# AGENDA ITEM 7: FOR ADOPTION

# 41st Executive Board meeting, 19-21 March 2013

#### MOBILISING FOR QUALITY EDUCATION: A STRATEGY PAPER

***STRATEGY PAPER:***

**MOBILISING FOR QUALITY EDUCATION**

INTRODUCTION

1. **The Mobilising For Quality Education initiative is designed to bring together EI member organisations, strategic partner organisations of students, parents and education authorities, including intergovernmental and non-governmental organisations, in support of the goal of quality education for all.**
2. Since the adoption of the MDGs and the Dakar Education For All Goals, Education International has lobbied intensively amongst the international community for full implementation of those goals by 2015. While much progress has been made it is clear that Education For All will not be a reality for many young people by 2015. It is also clear that a degree of complacency, due to the success in achieving the Millennium Development Goals for Education relative to the implementation of the other MDGs, has taken hold in the international community. In the discussions among international organizations on the post MDG objectives, education is not receiving the priority status it needs, and that its importance to personal development and to the development of productive citizens and just and fair democratic societies, warrants. In this context EI wishes to restate and renew its commitment to quality Education For All and to seek the support and collaboration of the global community in efforts to achieve that objective.
3. Education policies in many countries today are dictated by inter-governmental organisations. Global financial and developmental organisations such as the World Bank and the International Monetary Fund, which provide the finance to maintain the viability of many economies, provide that finance with restrictions on the extent to which it may be used to support public education and, indeed, set conditions on the extent to which publicly funded education may be provided. In Europe the EMF and the European Union set budgetary parameters for countries which have resulted in austerity measures which have a severe impact on education provision in many countries. Education and economic policy development organisations, like the OECD, have a strong influence on the education policy initiatives which are taken in many developed countries. The OECD’s PISA reports on the performance of national education systems have become perceived as the benchmark for quality by many governments. In this context the aggressive promotion of quality education, which meets EI standards and criteria, is essential. The active support and participation of EI member organisations in the MQE initiative will enhance the impact and influence which EI advocacy has on the intergovernmental organisations which are dictating policies on education and on education expenditure to governments.
4. The quality of education provision is under attack in many countries throughout the world. The effects of the economic crisis and of government policies determined by political ideologies, hostile to public provision of education, together with the increasing interest in, and pursuit of, the privatization of potentially profitable education services by free enterprise interests, have placed the public provision for education under threat and resulted in cutbacks in state support for education services and in salaries and terms and conditions of employment for those working in the education sector. As a result the existing quality of education is now being undermined in many countries, where the actual public provision for education for all was at acceptable or at least sustainable levels.
5. EI has defined its vision of quality education in the Education Policy Paper adopted by its last World Congress in Cape Town in 2011. This Paper reflects the views of EI’s thirty million educators throughout the world on the principles that should underpin a quality education.EI recognizes that definitions of quality education are determined by political, cultural and economic contexts.
6. In summary, EI believes that Quality Education should be based on three pillars – quality teaching, quality teaching and learning tools and quality teaching and learning environments, at all levels of education and in all communities.All three pillars are based on the principles of equity, equality and inclusion. Quality teaching will be achieved when all students are being taught by teachers with comprehensive teacher education supported by continuous professional development. Quality tools to aid teaching and learning should be available, in particular, through the application of information and communication technology, that is, by harnessing the enormous power of the internet and the capacity and accessibility of modern technology to assist and support teaching and learning. Quality learning environments should be comfortable, safe and secure, with the appropriate facilities to encourage student learning and to enable teachers to teach effectively.
7. Grounded, as the EI pillars for quality education are, in the groundbreaking Policy Paper approved at Congress, they also support the 10 “Principles for a Post-2015 Education and Development Framework” established jointly by EI and the Open Society Foundation. Focused on rights, access and equity, the 10 principles continue to define access as the provision of quality education from qualified teachers who have the resources to provide students with “a broad approach to learning.” According to the framework, “Teachers are the most important educational resource for students and a critical determinant of educational quality, yet their contribution is not always fully appreciated. Teachers are routinely blamed for deficiencies in the education system and teacher training is sometimes dismissed as unproductive and expensive, resulting in the hiring of untrained and often barely educated teachers. This must stop if we are to turn education around. Teachers must be treated as respected professionals and given the training and support they need…”

**Learning-the Treasure Within, the Delors Report, UNESCO, 1996** [**http://www.unesco.org/delors/utopia.htm6**](http://www.unesco.org/delors/utopia.htm6)**, states the principal aim of education as:-**

 ***“education is at the heart of both personal and community development; its mission is to enable each of us, without exception, to develop all our talents to the full and to realize our creative potential, including responsibility for our own lives and achievement of our personal aims.”***

