**Global Response – annual report**

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The Global Response (GR) campaign planning, development and implementation remains informed and guided by the March 2015 ExBo endorsed strategy and World Congress 2015 policy. We continue to work on the basis of “leading” our GR work in selected Target Countries whilst “coordinating”, value adding, to the campaign efforts of Participating Countries.

In building the GR at national, regional and global levels, constant consideration is given to the development and integration of industrial, political, media, legal and capital strategies informed by mapping, research and analysis and potential alliance building, as appropriate, at all levels.

This campaign continues to provide limitless opportunity for coordinated solidarity action with and across countries, regionally and globally. However, much work is still needed in this space.

**Global Response Network**

**Building solidarity**
At its meeting in November 2015, the ExBo established the Global Response Network (GRNet). A circular inviting MOs to join the GRNet was distributed on 4 December 2015. Approximately 50 MOs have joined the GRNet.

The aim of the GRNet is to inform the further development and implementation of the GR through a better understanding of and solidarity across MOs in the implementation of national, regional and global campaigns.

**GRNet newsletter.** The GRNet newsletter has been established to provide information on what’s been happening and, most importantly, provide a medium via which we can share and achieve better coordination and solidarity action at the global, regional and local levels. Distributed approximately every 6 weeks, there have been 7 editions and an additional 2 special editions. This first GRNet newsletter was sent to members on 19 February.

The GRNet newsletter also provides information on blogs, relevant articles, reports etc. published in between editions. Importantly it also provides information on upcoming events.

**unite4education.org website**

In February 2016, the unite4education website ([www.unite4education.org](http://www.unite4education.org)) was resurrected with a dedicated space for the Global Response. The website is the main source of information for the campaign. It houses material relevant to the campaign including academic research, articles and blogs. A full list of blogs published since November 2015 can be found in **Annex 1**.

**GR campaign focus, demands**

It is clear that the greatest opportunity to halt and reverse the growing commercialisation and privatisation in and of education will come in the form of a legislative response on the part of governments. Therefore, central to our campaign must be the demand for the development, implementation and enforcement of legislative frameworks and action to protect students, teachers and quality education for all.

Following extensive consultation EI developed a set of documents as a guide for MOs to assist with the development of campaigns and advocacy in the face of a growing commercialisation and privatisation in and of education. The campaign guide, referred to as the **Two Pillars of the GR,** can be found in **Annex 2**.

**GR campaign development and implementation**

**Targeted research**

GR campaign development and implementation continues to be informed, where possible, by mapping and targeted research.

The GR dedicated research budget, whilst small continues to serve us well. The 2016 budget was augmented courtesy of a contribution of Can $20,000 by the CTF. In a first, EI advertised Terms of Reference (ToRs) inviting expressions of interest to conduct research which would assist in advancing the GR campaign objectives. Grants of between €10 000 – €15, 000 were made available to successful applicants.

The release of research in Target Countries is scheduled to coincide with planned campaign evaluation and/or development missions. As part of the program we insist on the organisation of a significant public media event. This has produced significant outcomes directly and indirectly. It contributes to capacity building, unity across member organisations and where planned and executed well, significant media and political interest. (A summary of media generated can be found in **Annex 3**.)

In developing national campaigns with MO’s in Target Countries we encourage, as and where appropriate, the engagement of other potential partners and allies including the broader union movement and Civil Society Organisations (CSO’s).

**Dedicated campaign development and implementation funds.**

Following a request for dedicated funding to support the further development and implementation of GR National Plans in a number of Target Countries, US $60,000 was made available by the AEU, Australia to support MO’s in Kenya, Ghana and the Philippines. The campaign was further supported by a contribution of approximately US $ 15,000 from the DLF, Denmark to support the launch of the EI Kenya – Bridge research and £10 000 from the NUT in the form of an untied grant for general GR use.

**November 2015**

**Philippines**

An evaluation and planning meeting took place between 21-23 November 2015 in the Philippines. The release of EI commissioned research by Curtis Riep,  **[Corporatised Education in the Philippines: Pearson, Ayala Corporation, and the emergence of Affordable Private Education Centers (APEC)](http://download.ei-ie.org/Docs/WebDepot/Philippine%20Study/Research_C.%20Riep_APEC%20Philippines_final.pdf)** was planned to coincided with our visit. The report generated significant media interest. It continues to assist in further informing the GR National Campaign in the Philippines.

**January 2016**

**Kenya**

Between 24- 26, 2016 a mission took place in Kenya. In addition to the evaluation and planning meetings with MOs andCSOs, a significant, high visibility public/media event was organised. The release of a joint statement on 26 January in Nairobi *Students before profit: Teacher unions and civil society unite to condemn the commercialisation of education in Kenya* created quite a media stir resulting in 3 days of continuous media coverage. The coverage achieved in Kenya was so significant, it saw the Minister of Education make an impromptu visit to a school run by the for-profit school chain operators, Bridge international Academies.

**Ghana**

EI member organisations in Ghana also continue to develop and implement campaign plans. As part of a mission between 28-30 January 2016, together with Civil Society Organisations, EI’s Ghanaian MOs released a joint statement expressing concern over the growing commercialisation of Education in Ghana.

**February 2016**

**Trans Pacific Partnership**

On 2 February 2016, just ahead of the official TPP signing in Auckland, New Zealand, EI together with MOs in the affected TPP countries took part in a [coordinated action](http://www.ei-ie.org/en/news/news_details/3854) urging governments to carve-out education from the scope of the TPP and the threat of further liberalisation of education services.

**Liberia**

In the last week of February, 2106, EI organised an urgent mission to Liberia to work with our member organisation, the National Teachers Association of Liberia (NTAL), to develop a response to the Liberian Government’s unprecedented decision to outsource its entire public basic and primary education system. At the request of NTAL, EI wrote to the Liberian President in support of our colleagues’ action and initiated an urgent call for solidarity action across the entire membership.

Statements expressing concern about the Liberian Government’s actions have been issued by UN Special Rapporteur on Education and ITUC-Africa. Efforts to assist our Liberian colleagues continue.

**March 2016**

**Guest lectures at Harvard, NYU and Roehampton**

Guest lectures where delivered in March at Harvard and NYU presenting the policy objectives and work of the GR to academics, doctoral, and other students. This allows us to deepen and strengthen existing relationships with notable academics and develop new relationships with the next generation of researchers. A similar presentation took place at Roehampton University in May.

