



Every Child Needs a Teacher Campaign Pack

Why teachers?

Every child in the world has the right to a quality education, and no child has a chance of realising that right without an effective teacher. And yet, even as we make (slowing) progress towards getting every child in school, there is a huge and persistent gap in professional, well-trained, well-supported teachers. Failure to deal with this gap is one of the biggest constraints to achieving Education For All, and is the critical factor in the learning gap – the gap between the education children should receive in school, and the dramatically poor learning outcomes we are often seeing instead.

The gap is massive: to get every child in primary school by 2015 – a promise of the EFA framework and the MDGs – 5.1 million school teachers are needed. This number takes into account teacher attrition as well as 1.7 million additional teachers required to fill the gap. To ensure that every child realizes their right to education, this 1.7 million and the millions more unqualified teachers who are already in post need to

be professionally trained; the gaps at pre-primary and lower secondary levels must be filled; teachers must be supported to deliver the best education possible; and teachers must be much more equitably distributed to ensure that poorer children are not missing out. Remedying these problems requires focused intervention including significant, well-targeted financing.

In recognition of this, the GCE World Assembly in 2011 selected teachers as the focus of a global campaign in 2012-2013, including Global Action Week 2013. Global Action Week is our opportunity to mobilise the whole GCE movement, raising our voices as campaigners, teachers, parents, students and activists to call for action to address the teacher gap.

GCE's Every Child Needs a Teacher campaign, supported by Education International and in alliance with others, will include both targeted lobbying and popular mobilisation to make the case for filling the trained teacher gap through the right policies and the right financing. This campaign pack contains important details of about the campaign and materials to assist you in taking part and planning your coalition's engagement, during Global Action Week and throughout the year.

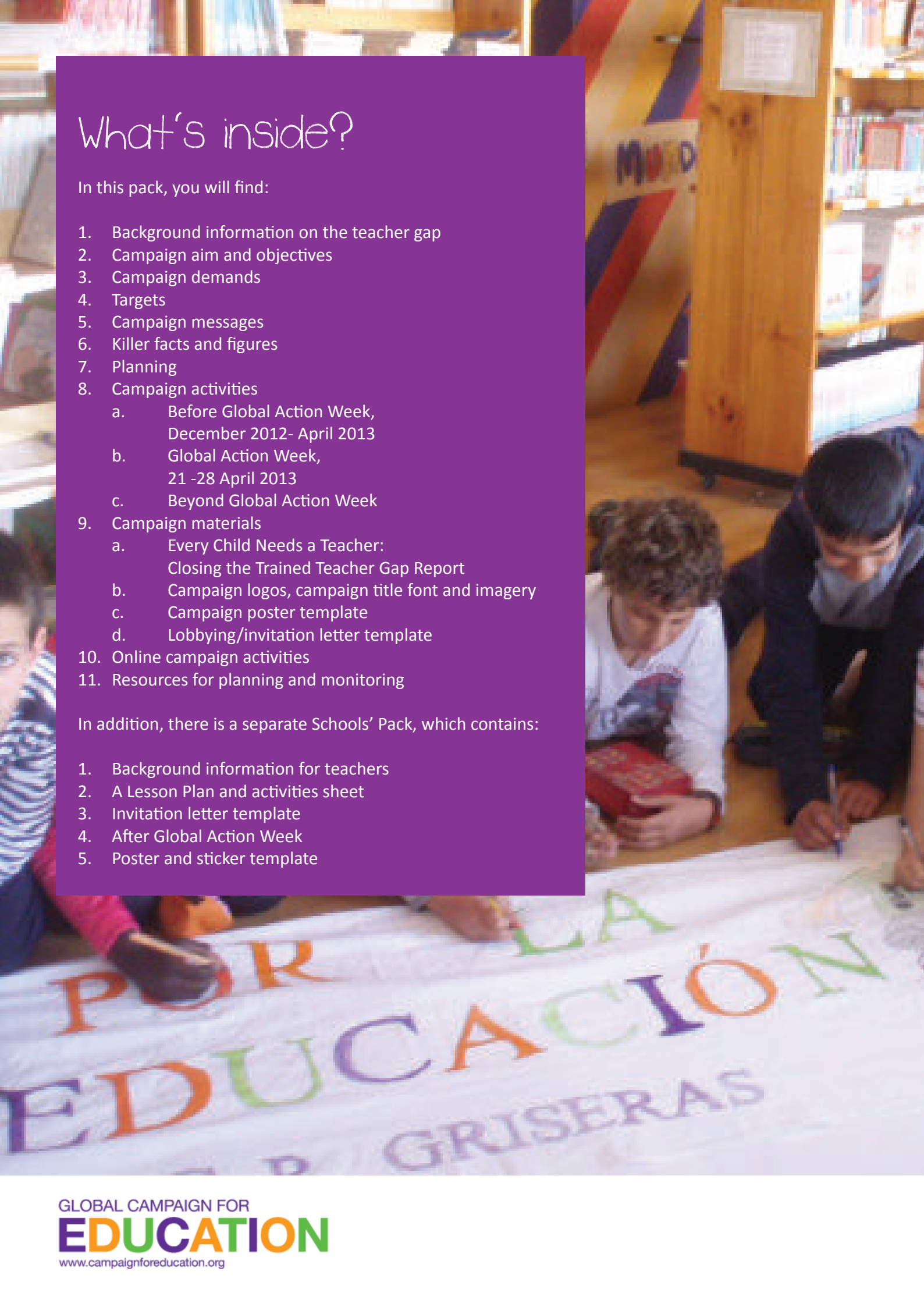
What's inside?