***A UNICEF Paper states that Quality Education includes:***

* *Learners who are healthy, well-nourished and ready to participate and learn,*

*and supported in learning by their families and communities;*

* *Environments that are healthy, safe, protective and gender-sensitive, and*

 *provide adequate resources and facilities;*

* *Content that is reflected in relevant curricula and materials for the acquisition*

*of basic skills, especially in the areas of literacy, numeracy and skills for life,*

*and knowledge in such areas as gender, health, nutrition, HIV/AIDS*

*prevention and peace;*

* *Processes through which trained teachers use child-centred teaching*

*approaches in well-managed classrooms and schools and skilful assessment*

 *to facilitate learning and reduce disparities;*

* *Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.*

 **This definition allows for an understanding of quality education as a complex system**

**embedded in a political, cultural and economic context.**

1. **In an effort to mobilize its member organizations and the international community, EI has decided to focus its activities between now and World Teachers’ Day in October 2014, on highlighting the need to achieve the highest quality of education for all, which is attainable in each country. This mobilisation is intended to involve all EI member organisations throughout the world, and organisations with similar aims, together in a concerted effort to highlight the importance to the future of society of ensuring that everyone has access to such high Quality Education.**

Mobilising for Quality Education STRATEGY

1. In the first instance it will require a major, consistent and coherent effort by EI staff and member organizations to break down the complacency that has developed and put the quality education for all once again at the forefront of the objectives of the international community, and, in that context, to challenge attacks on public education provision. EI will seek to build new alliances with organizations with an interest in pursuing the same objective and seek the support of partners with the resources and capacity to support the development of places of learning with quality teaching and learning tools and quality learning environments.
2. The strategy will highlight successful educational practices and activities and seek support for making them available to all. It will emphasize the role of the qualified professional teacher and the need to support such teachers with decent terms and conditions of employment and with modern teaching and learning tools and high quality learning environments. It will emphasize the factors recognized as contributing to the success of education in some countries and the need to promote a culture of valuing education and respecting and valuing the contribution of professional educators.
3. EI will also seek the support of kindred organizations representing students, parents and school authorities for this initiative. It will seek to form alliances with them with a view to obtaining their support for demonstrations and rallies and other activities in favour of the MQE objectives. The purpose of such rallies and demonstrations is to bring home the message to decision makers at Government and intergovernmental level that communities across the globe who are concerned about the development and welfare of young people are convinced that MQE is vital to their future. It will also seek to enter into partnerships with commercial and other organizations that are prepared to contribute resources to achieve the MQE objectives.

AIMS AND OBJECTIVES

**Aims**

1. The overall aims of this initiative are to create awareness among governments, inter-governmental agencies and society generally that quality public education provision for all is one of the fundamental pillars of a just and equitable society, that undermining public education provision is detrimental to the interests of society, and that, since the MDG and Dakar EFA goals will not be achieved to a satisfactory extent by 2015, it is essential to ensure that the quality EFA Goal is a central part of any global post-2015 Development Strategy, with EI, and professional educators generally, at the forefront of those leading the implementation of the strategy.

**Key Objectives**

1. The key objectives of the initiative are:
* To promote the message that the provision of high quality education for all is recognised as fundamental to the development of humanity and of just and fair democratic societies;
* To support those who oppose cutbacks in public education provision;
* to ensure that education is one of the central planks of post-2015 Development Strategy;
* to ensure that EI, as the international representative of professional educators, has a leading role in the development of the post-2015 Development Strategy;
* to mobilise EI member organisations and their own individual members to participate in the activities which are organised as part of the initiative;
* to mobilise the staffing and other resources of EI itself to contribute effectively to the implementation of the initiative;
* to build alliances with kindred organisations which are committed to the quality education for all;
* to develop partnerships with commercial and other organisations which have the capacity and financial resources to make a substantial contribution to the achievement of quality EFA.

FOCUS ON COMMUNICATIONS

1. EI will use all of its communication tools to promote the role of good teaching and successful educational practices. It will use a wide range of offline and online communication tools, and, in particular, social media, to mobilise support for the initiative and, especially, for its activities and demonstrations. EI will endeavour to present a positive image of quality teaching and professional educators striving to provide QE for students throughout the world. However, it will not shrink from confronting the negative attacks on public education, in particular, which are made frequently by ill-informed and self-interested commentators. The world’s teachers will be mobilized to highlight successes, raise the visibility of models of potential success, and demand policies that lead to future success.
2. EI activities will reflect the message that it believes that the right to education inherent in EFA is for more than access; in fact, it is a right to a quality education. Where countries are close to achieving this goal, one will find qualified teachers, with quality tools and resources and environments supportive of teaching and learning.
3. EI will also continue to illustrate on the website and in its other communications, the efforts of member organisations to protect and promote the quality of the education services in their own countries. It will use such activities to underline the important role which educators’ organisations play in defending and promoting quality education at national level and the importance of engaging them in dialogue about quality education services.
4. As EI highlights successes and work to create the conditions for new successes and partnerships, the initiative will generate high profile events including demonstrations up to October 2014 that carry the message of EI and its affiliates and members demanding public policies that institute quality education, elevating the visibility of member organisations’ activism, apart from that focused on pay and employment issues.