**Comparative International Education Summit (CIES)**

Education International was once again an active participant at the CIES in Vancouver 10 - 16 March, 2016. EI was represented on various panels and workshops highlighting the work and campaign objectives of the GR with a focus on the role and impact of commercial private school chains and corporate involvement in education.

***For a Francophone coalition against commercialization of education* Organisation Internationale de la Francophonie (OIF)**

A one-day workshop was organised on 15 March 2016 in Paris under the auspices of the OIF to review the state of privatisation and commercialisation of education in France and elsewhere in the Francophone world. EI was given an opportunity to make a short presentation on the GR. The event also included preliminary discussion for the development of an ‘Appeal from Francophone civil society against commercialization of education and education systems.’ The Appeal is to be presented to the heads of Francophone states ahead of the OIF Summit in Madagascar in November 2016.

**April 2016**

**EI Conference of affiliates in OECD member countries - Rome**

Day two of the conference focused on the GR. Susan Robertson, Antonio Olmedo and Anna Hogan framed the day. Following presentations participants came together in breakout sessions to share and develop strategies aimed at building a global response to the interlinked topics of trade agreements and the need to address the alarming levels of tax avoidance and the growing impact of the Global Education Reform Movement (GERM). At third breakout session attention was focused on to planning and mobilising support amongst stakeholders as part of a Pearson AGM shareholder action.

MO’s raised the need to consider an appropriate further response to the OECD’s decision to grant Pearson a contract for the development of PISA.

**Latin American response to the commercialisation of education - São Paulo**

Latin American MOs [convened in São Paulo](http://news.ei-ie.org/interspire/link.php?M=76490&N=667&L=2170&F=H) to continue building a common strategy aimed at tackling the increasing privatisation and commercialisation of education across the region.  Research has been commissioned to conduct a mapping of the extent and various manifestations of commercialisation and privatisation across LA with a view to continue a “phase 2” more in-depth country level research in a number of LA countries. The research methodology was be presented during the August 2016 meeting of the EILA Regional Committee. An interim report will be shared at a regional level camping planning meeting in October in Costa Rica.

**Young Teachers for Quality Education and Effective Unions - Dakar**

Teachers under the age of 35 from francophone African countries came together for a 3-day workshop with the aim of creating a safe and inspiring learning and teaching opportunity for young teacher unionists and building their capacity and leadership. Participants had the chance to learn about the GR and discuss related issues in their own countries.

**Symposium:** **The Politics of Privatisation in Education: New Governance, New Policy Networks, New Knowledge Brokers- NYU**

EI provided support for this NYU symposium which brought together key scholars who have conducted extensive research on the role of multinational corporations, privatisation initiatives and policies that impact public education in the US and globally.  A series of panels and working groups discussed cutting edge research including the consequences of corporations and philanthropic foundations in financing and promoting the privatization of education around the world.

**World Bank Civil Society Policy Forum-Washington**

During the World Bank civil society forum alongside the World Bank Spring session, EI launched [*The World Bank’s doublespeak on Teachers.*](http://www.ei-ie.org/en/news/news_details/3933) In the words of the authors Clara Fontdevila and [Antoni Verger](http://www.educationincrisis.net/blog-and-articles/contributors?id=108), *considering the World Bank role as a knowledge bank, able to inform and inspire education reform in a variety of settings, their ‘ideas’ cannot be overlooked.*

**Pearson AGM – London**

Following the 2015 World Congress in Ottawa a number of EI affiliates, including AFT (US), NEA (US), NUT (UK), UCU (UK), CTF (Canada), AEU (Australia), NZEI (New Zealand) and SADTU (South Africa), came together to harness the power of union-backed pension funds to hold Pearson accountable for its high-stakes testing products and its support for education privatisation and commercialisation.

A key plank of the capital strategy was a shareholder resolution and action to coincide with the Pearson annual meeting on 29 April in London.

The MOs active in this space have indicated that they would like EI take a ”leading” role in future Pearson shareholder engagement as part of our capital strategy.

**May 2016**

**ResNet meeting- Brussels, Belgium,**

Research Officers from EI MOs gathered on 11 -12 May in Brussels to attend the 12th [Research Network (ResNET) meeting](http://news.ei-ie.org/interspire/link.php?M=76490&N=686&L=2265&F=H). A key topic for their consideration was the need to continue to grow our evidence base on the negative impact of privatisation in and of education. Participants were appraised of EI’s ongoing research program aimed at supporting the Global Response.

**Meeting of EI affiliates in East Africa – Kampala, Uganda**

Leaders of EI MOs in East Africa gathered in Kampala, Uganda, to coordinate their response to the growing commercialisation and privatisation of education spreading across the continent. The union leaders from Burundi, Kenya, Rwanda, Tanzania, Uganda, and Zanzibar shared their national experiences and developed a deeper understanding of EI’s Global Response to the growing commercialisation and privatisation of education. [The meeting](http://news.ei-ie.org/interspire/link.php?M=76490&N=686&L=2267&F=H) was held on 15-16 May in Kampala, and was sponsored by the Danish Union of Teachers (DLF)

**June 2016**

**Carve out education from the Trade in Services Agreement (TiSA)**

Negotiations on the Trade in Services Agreement (TiSA) continue. Like the similar TTIP and TPP agreements there is no explicit carve-out of education in TiSA. TiSA would therefore expose the sector to greater privatisation and commercialisation and threatening fee-free, public, and high-quality education. MOs in TiSA countries were called on to lobby their governments and make public statements demanding an explicit carve-out of education from the TiSA on 1 June 2016.

**Uganda**

**Arrest of EI Researcher.** EI strongly condemned Bridge International Academies for allegations made against researcher, Mr. Curtis Riep, a PhD student at the University of Alberta, Canada, which lead to his arrest in Uganda while conducting research commissioned by EI into its operations. Bridge went so far as to publish a "wanted" poster with [a photo of Curtis in the Ugandan press](http://news.ei-ie.org/interspire/link.php?M=76490&N=689&L=2286&F=H)on 24 May 2016as though Bridge itself could decide criminal behaviour. Fortunately, Bridge's tactics were unsuccessful. Following a thorough investigation by the police [Curtis was cleared.](http://news.ei-ie.org/interspire/link.php?M=76490&N=689&L=2285&F=H)

(On 9 August, the Uganda Government announced the closure of Bridge International Academies for failing to operate in accordance with national requirements with respect to the provision of education. This followed the closure of a number of its schools on 14 July. There is no doubt that the international attention surrounding the arrest of Curtis played a significant role in this development. It will be interesting to see how backers of Bridge eg  Pearson, World Bank, DfID-UK, etc. react.)

