

Global Campaign for Education Strategic Plan 2019- 2022 Final version



Table of Contents

List of Acronyms	2
1. Introduction	3
2. Global challenges to address when promoting the human right to education	3
2.1. Gender inequality.....	4
2.2. Education quality.....	6
2.3. Lack of inclusivity	6
2.4. Early Childhood exclusion	8
2.5. Youth marginalisation	10
2.6. Adult learning and education: the neglected goal	10
2.7. Education in emergencies	11
2.8. Lack of education financing.....	13
2.9. Shrinking civil society space	14
3. Global Campaign for Education: 20 years building the education civil society movement	15
3.1. GCE's core beliefs	16
3.2. GCE MISSION.....	17
3.3. GCE VISION	17
4. Purpose of the Strategic Plan	18
5. Mechanisms to ensure the successful delivery of the Strategy.....	18
6. Theory of Change	18
7. Planning for action	20
8. Strategic areas.....	21
9. Rationale for the strategic focus.....	21
9.1. Equality and non-discrimination	21
9.2. Transformative education	23
9.3. Education in emergencies.....	24
9.4. Education financing.....	24
10. Delivering the strategic plan.....	25
11. Implementation of the Strategic Plan.....	32
11.1. Strengthening the movement	32
11.2. Networking and participation in international fora	34
11.3. Resource Mobilization.....	34
11.4. Sustainability.....	35
12. Risk Management	36
13. Monitoring & Evaluation.....	36

List of Acronyms

AWID	Association for Women's rights in Development
ECW	Education Cannot Wait
EOF	Education Outcomes Fund
IFFed	International Financing Facility for Education
INEE	Inter-agency Network for Education in Emergencies
IOM	International Organisation for Migration
LFTW	Light of the World
NRC	Norwegian Refugee Council
UNGEI	United National Girls Education Initiative
UNHCR	United Nations High Commissioner for Refugees
PEHRC	Privatisation and Human Rights Consortium
RTEI	Right to Education Initiative
UNESCO	United Nations Educational, Scientific and Cultural Organisation

1. Introduction

The Global Campaign for Education (GCE) promotes and defends education as a basic human right and puts pressure on governments and the international community to fulfil their commitments to provide free, inclusive, quality public education and lifelong learning for all, particularly for children, adolescents, women and those from marginalised or excluded communities. The Education Agenda 2030 (E2030)/SDG4 is at the heart of this strategy.

With this four-year strategic plan, GCE seeks to scale-up its influence and global impact by supporting the work of its members at local, regional and international levels and by facilitating coordination between members. This strategic plan has been prepared after consultations with national and regional coalitions, as well as international member organisations of GCE. It sets out objectives for the Movement along with guidelines for the work of the GCE Board and Secretariat.

2. Global challenges to address when promoting the human right to education

Education, through the [SDG4/E2030](#), is at the heart of the Sustainable Development Agenda, and GCE believes that education is the most sustainable long-term driver of social, economic and environmental justice; and that education is key to fostering societies that are sustainable, peaceful, democratic, resilient and recognises gender equality. In line with SDG 4, which embraces the whole cycle of education, GCE advocates for the human right to education throughout life and in all its forms, including formal and informal learning. GCE also recognises that free, inclusive, quality public education, and lifelong learning for all, are crucial for equipping citizens with knowledge and tools to engage and contribute to their communities. Education is also important for breaking cycles of violence and poverty, ending exclusion and for transforming societies.

In 2017, there were 262 million out-of-school children of primary and secondary school age, however, the number of children in primary education has been stalling for the 10th year in a row (UNESCO, 2019). Amongst them, children with disabilities, girls and women, children of ethnic and linguistic minority origin, as well as those affected by conflict, displacement or climate-related emergencies, are more likely to be out of school, or to leave school before completing primary education. Literacy is not just an intrinsic part of the right to education, it also empowers people to fully participate and benefit from society, including improving their own livelihood, enhancing child and family health and nutrition, and expanding the life opportunities of people.

Across the world, 200 million young people leave school without the skills they need to thrive¹. The Third Global Report on Adult Learning and Education has identified that “there are still about 758 million adults, including 115 million people aged between 15 and 24 years, who cannot read or write a simple sentence.”²

¹ <http://unesdoc.unesco.org/images/0022/002238/223826e.pdf>

² <https://unesdoc.unesco.org/ark:/48223/pf0000245917>

Globally, while more adults and young people than ever aspire to achieve some level of post-compulsory education, such as vocational and higher education, the current investment in education “will not be enough to address the needs of millions of school leavers without basic skills.”³ Furthermore, if they succeed in gaining entry to higher education, the entire sector is facing a number of challenges, such as an increase in commercialization, which leads to an erosion of quality, overcrowded lecture halls, lack of trained professionals, curricula that strays away from encouraging critical thinking, increased tuition fees and insufficient scholarship schemes.

2.1. Gender inequality

Although global figures show that **gender inequality** in net enrolment in primary school has been reduced in recent years, considerable disparities prevail at local and regional levels and girls and women are still the most excluded. The notion of gender inequality includes gender disparities related to unfair distribution of education opportunities for both men and women disrespect their gender diversity or sexual orientation. In this regard, the notion of gender inequality acknowledges the multiple forms of exclusion and discrimination faced by members of the LGBTI communities.

In geographical terms, of the 61 million primary out-of-school children world-wide, 34.2 million live in Sub-Saharan Africa and 11.4 in Southern Asia (UNESCO, 2016). This means that 30% of the world’s countries account for 75% of children excluded from their human right to education. In both regions the number of girls excluded from education is higher than that of boys. Globally, “the majority of those excluded from school are girls, with 9.7% of the world’s girls out of school, compared to 8.3% of boys. Likewise, the majority (63%) of adults with low literacy skills are women.”⁴

In countries affected by conflict and crises, girls are 2.5 times more likely to be out of school than boys. As Boly Barry (2017:7) suggests, parents often favour boys when investing in education and thus one of the most significant barrier to school attendance by girls and women tends to be poverty. “In northern Africa and western Asia, among the poorest countries in the region, the gender gaps are the widest; only 85 girls for every 100 boys of lower-secondary school age attend school. Among those of upper-secondary school age, only 77 of the poorest girls attend for every 100 of the poorest boys”. For girls and women living with disabilities there is further discrimination and further barriers to attending school⁵.

Global figures also show that the number of female students enrolled in higher education exceeds that of men in all regions, except Sub-Saharan Africa. Between 1977 and 2008 the number of female students increased from 10.9 million to 77.4 million (UNESCO Institute of

³ <https://unesdoc.unesco.org/ark:/48223/pf0000245917>

⁴ <https://unesdoc.unesco.org/ark:/48223/pf0000245917>

⁵ Statistics from the World Report on Disability highlight that 50.6% of males with a disability have completed primary school, compared with 61.3% of males without a disability. For females with a disability the report notes that 41.7% completed primary school compared to 52.9% of females without a disability. Furthermore, in developing countries, the estimated literacy rates for women with disabilities are reported as being as low as 1%, and less than 20% of women and girls with disabilities are estimated to receive rehabilitation services. Lack of access to education and rehabilitation services by women and girls with disabilities denies them the opportunity to create a sustainable future, as education be it formal or technical (vocational training) is considered one of the key routes out of poverty.

<https://www.cbm.org/Rights-of-girls-with-disabilities-to-education-469538.php>

Statistics). However, in many countries women complete fewer years of higher education than men. Sexual harassment and violence against female students continue to be obstacles for women to complete education and enjoy the same rights as their male peers. Medical and welfare measures are important prerequisites for students, particularly young women, to complete their education.

In many parts of the world, people who challenge the norms related to gender and sexuality are subjected to various forms of violence and oppression during their education, which has consequences for learning and their opportunities in professional life.

According to the E2030 Steering Committee, “no region has achieved gender parity. Female participation rates in technical-vocational programmes are lower than male participation rates in all regions, except Latin America and the Caribbean, where male participation rates are lower.”⁶

Several obstacles need to be removed to eliminate the roots of gender disparities. Girls and women who never attended school, or who abandoned it at early stages, are often amongst those who find themselves doing domestic work, caring for other children and relatives. Furthermore, they tend to live in areas that are far away from schools. Gender-based violence on the way to school and also at school is another obstacle to girls’ and young women’s education. In some contexts, the interaction of social, legal and cultural barriers, such as child marriage and early pregnancy plays a major role (see UNESCO, 2015a; Boly Barry, 2017), and girls who are married early often opt out of school, or never start. Delprato et al (2015) estimate that the enforcement of minimum age of marriage laws may increase the years of schooling by 15% in South and West Asia and Sub-Saharan Africa. In addition, early pregnancy has a similar outcome, with girls often dropping out of school and not returning after giving birth. Other reasons for girls not going to school include missing, or inadequate sanitary facilities at schools. In light of these factors, it is therefore, crucial that girls’ rights to the access to sexual and reproductive health education and facilities are upheld.

Girls are not the only out-of-school children, with boys and men also affected. For example, in Latin America and the Caribbean and South-Eastern Asia, the number of excluded boys slightly surpasses the figure for girls: 3.6 and 3.3, respectively (UNESCO, 2016). Evidence in these regions shows that boys and men can also be affected by sexist stereotypes against schooling. More specifically, empirical studies in some of the OECD countries suggest a statistically significant relationship between boys and men’s performance at school and the ways schools and school-related activities are socially and culturally gendered. In contexts where schools and school-related activities are perceived as tasks for women, such as reading, writing, and mathematics, boys and men tend to show low performance (see UNESCO, 2015a). Educating boys has a real impact in decreasing gender disparities, as demonstrated by the findings of a survey conducted in Brazil, Chile, Croatia, India, Mexico, and Rwanda, which suggest that men with higher educational attainment tend to be more prone to engage with domestic work and the care of children. They also appeared to be less sexist and homophobic (International Center for Research on Women and Instituto Promundo, 2011). While the goal of GCE is to ensure equal rights to education, the promotion of gender-transformative approaches, pedagogy, teacher training and whole-of-education sector planning, are all critical success factors to achieving gender equality *in* and *through* education.

⁶ I need to find the actual reference (Robbie)

2.2. Education quality

For the Committee on the Rights of the Child, education transcends access to formal schooling and embraces the right to a specific quality of education, including a broad range of life experiences and learning processes that enable children, individually and collectively, to develop their personalities and talents, as well as abilities and to live a full and satisfying life within society⁷.

