



Equitable, inclusive
& free:

a collective vision for quality
education beyond 2015

GLOBAL CAMPAIGN FOR

EDUCATION

www.campaignforeducation.org

An education goal for the post-2015 sustainable development framework

The Global Campaign for Education consists of a diverse and extensive group of stakeholders from around the world, and our members in more than 100 countries together represent hundreds of thousands of individuals. We share a common vision and belief in the right to and the power of education. As such, we have been advocating for a broad, rights-based, overarching education goal within the post-2015 development agenda and the continuation of an aligned, revitalised Education For All framework, fully integrated with this goal.

Over the last 18 months, our members have been sharing and discussing their views on current education goals and future priorities. This consultation process has included surveys, debates, and a discussion paper, building up to a draft proposal for education goals post-2015, shared for consultation (in five languages) with the whole GCE membership in March 2014. The diversity of rich and helpful feedback received from GCE members around the world has informed the new and fully articulated proposal below.

An education goal is fundamental

Education is a fundamental human right and a public good, key to ending poverty and building an equitable and sustainable future. As such, education has a unique role within the new development agenda: it has the power to underpin transformative change, providing opportunity, hope and protection to the lives of hundreds of millions of people worldwide. Quality, rights-based education empowers individuals, strengthens communities and helps fuel development. It is transformative and provides people with the critical knowledge, abilities and skills that are needed to question, conceptualise and solve problems that occur both locally and globally, and to contribute actively to the sustainable and democratic development of society. Quality education is also fundamental to the achievement of all other development objectives, including gender equality, health, nutrition, peace, the strengthening of democracy and environmental sustainability. Therefore, a credible global development framework must have the right to education at its core.

Time for change

While there has been welcome progress in increasing access to education since the MDG and EFA goals, for millions of children and adults the promises made by the international community in 2000 have delivered too little and too slowly. Since 2000, hundreds of millions of children have missed out on their right to quality education – whether because they have had no access to schooling, or education of only poor quality – and hundreds of millions of adults still face the challenge of illiteracy. It is time for increased ambition and a radical change of pace to ensure that by 2030 all children and adults enjoy their right to education. Transformative education must be at the heart of the post-2015 agenda if a sustainable and equitable future is to be realised.

Quality education requires quality inputs and processes

Every student must be taught by a qualified and well-supported teacher, and learn in safe educational institutions with adequate infrastructure, facilities and resources regardless of where they live, including in conflict and humanitarian emergencies. Quality processes and practices are needed to ensure children leave school with the knowledge, skills and values necessary to be active members of their society and contribute to resolving local, national and global challenges of the 21st century.

Transformative education is equitable education

The post-2015 education goal within the sustainable development framework must include concrete steps to overcome all forms of discrimination, including those based on disability, gender, race, ethnicity, religion, language, sexual orientation and/or socio-economic status.

Governments must take responsibility

Education is a recognised fundamental human right, and governments are duty-bearers. In particular, governments have a responsibility to provide sufficient funding for equitable inclusive quality education and lifelong learning for all, including through fair and progressive taxation.

The Global Campaign for Education's proposed goal, objectives, targets and indicators

GCE has set an overarching goal for education with three key objectives and eight specific targets. Each target has a set of indicative indicators against which progress can be tracked.

All indicators should be disaggregated by disability, race and ethnicity, rural-urban location, areas affected by conflict and humanitarian crisis and socio-economic status (among others), and by gender in each of these categories. Progress should be measured not only against aggregate indicators but also in terms of a narrowing in gaps between most and least advantaged groups.

Our Goal:

By 2030, ensure equitable, free and inclusive quality education and lifelong learning for all

Objective 1:

By 2030 the right of every child to complete a full cycle of continuous, free, quality early childhood, primary and secondary education is fulfilled.

All indicators where relevant should be disaggregated by disability, gender, race and ethnicity, rural-urban location, areas affected by conflict and humanitarian crisis and socio-economic status, among others) Progress should be measured not only against aggregate indicators but also by a narrowing in gaps between most and least advantaged groups).

Target 1:

All children are enrolled in school by 2020, and completing a full cycle by 2030.