**Cote d’Ivoire mission**

In consultation with representatives of EI’s Francophone Committee, we continue to explore ways through which the GR can be better integrated into the work of our francophone affiliates. Arising from these discussions, a mission took place between June 4 – 8 aimed at exploring the feasibility of developing a joint campaign with EI MOs and the implementation of a research project mapping the extent of commercialisation and privatisation in Cote d’Ivoire. This work will include the active engagement of younger activists who took part in earlier campaign planning in Senegal.

**Pearson. Meeting with CEO Fallon**

On June 24, EI met with Pearson CEO, John Fallon, in London. The position taken into that meeting was informed by EI’s Pearson Stakeholders Report and related correspondence sent to Pearson CEO John Fallon.

<http://download.ei-ie.org/Docs/WebDepot/Letter_Pearson_JohnFallon.pdf>

<http://download.ei-ie.org/Docs/WebDepot/Pearson%20Stakeholders%20Report.pdf>

**July 2016**

**Global Labour Institute (GLI) - fifth** [**International Summer School**](http://global-labour.us9.list-manage.com/track/click?u=86ac01040375497273bb253e3&id=5978ad192a&e=e43baaa25c)

EI took part in the fifth [International Summer School](http://global-labour.us9.list-manage.com/track/click?u=86ac01040375497273bb253e3&id=5978ad192a&e=e43baaa25c), “an open space to debate and question what are, and what should be, the politics of the international trade union movement” organised by the GLI between 4-8 July at [Northern College](http://global-labour.us9.list-manage.com/track/click?u=86ac01040375497273bb253e3&id=5c4fa58f88&e=e43baaa25c), Barnsley, UK. The opportunity to participate was further extended to 6 EI activists. Three EI activists from Argentina, Ghana and the Philippines were able to accept the invitation.

**India campaign planning and research launch**

On 15-16 July, we engaged in further campaign planning development with state affiliates of EI’s Indian MOs in Hyderabad. The campaign planning was informed by our new report **Profiting from the Poor: The Emergence of Multinational Edu-businesses in Hyderabad, India,** co-authored by Sangeeta Kamat, Carol Anne Spreen, and Indivar Jonnalagadda. It was launch on 17 and 21 July in Hyderabad and Delhi, India respectively.

The UN Special Rapporteur on the Right to Education, politicians, renown educationalists, national and state leaders of EI’s Indian affiliates (AIPTF, AIFTO, AISTF) along with parents, teachers and students in their hundreds, were part of the launch. The release of the report and related public activities generated significant media interest.

**August 2016**

**World Social Forum (WSF), Montreal**

The Global Response was present at the WSFbetween 9 and 12 August with direct participation on 3 panels. EI’s panel consisting Curtis Riep, Professor Prachi Srivastava and Dr Antonio Olmedo presented to a full house on **The global education industry: Philanthropy, business and the changing roles of government.** EI presented on the AFT organised panel **Capital Strategies Focused on Education – a case study in taking on the profiteers (Pearson**) and the CSQ organised panel **Response to the privatisation/commodiﬁcation of education and knowledge.** EI’s presence was felt at the WSF through approximately 50 WSF participants from about 20 MOs.

Whilst at the WSF we met, at his request, with the executive producer of the 2004, widely acclaimed, documentary The Corporation who is very interested in featuring the corporate assault on education.

**September 2016**

**OECD – Global Education Industry Summit**

The second OECD – Global Education Industry Summit took place on 26th-27th  September in Israel. More than 30 countries participated alongside various education industry representatives. An EI delegation including representatives of the CTF, AFT and GEW participated at the meeting.

EI’s interventions were informed by the [EI ICT Protocol](http://news.ei-ie.org/interspire/link.php?M=76490&N=762&L=2618&F=H)  and  statement on [Responsible Corporate Engagement in Education](http://news.ei-ie.org/interspire/link.php?M=76490&N=762&L=1986&F=H). Against a backdrop of predictable calls for deregulation by some Ministers and business leaders to allow for ‘innovation’, EI demanded appropriate legislative guarantees to protect the rights of students and teachers and other education workers

**October 2016**

**Uganda – Research Launch**

On 5th October, World Teachers Day, EI’s research on the operations of for-profit edu-business  Bridge International Academies in Uganda was launched in Kampala. [Schooling the Poor Profitably: the Innovations and Deprivations of Bridge International Academies (BIA) in Uganda](http://news.ei-ie.org/interspire/link.php?M=76490&N=762&L=2610&F=H) by Curtis Riep and Mark Machacek uncovers how Bridge’s ‘low-fee’ for-profit private schools are undermining quality education for all in Uganda. [Present at the launch were more than 3500 teachers](http://news.ei-ie.org/interspire/link.php?M=76490&N=762&L=2623&F=H) and other distinguished guests and politicians including the President of Uganda and the Minister of Education. In a demonstration of pan African solidarity, leaders from KNUT (Kenya), NTAL (Liberia), SADTU (South Africa) and SYPROS (Senegal) were also present as were representatives of DLF (Denmark) and EI.

A highly successful campaign planning day with the National Executive Council of UNATU and pre-launch press conference, at which more than 20 media houses were present, preceded the launch of the research.

**Global unions demand that TiSA negotiations be stopped**

Education International (EI), Public Services International (PSI), the European Public Service Union (EPSU), the International Union of Food workers (IUF), the International Transport Workers’ Federation (ITF) and UNI [call on TiSA negotiations to be stopped.](http://news.ei-ie.org/interspire/link.php?M=76490&N=762&L=2619&F=H)

The demand comes on the heels of the release of [Wikileaks documents](http://news.ei-ie.org/interspire/link.php?M=76490&N=762&L=2620&F=H) which reveal the wide scope of the deregulatory agenda and attack on democratic governance. The leaked documents demonstrate that the EU is demanding other TISA parties commit to the liberalisation of education, particularly in the case of developing countries where public education systems are still being established. Countries participating in these negotiations, including the US, Japan, Turkey, Australia and New Zealand, are called on to immediately publish information about their position and demands on other countries

**Latin America Region GR planning meeting – Costa Rica**

Between 19th-21st October, leaders of 16 Member Organisations  from 11 countries within EI’s Latin American Region [came together to engage in deeper national and region wide planning](http://news.ei-ie.org/interspire/link.php?M=76490&N=762&L=2624&F=H) aimed at confronting the growing commercialisation and privatisation of education. The campaign planning was informed by the preliminary findings of a research project being undertaken by Mauro Mosschetti, Clara Fontdevila and Antoni Verger investigating the various manifestations of privatisation across the region. Their research ***La privatización educativa en América Latina: Una cartografía de políticas, tendencias y trayectorias,*** will be released early in 2107. The meeting was supported by the *Friedrich Ebert Stiftung* (FES).