Furthermore, what is learned and taught in school is as important as how people learn, teach and relate to each other in the education environment. Ensuring **quality education** requires innovative approaches and attention to the teaching and learning environment. It also requires an education workforce, tools, materials and insights which take into account the following:

- the emancipatory role that education can play, as well as school governance models, teaching systems, and the educational curricula and textbooks;
- the respect of human rights within the education system, in particular the obligation that school's discipline procedures respect children's rights⁸;
- the promotion of gender-transformative education, which extends beyond equal access and parity in learning processes, toward transforming harmful social norms that perpetuate gender inequality;
- the promotion of conflict-sensitive education to support the unique educational and psychosocial needs of refugee, internally displaced, refugee and migrant children, as well as children from host country communities. This includes a focus on education as a pathway to peace building and reconciliation;
- encouragement of critical thinking and problem solving, and teaching vital life learning such as human rights and comprehensive sexuality education;
- and among other often contested issues, the parents' right to choose for their children the education best matches with their personal, moral, and religious convictions (Tomasevski, 1999).

Similar quality issues are faced in adult learning and education, such that the Global Report on Adult Learning⁹ has identified the need for providing pre-service education and training programmes for educators; requiring educators to have initial qualifications; providing in-service education and training programmes for educators; conducting research and analysis on ALE, plus ongoing systematic data collection on ALE outcomes.

2.3. Lack of inclusivity

For education to be able to contribute to the fulfilment of the principle of not leaving anyone behind in the Sustainable Development Agenda, educational institutions must be inclusive. Everyone should have access to, and be included in, education, regardless of disabilities,

⁷ General Comment N° 1 (2001): The aims of education (CRC/GC/2001/1)

⁸ Corporal punishment within the school is one of the critical challenges in terms of acceptability. It affects children's opportunities to learn and even continue in the education system in different countries. However, it has been often overlooked in education policy agendas (see Gershoff, 2017).

⁹ <https://unesdoc.unesco.org/ark:/48223/pf0000245917>

sexual orientation, gender identity, social, economic and/or ethnic background, among other factors. Adults without education opportunities should have effective responses from public education systems too.

Poverty remains a principal obstacle to the right to education: the poorest children are four times more likely to be out of school and five times more likely not to complete primary education¹⁰ compared with the richest children. In addition, nine out of ten children with disabilities are out of school worldwide, and while 80 percent of all children with disabilities live in developing countries¹¹, growing inequalities are also present in many wealthier countries.

Inclusive education acknowledges that every person has unique characteristics, interests, abilities and learning needs, and that those learners with special education needs must have access to, and be accommodated in, the general education system, including adults. By considering the diversity among learners, inclusive education seeks to combat discriminatory attitudes, creates welcoming communities, achieves education for all, as well as improves the quality and effectiveness of education of mainstream learners. Education systems should respond positively to pupil diversity and approach individual differences as opportunities to enrich learning for all.

Children, adults and youth with disabilities are often excluded from education and society due to physical, ideological, systemic, or communication barriers, but they are also faced with stigma and prejudice. Indigenous communities often face discrimination in the educational systems that do not fulfil their individual and collective human rights as indigenous communities in line with international human rights frameworks. Youth experience discrimination, or violence, based on their sexual orientation, gender identity or gender expression (SOGIE). When discrimination of these groups takes place within the education sector, it poses a significant threat to the universal right to education, and diminishes the potential role of the education sector as an arena for inclusion and increased tolerance, as well as representatively displaying the existing diversity of society. The need for more inclusive societies requires considerable financial investments and social policies which transform often negative system beliefs.

The concept of inclusive education involves two closely related processes: on one hand, it questions traditional (patriarchal, utilitarian and segregational) education systems and, on the other hand, it refers to a specific mechanism that seeks to provide appropriate and relevant education for persons with disabilities and other groups subjected to discrimination¹².

Despite data limitations, what seems very clear is that the magnitude of the challenges in terms of inclusive education remains huge. Indeed, a recent report published by UNESCO (2015b) estimates that 186 million children living with disabilities worldwide have not completed primary school. Beyond barriers to access, Boly-Barry's (2017) report suggests that "most schools throughout the world remain physically inaccessible, with inaccessible hygiene and sanitation facilities and lacking appropriate equipment and materials or transportation".

¹⁰ <http://unesdoc.unesco.org/images/0024/002482/248254e.pdf>

¹¹ <https://www.light-for-the-world.org/inclusive-education>

¹² <http://repository.un.org/handle/11176/263869>

The report also states that indigenous children are often deprived of access to high-quality education that is relevant and responds to the specific context and needs of indigenous communities.

The Convention on the Rights of Persons with Disabilities introduces the notion of reasonable accommodation as a legal clause to protect the rights of people with disabilities. In the context of education, this clause means that education systems should be adjusted to the learning needs of children, adults and youth with all forms of disability, including, for example, physical, sensory, psychosocial, and intellectual. This clause entails several aspects related not only to securing access to school facilities, teaching materials, and textbooks, but also to designing teaching strategies adapted to their needs.

The Indigenous and Tribal Peoples Convention of 1989 (No. 169) of the ILO provides that indigenous peoples have equal rights to education. Article 27 in the ILO convention states that education programmes and services shall be developed and implemented in co-operation with indigenous people to address their special needs, and shall incorporate their histories, their knowledge and technologies, their value systems and their further social, economic aspirations. Article 14 in the United Nations Declaration on the Rights of Indigenous Peoples (2007) states they should be given control over their education, to be provided in their own language and in accordance with their own culture and traditions.

The “leave no one behind” principle is a strong obligation on behalf of all UN member states to create an inclusive agenda for the fulfilment of the SDGs. It is of importance to marginalized groups, including LGBTI+ people, as such groups often have been left behind by development initiatives¹³.

Target 4.7 of SDG 4 emphasises the role of the education sector in the promotion of sustainable development goals. In fact, the Global Education Monitoring (GEM) Report 2016 argued that “more than any other target, 4.7 touches on the social, humanistic and moral purposes of education. It explicitly links education to the other SDGs and captures the transformative aspirations of the new global development agenda. (UNESCO 2016 p. x)

The notion of inclusion in education has political implications that also question the belief that education is reserved for school-age children only, without considering that everybody has the right to life-long educational opportunities, regardless of the context or circumstance in which they find themselves.

2.4. Early Childhood exclusion

Worldwide, 100 million children aged under the age of eight years are out of school. The provision of early childhood education, however, remains peripheral in the public systems¹⁴, with much of it privately provided and fee-paying, leading to many children being excluded.

¹³ For an analysis of the SDGs’ relevance for LGBT+ inclusion, see the British LGBT+ organisation Stonewall’s 2016 policy paper: http://www.stonewall.org.uk/sites/default/files/sdg-guide_2.pdf

¹⁴ UNESCO. EFA Global Monitoring Report. 2011. The hidden crisis: Armed Conflict and Education pp.38-39.

Beginning at birth, early childhood education (ECE) is a fundamental human right. It prepares children for life, and lays the foundation for children's long-term development, well-being and health. Governments must ensure universal access to quality early childhood education through expanding public provision of free ECE. In line with the E2030 Framework for Action, at least one year of free and compulsory quality pre-primary education must be guaranteed. Moreover, early childhood teachers and educators need to be trained and qualified, supported in the profession, and adequately remunerated.

The huge underinvestment in early education is a key challenge. Low income countries spend only \$7.99 a year on pre-primary education for each child - just two cents a day. That amounts to an average of only 2.9% of total education spending for low income countries. On average, \$11.7 billion of Overseas Development Assistance (ODA) was disbursed per year for education between 2012 and 2015. But only \$74 million was spent on pre-primary education — just 0.6% of the total¹⁵.

Early Childhood Care and Education (ECCE) provides a critical entry point to see that even the poorest and most disadvantaged children are given the best start in life. In order to achieve SDG4, and to support truly transformative education, national governments and the donor community must establish strong public ECCE systems. While they mainly support the development of the young infant, the provision of ECCE services can also support adolescent mother re-entry in education.

Research¹⁶ has shown that foundations for development and improved learning processes are laid in the first years of life. Free, public, quality ECCE plays a critical role in establishing more equal, inclusive and peaceful societies, by encouraging conflict resolution without violence and promoting positive behaviours and attitudes around cultural identities and gender.

GCE will commit to bringing increased political attention, investment and to encouraging governments to make ECCE part of an integrated and comprehensive package including, but not limited to, post-natal and nutrition interventions, and stand-alone programs to support parents and caregivers through positive parenting, reading, play and song.

In line with the recommendations of the UN Committee of the Rights of the Child¹⁷, States are called to ensure that all young children (and those with primary responsibility for their well-being) are guaranteed access to appropriate and effective services, including programmes of health, care and education specifically designed to promote their well-being. Particular attention should be paid to the most vulnerable groups of young children and to those who are at risk of discrimination. This includes girls, children living in poverty, children with disabilities, children belonging to indigenous or minority groups, children from migrant families, children who are orphaned or lack parental care for other reasons, children living in institutions, children living with mothers in prison, refugee and asylum-seeking children,

¹⁵ See Bright and Early: how financing pre-primary education gives every child a fair start in life (2017)., <https://theirworld.org/resources/detail/bright-and-early-report-on-financing-pre-primary-education>

¹⁶ <https://www.unicef-irc.org/publications/31-early-child-development-summary-report-innocenti-global-seminar.html>

¹⁷ See General Comment 7, CRC/C/GC/7/Rev.1: Implementing child rights in early childhood. https://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRC%2fC%2fGC%2f7%2fRev.1&Lang=en

children infected with or affected by HIV/AIDS, and children of alcohol- or drug-addicted parents.

2.5. Youth marginalisation

There are around 781 million illiterate adults and youth, and nearly two-thirds of them are women¹⁸, who still lack the most basic reading and writing skills. According to the United Nations, in 2015, youth between the ages of 15 and 24 numbered 1.2 billion, which means that they represent over 25% of the global population¹⁹. Increasing youth populations offer both an opportunity and a challenge. On the one hand, governments will come under growing pressure from young populations to scale-up education at higher levels to meet demand. On the other hand, those already left behind in many of the lowest income countries will require even more attention so as to not fall further behind.

