

Fifth GCE World Assembly Policy Debate: Transcript and Resolutions 2015

This document contains the full transcript of the policy motions debate held during the 2015 GCE World Assembly, and the final resolutions adopted by the GCE membership.

For a full set of all of GCE's current policy positions, please see the GCE Policy Compendium, Version 2 as amended October 2015.

WA Session: GCE Beyond 2015: Policy Motions Debate

Moderators:

- Helle Gudmandsen, GCE Board and Danish NGO Education Network
- Cathleen Sekwao, Tanzania Education Network

Alberto Croce, CADE and GCE Board member, in his capacity as nominated Chief Returning Officer counted the vote, with representatives of GCE members and secretariat supporting the count. Each Policy Motion was presented by the proposer or a representative on their behalf. All eligible members received voting cards in order to participate in the vote.

Policy Motion A: 'Updates to the GCE policy framework' – proposed by the GCE Board and presented by Camilla Croso:

Noting that GCE policy has emerged organically over time, this motion aimed to address current gaps or inconsistencies in GCE policy. This motion had six parts (as outlined in the Policy Motions document). In addition, further changes (proposed by members and the participants' discussion groups) were included and needed adopting individually (before voting on Policy Motion A as a whole):

Additional Changes to Policy Motion A	Result
<u>Part 1 – Quality</u> : add <i>"States also have responsibility for ensuring and supporting effective school leadership as a crucial element in guaranteeing quality."</i>	Approved
<u>Part 1 – Quality, paragraph 1.5</u> : add the phrase <i>"the close relationship between education and health"</i>	Approved
<u>Part 2 – Education Inequality and Discrimination, paragraph 2.5, bullet 4</u> : add at the end <i>"inclusive teacher policies for training, recruitment & deployment of teachers from marginalized groups"</i>	Approved
<u>Part 4 – Private Actors and Providers in Education</u> Proposed change: change title to <i>"Role of the state regarding the role of private actors and providers"</i>	Approved
<u>Part 4 – Private Actors and Providers in Education, paragraph 4.2</u> : change wording to <i>"free quality education from early childhood education to at least completion of secondary level"</i>	Approved
<u>Part 4 – Private Actors and Providers in Education, paragraph 4.7</u> : change wording to <i>"All schools, including private schools, must adhere to [...] and other norms related to quality, equity and non-discrimination, including child safety and human rights of children and young people."</i>	Approved

Part 6 – Governance: add at the end “GCE further calls for the recognition of the essential role of local civil society with respect to policy dialogue and democratic governance in the education sector.”	Approved
VOTE FOR POLICY MOTION A OVERALL	ADOPTED

Policy Motion B: ‘Protecting schools and UN from Military use during armed conflict’ – Proposed by GCE Norway and presented by Christian Bull:

Additional changes and issues raised with regard to Policy Motion B (beyond what is noted in the Policy Motions document) included:

Additional Changes to Policy Motion B and Issues Raised	Result
GCE Notes, number 3: Replace with: “According to the Global Coalition to Protect Education from Attack (GCPEA), between 2005 and 2014, national armed forces and non-state armed groups, multi-national forces, and even peacekeepers have used schools and universities in at least 25 countries during armed conflict, including: Afghanistan, Central African Republic, Chad, Colombia, Côte d’Ivoire, Democratic Republic of Congo, Georgia, India, Iraq, Israel/Palestine, Libya, Mali, Myanmar, Nepal, Pakistan, Philippines, Somalia, South Sudan, Sri Lanka, Sudan, Syria, Thailand, Uganda, Ukraine, and Yemen.”	Approved
The Malala Fund strongly supported this motion and noted that we will find ways to fund it.	Noted
The Coalition Nationale de l'Education Pour Tous en DRC (CONEPT/RDC) requested that this motion include the point that schools are victims of war and armed conflicts whether it is the State government forces or rebels.	Noted (amendment already closed)
VOTE FOR POLICY MOTION B OVERALL	ADOPTED

Policy Motion C: ‘Child and youth participation in GCE’ – Proposed by Plan International and presented by Vernor Munoz

There was significant discussion regarding this policy motion. Additional changes and the issues raised (beyond what is noted in the Policy Motions document) included:

Additional Changes to Policy Motion C and Issues Raised	Result
RESULTS proposed removing point number 2 under ‘GCE resolves to’ as points 1 and 2 are similar and seem to be redundant.	Accepted by Plan International
Several members raised questions in terms of whether youth are organised in structures/bodies that can be easily integrated into the GCE movement.	Noted
Other members gave examples of highly organised youth-led structures and organisations, including some of the participants in the room!	Noted
Plan International clarified this has to do with the participation of children and youth-led organisations and proposed changing the title to ‘Child and youth-led organisations participation in GCE’	Approved
ASPBAE raised concerns over the term ‘structurally:’ It is fine if this means finding creative mechanisms for engaging youth and children; however, we wouldn’t want to be changing the Constitution and the structure of the Board.	Noted
VOTE FOR POLICY MOTION C OVERALL	ADOPTED

Policy Motion D: ‘Renaming Global Action Week as Global Education Week’ – Proposed by the GCE Board and presented by Camilla Croso:

Additional changes and issues raised with regard to Policy Motion D (beyond what is noted in the Policy Motions document) included:

Additional Changes to Policy Motion D and Issues Raised	Result
The policy motion was amended to 'Renaming Global Action Week as Global Action Week for Education' (based on the recommendation from the earlier group discussions)	Agreed by Board in side-meeting
Translating this into Spanish doesn't mean the same thing. Camilla Croso indicated that the voting today will be on the English name; and we will need to address the language sensitivity at a later stage.	Noted
VOTE FOR POLICY MOTION D OVERALL	ADOPTED

Policy Motion E: 'To call on the South Korean authorities to respect the union rights of teachers' – Proposed by GCE UK and presented by Chris Weavers (Chair of the GCE UK and Political Officer of NASUWT)

This was introduced as a new/additional policy motion, and was not included in the original Policy Motions document. The discussion regarding Policy Motion E included:

Additional Changes to Policy Motion E and Issues Raised	Result
The policy motion should read "To call on..." rather than "To invite..." (corrected from an earlier printed version).	Noted
<p>GCE UK presented some background information and the proposed policy motion (below):</p> <p>Justification:</p> <ol style="list-style-type: none"> 1. While South Korea will be hosting the World Education Forum in 2015 to strengthen the international commitment to the universal right to education, the South Korean authorities takes away the right of over 60,000 teachers to unionise. 2. In 2014, the Korean Teachers and Education Workers Union (KTU or Jeon Gyo Jo) was deprived of its legal registration for accepting dismissed and retired teachers into union membership. Since then, the education authorities have consistently ignored the recommendations of the International Labour Organisation to respect freedom of association. 3. The ILO has described a climate of "Absence of dialogue with the teachers' organisation in the development and implementation of a system of teacher evaluation; prohibition of the right of assembly; denial of the right to strike; imposition of disciplinary sanctions against teachers who participated in union assemblies; and violation of freedom of expression." <p>The World Assembly of the Global Campaign for Education therefore calls on the authorities of South Korea to:</p> <ul style="list-style-type: none"> ▪ 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 imposed on the Korean Teachers and Education Workers Union (KTU) and grant them full access to the World Education Forum facilities and activities. 	Noted
Campaña Argentina por el Derecho a la Educación (CADE) expressed strong support for this motion: "We are fighting for common goals."	Noted
VOTE FOR POLICY MOTION E OVERALL	ADOPTED

2015 RESOLUTION A

Proposed by the Board of the Global Campaign for Education

‘Updates to the GCE policy framework’

Preamble:

The Global Campaign for Education (GCE) is a unique civil society movement, whose members include national, regional and international civil society organisations across nearly 100 countries. This membership brings together local and national Civil Society Organisations, NGOs, teacher unions, child rights activists, parents’ associations, young people and community organisations. GCE is committed to education as a fundamental human right, and the key to overcoming poverty and inequality and achieving sustainable development, understood as social and environmental justice. GCE believes that governments are responsible for delivering this right. In order to achieve its aims, GCE mobilises citizens to put pressure on governments and the international community to fulfill their promises to provide free, compulsory, high quality public education for all. GCE policy is set through adoption of resolutions by the GCE membership at its World Assembly. This document sets out proposed policy to be considered for adoption at the 2015 World Assembly, which aims to complement and complete GCE’s extensive existing policy.