**Philippines – The Global Response gains momentum**

On 29 October, more than 250 members of EI affiliates, ACT, SMP-NATOW, TOPPS and FFW along with students and other members of the general public rallied to show their opposition to the corporatisation of education in the Philippines.

The spotlight was put on the continuing expansion of Affordable Private Education Centers ([APEC schools](http://news.ei-ie.org/interspire/link.php?M=76490&N=783&L=2758&F=H))- a joint venture between the global edu-business Pearson and the local giant, Ayala Corporation in the Philippines.

By virtue of exemptions granted by the national Department for Education, these centres have been exempted from adhering national standards as they relate to the provision of education in the country. APEC’s operations and the MoU struck with the Department of Education have been the subject of a parliamentary enquiry. [A further inquiry](http://news.ei-ie.org/interspire/link.php?M=76490&N=783&L=2778&F=H) is to follow.

**November 2016**

**Uganda – Bridge International Academies shut down**

On 4 November, Uganda’s High Court ordered [the immediate closure of more than 60 Bridge International Academies](http://news.ei-ie.org/interspire/link.php?M=76490&N=783&L=2767&F=H), upholding the government’s determination announced on 8  August. The government’s decision to close Bridge was preceded by a parliamentary intervention in July by UNATU Chairperson and Member of Parliament, Margaret Rwabushaija. In a statement of national importance, Margaret described Bridge’s failure to respect minimum national standards as they relate to the employment of qualified teachers and  the delivery of a curriculum in accordance with national requirements in educational premises and facilities that satisfy national school infrastructure and safety standards. Bridge’s practices in Uganda are documented in EI’s research, [Schooling the Poor Profitably](http://news.ei-ie.org/interspire/link.php?M=76490&N=783&L=2676&F=H), released on 5 October.  A statement by the Ugandan Ministry following the decision of the High Court [can be found here](http://news.ei-ie.org/interspire/link.php?M=76490&N=783&L=2769&F=H).

**Madagascar – Francophone education unions mobilise for quality public education**

Education unions from 30 Francophone countries convened in Antananarivo, Madagascar, from 14th to 16th November, on the occasion of the 15th Conference of *Comité Syndical Francophone de l’Education et de la Formation* (CSFEF). Discussions focused on the necessary conditions for quality education and training for all in all French-speaking countries and in Madagascar. The panelists included Duncan Smith, Senior Coordinator for Administrative Services, who made a [presentation](http://news.ei-ie.org/interspire/link.php?M=76490&N=783&L=2775&F=H) on EI’s Global Response; Gnelou, General Secretary of SNEPPCI/Cote d’Ivoire, who discussed [the state of private education in his country](http://news.ei-ie.org/interspire/link.php?M=76490&N=783&L=2776&F=H) ahead of an EI-commissioned research study to be conducted in early 2017; and  Philippe Legrand (FERC-CGT/France), who discussed his union’s campaign to [nationalise private schools](http://news.ei-ie.org/interspire/link.php?M=76490&N=783&L=2774&F=H) licensed by the state. Participants in the Conference welcomed the announcement that the Global Response will gradually expand its scope to Francophone African and Latin American countries.

Following on from the CSFEF meeting, at the 16th General Meeting of the International Organisation of La Francophonie, leaders of member countries signed the *Declaration of Antananarivo.* Noting the emergence of for-profit actors in education, [leaders voted in favour of taking measures to ensure the quality and equity of educational services.](http://news.ei-ie.org/interspire/link.php?M=76490&N=783&L=2766&F=H)

**Ghana – Building solidarity across tertiary education and research**

Privatisation was the focus of a plenary session at EI’s 10th International Further and Higher Education and Research Conference (IFHERC) held in Accra, Ghana, from 14th to 16th November. Participants addressed the importance of building solidarity to fight the various manifestation of privatisation and commercialisation plaguing the sector. [Talking about effects of education casualisation, Professor Nelly P. Stromquist](http://news.ei-ie.org/interspire/link.php?M=76490&N=783&L=2768&F=H), University of Maryland, USA, highlighted the rise and rise of precarious emplotment in the sector with the growth of non-tenured, part-time academic positions and its disproportionate impact on women. The report [Global Trends in technical and vocational education and training (TVET): A Framework for Social Justice](http://news.ei-ie.org/interspire/link.php?M=76490&N=783&L=2777&F=H) by Professor Leesa Wheelahan, University of Toronto, was also launched at the conference. The report analysis trends in privatisation in the TVET sector.

**Sweden – Exploring the emergence of corporate actors in the context of conflict**

Participants at EI’s Conference on Refugees held from 20th to 21st November in Stockholm, Sweden,   were able to attend a special breakout session at which Dr. Francine Menashy, University of Massachusetts, Boston, shared [preliminary findings](http://news.ei-ie.org/interspire/link.php?M=76490&N=783&L=2773&F=H) of a soon to be released research report:*Private Participation in the Education of Syrian Refugees: ‘Investing in the Crisis.’*

Through a case study of Syrian refugees, the research explores the emergence of corporate actors in the context of conflict and the extent to which they are exploiting fragility for profit, often described as ‘disaster capitalism’.

**Kenya – Bridge International Academies exposed**

On 5th December, EI’s latest study on the commercialisation and privatisation of education was launched in Nairobi, Kenya. Produced by EI and the Kenyan National Union of Teachers, the study, [Bridge vs Reality: a study of Bridge International Academies’ for-profit schooling in Kenya](http://news.ei-ie.org/interspire/link.php?M=76490&N=783&L=2759&F=H)*,* looks into the operations of Bridge International Academies in Kenya and uncovers the reality behind the private for-profit provider’s claims to offer ‘affordable’ education. It sheds light on the impact of this, Pearson, World Bank, DfID-UK, Zuckerberg and Gates supported global corporate actor on the right to free quality education for all.

