

## Statement from Education International

### Delivered by Fred Van Leeuwen, General Secretary, Education International

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The GPE policy objectives are in line with the fundamental principles and objectives of Education International which promote inclusive and quality public education for all. Our program and budget for the period 2012-2014 is anchored in the implementation of the new EI Education Policy Paper adopted by delegates representing our 30 million members during EI's 6th World Congress held this past July in Cape Town, South Africa. The Education Policy paper includes, but is not limited to the policy objectives adopted by GPE but includes many others that EI and our members consider fundamental for the achievement of universal access to free, public, high quality education.

Through production and dissemination of knowledge, evidence-based advocacy, communication, policy guidance and capacity building, EI and members will deliver concrete results and contribute to making the GPE a real and effective partnership.

Education International pledges the following:

- **To improve gender equality in education, including the achievement of gender parity in primary and lower secondary school,** Education International will support the institutionalization and expansion of Regional Women's Educator Networks in Latin America, Africa, Asia including the Middle East to raise the profile of gender equality on national education policy agendas and provide advocacy for girls education and leadership training for women educators. EI will also develop and disseminate policies to tackle the barriers that prevent girls from benefitting from education, stepping up efforts to promote gender-safe schools and non-sexist pedagogy and curricula.
- **To improve early learning outcomes, including increasing grade 3 literacy rates** EI will carry out regional consultations and technical workshops with members with a view to

developing a robust definition of quality and multiple ways of measuring quality of education that goes beyond achievement test scores. Specifically, EI will focus its efforts on the improvement of teaching and learning conditions and ensuring a basic level of supports and processes for success, (rather than on narrow, sanctions-based external assessments). EI and members will launch a Global Network on Teaching Quality with UNESCO and the International Council on Education for Teaching (Academia) and other regional and national partners to create a global clearinghouse on Quality Teaching. In addition EI will implement a new Early Childhood Education Strategy that will lay out specific guidelines for equity and quality in the early years and offer graduate degree scholarships for members that pursue graduate studies in education, particularly in Early Childhood Education and Development in African Universities. EI will set up regional and sub-regional Working Groups on ECE, conduct a study on the provision of ECE (public and private) and organise regional and sub-regional seminars in order to facilitate information and knowledge exchange among its members and partners. EI will also seek to bring our professional teaching knowledge to bear on the Global Compact on Learning by involving our members who specifically focus on reading and literacy. EI will deepen its work on the future of the teaching profession, partnering with the OECD and the United States Department of Education to hold the Second International Summit on the Teaching Profession in 2012, which will focus on 'Preparing teachers and developing school leaders' and ensure that the findings are shared among GPE countries.

Through the Quality Educators for All project and in partnership with Oxfam Novib and multiple in-country stakeholders, EI will provide technical and financial support for the development and implementation of competence profiles for primary education teachers. EI will also advocate and support training and upgrading programmes for unqualified and under-qualified teachers, as well as professional development programmes for qualified teachers and school leaders with a view to scaling up the project to additional countries.

To improve support for education development in fragile states, Education International will establish consortia of member organizations to carry out capacity building, professional

development and policy guidance activities for teachers' organizations in fragile states, with a special focus on Haiti, Liberia, the Middle East and North Africa. EI will seek active participation with the Interagency Network for Education in Emergencies, with a view to contributing to the policy debate and ensuring that member organizations from donor and fragile countries enforce the implementation of INEE Minimum Standards for Education in Emergencies.

**To improve education access for out of school children, including decreasing the number of out of school children,** Education International will target the barriers to access such as child labor, school fees and the professional teacher shortage. EI will partner with ILO-IPEC and the Global March Against Child Labour, to mobilize members and develop policies to tackle child labour and fully implement the 'road map.' EI will also work to scale up a significant number of teacher union led projects that help teachers in GPE countries with high levels of child labour identify child laborers in their classrooms and advocate for their rights. EI will carry out a study on the elimination of stereotyping in school curricula & the development of models for the delivery of inclusive education. And finally, EI will partner with GCE to launch a campaign in late 2012 to early 2013, to recruit and train and deploy 1.8 million teachers into high needs areas in GPE countries.

EI is uniquely positioned to not only deliver on our pledge, but monitor and advocate for GPE donors and partners to make good on their pledges to the future of the worlds' children. In donor countries our members advocate for governments to contribute their fair share to the partnership and in partner countries we advocate for domestic investment and transparent use of GPE funds. There is no other group more aware of the importance of our Education for All goals than the teaching profession. We understand that access without quality is senseless and we are committed to benchmarking the inputs, outputs and processes that make quality a reality... but equally we believe that quality for a few without access for the rest is nothing short of an abrogation of everyone's human right to education and hence criminal.

Education is a system aimed to accomplish numerous social and individual goals simultaneously. Teachers are obviously an important part of that system but cannot be understood in isolation from the processes designed to recruit, prepare, deploy, support and develop them. I congratulate the partners for having the foresight to invite us to the table. Our profession takes the challenges before us seriously and commits our full energies and resources to obtain all the education for all goals.