

EDUCATION POLICY

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PREAMBLE

Education is one of the most powerful and proven vehicles for sustainable development. It is the foundation of democracy for learners to participate in society and be respectful of the human values. It forms the foundation of democracy, preparing people to participate in society and respect human values. It is a right and an entitlement and should be free for people of all ages. It is both a right and an entitlement, and it should be freely accessible to people of all ages. The UN's SDG-4 concerning education also ensures The UN's Sustainable Development Goal 4 (SDG-4) on education seeks to ensure that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training, and to eliminate gender and wealth disparities with the aim of achieving universal access to quality higher education.

Education should be treated as a process and not a product as higher education is essential in developing a civilised society; and ensure that there is no undue burden on individual students and recognise the societal benefits of higher learning and research. All women should have access to education including secondary schooling and tertiary education as the socio-economically and culturally deprived and underprivileged sections of society should have without discrimination. And, to make sure that schools are community hubs, providing health services, internet access, cultural services, adult education programmes, working collaboratively with community institutions.

The Greens envision a healthy society built through lifelong learning and training. This vision prioritises investing in future generations to build a fair, successful, and cohesive society. Education must be available to all, as everyone is entitled to free, well-funded, high-quality education. Universities should serve as centres of learning and research, providing opportunities for higher education and lifelong learning. The vision also emphasises that education is a process, not a product. Higher education is essential in developing a civilised society and must not place undue financial burden on individual students, while recognising the broader social benefits of higher learning and research. Further, schools should act as community hubs, providing health services, internet access, cultural activities, and adult education programmes, while working collaboratively with local institutions.

VISION

The vision of the Greens is to create a healthy society with the help of life-long learning and training. The vision is to invest in the next generation and build a fair, successful and cohesive society. The vision is also to make education available for all as all people are entitled to free, well-funded and high quality education and ensure that universities are places of learning and research and have opportunities for higher education and life-long learning. The vision is to provide everyone with the knowledge and full range of skills they require to participate in society and lead a fulfilled life.

OBJECTIVE

The objective is to provide knowledge, learning skills, life-long learning opportunities, creativity and abilities to understand and use sources of information. The Greens believe that every person is entitled to a high-quality, free, accessible public education that gives them the best possible start in life. It is a basic right of all and must occur in a safe environment for them.

ACTION PLAN

The Greens' action plan is to make education one of the highest priority areas to ensure universal, common and free education to all. Universal access to high quality education is fundamental to the economic prosperity, environmental sustainability, well-being and social fulfilment of society. Therefore, the Greens will –

Public Education and Equity

- Ensure sufficient and equitable public funding for state schools to provide high-quality education to all, without relying on donations, fees, or fundraising.
- Ensure that differences in educational outcomes are not the result of disparities in wealth, income, power, possessions, or location.
- Maintain education infrastructure and land in public ownership and control; prohibit the sale or privatisation of government schools.
- Phase out public funding for private schools and reject public–private partnerships for building or running schools.
- Ensure local authorities have a defined role in the planning and provision of new school places.
- Recognise access to high-quality education as fundamental to building a fair, economically prosperous, environmentally sustainable, and socially cohesive nation.

Curriculum, Governance and Social Responsibility

- Ensure a secular government curriculum free from religious pressures and materials that discriminate on the basis of race, sexuality, or gender.
- Ensure open and transparent decision-making in the education system regarding curriculum, testing, reporting, and teaching.
- Ensure that all parties parents, students, teachers and other staff and the wider community are democratically involved in the running of the school.
- Encourage schools and colleges to set up parent forums/councils to enhance the school's accountability and improve communication and collaboration over issues such as curriculum, provision, homework, attendance and behaviour management.
- Provide curriculum materials to schools that are free from corporate sponsorship or influence.
- Encourage schools to undertake annual energy audits and demonstrate how they are reducing their carbon footprint and contributing to local sustainability efforts.

Early Childhood Education

- Introduce academic learning after the age of five.
- Provide free nurseries and free early years education from age three.
- Guarantee that access to education is fair, comprehensive, and equal for all, regardless of background, through fair admissions policies applicable to all educational institutions.
- Oppose market-driven models of education, including competition, privatisation, outsourcing, and other market-based mechanisms in education funding.
- Make available quality green space, including nature-play spaces, to all children and young people within educational settings.
- Provide healthy school meals that are rich in vitamins, minerals, protein and fibre, and offer plant-based vegetarian options.
- Recognise home-based schooling as a viable alternatives and ensure that it is parents' rights to educate their children in settings other than at school.