More youth than ever are seeking higher education. While globally there has been an increase in the number of enrolled students (except for those from Caucasus, Central-Asia and sub-Saharan Africa (GEM report 2017/2018)), commercialisation has led to high fees, and this, combined with states under financing higher education, makes it unobtainable for too many. Securing access to higher education for marginalised groups and less privileged students is important to combat inequality and achieve social justice. Quality higher education that is inclusive and accessible can serve as an important catalyst for positive developments in institutions, the private sector and the civil society, help create trained teachers and doctors, and enable active citizenship.

At the same time, **younger generations** are poised to play an important role in transforming and shaping more just, equitable and sustainable societies, especially in the context of high levels of youth unemployment in many countries. Furthermore, youth and student led organisations are increasingly contributing to the policy debate at the international level. They are also proactively putting forward their ideas at the national level too, this being of great potential and something that national education coalitions (NECs) can build upon. GCE values and fosters their perspectives, insights, and ability to contribute to education in a constructive manner and believes that youth participation must lie at the centre of education policies.

2.6. Adult learning and education: the neglected goal

Adult learning and education have once more been identified as critical to the eradication of poverty, promotion of more equitable societies and the achievement of sustainable development within the 2030 Agenda for Sustainable Development and the Education 2030 Framework for Action. It is important to remind ourselves how “only 17 out of 73 countries with a literacy rate below 95% in 2000 were able to achieve the international goal of improving adult literacy by 50% by 2015.”²⁰ Therefore, the specific identification in the SDGs of adults as learners requiring attention, and the explicit call for the improvement of ALE in several SDGs, is a welcome change.

¹⁸ <https://es.unesco.org/gem-report/node/896>

¹⁹ <http://www.un.org/esa/socdev/documents/youth/fact-sheets/YouthPOP.pdf>

²⁰ <https://unesdoc.unesco.org/ark:/48223/pf0000245917>

Some of the continuing challenges are the lack of coherent policies that respond to the needs of the most marginalised populations. Respondents in the Third Global Report on Adult Learning and Education²¹ (ALE) identified that 81% of countries had policies that address adults with low level literacy or basic skills. However, only 18% of countries have ALE policies that address ethnic, linguistic and religious minorities; 17% of countries that address migrants and refugees, and only 17% that address adults living with disabilities.

These lack of coherent policies is aggravated by a lack of commitment to the sustained resourcing of adult learning and education. “ALE receives a relatively small share of public education spending. 42% of countries spend less than 1% of their public education budgets on ALE, and only 23% spend more than 4%.” Not only is the advocacy to increase public spending, but more integrated financial strategies across government agencies, better incentives to encourage the private sector, civil society organisations and individuals to invest in ALE, specifically for vulnerable and marginalized populations.²²

On a positive note, 60% of countries have reported an increase in overall ALE participation since 2009, while only 7% have observed a decrease in the level of participation. The overall gender gap in ALE is also declining. However, men are still more likely to participate in formal technical and vocational education, while women are more likely to participate in non-formal ALE.²³

The explicit focus of SDG 4 on education and lifelong learning has been viewed as a positive development for ALE. Of the seven targets of SDG 4, five are directly related to ALE, that is 4.3, 4.4, 4.5, 4.6 and 4.7. Furthermore, many of the other SDGs have been identified to have significant implications for ALE, such as Goal 3 (on health), Goal 5 (on gender equality), Goal 8 (on the world of work) and Goal 11 (on resilient cities).

The GCE as a movement has reaffirmed its commitment to the realization of the right to education through the provision of universal, quality, free and public basic education to children and adult learners. The SDGs provide a framework for the realisation of this full commitment.

2.7. Education in emergencies

In **contexts of emergency, including conflict, displacement and disaster**, education is frequently interrupted or denied, and the international community has often failed to ensure the human right to education for those living in emergency situations (Cahill et al, 2010). Children and youth are usually the most affected, though emergency situations, especially people displaced or in situations of conflict and crisis, also affect teachers and adult learners. Among them, children with disabilities are routinely denied their right to education²⁴, so they miss out on these critical and often life-saving interventions (UNICEF, 2013). Some studies also show that in refugee camps, for instance, girls with disabilities are less likely to attend school than boys with disabilities (WRC, 2008).

²¹ <https://unesdoc.unesco.org/ark:/48223/pf0000245917>

²² <https://unesdoc.unesco.org/ark:/48223/pf0000245917>

²³ <https://unesdoc.unesco.org/ark:/48223/pf0000245917>

²⁴ http://training.unicef.org/disability/emergencies/downloads/UNICEF_Education_English.pdf

Between 2013 and 2017 there were more than 12,700 attacks against schools, harming more than 21,000 students and educators in at least 70 countries. In some countries, students and academics are more vulnerable than in other countries.²⁵

Despite international human rights law and international humanitarian law prescribing that States and the international community ensure the right to education in contexts of emergency, little has been done to do so. The gaps to secure education in contexts of disaster, displacement and conflict are evident, not only in the early stages of an emergency, but also in the provision of humanitarian aid. Indeed, as several of the contributors of the collection of essays entitled “Even in Chaos: Education in Times of Emergency” call into attention, investments in education are often relegated for the reconstruction stage of an emergency. Children’s right to education, however, cannot be suspended, because education brings children knowledge and skills on how to deal with the emergency impacts in the present, and enhance their knowledge and skills to move forward following the emergency.

Conflict-affected countries have only 20% of the world’s primary-school-age children but 50% of the world’s out-of-school children. 52% of refugees are children under the age of 18 years (2017) and 35% (21.5 million) of out-of-school children of primary school age worldwide live in 32 countries affected by conflict (2014)²⁶. This data also reveals the huge barriers adults and youth face concerning education opportunities in emergency contexts.

A recent report published by UNCHR (2017) suggests that more than 50% of refugees of school-going age are unable to attend school. Data based on the 19.9 million of refugees under UNHCR protection reveal that only 61% of refugee children attend primary school. The access to education for refugees becomes more critical in further education levels: only 23% of refugee children are enrolled in secondary school and 1% in higher education (UNHCR, 2017). Those figures strikingly contrast with the global average of 92% children attending primary education, 84% attending secondary education and 37% attending higher education. “Of the entire population of refugees, 54 per cent are out of school, compared to 10 per cent of children at primary or lower secondary school level globally – meaning that at this level refugee are five times more likely to be out of school” (UNCHR 2017: 14). Those statistics also reveal the magnitude of the global challenges for securing the human right to education for people living in conflict-related emergency situations. As UNHCR (2017) highlights, those challenges are considerably more critical in low-income countries, which are disproportionately affected by refugee movements. Ninety-two percent of school age children and youth refugees are settled in low-income countries but less than 50% of primary school age children are enrolled into school. This figure drops to only 11% in secondary education.

The significant number of internally displaced people, refugees and asylum seekers demands not only inclusion in the education systems of their host societies, but also an in-depth understanding of their special educational needs and a clear strategy to promote their right to education amongst governments and the international community. GCE will campaign at all levels to promote the right to education of children, adults and youth, especially in zones of protracted displacement.

²⁵ <http://eua2018.protectingeducation.org/#introduction>

²⁶ <http://www.ineesite.org/en/education-in-emergencies>

Implementing the human right to education during an emergency is very context specific. It depends on the nature of the emergency and its scale, the existence or absence of an early warning strategy, as well as the financial opportunities to put it in practice and invest in the recovery phase. In cases of conflict, the distinction between the emergency and the recovery phases is often much more blurred as it is difficult to predict the end of the conflict.

Guaranteeing education in contexts of emergency and fragility is one of the central challenges for the international community. Including education in the humanitarian response and increasing funding to restore educational provision is therefore an urgent matter. The Safe Schools Declaration²⁷, an inter-governmental political commitment to protect education during armed conflict, as well as the guidelines for protecting schools and universities from military use during armed conflict²⁸, offer guidance for concrete measures that armed forces and armed non-state actors can take to deter military use of education institutions. The number of states that have endorsed the declaration and guidelines continues to grow, and it is important to support the further implementation and increase of states endorsing them.

2.8. Lack of education financing

In view of the growing threat of **privatisation and commercialisation in, and of, education**, and the regressive policies that are being witnessed in different countries and regions, GCE believes that public funding should always aim to strengthen public education systems, as stated in the human rights law. GCE believes that the growing privatisation and commodification in, and of, education systems have worsened inequity in education, as well as deepened broader economic inequality, threatened progress towards quality education for all and undermined the delivery of quality public education. This concern goes beyond the operation of individual private schools, and focuses primarily on whether privatisation trends are helping – or hindering – movement towards making a quality, free education available to ALL children, adults and youth. GCE recognises the reality that private education is part of the education sector in many countries, and it acknowledges the important role that many not-for-profit private providers have played and are playing in providing education, such as NGO-supported education in fragile states. Nevertheless, the expansion of for-profit and fee-paying education is contributing to increased inequality and exclusion in education systems, while diverting much-needed funds from public sector approaches that could reach goals of universality, equity and quality. This is why GCE's strategic plan is also focused on these for-profit and fee-charging actors.

Some of the major forms of expansion of private engagement in the education sector globally are the phenomena of so-called 'low-fee' (also known as low-cost) private schools; public-private partnerships, where private operators run and manage ostensibly 'public' schools, often making a profit (sometimes called 'charter' schools); 'vouchers' or individual government grants to cover or subsidise private school fees and so-called 'shadow' schooling in the form of paid after-school tuition or coaching. Available evidence shows that while there may be significant profits to be made from the expansion of these forms of private education, they are leading to violations of the human right to education and creating significant barriers to the achievement of equitable, quality education for all.

²⁷https://www.regjeringen.no/globalassets/departementene/ud/vedlegg/utvikling/safe_schools_declaration.pdf

²⁸ http://protectingeducation.org/sites/default/files/documents/guidelines_en.pdf

The **financing of quality free public education** is integral to the human right to education and is one of the central obligations of governments and the international community, so GCE critically and constructively engages with the full education financing architecture, including GPE and ECW, seeking to work coherently and in a coordinated way to avoid overlap and ensure complementarity.

Unless there is a radical shift in financing for education, there will be at least 50 years off track for achieving free, inclusive quality public education and lifelong learning for all by 2030. A real breakthrough in securing more education financing in many contexts will require significant new domestic resources. Legal and political frameworks state that governments should increase domestic resources to reach at least 4-6% of GDP and not less than 15-20% of national budgets in order to solve the education crisis. Bilateral and multilateral assistance must increase to at least 0.7% of GDP and at least 30 percent of education aid should be committed to support multilateral efforts. The lack of adequate and **just taxes** deprives states of the resources required to sustainably finance good quality free public education. Governments should urgently invest in building a more progressive and expansive tax base, avoid giving away harmful tax incentives and act to counter tax abuses.