Present at [the launch](http://news.ei-ie.org/interspire/link.php?M=76490&N=783&L=2765&F=H) was the Minister for Education along with national, regional and county level representatives from the ministry and related education authorities. Every regional and county level officer of the Ministry and Teaching Services Commission was also present.

[A video exposing the gap between Bridge’s spin and reality](http://news.ei-ie.org/interspire/link.php?M=76490&N=783&L=2755&F=H) was also formally launched at the event.

**ANNEX 1 –**

**unite4education.org**

* [Filipino education system: A factory line for corporate interests.](https://www.unite4education.org/quality-environments/filipino-education-system-a-factory-line-for-corporate-interests/) Curtis Riep University of Alberta
* [Profiteers not invited: Creating the conditions for quality education](https://www.unite4education.org/uncategorized/2688/).  Antonia Wulff, EI
* [Making quality education for all a reality](https://www.unite4education.org/uncategorized/making-sdg-4-a-reality-will-require-clear-political-will-financial-commitment-and-enforced-legislation-are-needed-to-make-quality-education-for-all-a-reality/). Angelo Gavrielatos, EI
* [Privatisation is a big threat to quality learning in Kenya.](https://www.unite4education.org/global-response/privatisation-is-a-big-threat-to-quality-of-learning-in-kenya/) Wilson Sossion, KNUT
* [Liberia: teachers school minister on dangers of privatisation](http://news.ei-ie.org/interspire/link.php?M=76490&N=667&L=2167&F=H) Samuel Johnson, National Teachers Association of Liberia
* [The Panama Papers, Public Education and Democracy](http://news.ei-ie.org/interspire/link.php?M=76490&N=667&L=2165&F=H)   S. Robertson, University of Bristol
* [Unmaking the market-maker: Pearson in the Global South](http://news.ei-ie.org/interspire/link.php?M=76490&N=667&L=2164&F=H) C. Riep, University of Alberta
* [Philanthropy, business and the changing role of Government](http://news.ei-ie.org/interspire/link.php?M=76490&N=667&L=2169&F=H) A. Olmedo, Roehampton University
* [Always (l)earning: concerns and contradictions in Pearson’s Global Business Strategy](http://news.ei-ie.org/interspire/link.php?M=76490&N=667&L=2168&F=H)  A. Hogan, Queensland University
* [The rise of the global education industry: Some concepts, facts and figures](http://news.ei-ie.org/interspire/link.php?M=76490&N=667&L=2166&F=H)  A. Verger, Universitat Autònoma de Barcelona
* [When myths of education become reality](http://news.ei-ie.org/interspire/link.php?M=76490&N=686&L=2268&F=H), Stephen Dinham, University of Melbourne, Australia
* [England rushes forward with school privatization agenda- but outcomes far from certain](http://news.ei-ie.org/interspire/link.php?M=76490&N=686&L=2264&F=H), Howard Stevenson, University of Nottingham, UK
* [Bridge International Academies adds Fear and Intimidation to its Business Plan](http://news.ei-ie.org/interspire/link.php?M=76490&N=714&L=2281&F=H)  Angelo Gavrielatos, EI
* [The European Union in Crisis: Is Public Education the Answer](http://news.ei-ie.org/interspire/link.php?M=76490&N=714&L=2382&F=H) Howard Stevenson, University of Nottingham, UK
* [Safeguarding Education Against its Commercialisation](http://news.ei-ie.org/interspire/link.php?M=76490&N=714&L=2385&F=H) Kishore Singh, UN Special Rapporteur on the Right to Education
* [Privatisation Undermines the Right to Education in India](http://news.ei-ie.org/interspire/link.php?M=76490&N=714&L=2383&F=H)  Carol Anne Spreen & Sangeeta Kamat
* [The Globalisation of Education Privatisation: International Trends, Multiple Paths](http://news.ei-ie.org/interspire/link.php?M=76490&N=714&L=2384&F=H)  Antoni Verger Clara Fontdevila and Adrián Zancajo.
* [Don’t believe what it says on the can: Another formula to ‘reform’ education.](https://www.unite4education.org/uncategorized/dont-believe-what-it-says-on-the-can-another-formula-to-reform-education/) Stephen Dinham, University of Melbourne.
* [Replacing Bibles with tablets](https://www.unite4education.org/quality-teachers/replacing-bibles-with-tablets/). Graham Brown-Martin
* [Don´t play with our future: how education competition fails the public](http://news.ei-ie.org/interspire/link.php?M=76490&N=736&L=2482&F=H), by Frank Adamson, SCOPE
* [Beware false profits of east learning](http://news.ei-ie.org/interspire/link.php?M=76490&N=736&L=2479&F=H), by Stephen Dinham, University of Melbourne
* [South Africa: The size and shape of private education](http://news.ei-ie.org/interspire/link.php?M=76490&N=736&L=2481&F=H), by Salim Vally, University of Johannesburg
* [Quality education- a public good at the heart of democracy](http://news.ei-ie.org/interspire/link.php?M=76490&N=762&L=2613&F=H)by Susan Hopgood and Fred van Leeuwen;
* [When private corporate interests into public education do not go: the case of Bridge](http://news.ei-ie.org/interspire/link.php?M=76490&N=762&L=2611&F=H) by Susan Robertson, Cambridge University;
* [We must put an end to schooling students for profit](http://news.ei-ie.org/interspire/link.php?M=76490&N=762&L=2612&F=H) by Fred Van Leeuwen. Also available in [Spanish](http://news.ei-ie.org/interspire/link.php?M=76490&N=762&L=2609&F=H) and [French](http://news.ei-ie.org/interspire/link.php?M=76490&N=762&L=2616&F=H).
* [Philanthrocapitalism: the new tyranny of giving](http://news.ei-ie.org/interspire/link.php?M=76490&N=762&L=2614&F=H) by Antonio Olmedo, University of Roehampton & Stephen Ball, UCL. Also [available in Spanish](http://news.ei-ie.org/interspire/link.php?M=76490&N=762&L=2617&F=H) and [French.](http://news.ei-ie.org/interspire/link.php?M=76490&N=762&L=2615&F=H)
* [Despite promises, Pearson’s prospects for growth remain slim at best](http://news.ei-ie.org/interspire/link.php?M=76490&N=783&L=2760&F=H), by Anna Hogan, University of Queensland
* [Acts of im(p)unity: a tale about education, commercialisation and current trade deals](http://news.ei-ie.org/interspire/link.php?M=76490&N=783&L=2762&F=H),  by Susan L Robertson, University of Cambridge
* [Decentralisation and neoliberal community participation in education](http://news.ei-ie.org/interspire/link.php?M=76490&N=783&L=2757&F=H), by Brent Edwards, University of Hawaii.  Also available in Spanish: [Descentralización y participación neoliberal comunitaria en educación](http://news.ei-ie.org/interspire/link.php?M=76490&N=783&L=2764&F=H)
* [The privatisation of education can be reversed. Evidence from recent education reforms in Bolivia](http://news.ei-ie.org/interspire/link.php?M=76490&N=783&L=2756&F=H) by Toni Verger & Clara Fontdevila, Universitat Autònoma de Barcelona
* [Bridge schools long overdue for a reality check](http://news.ei-ie.org/interspire/link.php?M=76490&N=783&L=2761&F=H) by Fred van Leeuwen, EI’s General Secretary
* [La privatisation silencieuse](http://news.ei-ie.org/interspire/link.php?M=76490&N=783&L=2763&F=H), par Sylvain Marois, Fédération nationale des enseignantes et enseignants du Québec
* [The challenges of education reform and privatisation in Liberia](https://www.unite4education.org/uncategorized/the-challenges-of-education-reform-and-privatisation-in-liberia/) by David Archer, Action Aid
* [Refusing vouchers to protect public education](https://www.unite4education.org/global-response/refusing-vouchers-to-protect-public-education/) by Frank Adamson, Stanford Centre for Opportunity Policy in Education (SCOPE)
* [Turkey: Standing up for democratic, public education](https://www.unite4education.org/global-response/turkey-standing-up-for-democratic-public-education/) by Howard Stevenson, University of Nottingham