In this pack, you will find:

1. Background information on the teacher gap
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In addition, there is a separate Schools' Pack, which contains:

1. Background information for teachers
2. A Lesson Plan and activities sheet
3. Invitation letter template
4. After Global Action Week
5. Poster and sticker template



1. Campaign and policy background

Progress in realising the right to education worldwide since 2000 is undeniable – but it remains unfinished business. The total number of children missing out on primary and lower secondary school has fallen from more than 200 million in 2000 to 132 million in 2010; but the numbers remain high and have stagnated since 2008. Even for those children who are in school, the right to education is only a reality if school provides them with a quality education, one that, as described by the World Education Forum in 2000, “includes learning to know, to do, to live together and to be”. Yet this is far from the reality in much of the world: on the contrary, up to three quarters of children in the lowest income countries have not learned to read and write after two or three years of schooling, let alone begun to develop more complex skills and knowledge. The gap in quality education is huge, and bridging it is essential to fulfilling the universal right to education.

The Global Campaign for Education (GCE) believes that a fundamental reason for this gap in quality education is the severe lack of well-trained, well-supported teachers. It is the presence of quality teachers that determines whether and how much children learn. There is ample evidence that having enough teachers to avoid large class sizes is a strong determinant of students’ learning; a meta-study of research published from 1990 to 2010 found that teacher presence and knowledge had by far the strongest and clearest impact on students’ test scores; in-depth assessments of high-quality education systems by the Education For All Global Monitoring Report found that “in the highest performing education systems... [t]here are no concessions on teacher quality”; and the OECD Programme of International Student Assessment reports that “successful school systems... prioritize teacher quality”. These findings are not surprising: students and parents know that teachers determine the quality of education.

Investing in teachers is important for all students’ learning and for their well-being: well-trained teachers can better manage diversity in a classroom, can deal – for example – with the huge range of ages commonly found in schools in post-conflict countries, can reduce violence and manage discipline in a positive way and, through gender training, can better support girls’ participation in class in a way that significantly increases their chances of success.

The scale of the global gap in trained teachers is, therefore, all the more shocking. At pre-primary level, the teacher gap is often matched by a gap in enrolment: whilst the ratio of teachers to children enrolled in pre-primary schools is not always high, the ratio of children in this age group to teachers reaches one to thousands in a number of African countries. Early childhood care and education is a right, and has a huge and lasting impact, but it cannot be delivered without a massive expansion in teachers. At primary level, the UNESCO Institute for Statistics calculates that 1.7 million additional teachers are needed to deliver Universal Primary Education by 2015. In total, 114 countries have primary teacher gaps, and the gap in Africa alone is nearly 1 million teachers. Poor transition rates from primary to lower secondary level mean low student numbers as well as low teacher numbers at this level also. There are huge gaps in the number of teachers needed for every child

to complete lower secondary school: seven African countries have just one lower secondary school teacher to more than 100 children of lower-secondary school age.

If we take training into account, the picture becomes less clear, but more worrying. Reporting of training levels is extremely patchy, and relies on very varied national definitions. Some countries count those who have completed primary school and a one-month training course as trained, while others require a three-year education degree. Even with these flexible and often low standards, a third of countries report that no more than half of their pre-primary school teachers are trained; at primary level, reported rates are slightly higher, but thirty one countries report that fewer than three quarters of teachers are trained (to any accepted national standard) and a number report falling levels of training. In Mali, where half of primary school teachers are trained, only a quarter have had training lasting six months or longer. Nearly half of countries reporting training levels at lower secondary level state that fewer than three quarters of teachers are trained. Niger had just 1,059 trained lower secondary school teachers in 2010 – compared to 1.4 million children of lower secondary school age.

“...successful school systems...
prioritize teacher quality”
OECD Programme of
International Student Assessment

Moreover, aggregate numbers of teachers often mask extreme disparities between regions – with poorer, rural areas generally faring worst – and do not reveal teacher profiles in terms of linguistic, ethnic or regional identity or disability. Women teachers are proven to have a positive impact for girls, yet in low-income countries women make up on average just 39 percent of teachers at primary level and 25 percent at lower secondary level.