Indicators:

- Number and percentage of children who are enrolled in early childhood education by 2020, and by 2025.
- Number and percentage of children who have completed at least one year of free pre-primary education by 2020, and by 2025.
- Number and percentage of children who enrol in and complete a full cycle of free primary education:
 - » Net enrolment rates and completion rates at 2020, 2025 and 2030.
 - » Percentage of children enrolled in primary educational institutions that are publicly financed, do not charge fees and are not for profit.
 - » Percentage reduction in number of out-of-school children of primary school age by 2020, and 2025.
 - » Percentage reduction in number of out-of-school children of primary school age in conflict-affected and fragile states by 2020 and 2025.
- Number and percentage of children completing free quality secondary education:
 - » Net enrolment rates and completion rates at 2020, 2025 and 2030.
 - » Percentage of children of secondary school age enrolled in educational institutions that are publicly financed, do not charge fees and are not for profit.
 - » Percentage reduction in out-of-school children of secondary school age by 2020, 2025.
 - » Percentage reduction in number of out-of-school children of secondary school age in conflict-affected and fragile states by 2020 and 2025.

Target 2:

By 2025, all children are taught by qualified teachers who have training in pedagogy, rights and gender sensitivity, in an accessible and safe environment

Indicators:

- Percentage of children taught by trained and qualified teachers, with clear and transparent national benchmarks for qualified teacher status which includes training in pedagogy, rights and gender sensitivity.
- Ratio of qualified teachers to pupils, disaggregated by location (i.e. rural-urban, sub-national, district).
- Number and percentage of educational environments that have accessible, inclusive, safe and adequate infrastructure and facilities for all students, and are free from violence and attack.

Target 3:

By 2030, all children complete full cycle of inclusive quality and gender-sensitive education with relevant learning achievements determined through multiple measures

Indicators:

- Percentage of schools with teaching and learning resources (i.e. textbooks) that are non-discriminatory, and are available for all students from the beginning of the school year.
- Percentage of children in pre-primary and grades 1 and 2 who are educated in their mother tongue.
- Percentage of children who demonstrate learning achievement in foundational competencies of literacy, numeracy, and global citizenship (human rights, sustainable development, peace, sexual and reproductive health and intercultural dialogue), according to national benchmarks that are relevant to the student.

Objective 2:

By 2030, all young people and adults are literate and have the knowledge and skills to participate fully in society and the world of work.

All indicators where relevant should be disaggregated by disability, gender, race and ethnicity, rural-urban location, areas affected by conflict and humanitarian crisis and socio-economic status, among others) Progress should be measured not only against aggregate indicators but also by a narrowing in gaps between most and least advantaged groups).

Target 4:

All young people (15-24) are fully literate by 2025, and all adults (15+) fully literate by 2030.

Indicators:

- Percentage of young people (15-24) with full literacy by 2020 and 2025.
- Percentage of adults (15+) with full literacy by 2020, 2025 and 2030.
- Percentage of youth and adults who have access to and complete second-chance education programmes (ensuring those who have missed out on education due to conflict, migration, gender, or other reasons, are able to gain an education).

Target 5:

By 2030 there is an increase of at least 50% in the participation of people from disadvantaged groups in quality further education (technical and vocational education and training, and tertiary education), and a narrowing of the gap in participation rates between more and less advantaged groups.

Indicators:

- The percentage of people from different disadvantaged groups participating in further education by 2025.
- Ratio of trained teachers per student (relevant to subject).
- Percentage of learning centres that are safe, accessible and have adequate infrastructure.
- Percentage of young people and adults with knowledge, skills and competences for the world of work and active global citizenship.



Objective 3:

By 2030, there are adequate and sustainable financing and governance structures for education, that are transparent and participatory.

All indicators where relevant should be disaggregated by disability, gender, race and ethnicity, rural-urban location, areas affected by conflict and humanitarian crisis and socio-economic status, among others) Progress should be measured not only against aggregate indicators but also by a narrowing in gaps between most and least advantaged groups).

Target 6:

Governments calculate and allocate adequate domestic finance to ensure equitable, free and inclusive quality education and lifelong learning for all, including by allocating at least 20% of national budgets to education of which at least half (10% of the budget) should be for basic education.¹

Indicators:

- Percentage of the national budget allocated to education.
- Percentage of the national budget allocated to basic education.
- Development of a fully costed national education plan and a financing strategy.
- Proportion of total education budget that is financed from domestic revenues (taxation, natural resource revenues, etc).