**ANNEX 2 –**

**The Two Pillars of the Global Response**

The continuing push for the commercialisation and privatisation of education is the greatest threat to high quality education for all. The market now seems to dominate all aspects of life with boundaries between public and private breaking down. Education, which once appeared to be one area that may have been immune from this agenda, is now under considerable threat.

Despite all the evidence, most notably from the OECD, showing that the application of market principles to the provision of education has a negative impact on student outcomes by deepening segregation and inequality, many governments remain steadfast in their attempts to dismantle public education.

We are already seeing the effects of this agenda with the break-up of traditional school systems. Worse still, we are seeing the emergence and spread of privately, corporate owned, and in many instances, for-profit schools, colleges and universities. This is compromising the public governance of education. It is giving more and more prominence to education as a commodity, a private, positional good as opposed to a public, societal good; it is undermining social cohesion and democracy.

The continuing growth of edu-businesses, the size and reach of which had not been foreseen, requires a specific direct response. But equally, the failure of elected officials to fulfil their primary obligation to current and future generations of students, by adequately funding and resourcing a public education system  of the highest quality, requires renewed and determined action.

It is against this backdrop that we call on all governments to implement a legislative framework  and action to protect students, teachers and quality education for all.

These documents provide a guide for EI’s Member Organisations to assist with the development of campaigns and advocacy in the face of a growing commercialisation and privatisation in and of education.

**A Legislative Framework**

Public education, free, universally accessible in every community, setting the standard for high quality education, remains a precondition for achieving *quality education for all and a better world.*

It is against this backdrop that we call on all governments to implement and enforce a legislative framework to ensure the achievement of the Sustainable Development Goal 4, *“inclusive and equitable quality education and promote lifelong learning opportunities for all”.*

Beyond a legislative guarantee to fulfil their primary obligation to adequately fund and resource public education, governments must:

* protect and promote the principle of access and equity for all students through the provision of public education which must set the standards for high quality education;
* recognise the professional judgement of teachers and educators on matters of methodology, pedagogy, curriculum, assessment and reporting, and accordingly respect their professional institutions, including unions;
* legislate against for-profit non-state actors particularly when they are in receipt, directly or indirectly, domestically or extraterritorially, of government funding intended for the educational well-being of students.

In the interest of transparency and accountability, where non-state actors provide schooling they would be required to:

* adhere to strict financial requirements, including independent auditing and regulations to monitor how government funds are spent;
* demonstrate that transactions made by a non-state operator for goods and services are directly required for delivery of education and are at reasonable market value.

A non-state actor found to be operating for-profit will be required to repay all government funding.

To ensure the right of all students to quality education, for the purpose of registration the following minimum requirements must be met.

**Quality Teaching – every student has the right to be taught by qualified teachers.**

All teaching staff must have necessary experience and professional, recognised qualifications that comply with national standards.

**Quality Curriculum – every student has the right to be taught an engaging and inclusive curriculum.**

The curriculum must comply with national requirements and standards.

**Quality Environment – every student has the right to be taught in a safe environment.**

Educational premises and facilities must comply with relevant government requirements that are adequate for the courses of study.

Evidence of compliance must be maintained at all times.

**Responsible Corporate Engagement in Education**

The recent expansion of the global market economy has seen an unprecedented rise of corporate/private engagement and investment in education. Educators are concerned about a growing inequality and the denial of universal opportunity as a consequence of this trend.

For their long-term wellbeing children are encouraged or compelled (by law) to attend school. The reciprocal obligation for those who provide services and legislators is to shelter and protect those same children during the years and processes of their schooling.

Where corporations, foundations or any other non-state actors are engaged in the provision of schooling or other educational services, governments must ensure that they:

1. Respect the universal project of providing higher educational standards for all students informed by the principle of access and opportunity, necessary for the achievement of the UN Sustainable Development Goal 4, “inclusive and equitable quality education…for all”;
2. Respect that the quest for higher educational standards commences with the recognition of qualified teachers as the leading agents in the development and delivery of life opportunity through a quality curriculum;
3. Respect and heed the professional judgement of teachers and educators on matters of methodology, pedagogy, curriculum, assessment and reporting, and accordingly respect their professional institutions, including unions;
4. Respect, recognise and celebrate the value of pluralism -- in the student body, in pedagogy, in methodology, assessment and reporting, and in the broad curriculum;
5. Respect and protect the privacy of students, their performance data and the privacy and dignity of school communities;
6. Respect that schools are places of learning. Accordingly, they are not to be used as a marketplace for commercial self-interest including the monetizing of student data. Students must be separated from commercial activity in order to focus on their work as young people and learners;
7. Respect the importance of safe, suitable facilities and learning environments, conducive to quality teaching and learning;
8. Respect the role of public education and therefore eschew partisan ideological interventions including the favouring of private provision in schooling.