Policies must be directed at filling these huge gaps in trained teachers, and this campaign presents specific recommendations for governments and donors (see section 3). The overwhelming lesson is that high quality education requires sufficient recruitment of teachers who are trained, supported, paid and managed as professionals. The recruitment of low-skill, untrained teachers in recent decades has proved disastrous for education quality; and even where teachers are trained, the training offered often needs improvement. Teachers are paid paltry amounts, for example just \$125 a month in Niger; many have to travel long distances to collect pay that is often days, weeks or even months late. A motivated, highly skilled teacher workforce produces



the best education; yet too often teachers are treated as low-grade service delivery employees, expected to deliver classes and administer tests according to a script, and rewarded or punished on the basis of test scores. The de-professionalisation of teachers denies students the possibility of great teaching.

The right policies need sufficient funding. Low income countries allocate, on average, 17 percent of their budgets to education, and 12 percent to basic education (pre-primary, primary and lower secondary); allocations are slightly lower but similar for middle-income countries. Yet for the poorest countries with the smallest budgets, this is not nearly enough. All countries need to expand revenues through progressive taxation, and many need additional donor support. Donor financing is nowhere near commensurate with need, nor with the priority aid-recipient governments place on education. The 23 biggest bilateral donors gave less than three percent of their aid to basic education from 2005-2010 (even including a proportion of budget support).

How they provide aid is also important: long-term, predictable budget support is best able to support recurrent costs like teacher training and salaries. Donor-supported macroeconomic frameworks must not restrict teacher recruitment.

If we are genuinely serious about fulfilling the right to education for all, about ensuring that every child, youth or adult learner develops the skills that a good education brings – from literacy and numeracy to creative and critical thinking – then the only solution is to ensure that every student has a well-trained teacher. This means putting in place policies and financing to produce a sufficient, well-trained, well-supported, equitably distributed professional teacher workforce. If we value education, there is no alternative.

2. Campaign aim and objectives

The 'Every Child Needs a Teacher' campaign aims to bring together the GCE movement to make a significant contribution to closing the huge gap in trained, professional teachers, through targeted advocacy and strategic mass mobilisation.

Campaign Objectives

National context and national priorities will determine the specific actions needed to fill the trained teacher gap. At an aggregate level, the campaign objectives are:

- At least 5 countries to have made specific and measurable commitments to increase or improve financing and/or policies relating to professional teachers by end 2013 (including the creation of costed plans)
- At least 2 bilateral donors to have made specific and measurable commitments to increase or improve financing for basic education and/or professional teachers by end 2013 (including commitments to report on progress)
- Signs of serious government engagement with the proposals in this campaign (official responses to demands, parliamentary debates, greater discussion of teachers in strategies on education quality etc.) in at least 25 more countries
- Contribute to creating a more positive policy environment from the most influential multilaterals, including:
 - a) The GPE strategy on teachers includes an ambitious commitment to support all GPE countries in meeting the gap in professional teachers.
 - b) The World Bank increases its funding towards filling the professional teacher gap, including by reporting against progress on this, and it abandons SABER recommendations on punitive and merit pay and on weakening teacher unions.
 - c) The IMF directs mission chiefs that they should work with countries to support significantly scaled-up investment in teachers, and the Fund supports tracking of spending on teachers as part of its new commitment to monitor health and education spending.
- There is a stronger and more sustainable public constituency for government / donor focus on teachers, as measured by
 - a) at least 100,000 people taking a specific campaign action;
 - b) at least 50,000 social media messages;
 - c) coverage in at least 5 development blogs, 15 national newspapers and 200 local newspapers.

3. Policy demands

GCE members have identified a full list of policy demands (below) which must be acted upon in order to fill the trained teacher gap. The priorities for policy demands vary with the context of individual countries: some countries have a large number of teachers, but are not training or paying them as professionals, leading to a poor quality of education. Some countries have great policy frameworks on teacher standards, but are not allocating sufficient budget to implement them. Within the framework of the overall demands agreed for the campaign, each coalition will select and focus on the specific demands most relevant to their context.

The shared factor across all countries is that governments must have the political will to act on filling the trained teacher gap, and must set standards, develop plans and provide finance accordingly.

Overall demands

- Standards: governments and their international partners must recognise the necessity for professionally trained, qualified, supported teachers, and develop policies and standards for teacher recruitment, training, development, salaries and conditions that reflect this.
- Planning and reporting: governments must develop costed plans to fill the gap in trained teachers and ensure that the plan addresses disparities between regions, in rural and remote areas and report publicly on progress against these plans and on the Pupil-to-Trained-Teacher Ratio (PTTR); donors should publish and report on their planned contribution to filling the trained teacher gap.
- Finance: governments must develop and implement budgets that will ensure that the trained teacher gap is filled – including necessary recruitment, training and professional-standard pay; donors should allocate at least 10% of their ODA to basic education and provide more aid through predictable, long-term budget support.

Detailed demands:

National governments should:

- Develop costed workforce plans, agreed with parliaments, teacher organisations and civil society, to meet the full gap in trained teachers and deploy those teachers equitably. (In emergency or post-conflict situations, develop transition plans to move towards these targets, in agreement with national stakeholders.)
- By 2014, measure and publish the Pupil-to-Trained-Teacher ratio, overall and in the public sector, (according to standards of training as indicated above), including regional variations. This should be included in reports to the Committee on Economic, Social and Cultural Rights (CESCR).
- Develop and enforce high national standards of training, developed with the teaching profession, through

collaboration with teacher organisations, in reference to international standards.

