

## Responsible Engagement in Schooling / 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. As noted by the OECD “the introduction of market mechanisms in education... can enhance segregation” (p. 64, February 2012).

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 in questions of methodology, pedagogy and curriculum, assessment and reporting matters, 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.