Primary and Secondary Education

- Guarantee that education is compulsory for all young people aged 5-16.
- Ensure that sex and relationship education is age-appropriate.
- Work towards smaller class sizes with a student-teacher ratio of not more than 20-1 at both primary and secondary level.
- Fund health checks in schools and increase the number of counsellors, nurses, and social workers in the schools to ensure that the physical, mental, and behavioural needs of children are met.
- Ban military recruitment in schools.
- Prohibit corporate advertising in schools.
- Increase funding for after-school programmes.

- Develop critical thinking skills as they are vital for students to grow into effective citizens and workers.
- Include vigorous civics curriculum in schools, to teach students to be active citizens.
- Expand arts education and physical education opportunities at schools.
- Ensure that schools have strong and effective anti-bullying policies.
- Encourage more hands-on learning in primary and secondary education.
- Encourage students to attend schools nearer their homes so that there is less carbon footprints.
- Ensure that vocational education training is provided in all schools.
- Provide training in negotiation, mediation, and non-violence skills so as to make the students Green.
- Ensure that costs to primary and secondary parents are minimised.

Education for Marginalised

- Recognise religious and cultural diversity and spirituality and encourage critical engagement with, and non-dogmatic exposure to, diverse, sometimes competing, worldviews and beliefs -- whether based on culture, religion or spirituality.
- Ensure that privately-funded and run schools reflect the inclusive nature of society.
- Include curricula on ethnic studies at the elementary and high school levels.
- Ensure that the educational outcomes of girls, minorities, and marginalised peoples match with the rest of population.
- Ensure that marginalised people are able to exercise meaningful control over the design and delivery of educational services for their children and other community members.
- Introduce more targeted educational interventions for groups of students identified as vulnerable.
- Grant schools freedom to recognise religious holidays, cultural celebrations and secular observations in the school calendar.
- Increase support for students from diverse language speaking backgrounds.
- Take measures to encourage girls, women and gender diverse people to participate in the full range of trades and disciplines, especially those which are traditionally male-dominated.
- Ensure that all schools are resourced to provide special needs education as needed and are accessible for disabled learners.
- Increase support for LGBTIQ+ students, including the implementation of LGBTIQ+-sensitive school-aged education and support programmes.
- Ensure that asylum seekers and refugees have access to the public education system.
- Ensure that the education system encompasses the history, culture and contemporary experience of the tribal/indigenous people including in the training and professional development of all teachers.
- Ensure that all students have the right to access the primary and secondary public education system regardless of their visa status.

Teachers and Training

- Recognise the social importance of teachers and ensure they are paid appropriate salaries.
- Ensure that teachers are properly trained and resourced, including access to continuing professional development and mentoring opportunities.
- Provide training for teachers, educational staff and others who work or volunteer in schools on diversity and inclusion issues.
- Ensure equality of opportunity and diversity in recruiting and developing teachers and other educational staff.
- Reject performance based pay for school teachers and other educators.
- Ensure that teacher developments is based on every individual being provided with knowledge, learning skills, creativity, and the ability to use information effectively.
- Guarantee that all teacher and school developments is based on learners' entitlement to a high-quality, free, accessible public education that gives them the best possible start in life.
- For teachers, teacher developments and infrastructure, it is a basic right that all must be delivered in a safe and supportive environment.
- Recognise that learning as a lifelong and life-affirming process to which all people should have access; and, promote equality, inclusivity, social and emotional well-being and responsibility with democratic accountability.

Higher Education

- Ensure that higher education institutions are properly funded by the state.
- Increase in PhD Graduates as PhD level research helps drive innovation and economic growth.
- Ensure access to comprehensive publicly provided tertiary education for rural, regional, indigenous and remote communities.
- Ensure that the higher education system is regulated to protect international students from exploitation and ensure they are treated with dignity and equality and are able to access the services they need.
- Ensure internationally competitive conditions for academic staff, including clear pathways to permanent work.
- Ensure that the international students have access to high quality, safe, affordable and culturally sensitive education.
- Support equal access to high-quality education, and provision of financial aid for college students full-time university and vocational education training (VET) students with a living allowance.
- End military and corporate control over the priorities and topics of university academic research.

Adult Education

- The Greens' action plan places education among the highest priorities, ensuring universal, free, and equitable access for all.
- Provide free education for adults to learn essential literacy, numeracy and life skills and to acquire skills and qualifications to assist in gaining employment.
- Promote a diverse set of educational opportunities continuing education, distance learning, mentoring and apprenticeship programmes.
- Ensure that diversity is available to all young people without discrimination.
- Ensure that the adult education programmes are offered in community centres, schools, and prisons, as well as through other media.
- Education must empower women, socio-economically disadvantaged groups, and culturally marginalised communities without discrimination.
- Guarantee access to high-quality education, as it is fundamental to economic prosperity, environmental sustainability, social cohesion, and individual fulfilment.

REFERENCES

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