Governments should spend their education budgets with greater sensitivity to equity, gender equality, inclusion and quality. Governments should also adopt financial measures to maximise revenue available for investment in education and address inequality through building progressive and expanded domestic systems of taxation. In addition, there should be tax reviews and royalty agreements in the natural resource sector, closing loopholes which enable tax avoidance and evasion by the private sector, as well as the development of other forms of progressive taxation on wealth, property, land, trade and excise.

Action to ensure that budgets are transparent and funds are tracked independently (with civil society involvement) can help in guaranteeing that resources are converted into delivery on the ground. Moreover, actions are required to promote the respect for national plans and laws on financing education, according to the specific contextual demands of each country.

In developing countries, efficiency in expenditure of education budget has been a major issue. On one hand, those countries are still striving to achieve the benchmark set internationally, and on the other hand, their allocated resources have not been able to deliver better results because of inefficiency in their expenditure.

2.9. Shrinking civil society space

Civil society has a key role in campaigning for the ambitious targets of SDG4 and SDG17; it also has a vital function in supporting citizens to hold their governments to account on delivering on them. Yet, a number of governments around the world are squeezing the space for, and consequently ensuring the exclusion of, civic activism.

In some countries, governments have taken more aggressive action to limit civil society activity- from restrictions on the funding of 'political activity' or protests, to the direct criminalisation of civil society activity. Students are often the first to raise their voices against injustice and, as such, they are particularly vulnerable to threats and violations from education and government authorities. Alarming trends of increasing restriction and criminalisation of student expression are being seen across countries and regions. In these

contexts, the continued organising, defending and claiming of citizens' rights is vital. Civil society coalitions, working with broad pro-accountability, have a particularly central role in fostering social accountability for the full delivery of SDG 4.

Victories in policy setting are also undermined by weak implementation and, in some countries, the trends towards the state's declining role in delivering public services has decreased accountability to citizens (where the elite or corporations are playing an increasing prominent role in driving policies). Taking all of this into account, it points to the continuing importance and role of civil society, as a crucial player/ stakeholder in both policy setting and implementation, in defending the rights of the most marginalised and poorest.

In some places civil society organisations (CSOs) have voluntarily curtailed their role to being mere implementers of government policy, often because of fundraising issues. Where making money becomes the primary driver for CSO's, boundaries between private sector and civil society also fade, adding to the thread of commercialisation of education.

3. Global Campaign for Education: 20 years building the education civil society movement

On the eve of celebrating its 20th anniversary, GCE is the largest civil society organisation movement working to promote the human right to education. Our regional and national coalitions encompass many thousands of civil society organisations and represent millions of individuals across the world. Each is independent, and all are united by the commitment to the human right to education, and to achieving change through the mobilisation of citizens and civil society. We are a unique platform, merging and echoing education concerns from the countries facing the most development challenges to the more developed countries.

This document builds on GCE's previous Strategic Plan, 2015-2019, and it is based on the increasing experience that its members, Board and Staff have accumulated during the last years. The evaluation of the past strategic plan, which was conducted between June and July 2018, has offered important lessons that we intend to harvest in the coming years.

From this evaluation, we learned that the implementation of the SDG4/E2030, the civil society participation in the education policy processes and the strengthening of the public education systems remain crucial for GCE's membership. Increasing public transparency and accountability are expected to be the key for advocacy work, including education financing, qualified and supported teachers, civil society participation in decision-making and protection of marginalised populations, among others²⁹. The evaluation also shows how GCE offers a rich corpus of research materials which enables members to learn from practices across regions but recognises that lack of funding and capacity are key challenges for the future.

²⁹ The evaluation is based on a survey conducted by GCE with its local coalitions. Results are classified by the language data that was collected and results can be consulted through the following links:

English: <https://www.surveymonkey.com/results/SM-QCQ5JTTWL/>

French: <https://fr.surveymonkey.com/results/SM-8JBSRTTWL/>

Spanish: <https://es.surveymonkey.com/results/SM-P8XSNTTWL/>

Portuguese: <https://fr.surveymonkey.com/results/SM-JYD33TTWL/>

Arabic: <https://www.surveymonkey.com/results/SM-7CZTMTTWL/>

GCE especially values the critical role that teachers and, in general, the education profession play in securing the human right to education, so this strategic plan intends to strengthen the interaction and mutual collaboration with education unions at country level, as well as with Education International at global level.

Many of these challenges have been expressed in several GCE World Assembly resolutions, and they have impacted the projects and programs of advocacy, communication and campaigns, especially the Global Action Week on Education (GAWE)³⁰. However, this strategic plan aims to focus on specific issues and objectives, which require urgent attention during the next period.

3.1. GCE's core beliefs

- **The state has the primary responsibility for delivering the human right to education and citizens and civil society organisations (CSOs) have the right to hold the state, at all its different levels, to account.** CSOs should support this with 'upward' and 'downward' accountability approaches, to ensure effective policy and programme delivery. CSOs also have a crucial role in monitoring delivery and working to advocate for adjustments when this is not working, including monitoring the timely release and effective use of resources for education and engaging local government officials/decision-makers on their role and responsibilities in ensuring the human right to education. Civil society has a fundamental role to play in building accountability up and down the system, and by supporting building citizen participation, it can help bring about not just the political will to agree to a policy, but the accountability to sustain that policy and to implement it effectively.
- **Broad-based coalitions are more likely to survive and engage within the context of the shrinking CSO space and, with their repertoire of actions, they can have impact at multiple levels.** Civil society space, in all sectors, is under threat. When democratic spaces are shrinking, or when governance systems are not in place for CSO participation, the latest empirical evidence shows that across CSO in all sectors, and not only education, social accountability and advocacy are more likely to be successful when broad based coalitions execute them, and they are supported by global and regional efforts.
- **Global/regional policy discussions should be informed by, and inform, national and local realities.** National advocacy can be amplified by supportive transnational advocacy and campaigns that can help act on trends in education that can either promote, or hinder, the realisation of the human right to education. There is a strong interdependence between national decision-making and implementation, as well as global debates and policy frameworks. Much of the policy shaping within education is

³⁰ Save the Children has suggested Education in Emergencies and Early Learning as two thematic areas for Action Week in the strategy for the four coming years. These two thematic areas and others purposed by other coalitions will be included in a list of possible thematic areas for the Action Week and transparent criteria for reaching a decision will be agreed with local and regional coalitions.

driven by global debates. Global agreements and normative frameworks - such as the SDGs - can help to focus political attention. They can also be a useful tool to drive national accountability and publicity that help to prompt government action. For global agreements on right to education to have an impact on the ground, there must be a strong national constituency demanding their implementation. Such approaches can be strongly reinforced by regional and global advocacy approaches. At the same time, politically sensitive issues not taken up at the national level can be argued at the regional/global level, where cross-country cases focus on systems-approach education reforms and what needs to be done, instead of shaming individual countries.

3.2. GCE MISSION

GCE promotes and defends quality education as a basic human right and mobilises public pressure on governments and the international community to fulfil their commitments to provide free, quality inclusive, compulsory public education for all people, in particular for children, youth, women and those from excluded communities.

The construction of a civil society movement that defends and promotes the human right to education is an ongoing task, based on the conviction that citizens have the right to participate actively in decision-making and that governments are accountable for facilitating people's engagement in the adoption of education policies and governance.

Participation should include all actors, especially those who have been historically discriminated against. GCE is committed to working for the human rights of girls and women, people with disabilities, youth, ethnic minorities, migrants, internally displaced and refugees, indigenous peoples, LGBTI communities, and those who have been denied the human right to education. We think that the diversity of voices strengthens our movement and by amplifying them we create the necessary conditions to build fairer societies.

Traditionally, GCE has focused much of its work on political mobilisation so that public authorities comply with their educational obligations. However, the human right to education has encountered many obstacles put by regressive forces that are looking for short-term, easy solutions and question the credibility of civil society organisations to contribute to the implementation of the human rights based global educational agenda.

These negative changes in the international context force GCE to strengthen its organisation and coordination strategies, to look for more innovative solutions in order to guarantee its political sustainability and deepen its impact.

3.3. GCE VISION

GCE will strengthen capacity to act at the global, regional and national levels to influence governments and the international community to guarantee free, inclusive quality public education and lifelong learning for all.

4. Purpose of the Strategic Plan

This strategic plan sets the working areas that GCE will focus on in the period 2019-2022. Its purpose is to articulate how GCE will:

- Build critical mass around priority issues for the full realisations of the human right to education.
- Strengthen the global civil society movement for the human right to education.
- Gather, systematise and disseminate relevant information to support GCE membership.
- Set out global advocacy and campaign agendas.

With this Strategic Plan, GCE aims to do the following:

- support the transition to quality public education systems that promote the human right to education and social justice for all
- amplify the civil society movement that defends it.

