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General Secretary Van Leeuwen, teachers, friends, David – thank you for your warm welcome today. I was at Education International's Unite for Education Conference in Montreal last year and I had a wonderful time meeting a man who was incredibly impressive in his study of math. Georges Haddad. UNESCO director and Picasso's godson. I learned a lot from him and I hope to learn a lot from you all today. Thank you for inviting me back. I am honored to address you here at the Education International World Congress.

**ENCOUNTERS FROM MY TRAVELS**

Before I get into my comments I want to share with you some reflections from my travels. As CEO of the Global Partnership for Education, I have had the opportunity to travel to some of our 60 developing country partners and meet with teachers all over the world. I've spoken to teachers and administrators in schools in many countries and every time I come away with a sense of the remarkable and the unremarkable. In many of the places I visit, the work that the teachers are doing is truly remarkable. They are heroes trying to advance the well-being of children they serve.

When I travelled to South Sudan last year, I visited a government school and met with a headmaster there. When I asked him what he needed the most, he said a fence. It spoke to how difficult it is for him to accomplish any good things in the classroom because of the security issues. In some ways

security has nothing to do with education but in others it defines it and makes education much more vulnerable.

I went to the classroom in that school and I saw a hundred kids and a single teacher who was really struggling. They had a blackboard but they had no books. The room was filled with children of different ages and abilities who were barely focusing. That teacher standing before that class reminded me of what I see in many schools - heroism. Faced with what seemed like insurmountable challenges, he was still trying to teach.

On the one hand what many teachers do is remarkable. But it shouldn't be remarkable. It should be normal. It should be universal. It should be available to every child in every city and every village and not just the privileged few. That's our goal. That access to a quality education is unremarkable. That it is universal.

## MDGS/SDGS: A GLOBAL MOMENT FOR EDUCATION

The new sustainable development goals are also universal.

We are at a special moment in the global education agenda. The world is waking up to the dire state of education in developing countries. It is beginning to realize that something more needs to be done. Momentum is building for increased attention to and investment in education and we need to seize it.

Many of you here will be familiar with the MDGs. Endorsed in 2000, they set out the goals to be achieved by 2015. Much has been accomplished and much good has come of those goals.

In the case of education, MDG 2 was a universal primary education goal. It was an access goal. Get everybody into primary school. That's it. In 2000 there were 108 million children out of school, there are now about 59 million. 59 million too many, but that number has almost been cut in half in 15 years.

The sustainable development goals are a very different type of goals. The SGDs apply to all countries, not just developing countries.

The education goal itself is very different and much more comprehensive than MDG 2. The new SDG 4 talks not only about access to primary school but about the different levels of school and lifelong learning. More importantly, it talks not just about access but also about quality and equity.

It calls on us to get all children into school and make sure that they are learning once they are there. This is a very different challenge than that set out 15 years ago. And as you know, teachers are at the heart of our ability to rise to this challenge and make it happen.

SGD 4 aspires to deliver equity at every level of education. We will only have reached equity when every child is able to go to school for a quality education. This includes the poorest and the most vulnerable. Those living in remote or conflict affected and fragile regions. Those with disabilities and of course girls.

The bottom line is that we will not achieve SDG 4 unless we have well trained professional teachers in every classroom in every school.

Back in the 2000s, I worked at GAVI, an organization that works to increase access to vaccines. Where education stands on the eve of the SDGs is not unlike where health was on the eve of the MDGs 15

years ago. A health system would never consider its capacity without its doctors and nurses, so we would be foolish to consider the capacity of an education system without its teachers.

**THE SOLUTION: WHAT DO WE NEED TO DO TO ACHIEVE THIS NEW, MORE CHALLENGING, AND MORE COMPREHENSIVE GOAL?**

There are a number of things the global education community, and indeed the broader international community, needs to do to achieve SDG4. And these things are at the heart of what the global partnership is going to be doing over the coming years.

## FINANCING

The first is finance. No matter how you slice and dice the numbers, there is not enough money being invested in education globally and that limits our ability to make progress. The UNESCO global monitoring report identified a $39 billion annual external financing gap to ensure that every child gets a quality primary and secondary education. That's an enormous number but it's not enormous when you compare it to other ways that money is being spent. This number equals 6-8 days of global military spending. 6% of us annual military spending. 0.05% of global GDP.

I know that all of you in this room understand the full weight of the financing crisis in education in all parts of the globe. And I know that all of you in this room know that the reasons to invest in education are numerous, powerful and indisputable.

And yet at the same time that we are scaling up our ambitions for education, many governments and the international community are falling short.

The provision of education is a national responsibility and domestic financing is key. We have had some success at mobilizing domestic resources for education over the past decade, but those resources are not always being invested effectively. Education ministers tell me time and time again that their education budgets are often diverted to something else. That their country is doing all they can but that they need help.

