal relationships and values such as solidarity, justice, equality and transparency, and developing human, technical and political capacities to contribute to the construction of just societies, in sustainable environments; 3) Positioning the *cultural dialogue as a pedagogical proposal* that acknowledges, values and promotes learning, culture, stories from young people and adults, and links them to the academic knowledge; 4) Proposing the *systematization of experiences as a form of investigation* that is interpretative and critical, oriented to the promotion, qualification and reorientation of youth and adult education experiences.

2. For enforcing lifelong learning and continuing education because it is a continuous action and there is concurrence between *study* and *work*. This requires an “unschooling” vision of youth and adult education, highlighting its community dimension.
3. For all stakeholders to develop and promote TVET schemes that are *in practice* adapted to the availability and financial resources of specific target groups otherwise excluded from more formal TVET options, such as domestic workers or any person engaged in a livelihood activity. TVET also needs to take into account and respond to existing market requirements in terms of skills and competences.
4. For the recognition of importance of the diverse learning practices, in different spaces and aspects of a person’s life and from different practices. Considering that the world context has alienated the field of work, it is necessary to develop new categories and alternatives, such as, for example: education for productivity and solidarity economy. The impact of great internal and external migrations must be considered as well.
5. For international donors to secure allocation from their ODA commitments to youth and adult education, TVET and life skills programs, increasing more grants than loans.
 - Regional cooperations (e.g. ASEAN, SAARC) to promote South-South cooperation in skills development and to create a space for sharing and learning best practices.
 - The ASEAN to implement its 10-Point Agenda on Education to Reach the Unreached
6. For national governments to
 - foster a meaningful dialogue with youth and adult education, TVET and life skills stakeholders to be able to come up with sound, relevant and innovative programs for youth and adults
 - include youth and adult education, TVET and life skills in their Poverty Reduction Strategies and Programs
 - ensure that enough resources are being allocated to youth and adult education, TVET and life skills, targeting the poorest of the poor and the marginalized youth
 - Put in place the necessary structure and appropriate staff at national, state and district levels.
7. For education coalitions to
 - carry out advocacy with the governments and donors to prioritize EFA Goal 3.
 - lobby with the governments to include civil society participation in youth and adult education, TVET and life skills program and policy processes.

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- facilitate continued discourses among stakeholders, especially with the youth, crystallizing ideas on how youth and adult education, TVET and life skills can be best practiced and contextualized in dynamic societies.
- monitor that youth and adult education, TVET and life skills are not promoted at the expense of basic education, or to promote privatization of education provisions

Resolution 3 - Early Childhood Care and Education: Successful Transition into School

GCE Notes:

- Ensure pre-schooling for all, particularly the marginalized
- Invest the best in early primary
- Develop minimum targets in education budgets for financing ECCE

GCE recognises that:

1. Learning begins at birth. ECCE programmes are concerned with ensuring young children's rights, provide the base for achieving all EFA goals and contribute powerfully to reducing poverty, the overarching objective of the MDGs[1]. The early years, from zero through eight, are the foundation for lifelong learning.
2. The early primary years are the key to systemic failures in education. Academic failure is concentrated in the first grades. Many children who continue in school miss foundational skills they cannot recoup; they leave school unable to read fluently, calculate, or solve problems.
3. Costly wastage can be avoided by investments in good quality early primary education combined with quality pre-schooling services. This improves the efficiency of the schooling system by reducing repetition and drop-out, and improving achievement, especially for girls and marginalised groups. Continued exclusion of some groups works against the achievement of EFA goals and the MDGs.
4. In most systems the level of human and financial resources invested per early primary student is significantly lower than in later educational cycles. A higher investment in early primary is urgent/necessary to resolve the learning and equity crises in education. The practice is that governments have left ECCE mainly to the private sector, NGOs and community. Governments should be involved in providing and expanding ECCE.
5. Schools must be ready for *all* children, those who participated in early childhood programmes and are "ready", and those who have not. This includes ensuring:
 - Support for families to engage in their children's learning before and after entry to school
 - A welcoming, appreciative, healthy and inclusive environment where the child feels safe and stimulated
 - Experienced, capable and appropriately trained and supported teachers in lower primary classes (opposite of current practice)
 - Manageable teacher-child ratios
 - Active learning combined with structured supports for reading and writing, so that ALL children, not just the better off, become fluent
 - Use of home language for basic concepts and literacy, and culturally relevant books and learning materials