**Telling Stories of Success**

1. The MQE Initiative begins with a focus on elevating the positive stories at ground level of teachers with the credentials and skills necessary to advance the broad range of student learning, teachers putting to work the tools, resources and technology best suited to augment their professional input and doing this work in environments that are equitable, safe, and conducive to student learning.
2. Discovering and developing these stories is a highly inclusive process. From affiliate members around the world to staff in Brussels and the regional offices, officers, affiliate leaders and contacts, elements of QEFA success are likely to be found across disciplines and programs as well as time zones. And even in unlikely places among member organisations and nations emerging from crisis. What makes the involvement of the widest possible range of EI staff so important is that this initiative focuses not just on finding success stories, but also on identifying potential successes.

**The Communications Context**

1. The United Nations is arguably the loudest voice “in the room” on education issues globally. It is worth noting at the outset of the EI Initiative the most recent statements from the U.N. regarding education, coming in just the last few months. This is the critical communications context in which the EI effort begins:

**MDG Report 2012 – United Nations**

**The world has achieved parity in primary education between girls and boys**. Driven by national and international efforts and the MDG campaign, many more of the world’s children are enrolled in school at the primary level, especially since 2000. Girls have benefited the most. The ratio between the enrolment rate of girls and that of boys grew from 91 in 1999 to 97 in 2010 for all developing regions. The gender parity index value of 97 falls within the plus-or-minus 3-point margin of 100 per cent, the accepted measure for parity.

**Many countries facing the greatest challenges have made significant progress towards universal primary education.** Enrolment rates of children of primary school age increased markedly in sub-Saharan Africa, from 58 to 76 per cent between 1999 and 2010. Many countries in that region succeeded in reducing their relatively high out-of-school rates even as their primary school age populations were growing.”

**Ban Ki Moon – Education First – 26/09/12**

“Our new global initiative will focus on three priorities.

**First**, we must put every child in school. Every child – regardless of gender, background, or circumstance – must have equal access to education. No society can afford for any child to drop out, be left out or pushed out.

“Just one more year of schooling for a girl could increase her future wages by up to 20 per cent -- wages which she is more than likely to return to her family and community. This is the virtuous circle we need to create.

**“Second**, we must improve the quality of learning. Many children are in school but learning very little year after year. And too many young people graduate without the tools and skills for today’s job market. We must bridge this gap through stronger skills development and the power of technology.

**“Third**, we must foster global citizenship. Education is about more than literacy and numeracy – it is also about citizenry. Education must fully assume its central role in helping people to forge more just, peaceful and tolerant societies.”

1. EI has a volume of communications activity that is intense and unrelenting and the volume blurs the distinction between the urgent and the routine. EI communicators – this includes policy staff engaged in communications and critical to the success of the Initiative – need to be able to reflect, to go deeper into some content, to tie pieces of regional and national information into a contextual global whole. To be effective, EI must discipline the demands on Communications. Communications to advance an Initiative requires discipline not only as to volume, but also as to schedule and, especially, as to message. EI must institute a consistent, thematic approach to messaging and as deliberate an approach as possible, to scheduling opportunities and venues for officers and key staff and other elected representatives to promote the MQE objectives.

**Implications for EI Communications and resources**

1. This is not a separate activity added on to the current work of EI, but should be integrated into the overall messaging and outreach of the organization. It provides a critical positive- message focus on all elements of EI’s communications and outreach. The communications activities under the Initiative are time intensive and will work best if they are handled as much as possible by existing communications staff.
* Two FTE writing professionals with experience in journalism, issue messaging, speechwriting.
* One FTE outreach coordinator with experience in partnerships, development, media relations.
* One-half FTE social media coordination and community management to physically run the social media tools including media deployment and monitoring and technology.
* One-half FTE administrative/research, including ability to collect background materials for writing, maintain schedules and other details and build and fulfil for collaterals.
* One-quarter FTE to produce video products and post to a dedicated YouTube channel and website(s).
* One-quarter FTE director to run the plan and coordinate the elements, keeping the Initiative focused and nimble. Writing, editing, media production as needed.
1. The initiative will also have to leverage the communications’ resources which are available in member organisations, especially through the engagement of those who are involved in ComNet, in order to promote the MQE messages at national and regional levels.