Part 1: Quality

GCE notes and acknowledges its previous resolutions on governance:

- 2004, Resolution 1: Quality Education
- 2004, Resolution 5: Teacher Status and Teacher Shortage
- 2008, Resolution A: Quality of Education
- 2008, Resolution N: Strategic Role of Educators
- 2008, Resolution O: HIV and education
- 2008, Resolution Q: Safe schools
- 2008, Resolution X: Education and Development
- 2008, Resolution Y: Human Rights Education
- 2011, Resolution 1: Public financing and democratic ownership for an available, accessible, acceptable and adaptable public education
- 2011, Resolution 7: Educators: key to quality education
- 2011, Resolution 14: Equitable learning: all attaining a quality education
- and other relevant resolutions on financing, teachers, early childhood care and education, and youth and adult education.

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

- 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, through the development of analytical, creative and problem-solving skills, to the knowledge and understanding of human rights, sustainable development and citizenship – all of which are integral to a quality education.
- 1.3. Recognizing that educational inputs are necessary to ensure educational processes and outcomes, States must ensure that all schools are adequately empowered to deliver quality education by ensuring every learner has access to a professionally trained, qualified, motivated teacher; is taught according to a relevant and responsive curriculum, and has access to a safe and inclusive learning

environment. States also have responsibility for ensuring and supporting effective school leadership as a crucial element in guaranteeing quality.

- 1.4. Learning assessments must be developed and used as a diagnostic and formative tool to support teaching and learning, across the full spectrum of skills, knowledge and values, and teachers must receive the support necessary to manage such assessment. Testing and assessment must be appropriate and relevant to the national and cultural context and to individual learners. Student test scores, in conjunction with other relevant data, can provide information about the performance of education systems, but should not be used in isolation as a 'high stakes' tool to evaluate the performance of individual teachers or schools nor to promote rankings.
- 1.5. States must ensure that education policies, curricula, textbooks, teacher development and teaching materials are oriented towards a broad understanding of quality education. Based on the understanding of education explicitly included in international treaties and conventions on the right to education, and in post-2015 frameworks, GCE notes that quality education must encompass education for human rights, sustainable development, global citizenship, and gender equality; promotion of a culture of peace and non-violence; and appreciation of cultural diversity. The close relationship between education and health also ought to be better taken into account to achieve quality education, especially with regards to sexual and reproductive health rights education and comprehensive sexuality education, nutrition, hygiene and prevalent diseases affecting mothers and children. GCE encourages all stakeholders to create better links between these two sectors in policies and programmes. All these aspects must be developed in a framework of lifelong learning, from birth to adulthood.

Part 2 – Educational Inequality and Discrimination

GCE notes and acknowledges its previous resolutions on inequality, exclusion and discrimination in education:

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

- 2.1 Noting that many of the concepts and terminology used in GCE Resolution S approved in 2008, on Education and Disabled Children, are now out of date, GCE resolves that the GCE 2014 report 'Equal Rights, Equal Opportunity' should instead serve as the reference point for GCE on appropriate concepts and terminology relating to inclusive education for children with disabilities.

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

- 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, understanding that this is fundamental to realising education as a human right, and to unlocking the benefits of education as an enabling right.