**ANNEX 3 –**

**Media coverage**

**October 2015-December 2016**

**Philippines**

**Planning meeting - November 2015**

**Bulatlat, Philippines**

[K to 12 | The rise of low-fee, private schools for profit](http://goo.gl/NI0yzH)

**The Inquirer, Philippines**

[P31B paid to private schools to declog public schools better spent on building classrooms](http://newsinfo.inquirer.net/743535/p31b-paid-to-private-schools-to-declog-public-schools-better-spent-on-building-classrooms-expert#ixzz4TOBoqFEF)

**Huffington Post Blog**

[Pearson GERM in the Philippines Is a Scare Story for the Rest of the World](http://www.huffingtonpost.com/alan-singer/pearson-germ-in-the-phili_b_8621842.html)

**Diane Ravitch’s Blog**[For-Profit Corporatized Education Gains a Foothold in the Philippines](http://dianeravitch.net/2015/11/27/for-profit-corporatized-education-gains-a-foothold-in-the-phillipines/)

**Equal Times** [Filipino students are cogs in the corporate education machine](http://www.equaltimes.org/filipino-students-are-cogs-in-the?lang=en#.Vl1rwtKrQdV)

[SP version](http://www.equaltimes.org/los-estudiantes-filipinos-son?lang=es#.Vl1tT9KrQdU) [FR version](http://www.equaltimes.org/les-eleves-philippins-sont-des?lang=fr#.Vl1tXNKrQdU)

**Radio Labour**[Global union fights commercialization of education](http://www.radiolabour.net/gavrielatos-241115.html)

**RTE Project**

[Corporatised Education in the Philippines: Pearson, Ayala Corporation, and the emergence of affordable private education centers (APEC)](http://www.right-to-education.org/resource/corporatised-education-philippines-pearson-ayala-corporation-and-emergence-affordable)

**ACT campaign action –**

**September 2016**

**ACT interpellation on LFP schools APEC at the Hearing for the Education Department's budget**

<https://www.youtube.com/watch?v=4_IQ0v1eMGI>

**October 2016**

**ABS CBN News, Philippines**

[Grupo ng mga guro, nanawagan para sa dagdag na budget sa edukasyon](http://news.abs-cbn.com/news/10/29/16/grupo-ng-mga-guro-nanawagan-para-sa-dagdag-na-budget-sa-edukasyon)

**Kenya**

**Planning meeting - January 2016**

As a result of the media generated by our high visibility public event in January, the minister made an impromptu visit to a Bridge Academy Schools: <https://www.youtube.com/watch?v=JiKITFmgTWE&feature=youtu.be>

**Standard Media, Kenya**

[KNUT on privatization of education](https://www.standardmedia.co.ke/ktn/m/video/2000102787/knut-on-privatization-of-education)

**Daily Nation, Kenya**

[Teachers' unions want low-cost slum schools closed](http://www.nation.co.ke/news/Teachers-unions-want-low-cost-slum-schools-closed/-/1056/3049538/-/edyuix/-/index.html)

**The Star, Kenya**

[Bridge schools 'not registered' since 2009](http://www.the-star.co.ke/news/2016/01/27/bridge-schools-not-registered-since-2009_c1283522)

**Business Daily, Kenya**[Teachers unions, NGOs call for closure of Bridge schools](http://www.businessdailyafrica.com/Teachers-NGOs-call-for-closure-of-Bridge-schools-/-/539546/3050128/-/119s0ry/-/index.html)

**Daily Nation** (Oped), **Kenya**

[Privatisation is a big threat to quality of learning in Kenya](http://www.nation.co.ke/oped/Opinion/Privatisation-is-a-big-threat-to-quality-of-learning-in-Kenya/-/440808/3059842/-/view/printVersion/-/b1rgxi/-/index.html)

**MediaMax-TV, Kenya**

[Knut warns over informal schools rise](http://www.mediamaxnetwork.co.ke/people-daily/195136/knut-warns-over-informal-schools-rise/)

**Report Launch - December 2016**

**Mail & Guardian Africa**[Kenya: Crackdown on low-cost private schools backed by Gates and Zuckerberg](http://mgafrica.com/article/2016-12-06-crackdown-on-low-cost-private-schools-backed-by-gates-and-zuckerberg)

**Reuters, Global** [Kenya promises crackdown as teachers push for ban on UK-backed private schools](http://news.trust.org/item/20161205194303-uu4bl)

**Daily Nation, Kenya**[KNUT demands immediate closure of Bridge Academies](http://www.nation.co.ke/video/1951480-3476542-43aervz/)

**The Star, Kenya**[Only TSC qualified teachers to handle classes from 2017 - Matiang'i](http://www.the-star.co.ke/news/2016/12/05/only-tsc-qualified-teachers-to-handle-classes-from-2017-matiangi_c1468300)

**Humanosphere, Kenya**
[Kenyan teachers seek to follow Uganda’s lead; ban Gates-backed private schools](http://www.humanosphere.org/social-business/2016/11/kenyan-teachers-seek-follow-ugandas-lead-ban-gates-backed-private-schools/)

**Huffington Post Blog, US**
[The Global Fight Against School Privatization](http://www.huffingtonpost.com/alan-singer/global-fight-against-scho_b_13646494.html)

**The Christian science monitor, US**[As Uganda's education system struggles, for-profit schools become flashpoint](http://www.csmonitor.com/EqualEd/2016/1216/As-Uganda-s-education-system-struggles-for-profit-schools-become-flashpoint)

**Radio Labour**[Corporation undermines education in developing countries](http://www.radiolabour.net/gavrielatos-241115.html)

**Uganda**

**The *‘Curtis affair’* - June 2016**

**Washington Post, US**

[The weird story of the arrest of a Canadian education researcher in Uganda](https://www.washingtonpost.com/news/answer-sheet/wp/2016/06/09/the-weird-story-of-the-arrest-of-a-canadian-education-researcher-in-uganda/)

**CTV National, Canada**

**CBC National, Canada**
Canadian student alleges intimidation after arrest in Uganda

**Newswire, Canada**

[Canadian researcher safely released from Ugandan prison after false allegations made by Bridge International Academies Ltd.](http://www.newswire.ca/news-releases/canadian-researcher-safely-released-from-ugandan-prison-after-false-allegations-made-by-bridge-international-academies-ltd-582091821.html)