ACTIVATING NEW PARTNERSHIPS

1. To that end, MQE will seek to involve non-traditional partners who believe that there is no success in education without the active involvement of teachers. This includes elements of the burgeoning education technology business sector, which will be invited to engage directly in working with teachers advocating for the development and deployment of tools that strengthen teaching and learning.
2. Engagement of these partners, including foundations, entrepreneurs and established businesses, that meet EI vetting criteria, means that new sources of funding and support for schools in terms of fresh advocacy by credible third parties will be available. But more than that, these new relationships are a strong signal that teachers refuse to cede a future of technology-fueled change to the forces of privatization or reactionary politics, and, instead, believe that their professionalism and the success of their students is enhanced by the use of modern tools.
3. The impetus for these new engagements springs directly from the Policy Paper on Education approved at the 6th EI World Congress in Cape Town. Section VII notes that “New information and communications technologies (ICT) provide exciting possibilities to enhance the quality of education” and that “These tools provide a rich and powerful resource for teachers to assist them with the teaching and learning processes…

“Moreover, technology should be harnessed as a tool for improving personal and professional development through the evolution of the relations between students themselves and between students and teachers and other education employees.”

PHASED IMPLEMENTATION OF THE INITIATIVE:

1. The MQE Initiative will showcase EI’s and its member organisations’ work on promoting Quality Teaching, Tools and Learning Environments, untethered from specific deadlines, but able to leverage and punctuate the current education calendar, with appropriate activities and events, and with a special focus on World Action Day in October, 2014, but keeping a continuous focus on the post-2015 agenda.
2. The Initiative will bring together EI advocacy in a number of areas, placing emphasis on different aspects of the relevant EI policy platforms at different times, by linking with events in the EI calendar and in the calendars of the international bodies, such as the UN, and its agencies, and the OECD (an outline of the EI and relevant intergovernmental organisations’ programme of activities for the relevant period is provided in this document). Every opportunity will be taken to promote the initiative at EI events and activities, and, to exploit opportunities provided by events and activities, organized by other bodies, to promote the initiative. As a global initiative it will require the use of the latest technology and the use of internet and social media to garner support for the MQE messages. At the latter stages demonstrations and other public events and activities will be organized using these media to highlight the messages and seek active support for the initiative.
3. The outline timetable and events and activities provided in the Calendar and in the following section will be developed into a strategic plan setting out in detail the key stages for implementation of the initiative and including reference to all of the events and activities with which EI intends to link the Initiative

#  Points of contact with UN Global Education First Initiative (GEFI)

After discussions with Ban Ki Moon’s advisor for GEFI, several possibilities to link up MQE and GEFI can be pursued. Ban Ki Moon would in principle likely be interested in participating or supporting our official launch (as is likely the case with Gordon Brown). He would also be willing to participate in regional MQE events (especially if they include students and parents). Further discussions are possible during a bilateral meeting in DC or NYC with the EI President and General Secretary (in conjunction with GEFI Steering Committee. The advisor has asked to attend the EI Executive Board for a side meeting on this.

**Upcoming non-EI events consistent with MQE aims**:

* MIPTV conference, 10 April, Cannes: Gordon Brown will speak and has requested celebrity support. Trying to get in touch with Matt Damon via NEA.
* GEFI steering committee meeting in Washington, mid-April 2013: Susan Hopgood will take part; possibilities to give a presentation about MQE could to be pursued.
* 68th session, UN GA, September 2013: The agenda is not available yet (<http://www.un.org/en/ga/68/>). Possibilities to include an MQE event with Gordon Brown could to be pursued, e.g. as a media event with celebrities thanking teachers as a kick-off for the global year of action.

***Calendar of Events and Activities:***

**Post Executive Board to September, 2013**

1. Mobilising/engaging staff

ComNet

Orgnet

Resnet

Global Action Week

Review programme of planned activities – incorporate promotion of MQEFA

Key staff (coordinators) meeting in June

EI/OECD Policy Seminar

Asia-Pacific regional conference (sept)

1. Mobilising Member Organisations

ComNet

Orgnet

Resnet

Global Action Week

National EFA Assessments

National activities (anti-austerity protests etc

G8 Summit

UN GA High Level Meeting on MDGS

1. Mobilising critical friends/partner organisations/NGOs

Global Action Week

GPE Board of Directors Meeting

G8 Summit

GCE activities

UN GA High Level meeting

**October to March 2014**

1. Official launch of year of action for education - World Teachers’ Day 5th October
2. Mobilise Parents and students representative groups
3. OECD Ministerial Conference (Oct)
4. Organize national/ regional activities
5. UNESCO Global Education Meeting
6. UNESCO General Conf,
7. EI Executive Board Nov/Dec (review and assess)

**April to June 2014**

1. World Women’s Conference Dublin
2. EI Global education Conference June

**July to October 2014**

Planning for October 5th Activities

There will be additional opportunities to promote the initiative both internally and externally. A number of regional activities and regional conferences and regional committee meetings scheduled for 2014 are not listed here,

There will be a number of other EFA and MDG (post 2015) meetings which will provide opportunities for advocacy.