- Ensure initial pre-service training for all new recruits to teaching that covers subject knowledge, pedagogy and training in diagnosis of students' learning needs and based on consultations of teacher organisations, with sufficient time to develop these skills; raise the ISCED level of teacher training by at least one level over the next three years.
- Undertake a gender review of national Education Sector Plans, and develop long-term strategies to recruit, train, support and compensate women teachers.
- Provide ongoing in-service training and professional development for all teachers, making use of communities of practice and following up on training given.
- Ensure that all teachers are being paid a decent, professional wage; negotiate and agree pay scales with teacher unions; do not use pay as a system of individualised punishment and reward based on high-stakes testing or other "merit" pay.
- Strengthen school leadership and promote the establishment of school management committees led by teachers and include, teachers, parents and local community members.
- Promote adult literacy programmes
- Support the establishment of Teaching Councils, involving representatives of teacher organisations, to develop and enforce professional standards and ethics.
- Allocate a minimum of 20 percent of national budgets, or 6 percent of GDP, to education, and ensure that at least 50 percent of this is dedicated to basic education, with a much higher percentage where necessary.
- Focus a considerable proportion of financing for post-secondary education on the development of high quality teacher training programmes.
- Progressively expand the domestic tax base, for example through setting a fair rate of corporation tax and not offering unnecessary tax holidays.
- Pursue expansionary macro-economic policies which allow greater investment in quality public services, resisting the imposition of austerity policies by the IMF or other advisers.
- Open planning and budgeting processes to teacher organisations, and other civil society organisations, for example through participation in official government-partner groups in the education sector (e.g. Local Education Groups).
- Report regularly and transparently on budgets and spending in education, making clear the allocations to district/province and local level, so that spending can be tracked by communities and civil society organisations.



Bilateral donors should:

- Meet their commitment to spend at least 0.7 percent of GNI on aid.
- Realign ODA to commit at least 10% to basic education, including contributions to the GPE and a proportion of budget support.
- Provide a greater proportion of ODA as general or sectoral budget support.
- Ensure all aid for education is aligned with national education plans by providing financing through a pooled fund that supports the national education plan.
- Ensure all bilateral interventions in education allocate a significant part of financial support to activities tackling the trained teacher gap.
- Develop and publish a plan setting out contribution to tackling the teacher crisis and lowering Pupil-to-Trained-Teacher ratios, and report annually on progress against this plan.
- Ensure that the teaching profession, through teacher organisations, is involved in the development and implementation of national education plans or bilateral projects they support.
- Engage with and support the International Task Force on Teachers for EFA.

The Global Partnership for Education should:

- Provide coordinated financing and other support to the expansion of a well-trained, professional teacher workforce, explicitly recognizing the significance of this for learning outcomes and quality education.
- Ensure that the teaching profession, through teacher organisations, is involved in the development and implementation of national education plans submitted by governments to GPE.

The World Bank should:

- Meet its original 2010 pledge of additional funding for basic education, by providing at least \$6.8 billion for basic education in IDA countries between 2011 and 2015, and an increase in funding for sub-Saharan Africa.
- Refrain from providing advice or conditionality such as SABER that limits the professional status, training, pay or unionisation of teachers, or that encourages high-stakes testing.
- Publish its intended contribution to tackling the teacher crisis and lowering Pupil-to-Trained-Teacher ratios, and report annually on progress against this plan.
- Ensure that the teaching profession, through teacher organisations, is involved in the development and implementation of the plans for which it provides financial support.

The IMF should:

- Work with governments and other key education stakeholders such as teacher organisations and other civil society groups to develop macro-economic frameworks that support the significant expansion of investment in teachers.
- Expand its work on social spending floors to include support for governments on tracking investment in teachers.

Private donors should:

- Support national strategies to develop the professional teacher workforce for public education by, for instance, contributing to pooled funds that support national education sector plans.



4. Political targets

The target for campaigning will vary with the power analysis in each country; each coalition or GCE member will focus on the institution or individuals with the greatest power and influence to bring about the policy changes demanded.

Major targets:

- National governments, particularly **Finance/Planning and Education** ministries, will be the key target in southern countries.
- In countries with elections coming up, **electoral candidates**, particularly in competitive constituencies, should be targeted with pressure to support the campaign's demands.
- Coalitions participating in **Local Education Groups** (or similar) can use that forum as a key vehicle to bring the campaign to the attention of both government and donors, and to bring the issues into sectoral planning and review processes.
- In countries with a strong donor presence, **donor representatives** can be an important target for coalition campaigning; this is more powerful if linked up with the coalition in the donor's home country, who can target the political figures with more home – feel free to make direct links, or request contacts through the GCE Secretariat.
- In **donor countries**, coalitions will target their own governments, largely the cooperation/development or finance ministries about the level, type and reporting of development assistance, and about specific contributions to the trained teacher gap. Again, linking with coalitions in countries particularly affected by changes in that country's aid policy is possible through direct links or the GCE Secretariat.
- The multilateral targets with the most influence are the **GPE** (currently working on a new teacher strategy), the **World Bank** (the biggest donor to basic education and with some very damaging positions on teacher recruitment and conditions) and to some extent the **IMF** (in relation to macro-economic frameworks). The GCE Secretariat has some very limited capacity on this, and will be linking up with INGO members.