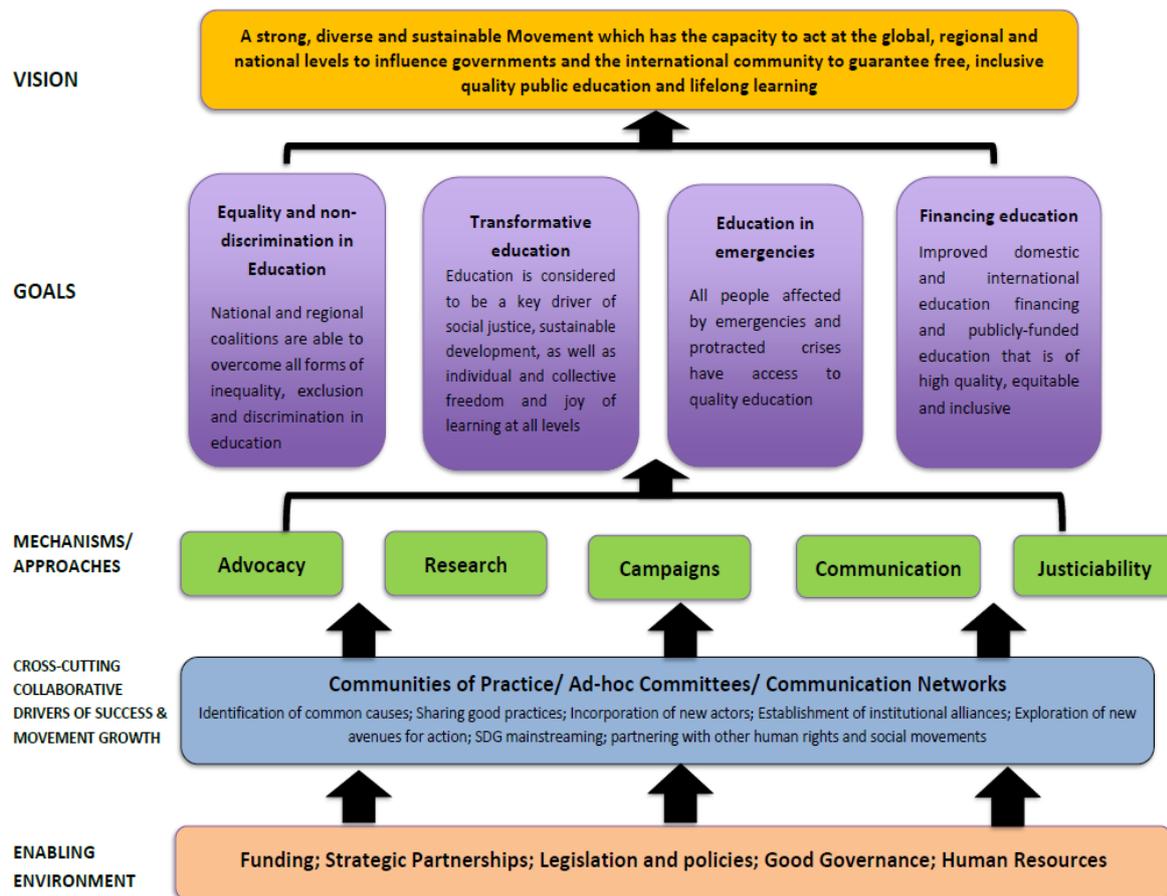
5. Mechanisms to ensure the successful delivery of the Strategy

GCE will focus on four key mechanisms to strengthen collaboration within the Movement and increase its impact:

- Communities of Practice:** For each of relevant topics (for example: Youth, Gender, Inclusion, with special emphasis on disability-inclusive education, Financing, Emergencies, etc.), communities of practice will be set up, gathering activists from national, regional and INGO members, who share the interest and expertise on these issues.
- Ad-hoc Committees:** They will plan, organize and implement specific activities or events, including participatory research, monitoring and evaluation.
- Communication networks:** The communication strategy will seek to shift the global narrative and offer up-to-date and accessible information to members, by turning the web site into a mobilising and learning tool. In addition, information systems and alerts will be established to engage membership around concrete action.
- Campaigning:** Campaigns will be opportunities for massive participation of GCE members, based on common objectives, shared strategies and global impact. They will be designed with SMART objectives and with a strong monitoring and evaluation background.

6. Theory of Change

GCE believes that the strategic priorities relating to SDG4/ E2030 can only be achieved through growing a cohesive movement, which is made up of members collaborating together for reaching shared outcomes. This is illustrated in the ToC diagram below:



Assumptions

- Stronger civil society organizations strengthen social mobilization and facilitate collaborative actions within the movement
- On-going civil society engagement and mobilisation to promote free, equitable, equal and quality public education for all
- Political actors are responsive to the right to education demands, including financing education.
- Most youth effectively participate and engage with GCE members
- Marginalised members of society (including girls, LGBTIQ and people with disabilities) are aware of their right to education and the existing redress mechanisms.
- Ongoing resource mobilisation and sustainability efforts
- Continuous monitoring, evaluation and shared learning to inform and guide strategic direction to, and continuous improvements in, Movement approaches
- Risk management

Threats

- Privatization and commodification of education.
- Civil society movement weakened and underfunded.
- Civil society movement co-opted by new global actors
- The advance of conservative perspectives and fundamentalism in education
- Political instability/ Changes in government
- Natural disasters
- Cultural / religious practices

7. Planning for action

This section discusses the actions that the GCE Secretariat will deliver over the 2019-2022 period to support the national and regional coalitions to promote the human right to education for all. Within the development agenda, education is included both as a stand-alone goal (SDG4: Quality Education) and as a means to facilitate the achievement of other goals, such as: SDG1 (poverty); SDG3 (health and well-being); SDG5 (gender equality); SDG8 (decent work and economic growth); SDG10 (reduced inequalities); SDG12 (responsible production and consumption); and SDG13 (climate change mitigation); SDG16 (peace, justice and strong institutions). Education is considered a vital instrument in the achievement of gender equality; reduction of poverty, improvement of health, better infrastructure, more inclusive and just societies, and the early warning, impact reduction, and adaptation to climate change. GCE, as a global movement for SDG4, is directly related to SDG17 (partnerships for the SDGs). Higher education is also essential to the performance of central societal tasks. By encouraging critical thinking, higher education can provide people with the tools necessary to break down the structures that create and maintain poverty.

The new GCE's strategic plan will therefore draw from the SDG4/E2030 framework, focusing on education as a basic human right. As UNESCO (2017: 9) states, by “committing all countries to ensure equal opportunity in access to quality learning opportunities at all levels of education in a lifelong perspective”, the SDG4 goes beyond the Millennium Development Goals. This aspect has practical implications for the GCE’s work as a global movement. It allows establishing specific goals and actions for both wealthy and developing countries. Although the focus on developing countries is still necessary given the magnitude of their gaps to ensuring the human right to education for all their inhabitants to achieve the SDG4, adopting a lifelong learning perspective at all levels of education, including access to quality early childhood development, expands the GCE’s opportunities to shape education policies. In particular, it allows the movement to have a more comprehensive agenda with regional and national coalitions all around the world.

Acknowledging the increasing levels of consensus linking children’s early education and care to later educational outcomes, the lifelong learning perspective adopted by this plan also means that early learning is at the heart of the GCE’s strategy. As Save the Children has highlighted, there is solid evidence suggesting that children from the poorest households are already far behind their richest peers by the time they turn three. This gap continues to widen as children approach primary school. This is intimately linked to the education crisis identified by UNESCO (2016). Children who do not have foundational skills in literacy and numeracy will only fall further behind in school, increasing the chance of drop-out and repetition. Multi-sectoral change is necessary and it should involve education, health and nutrition actors working together.

States are the main actors responsible for protecting, respecting, and fulfilling the human right to education, but it does not mean that governments are the only actors involved in the design, implementation, and assessment of education policies. Children and youth themselves, including those with disabilities, their families and communities, as well as teachers and their organisations, and the civil society as a whole, are called to play an important role in the design, implementation, and monitoring education policies. The fact that the SDG4 explicitly acknowledges the role of civil society in shaping education policies is

also a strong argument in favour of adopting it as a framework for the GCE’s strategic plan 2019-2022.

8. Strategic areas

GCE actions will be clustered in four strategic areas, based on the SDG4/Education2030 framework, as well as informed by the current challenges to education identified above and the priority areas mentioned by our membership.

Strategic Area 1: Equality and non-discrimination

- GCE aims to support to local and regional coalitions to overcome all forms of inequality, exclusion and discrimination in education.

Strategic Area 2: Transformative education

- GCE aims to advocate and campaign at all levels for education being considered a driver of social justice, sustainable development, individual and collective freedom and joy of learning together.

Strategic Area 3: Education in emergencies

- GCE aims to support access to quality education opportunities to all people affected by emergencies and protracted crises.

Strategic Area 4: Education financing

- GCE aims to campaign for publicly-funded equitable and, inclusive free quality education, including the need to improve domestic and international financing.

9. Rationale for the strategic focus

This section briefly introduces the strategic areas GCE will focus its work at the local, regional and global levels.

9.1. Equality and non-discrimination

The notions of equality and non-discrimination draw on international human rights law. ‘Equality’ refers to the fundamental right established in article 1 of the Universal Declaration of Human Rights, which asserts that “all human beings are born free and are equal in dignity and rights”. ‘Non-discrimination’ is another principle in international human rights law, referring to the prohibition of “any discrimination under the law and guarantees to all persons equal and effective protection against discrimination on any ground such as race, colour, sex,

language, religion, political or other opinion, national or social origin, property, birth or other status” (International Covenant on Civil and Political Rights; article 26)³¹.

In the field of education, Boly-Barry (2017: 5) conceptualises discrimination as the legal and practical “barriers which exclude some students from accessing education or which impair their success once they are in schools”. In order to address those barriers, Boly-Barry (2017:5) highlights the need that States pursue equitable and inclusive approaches. “Equitable approaches must go beyond ensuring equal access for all to ensuring that individual learners receive the support they require to succeed, according to their individual circumstances. Inclusive education is aimed at ensuring that all learners, regardless of their linguistic and cultural backgrounds, physical and mental abilities or other personal characteristics, learn together in a welcoming and supportive environment”.

The people and groups being discriminated and excluded or at risk of being excluded are context-specific. Considering this, GCE will develop a piece of collaborative policy-oriented research with its regional and local coalitions. The research will identify the legal, social, and cultural practices which led to discrimination within and across education systems, which limit the human right to education for all. It will pay particular attention to multiple and intersecting forms of discrimination. The Ad-hoc Committees or Communities of Practice will aim to gather relevant information from within the membership and will look at developing guidelines for specific actions to address inequality, exclusion, and discrimination within and across education systems at regional and local levels.

Cross-regional support will be provided to the membership, and horizontal learning will be encouraged to raise policy attention to the issues of inequality, exclusion and discrimination in terms of education infrastructure and environments, in particular in rural areas, as well as in terms of access, participation and completion of quality education for all, including curricula, processes or teaching and learning, tools and materials and assessments. Moreover, a targeted campaign will be designed and implemented to call local and international attention on the need to address all forms of inequality, exclusion and discrimination within and beyond education systems. School related gender-based violence (SRGBV) should be addressed in this campaign, as many girls (and some boys) experience sexual harassment, one of the worst forms of discrimination too. In order to secure that the proposed strategic plan reaches the education needs of groups that have been historically discriminated and excluded from their human right to education, GCE will primarily, but not exclusively, focus its actions on the following groups: girls; women; youth; children with disabilities; indigenous communities and cultural, ethnic, and linguistic and religious minority groups; migrants, including internally displaced persons, asylum seekers and refugees; and people with diverse sexual orientation and gender identity. LGBTI people usually face stigmatisations, marginalisation, exclusion, harassment and violence, leading to dropping out of school/university, depression, severe mental health issues or even suicide. Additional populations can be targeted according to the multiple forms of inequality, exclusion, and discrimination identified in the different contexts by the GCE members.