1. As stated in the first section of the paper, there are four critical elements that will serve as the “raw materials” of the Initiative:

1. Stories of Quality Teaching and Learning in Public Education

2. Partnerships / Pilots that show the value of putting tools in the hands of teachers

3. Message Discipline across EI

4. Involvement of hundreds of thousands of teachers and other EI affiliate members in actions that demonstrate the global commitment of educators to a continuing focus on quality education and EFA goals.

Each of these elements, these resources, is leverage to demonstrate and organize support for quality education for all through a disciplined combination of collaborative and confrontational activity by teachers and their organizations.

1. Firstly, **EI must lead the way** at every planned or potential meeting on the 2015 and post- 2015 agenda to insist on the inclusion of access to quality education. EI staff in January counted some 22 separate global initiatives underway or planned focused on influencing the post-2015 fate of the Millennium Development Goals including education. This is a tremendous opportunity for EI. Only EI affiliates and their members have the relevant “content” to illustrate the yawning gap between denial and access, access and quality. Specific fact sheets and talking points tailored to each gathering will drive home the point that high-performing nations model not only universal access to public education, but an organized corps of professional teachers and an educated population poised for economic recovery. Teachers will be present at the meetings to provide firsthand stories of the power of an organized cadre of professionals standing up for student success. Not even the policy gluttons will know about, let alone care about or follow so many meetings. But EI will draw attention to the sessions, leveraging them to provide a sharp focus on what the future can and should look like.
2. The world has started to take stock of the progress made after 25 years of efforts to achieve Education for All. According to the EFA Global Monitoring Report 2012, the goals will not be achieved. The global debate about the future of EFA Goals should be informed by a comprehensive assessment of the achievements and failures of the process over the past 25 years. EI has been actively involved in the consultations led by UNESCO and national governments regarding the future of EFA goals. It should now carry out its own EFA assessment of the progress on the implementation of the EFA goals and on the process of trying to implement them over the past 25 years, with a view to informing the policy debate and telling the education profession’s version of the EFA story. In this way lessons may be drawn from the past, concrete recommendations prepared for the future and member organisations may be mobilised to support them. Teachers have a unique insight and understanding into the local and national circumstances and challenges which beset the implementation of the EFA Goals.
3. The knowledge and evidence of the role played by teacher unions in the EFA process and of their assessment of the process is not only essential in order to hold governments to account but also to enhance EI’s contribution to the processes through which the post-2015 global education agenda will be defined. Currently there are indications that education will be assigned a secondary role in the post-2015 development agenda, which means that there is a significant risk that education will no longer be one of the key priorities of the global development agenda. The overall goal of the proposed assessment is to inform and influence the global debate on the future of Education for All. To achieve this, EI would need to undertake a broad consultation process that would allow members to assess the progress made not only as far as the achievement of the EFA goals themselves are concerned, but also in terms of policy dialogue, funding for the education sector, transparency and accountability in educational governance and management and enhancement of teachers’ status – all of which were key action points in the Dakar Framework for Action. It is intended that the assessment would produce national reports, which would include recommendations for the future, which the national organizations would be able to use in their advocacy efforts. EI would also prepare a global summary report and EFA Report Card.
4. As the Occupy education Draft Proposal states, “Considering that the future of public education and the teaching profession is clearly at stake, it is crucial that teachers’ unions take full advantage of the key education initiatives available to influence the debate.” Some of these sessions deserve a deliberate counterpoint in the same city, hotel, conference centre in the person of organized teachers drawing attention and media interest. In a memo to “Critical Friends” circulated recently, Prof. Steve Klees discussed a strategy to “directly confront and challenge the dominant approaches,” noting that “we need to speak in a much louder voice.” The EI Occupy paper addressed this as well, referring, as Klees was in part, to World Bank policies disclaiming the positive impact of teachers’ unions, saying the Occupy program “will help change that picture and provide evidence that teachers’ organizations can indeed perform a pivotal role in reshaping and reclaiming national education systems for the public benefit.” EI Vice President Van Roekel took the evidence directly to the Bank in a blunt February speech, noting that “virtually all the top performing countries on international education measures have strong teacher unions, including Finland, Korea, Japan, Canada, Australia and others.” If teachers from three of those countries and several other countries, adversely affected by bank policies, were there and elsewhere in the coming months to give a face and voice to the effects of the Bank’s policies and to the successful alternatives, to the meetings and the media, the impact could be substantial.