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Therefore, 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 as:
 - o Expanding quality pre-primary programmes with special attention to reaching the most disadvantaged/vulnerable.
 - o Developing minimum financing targets in education budgets for ECCE programmes (before school) and early primary grades (classes 1 – 3)
 - o Prioritizing attention and resources to early primary as a central component of education reform. This should be reflected in the plans of PRSPs, EFA, MDGs, FTIs, etc.
- Committing 2012 Global Action Week to ECCE

Resolution 4 – ‘Strengthening GCE’s Concrete Engagement in Girls Education and Women’s Literacy’

GCE Notes:

1. The 2008 Assembly passed a resolution on “Gender Equality in Education”. While commendable for the breadth of its coverage, the resolution addressed governments and education-related institutions in a general way, without making clear what GCE’s own contribution would be to advance gender equality in education. This motion builds on the 2008 resolution, but is focused on the role that GCE should play as a movement in the next three years (through its Secretariat, Board, and members). The need for such a motion is justified as GCE has not prioritised this issue in a way that would make it an integral component of GCE’s work and a clearly visible area of engagement.

The motion calls for:

1. That the GCE Board and Secretariat commit to prioritizing gender equality in education in GCE’s work in the period 2011-2014 and ensuring that GCE’s engagement in this field is visible. Both GCE bodies would ensure that this is translated into concrete targets, work plans, and communications and media strategies; and that they report regularly to the GCE membership on progress as well as seeking their participation.
2. That sufficient resources and capacity are allocated to allow the Secretariat to develop, together with interested GCE members, policy inputs, research outputs, and advocacy materials and tools on gender equality in education; and that those resources are at the service of GCE members who want to build / strengthen their own capacity on gender equality in education.
3. That GCE Board and Secretariat develop relations with all institutions, governments, multi-lateral agencies (including UNGEI), and civil society organisations –especially women’s rights organisations- to build alliances and engage in critical dialogue to strengthen political will and joint work to achieve gender equality in education, both as a stand-alone goal (EFA goal 5) and as a cross-cutting issue in the other EFA goals and as articulated in CONFINTEA VI. Governments should design a directive for gender budgeting, include a budget item for gender budgeting and allocate gender budget.
4. That 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 this problem.
 - (ii) **Women and Literacy**. Two thirds of the 774 million adults lacking basic literacy skills are women, and projections for 2015 indicate that this will continue at the current levels. Adult literacy remains a seriously neglected EFA goal, and -within this framework- there is poor understanding of the issue of female illiteracy and adult learning and its impact on peoples’ lives and social progress. To address this problem, GCE will:
 - Facilitate and conduct studies across countries with high incidence of women illiteracy, analysing commitments and documenting relevant and appropriate interventions
 - Articulate a sharpened agenda on women and literacy

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- Facilitate policy venues, where women learners are able to articulate their demands
 - Work with coalitions in developing capacities in evidence-based policy advocacy on women and literacy and monitoring commitments made in regional and sub-regional policy venues
 - ...through the GCE national coalitions for education for all in those states, and in cooperation with active organizations in the countries where there are no national coalitions for education for all.
 - Helping the national coalitions exert a tangible effort to eradicate illiteracy, especially among females.
- (iii) Removing cost barriers to girls' primary education
- (iv) Equitable learning outcomes for engagement with community and girl friendly safe learning to reduce cultural barriers at both the primary and secondary levels

Resolution 5 – ‘Strengthening democracy and citizens’ participation in the realization of the human right to education’

The Global Campaign for Education (GCE) acknowledges that:

1. International legislation and the constitutions of democratic countries guarantee citizens’ participation as a right for all. The International Covenant on Civil and Political Rights states that every individual has the right to participate in the conduct of public affairs, through political movements or parties, trade unions, civil organizations – directly or through freely chosen representatives (art. 25)
2. The struggle to enforce the right to public and free education for all implies plural and collective action of different local civil society actors, involving the education community, non governmental organizations, teachers’ unions, education workers’ associations and social movements.
3. There is a serious scenario, in several countries, where the right to civil society participation is violated, and this is increasingly seen in the field of education. We have witnessed the criminalization of social movements, and of their activists as well, the violent and authoritarian repression of public demonstrations and legitimate and peaceful rallies led by teachers or students, particularly, young people. Organizations and activists that are members of the coalitions that form part of the GCE have experienced those situations.