³¹ For those interested in the legal discussion on equality and non-discrimination see Human Rights Committee (1989).

9.2. Transformative education

This plan introduces the notion of transformative education as an alternative framework for understanding the purposes of education and in particular the ways education quality is conceptualised and assessed. The concept of transformative education primarily refers to the emancipatory notion of change. Envisioned as a catalyst for change, education aims to challenge unfair social structures and promotes knowledge as the way to expand individual and collective freedoms, opportunities to enjoy their human rights and contribute to a democratic and fairer society. The notion of transformative education is also inspired by the SDG4, especially SDG 4.7., in relation to the role of education promoting sustainable development practices, global citizenship and the respect and promotion of human rights within and beyond education systems.

In learning theories, the notion of transformative education is influenced by Paulo Freire's writings and more recently by Jack Mezirow's (2009) theory on transformative learning. It suggests that people learn when they critically think and question the social and cultural context in which they are embedded. By using one's own experiences, individuals can influence not only the objectives of education and the ways in which education as a process takes place. Transformative education facilitates the involvement of school leaders, teachers, trainers, students and all other learners in developing education systems. Through critical thinking and questioning the unstated assumptions that preserve unfair social arrangements, individuals may bring social change by decolonising the curriculum. Transformative education thus challenges education approaches which reduce the purpose of education to the acquisition of labour skills rather than aiming at the expansion of individuals' capabilities and freedoms. More generally, the concept of transformative education questions education systems that prepare young people for a lifetime of work and consumption but overlook the value of reflective and critical thinking (see Nussbaum, 2010; UNESCO, 2016). In defending the transformative role and power of quality education, the GCE will challenge attempts to frame education solely as a source of human capital or a narrow set of learning outcomes. Education quality must not be reduced to learning metrics and standardised assessments.

The concept of transformative education intends therefore to provide a more comprehensive framework for identifying GCE policy, advocacy and campaigning priorities in terms of promoting high quality and relevant education for all at local, regional, and global levels. The concept covers a wide range of elements of focus related to the content of education, including education for human rights, global citizenship and sustainable development; the language of instruction, trained, qualified and well remunerated teachers; safe and inclusive learning environments; and education workers and the role of education in the transformation of societies.

Comprehensive sexuality education³² is an essential part of transformative education, as it enables children and young people to develop: accurate and age- appropriate knowledge, attitudes and skills; positive values, including respect for human rights, gender equality and diversity, and, attitudes and skills that contribute to safe, healthy, positive relationships.

³² UNESCO (2018) International technical guidance on sexuality education: <http://unesdoc.unesco.org/images/0026/002607/260770e.pdf>

Transformative education translates into how high-quality education for all is expected to create the necessary conditions to build a fairer society in which the life and rights of every person are effectively respected, protected and guaranteed.

9.3. Education in emergencies

To ensure the human right of education, every human-being in every context, including in countries affected by occupation, conflict, crises and climate-related emergencies, should access quality education. In this strategic area GCE will undertake to shape education policies in contexts of emergency, particularly linking to SDG4 target 4.5.

GCE will undertake policy strategies to promote the right to education for people affected by conflict and crises, including host country communities, struggling to enjoy their human right to education. It includes children and youth whose education was interrupted because of the destruction of education facilities, forced migration and displacement, and those who have been out of school in situations where the (re)construction of education facilities has been either ineffective or simply unplanned. The Global Campaign for Education will encourage national and local governments, including host country government, including in areas recently affected by disasters, to develop a comprehensive framework to assess and address the educational needs and rights of people living in areas potentially or already affected by emergencies. Where children and youth have been in prolonged school abandonment, States will be encouraged to adopt policies to facilitate their reintegration. More specifically, GCE will work to encourage States to include early warning protocols to secure education in emergency contexts and short and middle-term reconstruction plans. It is also vital that governments take a gender-responsive approach to designing, delivering and monitoring education services across the continuum of humanitarian response through to long-term sustainable development. Calling governments to account is also part of this strategic plan.

In contexts of conflict, especially of protracted conflict, GCE will undertake research and policy strategies to mapping the education needs of conflict-induced displaced people, including refugees, asylum seekers and internally displaced people. In doing so, GCE will advocate for all states adopting and implementing the Global Compact for Refugees and other key political instruments. Moreover, GCE will disseminate policy guidelines to promote the respect, protection and realisation of their right to education and encourage its local and regional coalitions to advocate for the use of the policy guidelines at local levels.

9.4. Education financing

The implementation of policies to remove the obstacles which prevent millions of people around the world, especially children and youth, to enjoy their human right to education, including early childhood development, requires sufficient and sustainable financial resources from states and the international community.

GCE will continue campaigning for strong publicly funded education systems that meet the internationally agreed education financing benchmarks of allocating at least 20% of the national budget or at least 6% of GDP to education, as well as 0.7% of GNI to ODA and at least 15% of that to education. In order to achieve this aim, strengthening coalitions' advocacy capacities to engage in policy debates on education financing is crucial. Specifically, the Global Campaign for Education will draw on the **4 S's framework** on education financing: Share of

national budgets that governments spend on education; Size of budgets; Sensitivity of public spending on education, in particular considering equity and inclusion criteria; and Scrutiny of education budgets. States and the international community will be encouraged to demonstrate that they are using the maximum available resources to realize the right to education for every individual, including e.g. LGBTI people, children and youth with and without disabilities, indigenous and minority ethnic groups, nationals and foreigners, in both regular and emergency contexts, to a high-quality education. In doing so, special focus will be given to promote **tax justice** as a critical instrument to financing public education and the promotion of education financing laws at local level. Moreover, the GCE will continue to call for increased education financing as aid from the international community, and put pressure on countries to deliver on the commitments laid out within SDG4/Education 2030.

Advocating for public education systems necessitates responding to trends in the financing of public services, in particular the increased privatisation and commercialisation of education, and the development of so-called innovative financing mechanisms. While directly threatening the sustainability and predictability of education budgets, such developments may also jeopardise both the quality and equity of education systems, making it a key concern for the GCE and its members. Some of these initiatives may be global or regional in character, which gives the GCE an important role to play in informing and supporting national coalitions.

10. Delivering the strategic plan

This section explains how the Global Campaign for Education will work to deliver the strategic plan, outlining the key outcomes and key actions GCE will aim to undertake over the period.

GCE will work and combine the different aspects of advocacy³³, justiciability³⁴, public campaigning and communication³⁵, based on sound research³⁶ to achieve change.

For each strategic area, the outcomes and actions are organized according to the different aspects of GCE's work.

³³ **Advocacy** involves a wide range of activities aimed at influencing political, economic, social and cultural decision-making for the implementation of the human right to education.

³⁴ The **justiciability** of the right to education refers to the possibility of a problem being resolved in judicial or quasi-judicial forums (such as the UN treaty bodies). Strategic litigation is an ideal mechanism to create jurisprudence applicable in multiple countries.

³⁵ **Campaigns** involve a set of strategic activities, including communication, that are carried out during a certain period, aimed at raising awareness, mobilizing communities and obtaining constructive responses to problems and violations of the human right to education.

³⁶ **Research** aims to obtain information and knowledge about the social realities that impede the full realization of the human right to education, making possible the implementation of remedial or transformation activities.

Strategic Area 1	
Equality and non-discrimination	
Advocacy	
Outcomes	Key Actions
A Gender strategy, including actions in favour of the LGBTI communities, is developed and implemented.	Mobilizing for gender equality within national education plans and legislation, including gender auditing efforts.
The advocacy capabilities of GCE national coalitions on disability inclusive education strengthened. Guidelines for inclusion of persons with disabilities within national coalitions are adopted.	Conduct a disability analysis of GCE national Coalition's work and developing a roadmap for disability inclusion in the GCE Producing policy briefing papers and tools on inclusion of disability issues in sector planning, financing, etc. followed by learning activities / capacity building opportunities.
Guidelines for inclusion of minority ethnic groups within national coalitions are adopted.	Producing policy briefing papers on inclusion and ethnicity, followed by learning activities.
Regional mapping of successful practices on adolescent motherhood, adolescent pregnancy and child marriage is done.	Identification and dissemination of key initiatives and partner institutions to promote the right to education for pregnant adolescents or adolescent mothers. Identification and dissemination of key initiatives and partner institutions working against child marriage.
Research	
Outcomes	Key Actions
Policy briefing on strategic planning with special view on marginalized people's rights is organised.	International seminars, consultations processes, best practice collections, policy briefs.
Guidelines to identify legal, social and cultural practices which led to discrimination within and across education systems, which limit the right to education for all, is developed.	A policy-oriented piece of research on the local challenges of overcoming inequality and discrimination in education in partnership with local and regional members.
A study on the impact of charging student fees in higher education is developed, including indirect costs of education.	ToR, fundraising and strategic partnership.
Campaigns	
Outcomes	Key Actions
Civil society and governments enhanced awareness on the need to design and implement state-funded social policies to tackle the roots of inequality and discrimination	Campaign on inequality, exclusion and discrimination within and across education systems
Coalitions hold governments accountable for delivering the right to education through active public campaigning.	Rights-based campaign implemented in partnership with RTEI & LFTW, addressing particularly marginalized groups, including

	those with disabilities, indigenous populations and the poorest.
Issues on disability-inclusive education are adequately addressed in all campaigns and advocacy initiatives including the Youth Caucus/constituency. The GCE members of DPO and NGOs working on disability in national coalitions is increased.	Global campaign on disability-inclusive education, fostering participation and inputs from the different regions. Cross country exchange to learn and share best practices of the campaign and advocacy
Girls and women have access to tools and knowledge to become more empowered and able to reclaim their right to education Coalitions have built strong relationships with women rights organisations.	Global-grassroot led campaign on women and girls, fostering participation and inputs from the different regions Implementation of shared learning and best-practices platforms and toolkits/ reports addressing gender issues and gender violence Strategic campaign partnerships developed with UNGEI, AWID, Girls not Bride, Malala Fund, etc...
The role and participation of youth-led coalitions is strengthened within the network.	Development of a membership campaign and support around youth-engagement. Youth-led organisations within the movement inspire and lead a separate global campaign, in partnership with youth-led organisations worldwide
Communications	
Outcomes	Key Actions
Youth voices are present in the global education debate, as real actors.	Youth leaders are uplifted and become spokespersons for the movement. Youth representatives lead on GCE communications pieces related to key issues affecting them.
Mindsets around gender inequality are changed as demonstrated by more girls attending schools, more economically empowered women and less gender-based violence.	Global communication campaign associated to grassroots activities. Enhancing awareness of GCE members to focus on gender and gender transformative action. Establishing a vibrant gender network within GCE in charge of the strategy design and implementation.
Citizens and communities are actively engaged in demonstrating strong support for rights-based education systems	The rights-based campaign is supported by a global call to action.
Justiciability	
Outcomes	Key Actions
Guidelines on how to make the right to education justiciable at the local level is developed and shared	Identification of local practices in terms of the justiciability of the right to education
UN Treaty Bodies and regional human rights protection mechanisms are informed about specific cases of exclusion, discrimination and/or violence in education	Preparation of case studies and related documentation. Litigation (court appeal) if there is violation of Right to Education