5. Campaign messages

We have put together a series of short statements to express the core elements of the campaign across different media – we hope you find these useful!

1. Teachers make the difference between children just being in school and learning; if we want to solve the learning gap, we must urgently fill the global gap in professional teachers. If we value learning, we must value teachers.
2. Every child has the right to a professional, trained teacher.
3. The global gap in professional teachers in primary and secondary schools is the major crisis in education: to deliver universal primary education by 2015 the world needs to recruit 1.7 million additional teachers, provide training for the many millions of teachers who are untrained or under-qualified, and ensure that teachers are equitably distributed.
4. Ensuring high quality teachers for all requires teachers to be recruited, trained, paid, developed and managed as professionals: treating teaching as a low-status job leads to low-quality teaching and denies children's rights to education.
5. The 'emergency' responses of recruiting untrained teachers have failed, and have simply contributed to the crises in quality and equality.
6. National governments must commit to solving the teacher and learning crisis by recruiting and training to fill their national gap in professional teachers, and reporting on their progress and spending towards this.
7. Donor governments must make clear how they plan to help solve the teacher and learning crisis, including by giving much more aid to basic education.
8. IFIs must make clear how they plan to help solve the teacher and learning crisis, including by supporting hugely scaled-up investment in teachers.

6. Killer facts and figures

Teacher value:

- A meta-study of 9,000 research papers found that teachers' knowledge and teacher presence were the factors with the strongest and clearest impact on students' test scores.

Teacher gap:

- 1.7 million more teachers are needed if every child is to go to primary school by 2015 – that is before taking into account training and distribution of teachers.
- Africa alone needs an additional 1 million teachers to get every child into primary school by 2015.
- 114 countries have teacher gaps to reach universal primary education by 2015.
- Chad has just one pre-primary school teacher for every 1,815 children of pre-primary school age.
- Seven African countries – Burkina Faso, Chad, Ethiopia, Mauritania, Mozambique, Niger and Somalia – have more than 100 children of lower secondary school age per lower secondary school teacher. This is before taking into account whether these teachers are trained and how they are distributed.
- Teachers are inequitably distributed: in Malawi, the number of children per teacher ranges from 36 in some districts to more than 120 in others.
- In low-income countries, women make up just 39 percent of primary school teachers and 25 percent of lower secondary school teachers.

Teacher training:

- Only 8 countries have regularly reported in the last three years to the UNESCO Institute of Statistics on how many of their teachers are trained.
- In Mali, only seven percent of teachers in public primary schools have completed secondary education; barely a quarter have had training lasting more than 6 months.
- Thirty one countries report that less than three quarters of their primary school teachers are trained – to any recognized national standard (which can be just a few weeks' training).
- Niger had just 1,059 trained lower secondary school teachers in 2010, compared to 1.4million children of lower secondary school age.
- More than 670,000 teachers in India do not have the minimum qualifications required by the Right to Education Act.

Teacher pay:

- In many countries, teacher pay is extremely low, is paid late, and requires travel to collect it. In Niger, contract teachers are paid just \$125 a month.
- In Lebanon in mid-2012, teacher pay had not risen in 10 years, despite inflation of 100 percent over that period – meaning teacher salaries had halved in real terms.
- In Nepal, teachers went on strike in 2012 after going unpaid for months.

Education finance:

- In 2012, Brazil's national congress agreed that 10 percent of GDP must be invested in public education – as compared to 5.1 percent currently.
- Luxembourg spends \$17,490 per pupil per year at primary level; DR Congo spends \$10.
- If Liberia had spent its entire budget on primary education in 2008 (last available data), that would have amounted to \$714 per pupil.
- Pakistan has strong teacher policies but spends just 2.4 percent of GDP on education (at all levels) and has a gap of more than 525,000 teachers to achieve universal primary education by 2015.
- Uganda could raise an additional \$270 million a year by ending corporate tax holidays.
- Rich country donors gave on average less than 3 percent of their aid to basic education from 2005 to 2010 – whilst the poorest countries allocated 12 percent of the budgets to basic education in the same period.
- If the 23 DAC donors had given 10 percent of their aid budgets to basic education in 2005-2010, this would have delivered an additional \$35 billion.

