

**TIME TO
GET IT RIGHT
LESSONS
FROM EFA
AND THE MDGS
FOR EDUCATION
2016–2030**

GLOBAL CAMPAIGN FOR

EDUCATION

www.campaignforeducation.org

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Foreword



In 2000, many education activists attended the World Education Forum in Dakar as part of the newly-launched Global Campaign for Education, fighting for a broad agenda for education, the prioritisation of funding to education, and the recognition of civil society participation in the development and monitoring of public policy. Many of our priorities as civil society actors were included in the Dakar Framework for Action, which has been fundamental to driving progress over the last 15 years.

The six major goals around which we initially united have grown into a broader agenda for the full realisation of the human right to education for all. The GCE movement has been very active over this time and we have seen our movement grow, with the emergence of new education coalitions around the world and the consolidation of many others. Together, we have struggled against all forms of discrimination that limit the right to education; focused on inclusive education; fought for the dignity and value of teachers and the teaching profession; called for the recognition of early childhood education; and demanded increased priority for youth and adult literacy and education. We have campaigned on these issues through Global Action Week – which every year mobilises

millions of people in every corner of the planet – and through our various campaigns in our different contexts around the world.

Today, as the world is poised to agree the next set of commitments to follow on from the Dakar agenda and which will guide us through the next 15 years, we are faced with both new and old challenges. Learning the lessons of trying to achieve the EFA goals and MDGs, we continue to demand more and better financing, democratic governance and strengthening of public education systems. Public resources must be for public education, which must be available completely free. The active and democratic participation of civil society in all decision-making processes should be a priority for all, and we must resist the criminalisation of civil society and of dissent. If we are to realise the universal human right to education, we must also emphasise inclusive education and non-discrimination. And achieving the right to education will require decision-makers to strive for true quality in education, and take into account the full meaning of education: in line with numerous human rights treaties and conventions, GCE understands a quality education as embracing the acquisition of knowledge, skills and values, as well as creative and emotional development. Achieving this must involve a focus on teachers and teaching processes, the educational environment and the curriculum.

As the Global Campaign for Education, we call on States and all actors to recognise and act on these important steps as a necessity if we are to achieve the ambitious post-2015 agenda which we will collectively set. As the civil society movement for education, we commit ourselves to monitoring the education goal and targets, and being active participants in helping to achieve these crucial goals. Education is not merely one part of a sustainable development agenda: achieving the right to education for all is integral to the realisation of other goals and rights. As such, our struggle is too important to be left to chance, and we call on all States to take account of the lessons included in this report.

Camilla Croso

President, Global Campaign for Education

Introduction

In 1999, a girl of primary-school age in Burundi had just over a one in three chance of attending school; once in school, she had just a 50 percent chance of completing her primary education. Meanwhile, her mother had a one in two chance of being able to read and write. By 2012, a girl of the same age in Burundi was almost certain to be in primary school. While this progress is partial – an older girl, for example, has only a one in four chance of attending secondary school – this represents undeniable progress.¹ And it did not happen by accident: it is only through deliberate policy and financing choices – through making commitments and providing the structures, plans and funds to deliver on those commitments – that governments have been able to make any progress at all on meeting the challenge of securing the universal right to education. This report presents the key lessons identified by the Global Campaign for Education, a global civil society movement, for understanding what has and has not worked in the drive to achieve Education For All over the last 15 years, and how we can ensure that this ambitious goal is realised in the near future.

In 1990, 42 years after education was explicitly recognised as a human right in the Universal Declaration, governments and non-governmental organisations from all over the world made a collective commitment to ensure universal, quality, basic education for all children, youth and adults. At the [World Conference on Education for All](#)² in Jomtien, Thailand, participants pledged to universalise primary education and massively reduce illiteracy by the end of the decade. A decade later, however, this critical mission remained unfulfilled.