EI must support its member organisations in their efforts to protect and promote the quality of the education services in their countries in the face of ideological and budgetary attacks. Equally the support of member organisations and other like-minded organisations at global level will reinforce EI’s capacity to influence the policies and agendas of those intergovernmental organisations which facilitate and encourage attacks on education provision.

1. Next, **EI must partner with the future,** specifically with the education technology sector and foundations to study, pilot and demonstrate that blended learning – the pairing of modern tools and professional educators – is the future. It’s worth noting that the GMR Jan. 2013 Policy Paper, “Private sector should boost finance for education” notes that private organizations could “align their activities better with EFA objectives and (build) more effective partnerships with the EFA community.” To the extent that EI and affiliates engage private sector partners for shared activity, we have an opportunity to leverage calls for increased private dollars to boost these partnerships. This partnership element also lends itself to a collaboration / challenge, two-pronged approach. As we reach out to build relationships that provide tools and new alliances, we also tighten the economic messaging around our critical goal of MQE. Quality and access aren’t feel good, hug-a-child words and altruism is less impactful than ever as a motivator to action. Instead, we will message the studies that show the economic cliff nations with large uneducated and non-competitive populations are walking off. Investments in equity are the seed corn. This is the language of the MQE initiative and GMR appears to be leading the way, promising “new visualizations” of the “well documented” critical role of education on “individual earnings and national growth” and “new evidence…on the effects of equitable education on growth.” Further, “Drawing on new analysis on learning outcomes and the latest research on teachers, curriculum and assessment reforms, (we) will showcase countries that have invested and introduced innovations in these areas and how this has contributed to individual well-being, national prosperity and development.”

1. **EI must discipline itself around MQE** by making every element of its outreach relevant to the initiative. In the period of the Initiative, EI staff should engage in outreach at every opportunity on any subject with reference to QEFA. Some of this is messaging, drawing a link between resources and quality is critical.
2. **EI must demonstrate in every region of the world** that the fate of the planet depends on the right to learn. EI should exploit the idea of a focus on the community of learners. This is the critical action/mobilization piece of the Initiative. In every EI region at least, a wave of coordinated demonstrations should bring together teachers, students, parents, community, business and faith leaders and elected officials to celebrate a commitment to public education. Together they represent the future of their nations, calling for resources, access to technology, prioritization by government, corporate responsibility and international policies that promote access to a quality public education for all. EI could offer the equivalent of an associate membership, not specifically through the formation of a separate supporting organization, but embracing and enrolling them in a new sustainable coalition of learners and activists with EI itself in a campaign in pursuit of the MQE objectives.

**Phase One – Setting the Stage**

**February/March 2013**

Establish working models, lines of reporting and approval; MQE *needs a standard method for reporting metrics, responding to queries and reaching out to staff, leaders and third parties within the lines of EI authority. An expedited approval process and backup for editorial content is required.*

Use and develop the EI websites: *the effort will begin appearing on the EI website and more prominently on the website of the Crisis. It will eventually become on par with the Crisis, with the website renamed Crisis and Opportunities and branded as MQE. Outside of the website, MQE will have a separate Facebook, Twitter and YouTube presence, but these and other MQE social media properties will continually drive audiences back to the Crisis and Opportunities site, which will remain fully linked to the main EI website.*

Develop social media plan and acquire tools to monitor: *The mix of social media platforms, the phasing of their deployment and the pacing of posts will be committed to a plan and software to manage and measure impact of social media will be acquired and deployed.*

*The first two platforms will be developed immediately:*

 *Facebook, develop a branded, professional Facebook fan page. Content and growth will be managed with an initial recommended target of 5,000 fans by October 2013. Concept, write and post updates 8-10 times per month.*

 *Twitter, develop and write 15-20 Tweets per month. In addition to promoting readership of the Initiative materials and EI platforms, the Tweets will make the Initiative site a “go-to” source for news and information, including material posted on member websites. Content and growth will be managed with an initial recommended target of 10,000 followers by October 2013.*

Gather, develop/consider research; *EI’s previous research and commentary on Quality Education for All will be the primary content at the early stage. Summaries and links will be queued up in social media to being an immediate drumbeat of EI involvement in the issues.*

Initiate blog / Develop blogging plan; *Two EI leaders, will have ghost written blogs that discuss the campaign in complementary ways, as a synthesis of EI’s vision for QEFA, as a leading voice in the chorus of calls for international attention to teacher professionalism and as means of sharing the stories of quality teaching with the world.*