7. Planning

Global planning of the campaign has been happening since the GCE World Assembly in February 2011, and more intensively through 2012, including through consultations on the campaign report and with the Global Action Week working group. But the most important planning will be at national level. The key elements are:

1. Clarify the specific two to four policy demands that your coalition will focus on (see the list of demands in section 3): many coalitions are already focusing on the teacher issue and will have their priority demands clearly identified. Others may need a consultative process with coalition members to identify the key policy or finance issues that will make the most difference to filling the trained teacher gap in their country. Think about not just the issue, but the specific change you want to see.
2. Identify the key campaign targets, thinking about who has the most power to bring about the changes you are seeking, and what power you have to influence them. (See also section 4).
3. Identify your key allies and constituencies, thinking about the power you can have over your targets and who you can mobilize and work with to maximize your impact. In particular, think about South-North links that can target southern and donor governments in a coordinated way.
4. Develop the messages that will be mostly likely to build your constituency and influence your targets. (See also sections 5 and 6).
5. Plan your activities, including during Global Action Week, thinking about the best ways to influence your targets and the power you have – do you have the ability to mobilise on massive scale, do you have strong parliamentary links, are you able to get media attention, etc? (See also section 8.)
6. Plan the materials you need, making use of those in this pack but tailoring to your national context. (See sections 6 and 9.) Let GCE Secretariat know if you have ideas or requests for other materials.
7. SHARE YOUR PLANS! Please let GCE know your plans – even if they are still being developed – by end January 2013. It is only by knowing what you are planning that we can link you up effectively with other coalitions, promote and publicise your campaign demands, and monitor our global progress.

You can use the planning form in section 11 to help with this, as well as to feed back to the GCE Secretariat – and thus keep in touch with the rest of the movement.

8. Campaign activities

Before Global Action Week: November 2012 – April 2013

Every Child Needs a Teacher will run throughout 2012-2013.

Following the launch of the campaign report – jointly by GCE and EI – during the UN General Assembly in September 2012, GCE and EI have been distributing the report to its membership and at key events (Global Partnership for Education Board meeting, Global EFA meeting, International Task Force on Teachers for All policy dialogue, etc), as well as writing to and meeting with influential global figures and organisations. GCE, EI and other international partners will continue to lobby at a global level, including a more targeted focus on key international institutions.

At national level, GCE Members are encouraged to look for opportunities to give profile to the campaign in advance of Global Action Week, making the most of existing partnerships, events or important dates nationally, regionally and internationally. This might include:

- Running activities and print media, radio or online/social media campaigns on a national teachers' day – these vary from country to country and a list can be found here: http://en.wikipedia.org/wiki/Teachers'_Day.
- Sending copies of the campaign report to key political targets, allies and media contacts, highlighting your specific national context and demands.

- Securing meetings with Education or Finance ministries to begin lobbying, with the aim of commitments being announced during Global Action Week 2013.
- Engaging with bilateral donors at national level to encourage them to make specific and measurable commitments to increase or improve financing for basic education and/or professional teachers during Global Action Week (including commitments to report on progress).
- Approaching media contacts, to encourage them to develop special features or ongoing coverage of the "Teacher Crisis", including a strong focus during Global Action Week.
- Discussing with national teachers' unions the possibility of distributing the Schools Pack to its members (electronically or in hard copy) to encourage maximum participation and support from schools across the country during Global Action Week.
- Other ideas arising from your own deliberations – you know best the power and potential of your coalition.



Global Action Week, 21-28 April 2013

GCE's Global Action Week is the opportunity for the whole GCE movement, and allies beyond, to mobilise in an internationally coordinated way, maximising our voice and our power to make a difference. It is when we use and demonstrate our collective "people power" to demand change from those with political power.

That is why we are looking to engage politicians directly in Global Action Week this year: we are encouraging schools and GCE members to bring politicians into school to be part of a lesson. In schools, the lesson could focus on the important role played by teachers in the lives of children. A lesson plan on how this could be delivered is provided in the Schools Pack.

At national level, we suggest that coalitions work with one or more schools in the capital city and invite Heads of State, Finance and Education Ministers to participate in a 'whole school' event, either in a school hall or in a high-profile venue big enough to accommodate large numbers of children.

PREPARATION!

- ★ Work closely with Teacher Unions to ensure that the Schools Pack gets to schools around the country early
- ★ Invite a high level politician to a national event
- ★ Gather stories from high-profile figures about their favourite teacher to share during the week
- ★ Alert media in advance

FOLLOW UP!

- ★ Record all the pledges made and publicise to your network and the media
- ★ Write to the politicians involved, thanking for pledges and promising to monitor
- ★ Agree a system within your network to track what has been pledged.
- ★ If no pledges: write to participating politicians to demand them!

IN SCHOOLS:

- ★ Invite politicians into school
- ★ Teachers/pupils present the case for more trained teachers
- ★ Ask the politician to answer your questions or present to the class
- ★ Take photo and send to national coalition

NATIONAL COALITIONS:

- ★ Invite Heads of State, Finance & Education Ministers into school (in capital city or elsewhere)
- ★ Show the strength of support around country/ worldwide
- ★ Present campaign demands
- ★ Intensify social media campaign with facts, figures, demands and event highlights.
- ★ Panel discussions, press conferences, cultural events – as the coalition decides!