Strategic Area 2	
Transformative education	
Advocacy	
Outcomes	Key Actions
The notion of transformative education is positioned in policy debates on quality of education	<p>International workshop to discuss the potential of the notion of transformative education to bring about positive change within and beyond education systems.</p> <p>Disseminate human rights-based conceptual approaches of education quality.</p> <p>Dialogue with ministries, parliamentary education commissions and other national stakeholders.</p>
The role and contribution of teachers in adult education and early childhood education is profiled.	Regional workshops on monitoring and promoting the role of the teaching profession in adult basic education and early childhood education
Regional mapping of successful practices on early childhood education is shared.	Identification and dissemination of key initiatives and partner institutions to promote the right to early childhood education.
Research	
Outcomes	Key Actions
A piece of research on how to introduce the notion of transformative education in the teaching-learning practices of a targeted group of schools in three different countries and social contexts is conducted.	<p>Identification of key partners to promote the notion of transformative education at local and regional levels</p> <p>Identification of case studies in three countries with different development levels</p>
A didactic tool is produced, on how to introduce the notion of transformative education in the teaching and learning practices of a targeted group of schools in three different countries and social contexts.	Action-Research project in collaboration with other partners.
Campaigns	
Outcomes	Key Actions
Coalitions are successfully campaigning around the role of teachers and governments feel the public pressure to improve teacher training and working conditions	A global campaign on teacher training is launched in partnership with Education International.
Communications	
Outcomes	Key Actions
The concept of transformative education is well-known and discussed in public debate and mainstream media	The concept is well defined and explained in a simple easy to understand manner, with a shared agreement on what transformative education should look like.

	<p>Communications materials and papers are developed and disseminated around transformative education.</p> <p>The concept is used in various communications.</p>
Justiciability	
Outcomes	Key Actions
Briefing paper on the conceptual and practical links between education policy and justiciability of the right to education is developed	International workshop.

Strategic Area 3 Education in emergencies	
Advocacy	
Outcomes	Key Actions
Strategic partnerships on education in emergencies are strengthened.	<p>Engage with ongoing multilateral campaigns on education in conflict zones (INEE, ECW), climate change.</p> <p>Work in partnership with teachers' movements in order to improve their situation/conditions.</p> <p>Support national coalitions and INGOs with field operations in conflict/disaster affected countries.</p> <p>Engage with education clusters at country level</p>
Strategic partnerships on education for migrants and refugees are established and functioning	Engage with migrants & refugee groups in developed countries for supporting/developing strategic actions.
Research	
Outcomes	Key Actions
<p>A case study on challenges of securing the right to education for internally displaced people is prepared.</p> <p>A case study on securing the right to education for asylum seekers and refugees is prepared.</p> <p>A policy guide to promote the respect, protection and realisation of the right to education of migrants is developed.</p>	Policy-oriented piece of research on the right to education for children and youths who have fled their communities of origin following experiences of conflict and violence (aiming to assess the education needs of internally displaced people, asylum seekers, and refugees and identify some of the key policies needed to secure their right to education).
Campaigns	
Outcomes	Key Actions
A campaign aiming to encourage States to include within their education policies early warning protocols to secure education in emergency contexts and short and middle-term reconstruction plans designed and delivered.	Work in partnership with local coalitions in order to identify key challenges and possible solutions to secure children and youth's rights to education in emergency contexts.

<p>A campaign aiming to encourage States to respect and protect the migrants and refugees right to education is designed and implemented.</p>	<p>Work in partnership with local coalitions in order to identify key challenges and possible solutions to secure migrants and refugees' right to education – including self-settled refugees and those living in camps.</p>
<p>An increased number of coalitions are campaigning around quality education in emergency context and the right to education for displaced populations.</p> <p>An increased number of coalitions are campaigning around school safety.</p> <p>Coalitions are equipped with campaigning tools to address complex situations regarding education in emergencies, displaced populations and migrants.</p> <p>“Opportunity” campaigns are developed by coalitions.</p>	<p>Supporting campaign materials are prepared to strengthen coalitions' campaigning capacity, including development of tool to share best practices, experiences across the network.</p> <p>Stronger links and partnership with Education Cannot Wait (ECW) and INEE.</p> <p>Inter-sectoral partnerships are developed linked to the issue of impact of conflicts/ climate change.</p>
Communications	
Outcomes	Key Actions
<p>Enhanced awareness on the right to education of migrant populations in developed countries.</p>	<p>Communications-led campaign on the right to education of internally displaced and other migrant populations.</p>
<p>GCE (understood as the movement) is recognised among the leading voice for civil society in matters related to education in emergencies policies.</p> <p>Civil society positions and our members activities on education in emergencies are heard and debated in the media.</p> <p>Members coalitions are ready to confidently talk about the importance of providing educational support to affected communities.</p> <p>Right to education for migrants and displaced populations is discussed on mainstream platforms.</p>	<p>Production of regular and opportunity outputs (social media, papers, statements).</p> <p>Identification and media training of key communications focal points and spokespersons.</p> <p>Positive human stories are shared as a consequence of the right policies being implemented or successful advocacy campaigns from our members.</p> <p>Shared learning policy is implemented linked to the development of common messages and the dissemination of a communications toolkit.</p> <p>“Rapid response” protocols are developed and implemented.</p>
Justiciability	
Outcomes	Key Actions
<p>Legal actions/strategic litigation to protect the right to education of migrants and refugees is delivered or procured.</p>	<p>Key partners to protect the migrants and refugees' right to education will be identified (e.g. UNHCR, IOM, NRC)</p>

Strategic Area 4
Education financing

Advocacy

Outcomes	Key Actions
<p>International community is aware of the international standards for cooperation in education.</p> <p>International community is increasingly aware and for rising domestic financing</p>	<p>Engage with GPE replenishment processes and decision-making.</p> <p>Develop an advocacy strategy to push back on IFFed and other debt mechanisms.</p> <p>Engage GPE and advocate for Education Sector Plans to comprise all levels of education as in line with SDGs.</p> <p>Support development of monitoring financing indicators at national level.</p> <p>Support tax justice reforms at national and international levels.</p> <p>Call for action on tax scrutiny as part of the accountability for education.</p>
<p>Governments in targeted countries have fulfilled their pledges resulting in increased budgets for free quality inclusive public education</p>	<p>Implementing activities that support GPE pledge monitoring by NECs and build capacity for NECs to advocate for increased funding for free quality inclusive public education.</p>
<p>Trend of education privatisation has slowed down</p>	<p>Supporting the roll-out of the Privatisation Toolkit and strengthen Southern regional participation and engagement with Privatisation and Human Rights Consortium (PEHRC).</p>

Research

Outcomes	Key Actions
<p>A research piece on tax payment status of companies linked to the Global Business Coalition for Education and others, is done.</p>	<p>Preparation of terms of reference, fundraising and strategic partnership.</p>

Campaigns

Outcomes	Key Actions
<p>Communities are engaged in monitoring their government in delivering free quality inclusive public education for all.</p> <p>Communities and coalitions are engaged in the privatisation debate.</p> <p>Coalitions' campaigns on education financing are stronger and more evidence-based.</p> <p>Coalitions in donor countries are successfully putting pressure on their governments to increase development aid targeted at education and education civil society advocacy</p>	<p>Development of three main campaigns around:</p> <ul style="list-style-type: none"> - pledge-monitoring (linked with accountability from governments from donor and DCP countries) - tax justice - privatisation <p>Implementation of coordinated global campaigns around education financing mechanisms (EOF, IFFed..)</p> <p>Strengthening partnerships with key actors (PEHRC, RTEI, UNESCO...)</p>

Communications	
Outcomes	Key Actions
<p>Strengthening domestic financing through governance and tax justice is an essential component of the debate around financing education.</p> <p>The debate around privatisation shifts towards how to empower the States delivering free quality inclusive education for all.</p> <p>Civil society voice, including youth and people with disabilities, is recognized and heard in the global debate.</p>	<p>Increasing the awareness around positive examples and alternative solutions positioning states as the provider of education services through traditional and social media.</p> <p>Increasing the media presence of civil society actors and key messages.</p> <p>Developing communications capacity building tools and trainings and identifying communications focal points to ensure communications activities and toolkits are being used and have measurable impacts on the ground.</p>
Justiciability	
Outcomes	Key Actions
<p>A legal strategy against criminalisation of social movements is designed and delivered.</p>	<p>Finding key legal partners at local levels to design and implement a strategy against criminalisation of social movements.</p>

11. Implementation of the Strategic Plan

11.1. Strengthening the movement

The financial cooperation that has facilitated the functioning of the GCE Secretariat has shown changes in recent times. This situation forces the movement to seek new resources from different donors, as well as by searching for new alliances and strengthening existing ones, which allows the Global Campaign for Education to develop actions and advocacy campaigns based on medium-term research, with the financing required to such an end.

GCE's capacity for strategic planning, campaigning and servicing its members should be enhanced in order to strengthen the civil society movement for education. In doing so GCE will strengthen communications capacity for local and regional members developing a shared communications toolkit, regional workshops and training.

As a movement with a diverse group of organizations, opinions, cultures, objectives and languages, inclusion and diversity are at heart in all parts of the work, so GCE should strengthen a working framework allowing the expression of the wide range of critical voices and debates in an inclusive manner.