**Edmonton Journal - Canada, printed**

**Radio Canada**

**Canada Newswire**

**New Age,** **South Africa**

**Huffington Post blog, US**

[Education Imperialism in Africa Turns Nasty - Uganda Police Harass Researcher Investigating Schools with Ties to Gates, Zuckerberg, and Pearson](http://www.huffingtonpost.com/alan-singer/education-imperialism-in_b_10435744.html)

**Africa is a Country, global**

[Education in Africa profits billionaire bleeding hearts](http://africasacountry.com/2016/10/education-in-africa-profits-billionaire-bleeding-hearts/)

**Graham Brown-Martin’s blog**

[Education in Africa. The Uberfication of Education by Bridge International Academies](https://medium.com/learning-re-imagined/education-in-africa-1f495dc6d0af#.4yeiykxxa)

**Diane Ravitch’s Blog**

[Why Did Bridge International Harass and Threaten a Canadian Researcher in Uganda?](https://dianeravitch.net/2016/06/09/angelo-gavrielatos-why-did-bridge-international-harass-and-threaten-a-canadian-researcher-in-uganda/)

**GCE Blog**

[Unfounded accusations by Bridge International Academies lead to the arrest of academic, raising serious concerns for transparency of the for-profit school chain](http://campaignforeducation.org/en/news/global/view/681-unfounded-accusations-by-bridge-international-academies-lead-to-the-arrest-of-academic-raising-serious-concerns-for-transparency-of-the-for-profit-school-chain)

Bridge International Academies realiza acusaciones infundadas que conducen a la detención de un académico

**Schooling in the Ownership Society**

[What is the BIA and what the hell are they doing in Uganda?](http://schoolingintheownershipsociety.blogspot.be/2016/06/what-is-bia-and-what-hell-are-they.html)

**Report Launch and Closure – October/November2016**

**BBC Africa**

[Low-cost private schools run by Bridge International ordered to close in Uganda](http://www.bbc.com/news/live/world-africa-37855269?ns_mchannel=social&ns_source=twitter&ns_campaign=bbc_live&ns_linkname=581c48d1e4b0)

**The Guardian, UK**

[Judge orders closure of low-cost Bridge International schools in Uganda](https://www.theguardian.com/global-development/2016/nov/04/judge-orders-closure-low-cost-bridge-international-academies-uganda?CMP=Share_iOSApp_Other)

**Financial Times, UK**

[Uganda schools crackdown targets low-cost Bridge academies](https://www.ft.com/content/4fe56654-b162-11e6-a37c-f4a01f1b0fa1)

**Mediamax TV, Kenya**

[Uganda court orders closure of Bridge schools](http://www.mediamaxnetwork.co.ke/people-daily/272635/uganda-court-orders-closure-bridge-schools/)

**The Nation, US**

[Profit-Driven Schools Fail Uganda’s Children](https://www.thenation.com/article/profit-driven-internet-schools-fail-ugandas-children/)

**Public Finance International, UK**

[UK teachers’ union slams Bridge International](http://www.publicfinanceinternational.org/news/2016/10/uk-teachers-union-slams-bridge-international)

**Diane Ravitch’s Blog, US**

[Uganda: High Court Orders Closure of Gates-Zuckerberg For-Profit Schools](https://dianeravitch.net/2016/12/04/uganda-high-court-orders-closure-of-gates-zuckerberg-for-profit-schools/)

**Radio Sputnik, Russia**['90% of staff at Silicon Valley supported schools in Uganda were unqualified'](https://soundcloud.com/radiosputnik/90-of-staff-at-schools-supported-by-silicon-valley-were-unqualified-angelo-gavrielatos)

**Devex**[What went wrong for Bridge Academies in Uganda?](https://www.devex.com/news/what-went-wrong-for-bridge-academies-in-uganda-89271?utm_content=buffer462cd&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)

**Techmoran, Africa**[Mark Zuckerberg-backed Bridge International Academies shut down by Uganda court](http://techmoran.com/mark-zuckerberg-backed-bridge-international-academies-shut-uganda-court/)

**AfkInsider, Africa**[Ugandan Court Shuts Out 12,000 Bridge International Academies Pupils](http://afkinsider.com/134939/134939/#sthash.wknCRHhY.dpuf)

**India**

**Report Launch - July 2015**

**The Times of India**[Edu-tech firms turning schools into test markets?](http://timesofindia.indiatimes.com/city/hyderabad/Edu-tech-firms-turning-schools-into-test-markets/articleshow/53219502.cms)

**The Hindu**[City turning into lab for private education?](http://www.thehindu.com/news/cities/Hyderabad/City-turning-into-lab-for-private-education/article14493251.ece?ref=tpnews)

**Deccan Chronicle**[Private schools thrive on Telangana govt neglect: Survey](http://www.deccanchronicle.com/nation/in-other-news/170716/private-schools-thrive-on-telangana-govt-neglect-survey.html)

**The Times of India**[Now, low-cost education too gets commercialised](http://timesofindia.indiatimes.com/city/hyderabad/Now-low-cost-education-too-gets-commercialised/articleshow/53246959.cms)

***Huffington Post Blog***
[Pearson Targets India to Profit from the Poor](http://www.huffingtonpost.com/alan-singer/pearson-targets-india-to_b_11236226.html)

**Graham Brown-Martin’s blog**

[Power, corruption and lies](https://medium.com/friction-burns/power-corruption-and-lies-53b2fd2ed558#.fyoi6y95k)

**Other**

**Wired**

[Pearson’s Quest to Cover the Planet in Company-Run Schools](https://www.wired.com/2016/04/apec-schools/)

**Diane Ravitch’s blog**

[UK: Teacher Rejects Pearson Award](https://dianeravitch.net/2016/06/29/uk-teacher-rejects-pearson-award/)

[Liberia Does Not Need For-Profit Schools](https://dianeravitch.net/2016/04/15/c-patrick-burrowes-liberia-does-not-need-for-profit-schools/)

[Michael Barber and Joel Klein Advise the World about How to Achieve Greatness in Education](https://dianeravitch.net/2016/08/08/michael-barber-and-joel-klein-advise-the-world-about-how-to-achieve-greatness-in-education/)

**Foreign Policy**

[Liberia’s Education Fire Sale FP](http://foreignpolicy.com/2016/06/30/liberias-education-fire-sale/)