Therefore, the 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 legitimate representatives in the processes of debate and decision-making where disagreement has to be considered as legitimate.
3. Developing and strengthening consultative and deliberative spaces where civil society can participate in the debate and decision-making processes on the legal and political frameworks of education, either at micro i.e. school or community level or at macro, national and international level.
4. Promoting and enforcing the participation of the education community – children, young people and adults, teachers, parents, education workers – in debate and decision making processes on the legal and political 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 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;

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9. Building the capacity of the GCE national coalitions in promoting the partnerships and engaging the civil community in the decision making process.

Resolution 6 – ‘Pursuing education as a Human Right’

The GCE acknowledges that:

1. Education is a human right and implies acknowledging that:
 - This applies to all individuals according to the principles of equality and non-discrimination;
 - it imposes obligations on States;
 - it promotes dignity and integrity of the human being;
 - it can and must be demanded;
 - it establishes international standards;
 - it is legally protected and determines legal obligations;
 - the levels of satisfaction have to show a progressive improvement;
 - Human Rights are universal, interdependent and indivisible.
2. In 2008 the World Assembly supported a motion on enforcing the right to education, but there is now an urgent need to put a rights-based approach more central to all the work of GCE. Most national coalitions make little use of the way that their national constitution guarantees education rights and there is limited knowledge or capacity to use legal and human rights frameworks and international or regional instruments to secure progress.
3. In line with the rights framework, public education should be oriented to the promotion of a new development model that responds to the concept of “living well”, to social justice, to human dignity and to the harmonious relationship with nature in all the countries across the world. It must promote interculturality, equality, gender equity, the connection between citizenship and democracy, protection of the environment, elimination of all forms of discrimination, promotion of justice and the construction of a culture of peace and the non-violent resolution of conflicts. It furthermore has to recognize boys and girls, young people and adults as subjects of rights and undertake inter-sectoral work, in recognition of the indivisibility of human rights.

We therefore call for:

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 on education rights (CRC, CEDAW, ICESCR, CRPD, etc) as equally important reference points alongside the (non-enforceable and transient) Jomtien and Dakar frameworks. These conventions are more binding than Dakar, have been signed by more governments (CRC – 192 countries) and are regularly monitored through formal mechanisms (there are committees on CRC, ICESCR and CEDAW) which can be used by civil society

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3. GCE to ALWAYS frame its work on education around rights - even where making the wider case for the positive economic, social and political consequences of education. The foundational arguments of GCE should always be rooted in education as a right.
4. GCE to work more closely and intensively with the Right to Education Project (www.right-to-education.org) and other human rights networks and organization. At the same time, GCE to reach out to the Human Rights community – activists and lawyers – to bring them into national coalitions and strengthen the way in which human rights instruments are used to defend quality public education.
5. GCE to support the popularization of legal frameworks on education rights, for example, building on the 4A framework which states that the right to education is fulfilled once all its dimensions are guaranteed: availability, accessibility, acceptability and adaptability.
6. GCE to call on States to sign and ratify the Optional Protocol to the International Covenant on Economic, Social and Cultural Rights (ICESCR) and to foster civil Society mobilization in its favor, disseminating its content and importance at global level and encouraging countries around the world to sign and ratify this instrument as soon as possible. ICESCR came into effect in 1976 as one of the key international treaties for the realization of the human right to education and on the 10th December 2008, the United Nations adopted the Optional Protocol to this covenant. It will come into force once 10 member States ratify it and then it will allow individual claims on economic, social and cultural rights violations to be put forward at the international level. Up to December 2010, 35 countries around the world have subscribed it, thus indicating their intention to ratify it, and only three have ratified it: Ecuador, Mongolia and Spain.