- 2.4 States must recognise and respect international conventions and treaties that prohibit discrimination in education; in particular, states must ratify the UNESCO discrimination convention, and put in place national legislation and policies establishing equality in education provisioning, prohibiting discrimination in education, and promoting equal educational opportunity.
- 2.5 States must promote equality and non-discrimination in and through education and take active steps to redress educational inequality. This includes:
- ensuring that learners have access to high-quality educational institutions and programmes, regardless of gender, class, race, place of residence, ethnic or religious minority status, caste, form and extent of disability, or other considerations.
 - ensuring that educational systems treat all students and staff fairly, provide equitable opportunities to students to fully participate in the educational and learning process, and enable all staff and students to develop to their full potential,
 - respecting, promoting and protecting the needs of learners from marginalized communities in all aspects of the pedagogic endeavour, including in terms of language of instruction, respect for culture and history in the curriculum and textbooks, and recognizing diversity during processes of assessment.
 - adopting and implementing policies that help to overcome the physical, financial, linguistic, communication-related and cultural barriers that prevent equality of opportunity in education, including by providing appropriate teacher training, after-school support, school meals, scholarships, language intervention programmes, disability-specific accommodations, early childhood stimulation and other interventions needed to level the playing field, as well as inclusive teacher policies for training, recruitment & deployment of teachers from marginalized groups.
 - ensuring that education systems, institutions and programmes equip staff and students to challenge inequality and discrimination in their work/study environment, must promote an inclusive learning environment, and must make certain that learning materials and educational policies, procedures and processes do not discriminate against any individuals or groups.
 - allocating education financing to ensure that these measures are met.
- 2.6 States must ensure that governance and management systems in the education sector promote and support equality, inclusion and non-discrimination, including by:
- maintaining in the public domain regularly updated disaggregated data on students, schools and the education system, that allows governments to identify and address unequal provisioning and discrimination and empowers parents and children experiencing exclusion to analyse the prevailing situation and initiate action.
 - supporting academia and civil society to undertake periodic research to understand the extent of discrimination and inclusion in the educational systems and to document the experiences of learners from marginalized communities.
 - ensuring participation of civil society representing marginalized communities during policy design, processes of educational planning and budgeting at all levels and during policy design.
- 2.7 States must guard against the emergence of new forms of educational inequality and discrimination through the growth of fee-charging private schools, including, but not limited to, low-fee private schools.

Part 3: Lifelong education and learning

GCE notes its previous resolutions touching on the lifelong continuity of education, including:

- 2004, Resolution 6: Early Childhood Care and Education
- 2004, Resolution 7: Civil Society Demands for Policy Action in Adult Education
- 2008, Resolution D: Adult Literacy
- 2008, Resolution U: The Enforcement of the Right to Education
- 2008, Resolution AA: Early Childhood Care and Education

- 2011, Resolution 2: Youth and adult education, life skills and popular education
- 2011, Resolution 3: ECCE: successful transition to school
- 2011, Resolution 4: Strengthening engagement in girls' education and women's literacy
- 2011, Resolution 6: Pursuing Education as a Human Right
- 2011, Resolution 15: Prioritization of ECCE
- as well as previous resolutions on financing and quality, including teachers (see above).

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

- 3.1 States must recognise the lifelong right to education, from birth to adulthood.
- 3.2 In light of this, and consistent with the International Covenant on Economic, Social and Cultural Rights, States must implement the "progressive introduction of free education" at all levels; GCE believes this must immediately include States providing access to free primary education, secondary education and basic adult literacy, and targeted investment to equalise opportunities to access education at all levels.
- 3.3 States must ensure that all learners acquire the knowledge, skills, values and attitudes to establish sustainable and peaceful societies; this requires action to ensure that curricula in formal and non-formal education at all levels include education for human rights, sustainable development, global citizenship, and gender equality; promotion of a culture of peace and non-violence; sexual and reproductive health rights education and comprehensive sexuality education; and appreciation of cultural diversity.
- 3.4 States must take action to ensure that all youth and adults reach a proficiency level in literacy and numeracy sufficient to fully participate in society, with particular attention to girls and women and the most marginalized.
- 3.5 States must take action to ensure that all adults and young people have the knowledge and skills for decent work and dignified lives, through inclusive technical and vocational, upper secondary and tertiary education and training, with particular attention to gender equality, racial and ethnic diversity and the most excluded, on a lifelong basis.
- 3.6 Access to and completion of secondary education is a central challenge at the present time. The school system must promote an intergenerational political culture that recognises adolescents and young people as rights-holders and legitimate partners, that tries to respond to their demands and expectations and allows space for youth culture and youth identities. Secondary education must involve providing a comprehensive training in the arts, ethics and politics. It is important also to make progress in recognising the importance of non-formal education in achieving popular education.
- 3.7 In pursuing these aims, States must recognise and act on inequalities in education and training, in particular recognising significant gender disparities in access to, experiences of, completion of and outcomes in education and training. States should therefore take explicit measures to increase girls' and women's access to and retention in both formal and non-formal education and skills training at all levels, and to improve the quality of their educational experiences. This will providing 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.