Develop third-party outreach plan; *Inventory relationships between EI and colleagues/partners and potential funders and supporters. Develop a plan for targeted outreach, focusing on international technology and education technology companies and start-ups, and foundations. Establish or renew existing vetting policies for partnerships and shared or complementary activities. Participate in forums that convene education entrepreneurs or investors to represent the global ‘market’ and build awareness of the teacher interest in professional tools.*

 *(An example of these types of forums here:* [*http://edgrowthsummit.com/*](http://edgrowthsummit.com/) *“The Education Growth Summit, formerly The Venture Capital in Education Summit, is the one event that brings together entrepreneurs, investors and practitioners in an intimate, engaging format to explore the realities of investing in the global education marketplace.”*

 *And here:* [*http://www.educationindustry.org/education-industry-days*](http://www.educationindustry.org/education-industry-days) *“****Summit sessions include:*** Creating the Conditions for Scalability and Sustainability in K-12, Entrepreneurs that Shape the PreK-12 Ecosystem, Technology as a Force Multiplier for Teachers and Administrators, Business Opportunities in Pre K-12*)*

Begin exploring “Flight Plans”; *Flight Plan One would be an effort to recruit airlines to fly selected teachers and their classes/families on regional exchange visits as the culmination of months of online and virtual sharing of experiences. Flight Plan Two would be an effort to recruit airline partners to fly a round-the-world route in the weeks leading up to Oct. 2014, carrying teachers to the United Nations to present EI’s vision and collective demand for QEFA. Each of the Flight Plan 2 pickups would include a local demonstration/send-off featuring petitions/cards from teachers, parents, students, third parties.*

Develop calendar; *The schedule will include all EI sponsored events, officer and staff schedules, events at which EI is represented; potential third-party events, selected affiliate events.*

**April/May/June 2013**

Targeting: *Choose two affiliate unions from each of EI’s regions to focus outreach for affiliate and member participation*. *Develop a list of 10-15 current scenarios from each of the affiliates that elevate issues of quality – models or pilots perhaps that also express diversity, equity and other criteria.*

Continue blogging and social media, monitoring/community management; *Relying initially on the 10 points developed by EI and OSF, writers will develop 3-5 blog posts per month, 300-500 words each under the bylines of officers and leaders delivering details and specifics of the policy matters of QEFA.*

Message Development & Media Training: *The dedicated staff and EI Communications will develop messaging to guide all outreach concerning the Initiative. The messaging will include methods to describe policy prescriptions, handling opposition messaging and ways to include the voice of teachers in every outreach activity. Staff, officers and, where appropriate, elected representatives, will participate in message and media trainings.*

Develop basic speeches: *Talking points and a basic speech will be prepared and matched by EI Communications and the dedicated staff to the scheduled outreach by staff, officers and, where appropriate, elected representatives.*

Staff Interaction: *EI traveling* *staff, officers and, where appropriate, elected representatives, will text or email Communications for the Initiative with a brief report on outreach re content, audience, media presence. The dedicated staff for the Initiative will prepare a checklist for traveling staff on easy methods on the road to leverage appearances for outreach, including cellphone photography.*

Begin Story Prospecting: *The Initiative will pursue storylines among targets using headquarters and regional office contacts and other partners. Storylines will be developed with an eye toward multimedia possibilities.*

Begin Video Planning: *A video plan in draft form is circulating at EI that appears to fit closely with the necessary elements of the Initiative – telling the stories of teachers.*

Develop Research/Writing Plan for White Paper(s): The *papers can be scholarly materials for ‘translation’ into media-accessible products, i.e. Access versus Access & Quality / Impact of Professional Development Globally or North/South in context. But they can also be short analyses or aggregations of current articles with opinions provided by EI policy experts. These sorts of papers are increasingly used to maintain an organization’s profile in media and grow audiences for its website and social media platforms.*

Develop (Partner to Deploy) “virtual” exchanges: *the Initiative outreach will include matching technology for global online exchanges between* *teachers/classes to targeted subjects.*

**July/August/September. 2013**

Continue Targeting: *Work with selected targets to develop user-generated content, including written materials, art, video, Skype interviews. Aim to create diarist relationship for regular content, especially from those who will be part of the Flight Plans.*

Develop and Deploy Social Media Newsroom: *EI Communications and the Initiative staff will develop an online newsroom with contacts, story tools and ideas and recent coverage to encourage the news media to communicate EI’s work on QEFA.*

Continue Story Prospecting / Begin Story Deployment: *Online stories begin rolling out on the web at the rate of approximately two per month.*