The international community for their part is not investing nearly enough in education. External financing for basic education in developing countries dropped by 8% between 2010 and 2013, while overall development aid increased by more than 8.5% over the same period. Just 8% of all overseas development assistance in 2013 was for education. 8%. That is a small number.

There is also not consistent enough investment in education from non-government sources. The private sector. I'm not talking about private schools, I'm talking about philanthropists. There are some people doing fantastic work but it needs to be harnessed and leveraged to expand its reach and give more children access to a quality education.

A finance commission was announced in Oslo earlier this month to tackle just this problem. Its purpose is to explore and invigorate the case for investment in education and bring about a reversal of the current underfunding. Last week the Addis declaration called for a scaling up of the global partnership and we are ready to take on this increased ambition.

What is clear is that if we are going to really make progress against education goals there has to be a step change in education finance.

**INVEST IN QUALITY**

We also have to invest in quality. It is not just raising the money, we also have to spend it in the right way and invest in those things that are drivers of quality. We need to invest in teacher training and development consistently across the globe. Not just at the beginning of a teachers' career but throughout.

Training has to be done in a way that it empowers teachers to deliver quality education in the classroom. The quality of an education system cannot rise above the quality of its teachers.

We need to invest in tools. We need to explore technology and how it can help you do your jobs better. Technology is not a replacement for teachers but is something that can empower them.

We also need to get all the other inputs right. Curricula need to make sure that kids are learning the right stuff. The different levels of school need to line up coherently. We need to make sure that the language of instruction is right. We need to make textbooks available. When I travel I am always struck by how uneven access to textbooks is. This is a basic and we have to get it right.

We also have to get the teacher student ratios right.

There are a range of things that need to happen to make sure we are investing in quality and equity. And part of making that happen means that we need to engage you in the policy agenda, globally, locally and across the technical work.

## GPE'S WORK AND ENGAGING TEACHERS

What is the Global Partnership for Education doing? We focus on strengthening countries' capacity to improve equity and access to quality education. If you had to boil our operating model down to a few words, we help governments to reform their education systems based on credible, multiyear education sector plans and we help them pay for basic education. We help them implement their plans and we help them monitor progress.

At the heart of this is our analytical and policy dialogue with countries, and at the heart of that policy dialogue are quality and equity.

These policy discussions happen at the country level and differ from country to country. Across the board we need to make sure teachers and teachers unions are included in this process.

You are the voice of your profession, not just when it comes to pay and conditions (not that these things aren't important, they are) but also on policies, on what needs to happen to drive improvements in quality.

When I met Fred in Oslo a few weeks ago, he shared with me some stories about how teachers unions have throughout history been at the forefront of major reforms to education systems, like the Dutch teachers' union that was behind the integration of kindergarten into primary school.

Teachers all around the world have also been advocates for equity and inclusion in education. Teachers' organizations have long been at the forefront in pressing global leaders to address educational needs of children in the poorest countries. You are still the key to education reform and progress today.

In many of the countries we work with, the government is the big player in education. They administer it. They regulate it. They fund it. But it is you, the teachers in the classroom who deliver it. And you need to be engaged in the policy dialogue to make sure that policy prescriptions make sense, that money is spent in a way that is sensible, and that teacher training is undertaken in a way that makes sure that teachers have everything they need to do their jobs well.

We want you to be involved in the policy dialogue with the local education groups and we at the global partnership can facilitate that.

There are three parts to being able to deliver on the new sustainable development goal for education. We need to raise money, spend it in the right way and focus the policy agenda on quality.

**THE ASK: TEACHERS AND SDG4**

You are a vital part of getting to the SDG 4 goal.

At the global level we need your help to make sure that a quality education is at the top of the development agenda. We need to engage foreign policy leaders, corporate leaders and tell them how important education is. You bring 30 million voices to call on them to talk about the money, to tell them that we are significantly underinvesting and to make them do better.

At the local level, you need to get involved in the basic building blocks of running an education system well and make sure that we are talking about quality. There is a lot of hard and serious work that gets done in countries, putting together a good policy framework for delivering education. Among other

things this means curricula, wage standards, data collection, school buildings, attendance, the list goes on. Your 30 million voices need to be part of this.

Your voices also need to be involved in discussions about the technical work and defining what quality really means.

In education, unlike health, the research and development process is not well organized. The global partnership is getting better at figuring this out but we need to engage you to help us understand what works so that we can invest in it.

That headmaster in South Sudan also talked to me about the need for basic training and the aspirations that he had both for the quality of education he could provide for his students and what they could achieve with it. Even under the most challenging of circumstances, he still understood that his students deserved a quality education, and he had ideas about how to achieve that goal.

You are the heart and soul of education.

If we are going to achieve SDG 4 and if we are going to move the needle on education globally, you have to get involved and help us focus the dialogue of how we are going to deliver quality.

This goal is about quality. Every child deserves quality. Every child, in school, to learn.

Thank you.