<p>Part 4: The role of the state regarding private actors and providers in education</p>

GCE notes and acknowledges its previous resolutions on privatisation in and of education:

- 2004, Resolution 9: Privatisation of Education
- 2004, Resolution 10: Relative Roles of Government and Civil Society with respect to Primary Education and non-formal Adult Education

- 2004, Resolution 11: User fees and costs
- 2008, Resolution F: Abolition of user fees
- 2008, Resolution L: Public-Private Partnerships
- 2011, Resolution 1: Public financing and democratic ownership for an available, accessible, acceptable and adaptable public education
- and relevant resolutions on financing, governance and the right to education

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

- 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.
- 4.3 All states must have a long-term vision for providing and financing education and lifelong learning for all and meeting the post-2015 education goals, with the State being in a leadership position in delivering this. Responsibility for the provision and financing of education should not be transferred to other actors.
- 4.4 States must ensure that education, from early childhood education to secondary education and beyond, is provided for the benefit of learners and society at large, not for the profit of private companies, individuals and other actors.
- 4.5 States should not use government funds to subsidize for-profit education, whether through grants, vouchers or other means.
- 4.6 States must ensure that private actors providing education services are accountable. Any role for private actors in the education sector must be clearly defined in the national education sector plan or strategy, and the responsibilities and requirements for private providers must be fully set out in legal, regulatory frameworks.
- 4.7 States have the obligation to regulate and monitor private sector provision. All schools, including private schools, must adhere to minimum education norms and standards for school infrastructure, teacher qualifications and decent working conditions, curriculum and teaching and learning materials and other norms related to quality, equity and non-discrimination, including child safety and the human rights of children and young people.
- 4.8 The State must ensure that it has the full staffing and resource capacity to adequately monitor and regulate private providers.
- 4.9 Regulation of private providers should encompass regulation to ensure that private provision does not create or entrench existing social and economic inequalities.
- 4.10 States must ensure that the activities of private actors in the education sector are subject to public scrutiny and social accountability, including education provision, financing, regulation, ownership and policy development. This requires ensuring that information about the functioning of private schools – including fees, student intake, etc – and on the operation of Public Private Partnerships is in the public domain and freely accessible to citizens.

<h2>Part 5: Financing for education</h2>
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GCE notes and acknowledges its previous resolutions on education financing:

- 2004, Resolution 2: Financing for Education Focusing on FTI
- 2004, Resolution 9: Privatisation of Education

- 2004, Resolution 11: User Fees and Costs
- 2008, Resolution E: International Monetary Fund
- 2008, Resolution F: Abolition of user fees
- 2008, Resolution H: External Financing of Education For All and the EFA Fast-Track Initiative
- 2008, Resolution L: Public-Private Partnerships
- 2008, Resolution P: The Financing of Education in Conflict Affected Countries and Fragile States
- 2008, Resolution V: Financing Quality Education
- 2011, Resolution 1: Public financing and democratic ownership for an available, accessible, acceptable and adaptable public education
- 2011, Resolution 8: Commitment of international community to cooperate for right to education

The Global Campaign for Education further resolves and calls on States to take the following measures:

- 5.1 Governments should allocate at least 20 percent of their budgets to education and spend an amount equivalent to at least 6 percent of GDP.
- 5.2 Governments should allocate at least half of their education budgets to basic education, defined as including early childhood care and education, primary education, lower secondary education, and basic adult education. Depending on levels of access to education, governments may need to spend far more than half of their budgets on basic education, in order to ensure equitable allocations.
- 5.3 Donors should spend at least 10 percent of total ODA on basic education; 10 percent of general budget support could be counted towards this total.
- 5.4 Governments must explicitly take equity into account when determining allocation of education spending. Equitable allocation of financing entails directing more resources towards educational institutions with high proportion of learners from disadvantaged or marginalised communities, and providing such students with greater levels of support.
- 5.5 Governments should regularly review the equity of their budgeting and spending, including regular gender budgeting exercises.
- 5.6 Governments must provide the public with accurate, timely, and comprehensible financial information disaggregated at school, regional, and national levels, and including analysis of the impact on the marginalized communities
- 5.7 Governments must ensure inclusive and participatory participation from citizens from all parts of society prior to making budgetary decisions.