After Global Action Week: April 2013 – late 2013

The campaign will continue to run at global level until late 2013 – although of course national campaigns will set their own timetable. It is crucial that pressure is maintained after the “public moment” of Global Action Week, through public “accountability moments” and through constant, ongoing tracking and engagement. GCE will work towards a global moment in late 2013 (perhaps during the UN General Assembly) which will profile progress and announcements made worldwide – but the key test will be what happens after the public announcements!

GCE Members could take the following actions:

- Make public any pledges or commitments made, through national and local media, your own network, and the global GCE movement. Provide the details in different local languages to community radio stations, etc. Greater scrutiny leads to greater likelihood of implementation.

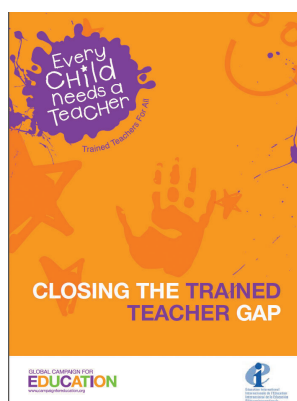
- If commitments have yet to be made, call for specific and measurable commitments to increase or improve aid, financing and/or policies relating to professional teachers by end 2013.
- Monitor and publicise responses of government made during parliamentary debates and government departmental discussions on education quality, tracking whether their interventions reflect their commitments and pledges.
- Use your role in any formal education sector planning and review processes (eg Local Education Groups) to test constantly whether pledges are being implemented through government plans and budgets.
- Incorporate the pledges made into any tracking of expenditure and service delivery that your coalition is conducting, at national and local level.



9. Campaign materials & resources

GCE Members are welcome to create materials as required for their own campaigning purposes. If the GCE Secretariat can provide additional files for these purposes please let us know what you need. Below are the resources that we have prepared for your use.

All materials are available to download at www.everychildneedsateacher.org



Every Child Needs a Teacher: Closing the Trained Teacher Gap Report

This report was published jointly by GCE and Education International, and identifies the gaps in the supply of teachers needed to achieve quality education for all. The report was launched during the UN General Assembly in September 2012 and is available to download in English, French, Spanish, Portuguese and Arabic.

Campaign logos, campaign title font and imagery

The campaign logo is available in print and web formats, in the three GCE colours (purple, green and orange), in all GCE official languages. GCE will be using the purple logo internationally; members are welcome to choose which logo they wish to use.

The campaign also uses a variety of hand-drawn graphics across its media.

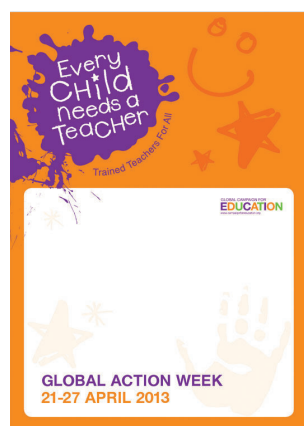
The logo is written using the font Rudiment, which is freely available as a True Type Font (TTF). However, we recommend that this is only used for top-level titles, and not for subtitles or body text.



Campaign poster

We have created a poster for GCE members to adapt, download and print.

Posters are A3-size (420mm x 297mm) but these can be scaled up to A2 or A1 or scaled down to A4.



Template letter for Head of State, Finance and/or Education Minister

We suggest you send this letter at the beginning of the year, and at the same time start communications with the President/Minister's offices to give them as much information as possible so that you increase your chances of securing their presence.

Insert your logo

Insert your contact details

Insert date

Dear [insert name]

On behalf of [insert coalition name], a coalition of [insert number] of organisations including [insert types / names] and a member of the Global Campaign for Education, I am writing to invite you to be part of our Every Child Needs a Teacher event in April 2013. We are inviting you to join us at [venue] on [insert time and date, 2013]. This event will be part of a series of activities taking place all over the world, which will draw attention to the need for far more trained, professional, well-supported teachers if we are to ensure that every child is in school and learning by 2015 or beyond.

The gap in trained, professional teachers is one of the biggest constraints to achieving education for all, and is the critical factor to be addressed in improving learning outcomes. In [insert country name], your government has made strong progress in [insert example of national progress], but of course challenges remain [insert example of national challenge]. As a civil society coalition, we want to work with your government to meet these challenges.

The event on [insert date] will provide an opportunity for you to state your government's position and indicate efforts you are making to ensure that [country] has sufficient well-trained and well-supported teachers to ensure a quality education for every child. Specifically, we are inviting you to visit [insert name of school] and attend a lesson with children of [insert grade] and their teachers, in the presence of national civil society representatives and national media. The children will talk about the importance of teachers, and we invite you both to describe your own favourite teacher to the class, and to describe your government's actions on this crucial issue.

[Paragraph for countries that are members of the Global Partnership for Education:]

Politicians around the world as well as international figures such as Ban Ki-moon are being invited to similar events, which is part of a week of action organised by the Global Campaign for Education, supported by UNESCO and the Global Partnership for Education (GPE), and reflective of the crucial importance of teachers to Education For All. This importance is also visible in the new GPE objective strategy on teachers and in the focus on teaching and learning in this year's Global Monitoring Report.