Target 7:

Donors and the international community provide increased, sustained and sufficient high-quality financing for education through overseas development assistance (ODA), including by allocating at least 10% of each donor's ODA to basic education² and at least 4% of humanitarian aid to education.

Indicators:

- Percentage of ODA going to education.
- Percentage of ODA going to basic education.
- Percentage of humanitarian aid allocated to education.
- Proportion of ODA for education that is harmonised behind national education sector plans (e.g. pooled fund, sector-wide approaches (SWAp), given through GPE, etc).

Target 8:

Citizens, represented through formal civil society structures, are fully informed of and engaged in the development and monitoring of education sector policies and programmes, at school, sub-national and national level

Indicators:

- Percentage of decision-making national and sub-national education sector committees and working groups that fully include civil society representatives and teachers' representatives.
- Percentage of schools and learning centres with functional management committees that include teachers, facilitators, parents, students, and community and local CSO representatives.
- Publication of education budgets, plans, data, donor programmes and spending information for school, sub-national and national levels, in all national languages, within one month of finalisation.

¹ We are defining 'basic education' for financing purposes in the same way as the Education For All Global Monitoring Report (EFA-GMR): all spending on early childhood education, primary education, basic education, and half of the general education spending (i.e. not for a specific level).

² We are defining 'basic education' for ODA purposes in the same way as the EFA-GMR: all ODA for early childhood education, primary education, basic education, half of that for general education (i.e. not for a specific level), and 10% of general budget support.



Children taking part in GCE's Global Action Week in Bangladesh.
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Our members

AFRICA

Algeria: Rassemblement Actions Jeunesse (RAJ); Angola: Rede de Educação Para Todos (EPT); Bénin: Coalition Béninoise des Organisations pour l'EPT (CBO-EPT); Burkina Faso: Coalition Nationale EPT du Burkina Faso (CNEPT); Burundi: Coalition pour l'Éducation Pour Tous (BAFASHEBIGE); Cameroon: Cameroun Education For All Network (CEFAN); Cape Verde: Rede Nacional da Campanha de Educação Para Todos (RNCEPT) Cap Vert; Democratic Republic of Congo: Coordination Nationale Pour l'Éducation Pour Tous (CONEPT); Djibouti: FADE; Ethiopia: Basic Education Association in Ethiopia; Gambia: EFA Campaign Network (EFANET); Ghana: Ghana National Education Campaign Coalition (GNECC); Guinea-Bissau: Réseau de la Campagne de l'Éducation Pour Tous Guiné-Bissau (RECEPT/GB); Kenya: Elimu Yetu Coalition; Lesotho: Campaign for Education Forum (CEF); Liberia: Liberia Technical Committee on EFA (LETCOM); Malawi: Civil Society Education Coalition (CSEC); Mali: Coalition des Organisations de la Société Civile pour l'Éducation Pour Tous (COSC-EPT); Mauritius: DCI; Morocco: Moroccan Coalition of Education for All; Mozambique: Movimento de Educação para Todos (MEPT); Niger: Coordination Nationale des Associations, Syndicats et ONGS pour la Campagne EPT (ASO-EPT); Nigeria: Civil Society Action Coalition for Education For All (CSACEFA); Senegal: Coordination des ONG et Syndicats pour la Défense d'une Education Publique de Qualité (COSYDEP); Sierra Leone: Education For All Sierra Leone (EFASL); Somaliland: Somaliland Network for EFA (SOLNEFA); Sudan: Sudanese Network For Education For All (SNEFA); Tanzania: Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET); Togo: Coalition Nationale Togolaise pour l'EPT; Uganda: Forum for Education NGOs in Uganda (FENU); Zambia: Zambia National Education Coalition (ZANEC); Zimbabwe: Education Coalition of Zimbabwe (ECOZI)

