



CALL TO ACTION

Second Replenishment

June 25-26, 2014



Outcome of the “Empowering Teachers” parallel session

Evidence supports the importance of investing in and involving teachers in order to achieve high quality educational processes and outcomes for students. Yet, very little action has been taken to harness the expertise and experience of teachers/educators in designing and delivering education policies that work. In addition, current processes aimed at setting targets and related indicators for the new education goal in the post-2015 development strategy have tried to involve teacher organizations at global level. It is desirable that this practice transpires into national processes to garner teachers’ support and ownership of policies aiming to address the quality of teaching and other teacher issues.

We, participants in the Global Partnership for Education (GPE) Replenishment Pledging Conference hosted by the European Union on 26 June 2014 in Brussels, representing developing countries, civil society organizations, youth representatives, donors, private sector and foundations and international organizations, having debated the issues related to the importance of involving teachers in education policymaking processes and implementation, call on all education stakeholders to strengthen collaboration and cooperation for achieving good quality education for all.

To this end,

- 1) We call on **national education authorities**: (a) to recognize the full participation of teachers and teachers organizations in all processes of national education policy development and implementation as key to successful delivery of education; (b) to establish or strengthen an official channel with teachers’ organizations for consultation when designing, implementing, monitoring and evaluating national educational policies; and (c) to disclose relevant information (finance, human resource policies, curriculum, governance of the system) to teachers’ organizations.
- 2) We call on **teachers’ organizations**: (a) to support the capacity development of their members and leaders to engage in the policy making processes initiated by national educational authorities, sharing the realities of the profession for consideration in decision-making; and (b) to continue to play a leading role in enhancing the motivation and effectiveness of their members and all teachers with the view of making of teaching a respected, valued and attractive profession, and of improving learning outcomes.
- 3) We call on **teacher educators, head teachers and school principals** to empower individual teachers to be aware of national, local and school level issues to enable them to provide relevant inputs from practitioners’ point of view in national educational decision-making.
- 4) We call on **international development agencies** to promote inclusive and participatory approaches in the establishment of partnership frameworks with national authorities.
- 5) We call on **the private sector and foundations**, in their support to the provision of education, to take into account the realities of teachers to further improve teaching and learning, in collaboration with national education authorities and teachers organizations.

Signed: _____

Title: _____

Representative of: _____

Date: _____