Resolution 7 – ‘Educators: key to quality education’

The General Assembly:

1. Recalling resolutions adopted by the General Assembly in Sao Paulo in 2008;
2. Expresses its deep concern that despite the remarkable progress since 2000 in implementing education for all (EFA), if current trends continue, millions of children and adults, the majority of whom are female, will still be without access to learning opportunities by 2015 with the result that the Dakar goals will not be achieved;
3. Welcomes and encourages the efforts of the Global Campaign for Education and its members to advocate greater funding for EFA, and to improve the EFA coordination and implementation mechanisms;
4. Reaffirms the central role educators play in the promotion of free public Education for All and the delivery of quality education; for that purpose high quality initial and in service teacher education programs for all teachers are essential.
5. Notes with concern that the acute shortage of qualified educators, coupled with high levels of teacher attrition, represents one of the biggest hurdles to reaching EFA goals;
6. Notes that today, according to the latest UIS (Unesco Institute for Statistics) Figures, 9.1 million teachers need to be recruited to reach UPE by 2015;
7. Expresses serious concern about the recruitment of unqualified, volunteer, contract or para teachers and its impact on educational quality;
8. Welcomes the establishment of an International Task Force on Teachers for EFA;
9. Reiterates the importance of promoting and protecting the rights and freedoms of all teaching personnel as defined in the 1966 ILO/UNESCO Recommendation Concerning the Status of Teachers;
10. Notes that the 2009 CEART (Committee of Experts on the Application of the Recommendations on Teachers) Report underlines that there is a generalized decline in the teaching and learning environment and that teachers no longer feel respected nor safe in their working environment;

Therefore,

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 teachers receive pre- and in-service training of good quality, induction into the profession and continuous professional development and support; especially focus on the improvement of the teachers training institutions including building capacities of teachers’ educators, update curriculums according to the challenges of the contemporary world, technology, materials, new models of teaching

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14. Demands that Governments and educational authorities at all levels, public and private, work with teachers' organizations through processes of social dialogue and collective bargaining.
15. Requires the strengthening of educational authorities at sub-national levels to engage with, monitor, and support teachers in collaboration, wherever possible, with national teacher organizations and their regional offices.
16. The Global Campaign for Education condemns the measures of exclusion and marginalisation, as well as the illegal sanctions taken in 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.

Resolution 8 – ‘The Commitment of the International Community to Cooperate for the Realization of the Human Right to Education’

The GCE acknowledges that:

- 1) Technical and financial international cooperation is a commitment undertaken by all nations with a view to the realization of Human Rights. Quoting the General Observation # 11 of the International Covenant on Economic, Social, and Cultural Rights (ICESCR): “when a State clearly lacks the necessary financial resources and knowledge to “elaborate and adopt” a detailed plan for the realization of the human right to education, the international community shall have the clear obligation to provide assistance”. Thus, under no circumstances, can States lack adequate financial and technical mechanisms to guarantee the realization of the human right to education, in a comprehensive way.
- 2)

The GCE makes the following recommendations to the States and the International Community:

1. International cooperation, as a commitment that the States undertake with Human Rights and, in particular, with the Right to Education, has to respect national sovereignty, promote democracy in every country, be autonomous and independent vis-à-vis private interests, and subject to render accounts permanently to the international community and to citizens of all countries.
2. International cooperation has to develop within a context of self-determination of peoples and equality among nations, acknowledging that when a State is not capable of guaranteeing the conditions for the realization of the human right to education, **all** the rest have the obligation to technically and financially cooperate to overcome this situation.
3. The actions of international cooperation have to aim at the unequivocal realization of Human Rights, the strengthening of democracy and the participation of civil society in public matters and national sovereignty.
4. To have and develop in greater depth mechanisms that allow for accountability, social watch and citizens’ participation in spaces that typically belong to the international cooperation as well as in the group of multilateral institutions that are part of the United Nations system.
5. The international cooperation and the industrial states, in particular, must 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.

Resolution 9 – ‘The Right to Education and Children and Youth with Disabilities: Inclusive learning includes the right to adaptable systems for learning achievements’