Communications needs to be strengthened across the board and members. This should be seen as a strong push towards strengthening internal systems that not only collect data but incorporate collective processes to monitor the impact of communication efforts, making processes from local to global level. This should be done by closing the gap of capacity between the different constituencies and regions promote consensus-based decision making and find new creative ways of strengthening the democratic processes of representation and

create a more open, transparent, engaging organization where more people can participate in shaping our movement.

Collaborative processes, knowledge sharing and capacity building across the constituencies will be a key strategic focus in the next period, especially through the participatory work of the Ad Hoc Committees and Communities of Practice.

The current context requires the Global Campaign for Education to strengthen its actions in its four strategic areas, so that the global movement for education can be increased with the participation of a growing number of activists. Some of the processes that would allow the strengthening of the movement are:

- **Identify common causes:** despite the diversity of barriers that national education systems face, it is possible to identify common causes, frequently related to educational funding, the pauperization of teaching work or the reductivism of the curriculum, among others. The identification of these common causes will make it possible to articulate regional and sub-regional strategic actions and share resources for the implementation of advocacy activities.
- **Sharing good practices:** The lessons learned by national coalitions are also invaluable resources for the movement as a whole. Compiling, systematizing and emulating successful practices allow us scaling-up the impact beyond national borders.
- **Incorporating new actors:** the movement must be expansive and at the same time critical. New actors should join the GCE membership, while participation is open to in decision-making to young people, trade unions, and people with disabilities, community leaders, ethnic minorities and migrants, including those living in developed countries. The incorporation of new actors is the best way to expand and deepen the critical mass and thereby lead to maximize CGE's political impact. The transition of the historical leaderships to new emerging leaders, allows consolidating the movement while the democratic structures are renewed.
- **Establishing public institutional alliances:** the movement should be open to incorporate legal operators and institutional officials who fully subscribe the right to education conceptual and normative framework. Public institutions can facilitate concertation, advancement and legitimization of the movement, especially when agreements are reached to guarantee the participation of civil society organizations in educational decision-making.
- **Exploring new avenues of action:** GCE members can resort to novel advocacy, communication and influence mechanisms, such as strategic litigation, popular art and community education. Transnational advocacy can be a mechanism that works in similar political contexts, for example.
- **Mainstreaming SDG:** When establishing their strategic planning, GCE members can consider SDG4 / E2030 as the platform for action. This would create operational synergies and facilitate coordination among members.

- **Forming partnership with other human rights and social movements:** GCE should be able to partner with other social and human rights movements aiming to enhance critical mass and diversify in the its global impact.

11.2. Networking and participation in international fora

GCE is a movement working in favour of the human right to education. As such, the achievement of its mission should be based on continuous and substantive democratic participation by linking the regional and national coalitions work to the global agenda. Networking is at the heart of the GCE and the constitution of working groups (ad-hoc committees, communities of practices) representing its membership is a proven effective mechanism for its work.

The strengthening of the UN based Education Academia Stakeholder Group and building the movement knowledge on interacting with UN institutions, including SDG4 Voluntary National Review or Human Rights processes, is key to achieving our objectives.

Developing partnerships with intersectoral and like-minded organisations is also necessary for the delivery of our strategic plan. These partnerships will support the development of GCE work at various levels, in areas where mutual strengths can be leveraged. Among these partnerships, working with students and youth-led organisations, tax justice, right to education and women rights groups is a priority for the movement. The continued participation and representation of GCE as the civil society voice in relevant international and regional architectures of SDG4/E2030 follow up is also identified as a major area of action.

11.3. Resource Mobilization

Currently the main source of funding for the GCE is provided through the Global Partnership for Education (GPE). As such, the existence of the GCE at the national, regional and global level is currently dependent on this resource.

The current GCE dependency on one main funding source is a risk to the organisation and entire movement. The GCE is therefore seeking to expand its funding by diversifying and securing funding to further promote its mission. This will also assist in ensuring the independence and sustainability of the Global Campaign for Education.

In recent times funding has been received from alternate donors (GIZ, OSF, Oxfam IBIS). Some of these funding supports had focused on multi-countries and regions, facilitating and catalysing change that benefited education for all and other social development goals. The GCE seeks to draw on these previous experiences to implement a resource mobilisation and fundraising strategy.

The main aims of the fundraising and resource mobilisation strategy are:

- To maintain and expand GCE Secretariat services to its members;
- To decrease dependency of the Movement on a single source of income and secure sustainability;
- To develop partnerships to allow the Movement to work on its four identified strategic areas.

To achieve long term stability, it is necessary to invest in building and maintaining a stable constituency of donors who contribute because they support the vision, mission and programs of the organisation. It is also vital that GCE's internal capacity to function as modern civil society movement with the request skills, expertise and systems is enhanced. The fundraising strategy aims to maximise the strengths and opportunities and minimise challenges through including systematising resource mobilisation. It will focus on further strengthening the movement's capacity to mobilise and utilise resources, better documentation and communication of success stories, improving value for money, cost recovery and risk management.

11.4. Sustainability

The sustainability of the movement is a vital necessity to advance in the development of this strategic plan and thus respond to the demands of an increasingly complex global political environment. The threats that hover over activists of the human right to education include the financial, organizational and political spheres. For this reason, it is essential to guarantee the conditions for the GCE to comply with its goals and objectives.

- **Financial sustainability**

The financing of the Global Campaign for Education is a permanent challenge. The dramatic reduction in international cooperation for education has also affected our movement, which is currently surviving thanks to the generosity of a few agencies and organizations and the resources coming from CSEF.

The financial sustainability of the movement depends on the renewal and achievement of new sources, but also on the establishment of new alliances with universities, unions, agencies and organizations, willing to finance projects and activities related to the strategic plan. The placement of research and advocacy projects and campaigns will make it easier to focus resources and render accounts, while hiring professional services with the achievement of concrete results.

- **Organizational sustainability**

Global Campaign for Education has a simple organizational structure and this is undoubtedly an advantage. As a member-based organization, GCE needs to keep its member flourishing to sustain the movement. A small Secretariat, however, is at times not able to fully carry out the advocacy, research, technical support, communication and campaigns processes in timely, contextually and need basis manner, therefore not being able to fully support the work for the movement. The re-organization of the GCE Secretariat should take these issues into consideration. In addition, GCE should intensify its resource mobilization efforts so to be able to sustain its existence

- **Political sustainability**

Shrinking civil society space has been accompanied by the weakening of political actions in defense of the human right to education, but also in defence of the right to social protest and mobilization. This situation has weakened the movement and therefore requires new efforts

to maintain CGE effectiveness. Political sustainability depends on strengthening coordination at the local, national, regional and global levels, based on a shared agenda and focusing on the priority issues that this plan proposes. The monitoring of the political agenda supposes at the same time the construction of a common language around our principles, mission and vision and the movement capacity to adapt and respond to the diversity of needs to which our members respond.

12. Risk Management

In addition to the threats that are referred to in section 5, GCE is aware of the risks that could have a negative impact on implementation the successful achievement of the strategic priorities and goal of the movement. These are highlighted in the table below:

Risks	Mitigation
<ul style="list-style-type: none"> ▪ Lack of capacity (e.g. sufficient and skilled personnel) ▪ Lack of resources (e.g. financial) ▪ Lack of a sustainability strategy ▪ Poor governance and accountability systems including oversight and measurement of progress towards achieving strategic priorities ▪ Insufficient capacity development of members ▪ Inadequate risk mitigation measures ▪ Poor planning for Movement growth ▪ Insufficient research and evaluation/ use of evidence to continuously inform shared learning, decision making, strategic direction and innovative responses to change ▪ Not having strategic sector relevant partners ▪ Addressing SDG4 and E2030 in isolation from other SDGs ▪ Poor marketing, advertising and communication (i.e. how does GCE become more visible?) ▪ Unregistered members/ or members not keeping up with registration 	<ul style="list-style-type: none"> ▪ Recruitment and retention of skilled personnel ▪ Resource mobilisation ▪ Development of a sustainability strategy ▪ Strengthen governance and accountability measures and systems (i.e. robust M&E plan, implementation plan and reporting) ▪ Development of a capacity development plan ▪ Clearly articulated risk management plan ▪ Clearly outlined strategy for growing/ strengthening the Movement with measurable objectives and implementation plan ▪ Clearly articulated research and learning agenda and plan for sharing of lessons learnt and best practices ▪ Formation, or strengthening of existing, partners (e.g. UNESCO, GIZ, etc) ▪ Focus on SDG4 and E2030 priorities, whilst being aware of how other SDGs impact on the realization of them and vice-versa ▪ Strengthen communications strategy using multiple media and platforms to showcase the purpose, role and work of GCE ▪ Enforce more stringent means of ensuring that membership registrations are valid and updated

13. Monitoring & Evaluation

GCE has a strong culture of monitoring and evaluation and believes that this is key for a sound planning process and specifically for the following up and effective response to the gaps and limitations we face during the implementation of the strategic plan. In line with the

Monitoring, Evaluation and Learning Model (MEL), simple but coherent instruments will be developed for this aim under the guidance of the GCE MEL Unit.

Monitoring the implementation of the strategic plan will be essential for ensuring that the achievement of the strategic objectives/ priority areas is always on track, hence the development of the Results Framework (**to be finalized**), which defines the indicators, and provides corresponding outputs and outcomes, as well as targets. In addition, a 4-year implementation plan (**to be finalized**) that sets out the specific activities, tasks, deadlines and roles of the different members of the Secretariat responsible for each outcome will be developed and revised annually. For increased accountability each community of practice will have a “champion” to drive it. For the purpose of reporting, a reporting template, which corresponds to the implementation plan, will be developed. When reviewing progress towards the achievement of the strategic objectives, the following will be considered:

- Ensuring that activities are being implemented in accordance to the agreed strategic objectives
- Ensuring that activities are always aligned to GCE’s vision, mission and values
- Ensuring that activities remain aligned to SDG4 and E2030

Similarly, the Secretariat will guide and support the evaluation of the strategic plan. This annual participatory process will involve reflecting on whether the Theory of Change is still relevant, or requires updating. In addition, the reflection will focus on whether the milestones/targets on the Results Framework were met or not, including what needs to be added, improved, or even changed. In close collaboration with all units within the GCE Secretariat, the MEL Unit will draft and review the Evaluation Agenda.

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