ASIA

Afghanistan: Movement for Support of Quality Education in Afghanistan (MSQEA); Australia: Australia Coalition for Education and Development (ACED); Bangladesh: Campaign for Popular Education (CAMPE); Cambodia: NGO Education Partnership (NEP); India: National Coalition for Education (NCE); Indonesia: NEW Indonesia; Japan: Japan NGO Network for Education (JNNE); Mongolia: All For Education! National Civil Society Coalition of Mongolia (AFE Mongolia); Nepal: NCE Nepal; Pakistan: Pakistan Coalition for Education (PCE); Papua New Guinea: PNG Education Advocacy Network (PEAN); Philippines: Civil Society Network for Education Reforms (E-Net Philippines); Solomon Islands: Coalition For Education Solomon Islands (COESI); Sri Lanka: Coalition for Educational Development (CED); Timor Leste: Timor Leste Coalition for Education (TLCE); Vanuatu: Vanuatu Education Policy Advocacy Coalition (VEPAC); Vietnam: Vietnam Coalition on Education for All (VCEFA)

LATIN AMERICA

Argentina: Campaña Argentina por el Derecho a la Educación (CADE); Bolivia: Foro Educativo Boliviano (FEB); Brazil: Campanha Nacional pelo Direito à Educação; Chile: Foro por el Derecho a la Educación; Colombia: Coalición Colombiana por el Derecho a la Educación; Costa Rica: Agenda Ciudadana por la Educación; Ecuador: Contrato Social Por la Educación Ecuador; El Salvador: Comité Nacional de la Campaña de Educación para Todos; Guatemala: Colectivo de Educación para Todas y Todos; Haiti: Regroupement Education pour Toutes/Tous (REPT); Mexico: Incidencia Civil en la Educación (ICE); Nicaragua: Foro de Educación y Desarrollo Humano De La Iniciativa Por Nicaragua; Paraguay: Foro por la Derecho a la Educación; Peru: Campaña Peruana por el Derecho a la Educación (CPDE)

MIDDLE EAST

Egypt: Egyptians Without Borders For Development; Iraq: Iraqi Alliance for Education (IAE); Jordan: Jordanian National Coalition for EFA; Lebanon: Arab Network for Popular Education (ANPE); Palestine: Palestinian Education Coalition; Yemen: Yemeni Coalition for Education for All

EUROPE/NORTH AMERICA


Albania: Children's Human Rights Centre of Albania (CRCA); Armenia: Armenian Constitutional Right-Protective Centre; Canada: Canadian GCE Alliance; Denmark: The Danish NGO Education Network; France: Solidarité Laïque; Germany: Globale Bildungskampagne (GCE Germany); Ireland: GCE Ireland; Italy: Coalizione Italiana delle Campagna Globale per l'Educazione (CGE); Norway: GCE Network Norway; Portugal: Campanha Global pela Educação; Romania: Coalitia Globala pentru Educatie - GCE Romania; Spain: Campaña Mundial por la Educación en España; Sweden: Swedish EFA Forum; Switzerland: Reseau Suisse des Partenaires pour l' Education; The Netherlands: GCE Netherlands; UK: GCE UK; USA: GCE US

REGIONAL

Africa Network Campaign for Education for All (ANCEFA); Arab Campaign for Education for All (ACEA); Arab Network for Civic Education (ANHRE); Asia South Pacific Association for Basic and Adult Education (ASPBAE); Campaña Latinoamericana por el Derecho a la Educación (CLADE); Consejo de Educación de Adultos de América Latina (CEAAL); Fédération Africaine des Associations Nationales de Parents d'Elèves et Etudiants (FAPE); Fe y Alegria; Fundacion Ayuda en Accion; Red de Educación Popular Entre Mujeres de América Latina y el Caribe (REPEM)

INTERNATIONAL

ActionAid International; CAMFED; CBM; ChildFund International; Comic Relief; Education International; Global March Against Child Labour; IBIS; Inclusion International; International Day of the African Child and Youth (IDAY); Light for the World; Oxfam International; Plan International; Results Educational Fund; Save the Children; SightSavers International; The Consultative Group on Early Childhood Care and Development; VSO International; WorldVision International



Cover image: Children from the Lapinha Quilombo attend a public school class in Matias Cardoso, Minas Gerais, Brazil. Courtesy of CLADE, copyright João Zinclar 2006

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