[OR Paragraph for non-GPE countries:]

Politicians around the world as well as international figures such as Ban Ki-Moon are being invited to similar events, which is part of a week of action organised by the Global Campaign for Education, supported by UNESCO and many international partners, and reflective of the crucial importance of teachers to Education For All. This importance is also visible in the focus on teaching and learning in this year's Global Monitoring Report.

We would be honoured by your presence at this event, and would appreciate a confirmation from your office by [date], in order to make appropriate arrangements. Please do not hesitate to contact us if you have further questions.

Yours sincerely,

[INSERT SIGNATORIES]

10. Online campaign activities

Over a million people have previously supported GCE campaigns online, by directly signing online petitions, joining us on Facebook, targeting political figures on Twitter or writing about the campaigns on their websites and blogs.

Internationally, GCE will be delivering the following activities online to encourage maximum participation from teachers, schools and members of the public.

Campaign website:

www.everychildneedsateacher.org

On this website, you can:

- Register and promote your activities as a GCE member or as an education institution (available now)
- Upload your news items (available January)
- Upload images from your campaign events throughout the year (available January)
- Download materials and other resources including campaign posters, logos and the campaign report (available now).

E-campaigning

A major development on the campaign website will be the function to send targeted messages to politicians, urging them to support the campaign by committing to specific policy change.

We are asking national coalitions to identify country-specific policy demands, the names of your targeted political figures and, where possible, their email addresses in order for the GCE Secretariat to build national letter-writing campaigns/petitions for members of the public to participate in this campaign.

For any GCE member who has their own website, you will also be able to download tools which will allow you to host either your national letter-writing campaign or petition on your site.

GCE will send emails to the database of public supporters to encourage them to join their national campaigns where these exist, or to sign the global letter. We strongly encourage GCE members to send the same messages to your own national or international e-campaigning databases where these exist.

GCE Blog:

blog.campaignforeducation.org

GCE now has its own blog, to which GCE members are welcome to submit their own articles and take part in online discussion. During 2012-2013, we are asking members to submit articles on all aspects of their work, but particularly on the issue of teachers. We are very keen to expose the reality of the teacher crisis as it effects education for all on a local or national level, and to be able to do this it is vital to have the input of members. GCE will also promote members' own blogs when you have posts on this subject so please do let us know when these are happening.

Social networks: Facebook and Twitter

GCE will be running a series of campaign activities on both of these social networks, from our international accounts at:

www.facebook.com/campaignforeducation

www.twitter.com/globaleducation

As well as posting regularly on the subject of teachers using these profiles, there will be a series of messages available at the campaign website which can be shared quickly on both of these networks simply by clicking a link.

We ask all GCE members who have profiles on Facebook and/or Twitter to let us know your profile names in order for us to increase our collective strength and influence on these networks.

For previous years, we have searched for political targets to reach directly through Twitter. For example, many heads of state have official Twitter accounts and high-profile leaders with active Twitter accounts include Cristina Fernandez de Kirchner, President of Argentina; David Cameron, UK Prime Minister and NoyNoy Aquino, President of the Philippines. By sending Tweets directly to their accounts, we can show the strength of support for the campaign. As such, we can include targeted Tweets where requested by national members.

11. Useful questions: planning, monitoring and evaluation

Please use the following questions to report on your campaign planning and outcomes – we hope they will also be useful in planning. Please share your planning form by end January 2013, even if you don't have all the campaign details. It is crucial for the GCE Secretariat in order to plan the support we will give you, to allow us to put you in touch with other coalitions where relevant, and for us to be able to monitor our overall global process.

Pre-campaign

- i) What are your campaign demands? That is, what specific changes do you want to see? (You may want to draw or adapt 2 to 4 demands from the full list of detailed demands in section 3)
 - a. What is your government's current policy/practice in relation to each of these demands?
 - b. What do you want your government's policy / practice to be in relation to each of these demands?
- ii) Who are your political targets? (Who can you influence to bring about these changes?)
- iii) What activities will you be running to achieve your campaign aims?
- iv) Who will you be working with to achieve your campaign aims?
- v) What support would you like from GCE to achieve your campaign aims? (NB Financial support is extremely limited, outside the CSEF project)

Post-campaign

- i) Reviewing your original campaign demands, how far did you achieve each one?
 - a. What is your government's policy / practice in relation to each of these now?
- ii) Were any pledges made during your campaign (and if so what were they)?
- iii) What were the determining factors in achieving any of your campaign aims?
- iv) What prevented you achieving any of your campaign aims?
- v) Global Action Week:
 - a. What did you organize?
 - b. Who was present?
 - c. How many schools / people took part?
 - d. What was pledged / achieved?
- vi) How did you find the GCE resources - what was most / least useful? (include a check box option) What else would you have liked to have?
- vii) What other support did you receive from GCE or others?
- viii) What do you think were the key learning points from your campaign?
- ix) What would you like to share with other GCE members?
- x) What would you like to learn from other GCE members?