Continue Outreach: *Adding outreach to affiliate communicators to publish dedicated materials, including social media posts, on their platforms. Begin matching Flight Plan and targeted locations.*

Continue Video Planning

Refine stump speech: *Reflect current news and progress/challenges*

Continue social media, blogging: *Blogging is now based on interviews with officers about activity related to their travels and experiences and member interviews. Use affiliate relationships to suggest postings of EI blogs on affiliate websites.*

Continue White Paper(s) Development

**Phase Two – Building Momentum**

**Sept.-Dec 2013**

Establish message positions with major news media: *via social media newsroom and direct contact with affiliate communications staff. Use Twitter as direct contact point.*

Build awareness with members: *Possible contest via Facebook to engage teachers in EI-branded online sharing platform with simple premiums/awards for entire classes. Possible co-branded materials paid for by commercial partners.*

Secure non-traditional media and appearance venues for officers: *The decline and diffusion of news coverage of education issues requires the Initiative to range further afield for media. This will include the business/economics media to provide the teacher perspective on the economic cost of inadequate education and technology/feature press to show how teachers are enhancing student learning with the new tools of their profession.*

Announce two partnerships. Continue partner outreach: *these partnerships will be the first for the Initiative and will offer tools and/or services to members in schools.*

Continue Outreach to partners regarding use of web platforms: *Sharing and trading stories and new*s *from partner websites and re-tweeting their materials will help deepen connections and increase third-party support.*

Continue Story Deployment

Video Production

Continue social media, third-party outreach, blogging.

World Teachers’ Day Activity

**Jan-March 2014**

Release and Media Event Re EI White Paper

Continue Story Deployment

Continue Video Production

Action Day Site Selections Finalized, media outreach to site regions initiated.

Continue social media, third-party outreach, blogging

**Phase Three – Lift Off**

**April-June 2014**

Continue Story Deployment

Continue Video Deployment

Link with national and international activities to build awareness and encourage active participation.

**Use Global Education Conference in mid-2014 as key media opportunity to promote MQE objectives**

One year before the Education for All 2015 deadline and its own World Congress, Education International will organize a major conference to gather teacher unions, education activists, researchers and the wider civil society partners to share resources, develop synergies and focus attention on those at the front lines of education quality and equity. The conference will also be a major milestone at the halfway point to the world action year's culminating events.

The two to three day conference would include, but not be limited too, workshops looking at the state of the art in inclusive teacher policy, debates around comprehensive visions of educational quality and equality and opportunities for action year campaign activities to be further developed and shared.

The conference will afford leaders and frontline affiliates both the opportunity to engage on the major issues facing education and educators worldwide and take collective action.

Besides high level and powerful speakers on a wide range of issues EI wants to bring its members face to face via critical conversations between teacher unionists and the shapers of global education and social policy. Leaders from OECD, the World Economic forum, UN agencies, think tanks, ministers of education, civil society groups and the media will be invited to listen and engage with our reflective and committed educators as we build momentum towards the biggest lesson we've ever taught.

Besides the opportunity to attend in person, EI would partner with organizations that specialize in cyber conferences like the Global Education Collaborative and the International Education and Resources Network (iEARN) to make virtual attendance possible as well.

Action Day planning continues

Continue social media, third-party outreach, blogging

**July-Sept 2014**

Continue Story Deployment

Continue Video Deployment

Encourage targeted activities – perhaps flash mobs or demonstrations at key locations.

Action Day planning continues

Continue social media, third-party outreach, blogging

**Oct. 2014**

Possibilities for culmination events

* Rolling demonstrations across venues in different time zones on World Teachers' Day concluding with a final presentation/demonstration at the UN.
* Fly General Secretary and President et al from event to event, ending in New York with a global cadre of teachers presenting materials about the critical need for QEFA to U.N. Secretary General Ban Ki Moon.
* The World's Biggest Lesson - This activity borrows from a Global Campaign for Education activity from 2009 that sought to win the Guinness Record for the largest lesson ever taught. The Big Lesson in the context of Action Day could combine a lesson in the traditional sense with a large organized mobilization that demonstrates teachers' commitment to quality education for all.
* The Global Teach-In - This activity would seek to mobilize all members of EI affiliates at their local level and use social and new media to connect globally. The activity would ask that all affiliates partner with students and other communities to create a classroom in their town square or common area where the value of education and solidarity with teachers would be in full display. This could include rallies, speakers, concerts, theatre, demonstrations, etc that would occur simultaneously around the world.
* Saved by the bell (similar to Studio Globo – would probably need to be done in consultation with them)

FINANCIAL IMPLICATIONS:

The Initiative will require the investment of significant financial and human resources. Much of these resources will have to come from within the existing EI budget and human resources, although additional financial and administrative support will be sourced elsewhere.