- 1) With reference to former adapted motions in GCE World Assembly on The Quality of Education (2008) and Education and Disabled Children (2008), it is now the right moment to further ensure through the motion texts, that all children and youth with disabilities have equal rights and opportunities in the education system, an education system that is meant to promote good learning environment for all regardless of their diverse needs.
- 2) Education is a right and gives value in itself. Still there is a need to consider education as the tool to handle one’s life. Education opens doors to the working life and secures income and welfare for the individuals and their families.
- 3) Recognizing that all children can learn according to their own individual pattern of development (Thomas, M. Donald and William L. Bainbridge (2000). ‘The Truth About ‘All Children Can Learn’, in *Education Week*). Each individual will learn and develop in a different way and at a different rate and through different adapted learning materials and learning tools.
- 4) Recognizing this, and in order to provide every child an equal opportunity to show achieved learning results, education policies should reflect the need for adaptable examination systems. These should take into consideration the individual learner’s specific needs or needs for assistance also when assessing learning achievements. The education outcome is a part of the quality term and is measured all over the World, it is therefore important to safeguard the individual students’ right to prove her/his learning achievements in accordance with his/hers basic learning needs.
- 5) Education systems should help individuals to reach their potential, as recognized in the Dakar Framework for Action adopted at the 2000 World Education Forum.

GCE should therefore underline that

- 1) The right to education is also the right to prove one’s competencies and capacity through the most appropriate way and/or means regardless of impairment.
- 2) To measure a nation’s quality in the education system is dependent on if and to what degree it prepares for fair and equitable examination processes for all.
- 3) Governments should design strategies, train all teachers on Special needs, invest in inclusive infrastructure, make education more inclusive for all.

Resolution 10 – ‘Enhancing civil society engagement in the Education for All – Fast Track Initiative Partnership’

GCE recognizes that:

- 1) The world urgently needs an effective global funding mechanism to provide needed resources necessary to achieve Education for All. Bringing together representatives of donor and developing country governments, multilateral organizations, civil society, private sector and foundations, the Education for All – Fast Track Initiative (EFA-FTI) has become the central mechanism for policy dialogue on aid effectiveness, while providing an average of \$300 million annual grant funding to support the implementation of national education plans. There is a growing consensus that the EFAFTI is an important vehicle for global coordination and financing to accelerate progress towards the Millennium Development Goal of universal primary education and the wider EFA agenda.
- 2) The EFA-FTI Board has undertaken a reform process following the 2009 Mid-Term Evaluation, and has taken steps to strengthen the governance of the partnership, including through increased participation of developing country governments and civil society actors. As such, in 2010 the EFAFTI Board has adopted the decision to implement a constituency-based model of governance, based on representation of constituencies by a Board member and Alternate for the following groups: bilateral donor governments (6 seats), developing country governments (6 seats), multilateral agencies (3 seats), and civil society (3 seats, including 1 for teachers, selected by Education International, 1 that represents civil society in the global south and 1 that represents civil society in the global north) and private sector/foundations (1 seat).
- 3) Since GCE has been tasked with outlining a method for selection of the 2 civil society seats, it needs to implement a clear, consistent, democratic and consultative process of civil society representation on the FTI Board. The representatives of the GCE on the FTI Board should ensure that their positions are informed by and communicated back to the GCE constituencies which they represent. The 2 seats should be consistent with the FTI’s principle of equity between developing and donor countries, and therefore one seat should represent the global south civil society constituency and the other seat should represent the global north civil society constituency.
- 4) GCE’s involvement in the EFA-FTI Board should improve implementation of the reform agenda, strengthen the participation of civil society constituencies at country-level, encourage better engagement of civil society in replenishment efforts, and improve the transparency and accountability of the partnership to its stakeholders.

In light of this situation, 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 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.

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3) Working on having 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.

Resolution 11 - Education, Teachers and Students Under Attack

1. Documentation over recent years reveals that teachers and students have been increasingly under attack. The 2010 UNESCO report “Education under Attack” politically and ideologically motivated attacks on education in 32 countries, which affects the right to education strongly. Repressive regimes are asserting their powers through controlling and regulating education sector by attacking students and teachers. In Colombia, the death threats and murders of teachers and university students have risen sharply the last years. In Zimbabwe, teachers and students fear for what will happen during the 2011 national elections. Under the last elections students and teachers were assaulted, tortured and killed.
2. Education as a human right is under threat in contexts of violent conflict throughout the world. Schools are militarily targeted and students face the risk of death or injury, in addition to long disruptions in schooling. In other cases, non-state combatants occupy schools or prevent certain segments of the school population (girls, for instance) of attending school. In all those cases, the right to education is militarily breached and violated.