Part 6: Governance

GCE notes and acknowledges its previous resolutions on education governance:

- 2004, Resolution 8: Social Participation as a Right and Cornerstone for Transformation
- 2004, Resolution 10: Relative Roles of Government and Civil Society with respect to Primary Education and Non-Formal Adult Education
- 2008, Resolution G: Social monitoring and democratic management of public policies for education
- 2008, Resolution Z: Teacher management
- 2011, Resolution 1: Public financing and democratic ownership for an available, accessible, acceptable and adaptable public education
- 2011, Resolution 5: Strengthening democracy and citizens' participation in realization of the human right to education
- 2011 For a democratic & participatory institutional culture of the GCE

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

- 6.1 States must foster accountability to learners, parents, community and civil society by institutionalizing mechanisms for involvement of parents, children and youth and communities in making decisions affecting their education through participatory decision-making structures and meaningful consultation at school, local and national levels.
- 6.2 States must foster accountability within education ministries through ensuring adequately staffed and resourced monitoring and support systems, and using appropriate 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 institutionalizing comprehensive planning, monitoring and auditing systems within 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 the recognition of the essential role of local civil society with respect to policy dialogue and democratic governance in the education sector.

2015 RESOLUTION B

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

Original proposed in Spanish:

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

GCE notes:

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

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

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

GCE calls for and commits to:

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

2015 RESOLUTION C

Proposed by Plan International

'Child and youth participation in GCE'

Preamble/justification:

Child participation is a core principle of the Convention on the Rights of the Child, which asserts that children and young people have the right to freely express their views and that there is an obligation to listen to children's views and to facilitate their participation in all matters affecting them within all social and institutional settings. According to this basic principle, Plan has increasingly worked with children and youth and not just for them, while we recognize that children and youth are active right holders as well as the main actors in the education processes. It is both right and timely that GCE should create the opportunities for children and youth to get engaged in decision making and governance structures, not only in terms of value and legitimacy but also in terms of learning from the unique perspective that they can bring to our work.

GCE resolves to:

1. Encourage member organisations to progressively and structurally include children- and youth-led organisations in their constituencies, staff or collaborators and facilitate their engagement and initiative in decision-making, planning and actions, according to their interests, needs and age.

2015 RESOLUTION D

Proposed by the Board of the Global Campaign for Education

‘Renaming Global Action Week as Global Action Week for Education’

GCE resolves to:

1. Continue organisation of a global week of campaign and advocacy action on education each year. This provides an opportunity both to demand action from decision-makers and to mobilise citizens in support of the right to education.
2. Rename this week, previously known as “Global Action Week” as “Global Action Week for Education”, in order to draw attention to the essential focus of the week’s campaigning and advocacy activity.

2015 RESOLUTION E

Proposed by Education International and GCE-UK

‘To call on the South Korean authorities to respect the union rights of teachers’

GCE notes that:

1. While South Korea will be hosting the World Education Forum in 2015 to strengthen the international commitment to the universal right to education, the South Korean authorities takes away the right of over 60,000 teachers to unionise.
2. In 2014, the Korean Teachers and Education Workers Union (KTU or Jeon Gyo Jo) was deprived of its legal registration for accepting dismissed and retired teachers into union membership. Since then, the education authorities have consistently ignored the recommendations of the International Labour Organisation to respect freedom of association.
3. The ILO has described a climate of *“Absence of dialogue with the teachers’ organization in the development and implementation of a system of teacher evaluation; prohibition of the right of assembly; denial of the right to strike; imposition of disciplinary sanctions against teachers who participated in union assemblies; and violation of freedom of expression.”*

The World Assembly of the Global Campaign for Education therefore calls on the authorities of South Korea to:

- 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 imposed on the Korean Teachers and Education Workers Union (KTU) and grant them full access to the World Education Forum facilities and activities.