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 to education in conflict situations, including holding state- and non-state actors accountable, with the consequent legal responsibilities.
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 violations and targeted attack towards teachers and students

Resolution 12 – ‘For a Democratic and Participatory Institutional 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 improvement of the 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 acknowledgement 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 acknowledgement 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 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 particularly important in the advocacy processes in this area.
- 8) The incorporation of the group of motions approved at its assembly into its Action Plan, putting into practice effectively the approved resolutions and recommendations.
- 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 field of work. This would quickly bridge the wide gap between the goals and the progress rate.

Resolution 13 - Conflict, emergencies, climate change, fragile states (including small island states)

1. Emergency situations, caused by armed conflict, chronic economic or governance crises or natural disasters, are a major constraint to the achievement of Education for All. More than half of world's out of school children live in conflict affected fragile states. Education can be crucial in addressing the underlying causes of emergencies, conflict and climate change. Education plays crucial part in rebuilding social cohesion through structures and systems and curriculum content. Systemic approaches are necessary that can help and rebuild the affected societies by ensuring participation and transparency in policy formulation, equitable distribution of resources, curriculum reform, and other exclusionary tendencies (such as language of instruction, teaching methodologies , etc.)
2. Education is a vehicle to promote peaceful space and offering children a 'normal' experience in an conflict affected countries .The school curriculum can be used to promote love , peace and mutual respect that play important part in having a just and equitable society with sound economy.

We the members of GCE demands that:

3. Formal and informal curricula and learning institutions become responsive to the needs of those affected by conflicts and emergencies. Moreover, they should orient the youth of the need and significance of peace building, conflict transformation, ecologically friendly choices and lifestyles; and raise them as active participants in creating a peaceful, stable, economic and environmentally sustainable society.
4. Children living in emergency areas have a right to access quality education as children in other countries. Psychosocial support and intervention will form the basic parameters of quality education for children who are trapped in conflict situations for them to recover from the trauma of violence and destruction.
5. The Donors and international community should contribute to provide enabling environment to access their right to education by providing more resources (technical and financial both). They should increase long-term aid for education in emergency and conflict-affected fragile states
6. The Donors must use flexible approaches in conflict-affected fragile states to overcome weaknesses in government capacity and to ensure immediate access to education.
7. Amongst the conflict and disaster ridden groups, marginalized groups are further marginalized and ignored. Specific measures are needed to enable girls, disabled children, those affected by HIV/AIDS and children in special circumstances, such as indigenous people or nomadic people, to access education in case of emergencies and conflict situations.

Resolution 14 - Equitable Learning: All Attaining a Quality Education

GCE notes that:

1. Despite the passage of World Assembly motions on 'Quality Education' in 2004 and 2008, they have had limited impact on ensuring that children entering the classroom are actually learning. This motion seeks to build upon previous motions to shift the global education dialogue from simply increasing access to achieving access and learning, e.g. equitable learning, whereby, regardless of wealth, gender, or ethnicity, all people are able to not only access education but attain a quality education that supports lifelong learning and development.

GCE recognizes that:

1. Reducing the number of out-of-school children is a necessary but not sufficient goal toward achieving quality education for all.
2. Children must acquire fundamental knowledge and skills in the first three years of primary school to be successful in the later grades; specifically, children who fail to learn to read cannot read to learn and fall behind in school.
3. To learn to read, do math, and develop other fundamental skills, children need access to appropriate learning materials in early grades, particularly targeted for emergent learners.
4. Most assessments are administered in later grades, which cannot inform teaching and learning practices in the most formative years of school.

Therefore, the World Assembly calls on GCE to:

1. Reaffirm previous motions on quality education and challenge GCE coalitions to make a step change in how "quality education" is operationalized globally and nationally;
2. Globally, support GCE coalitions to prioritize improving teaching and learning practices in early grades through (but not limited to):
 - Formalizing a public shift to equitable learning by complementing the "headline" statistic of children out-of-school with quality-focused indicators, including primary school completion rates and levels of "education poverty,"¹ while increasing collection of additional quality-related data (e.g. grade 3 learning outcomes)
3. At country level, encourage GCE coalitions to support improving teaching and learning practices in early grades through interventions such as:
 - Encouraging formal consultation among teacher unions, civil society, and governments to develop meaningful ways of understanding learning levels (such as rapid reading assessments and portfolio reviews, among others) that assist teachers and students with improving their teaching and learning practices;
 - Building upon current advocacy messages to increase the number of professionally-trained teachers to prioritize primary school-age instruction modules in teacher education programs.

¹ The 2010 EFA Global Monitoring Report set an 'education poverty' threshold of four years in school, based on the minimum number of years required to acquire basic literacy. The report identified 22 countries with 30% or more young adults below the four-year threshold, and 11 countries in sub-Saharan Africa that had 50% or more below the threshold.

Resolution 15: Prioritization of Early Childhood Care and Education (ECCE)

The Global Campaign for Education (GCE) acknowledges that:

1. According to the United Nations Convention on the Rights of the Child, CRC, all children have the right to develop to their full potential, under any circumstances, at any time and anywhere. Therefore, the notion of childhood cannot be fragmented and a human rights approach must be used, acknowledging that children are right holders as from their birth. All the States around the world ratified this convention, except for the United States and Somalia.
2. The first Education for All goal that urges the States to “extend and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children”, is one of the most neglected goals in the Dakar Framework for Action, representing serious challenges for all the countries of the world.
3. Learning begins at birth, much before entrance in the school, as acknowledged at the Jomtien Declaration (UNESCO 1990). First and foremost, ECCE is for the child, in its own right, to fulfil his/ her childhood. Consequently, the Dakar Framework in 2000 and the Education for All Global Monitoring Report 2007 provide robust evidence for the need to invest in and expand quality ECCE provision. Emerging research evidences from different fields, education, human ecology, economic development, social sciences, child protection and health sciences make it crystal clear that quality ECCE is critical to creating a developed society: democratic, just, equitable, healthy and sustainable world.
4. Despite the increase in the number of school enrolment by 20 million across the world, the access still remains inequitable especially for children of disadvantaged groups and those in conflict regions and least developed countries. The challenge is to provide holistic quality ECCE for all children under age eight.

Recognizing quality ECCE makes for stronger foundations, World Assembly calls upon GCE to:

1. Promote the recognition of all children as right holders as stated by the CRC and other legally binding instruments as well as their implementation, and support existing campaigns that call for the ratification of the CRC by those two States that have not yet done so.
2. Promote the recognition that health, nutrition, protection and education are human rights from the moment children are born and that enjoying these rights has value in itself.
3. Overcome arguments that defend the investment on ECCE primarily on economic grounds, as well as deterministic predictions for children that are deprived of receiving adequate care and stimulation from their early ages, since this generates discrimination.
4. Push for national frameworks for financing quality ECCE programmes making it part of the inherent right to receiving education in concurrence with the CRC. Investments on meeting the first EFA goal must increase and ECCE must be reflected as a central priority in national policies and frameworks.

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5. Ensure integrated support framework for holistic development of children falling in the ECCE age bracket of 0-8 years. Children's holistic development demands a multi and inter sectorial approach at national level. Greater clarity and coordination between international agencies and ministries must be reached to ensure that investments on children and maternal development are integrated and aligned for responding to pre and post natal care, health, nutrition, psychosocial, emotional, physical, linguistic and cognitive development of children. An integrated research framework would also drive more effective and innovative information across sectors.
6. Improve quality of ECCE programmes including community based and non formal initiatives by developing capacities of teachers and care givers to nurture innate capabilities and learning dispositions by providing safe, interactive, and healthy learning environment. Teachers' understanding and skills for implementing age-appropriate curricula through active learning must enrich.
7. Support the governments and education providers in creating equitable and diverse ECCE services to include the excluded. In addition to responding to gender gaps, to multiple forms of discrimination and marginalization in access, ECCE programmes should be inclusive of children having special needs, disabilities, HIV; those experiencing stress and trauma resulting from conflicts, disasters and emergency situations.
8. Incorporate linguistic, ethnic and other forms of diversity in ECCE programmes with an emphasis on mother-tongue based medium of instruction, curricula and pedagogy. All aspects of child development, including social, emotional, physical and cognitive faculties, are bolstered with ethnolinguistic friendly environments offered to the children.

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Resolution 16: Portuguese to be adopted as GCE's fifth's official language

GCE will adopt Portuguese as an official language of the campaign. It will take some time for this to be fully implemented across the GCE programme and a number of the Portuguese speaking coalitions have volunteered to assist GCE in managing the addition of this fifth working language for the campaign.