In 2000, the international community met again in [Dakar](#),³ Senegal, and affirmed their commitment to achieving Education for All by the year 2015. At the World Education Forum in that year, representatives of 164 governments, along with civil society activists and other education stakeholders, identified six key education goals which aimed to meet the educational rights of all children, youth and adults by 2015: the Education For All (EFA) goals. These goals constituted a comprehensive agenda for education, covering all stages from early childhood to adult literacy and learning, and including both quality and gender equity. Also in 2000, two of these education goals were included in the eight Millennium Development Goals, agreed by 189 countries and the world's leading development institutions.

In 2015, the global community is again gathering at the World Education Forum 2015, in Incheon, Korea, and at the Sustainable Development Summit in New York, USA. These events, learning from the experiences of the past 15 years, will set the direction for education globally in the coming 15 years by agreeing the post-2015 Sustainable Development Goals, and the Education Framework for Action. Going into these summits, whilst serious progress has been made, none of the six EFA goals, or the two education MDGs will have been achieved in full. In this context, the Global Campaign for Education (GCE) – a movement that was formed and has developed largely to coordinate and strengthen civil society engagement with the EFA framework – has been consulting with its members about key lessons from the implementation of EFA that could help to inform successful strategies for achieving the post-2015 goals. Collectively, the GCE movement has identified the following elements as crucial to turn ambitious goals into living realities:

- Adequate, well-allocated financing
- Strong public systems and governance
- A focus on quality
- A focus on equity
- Meaningful civil society participation.

This report begins with a short overview of the last 15 years, including the role of civil society and the GCE movement, and then unpacks these five elements; it includes country examples which draw on consultations with GCE member coalitions from around the world.

THE EDUCATION FOR ALL GOALS, AGREED IN DAKAR IN 2000



Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;



Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality;



Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;



Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;



Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;



Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

EDUCATION GOALS IN THE MILLENNIUM DEVELOPMENT GOALS (MDGS), AGREED IN 2000

By 2015:



MDG 2

- Achieve universal primary education
- Ensure that all boys and girls complete a full course of primary schooling.



MDG 3

- Promote gender equality and empower women
- Eliminate gender disparity in primary and secondary education preferably by 2005, and in all levels of education no later than 2015.

SETTING THE SCENE: THE EDUCATION AGENDA AND THE GROWTH OF CIVIL SOCIETY 2000–2015

2000–2015: the EFA and MDG education agendas

Through the Millennium Development Goals (MDGs), the world's governments set an overall development agenda that included education, alongside other development objectives. The development of the Education For All agenda represented a unique undertaking by the education sector to go beyond the limited education goals embedded in the MDGs and develop – in the form of the Education For All Framework for Action – a more detailed, comprehensive framework. This included not only more detailed goals, but also strategies for planning, mechanisms for monitoring (notably the EFA Global Monitoring Report), and a governance structure – which included civil society. The EFA framework set a clear direction and vision for education for the coming 15 years. It was, moreover, crucial in stating the commitments for which citizens and civil society could hold their governments to account. The EFA Framework has its weaknesses; for example, it is an agreement, not a binding treaty, and it lacks clear links to human rights law. However, the fact of having a clear

statement of intent from States and the international community is hugely important as a mechanism of accountability.

“In Dakar we fought for the recognition of education as a human right – because with rights there can be no compromise, no excuses.”

Kailash Satyarthi, Nobel Laureate for Peace
GCE co-founder and President 2000–2011

2000–2015: The GCE movement and civil society

A core group of civil society actors – teachers' unions, large INGOs, a social movement focused on child labour, along with active national and regional education campaigns – formed the Global Campaign for Education (GCE) in 1999 in order to provide a coordinated voice for civil society in the build-up to the World Education Forum in Dakar. Since then, GCE has continued to grow as a movement, in large part due to a civil society desire to hold governments accountable for their EFA promises. (Many GCE member coalitions, in fact, refer to EFA in their name.) GCE has grown from a handful of international, regional and national organisations at its founding, to 109 members in 2015, including 85 national coalitions, 11 regional networks, and 14 international organisations, all supported by a small international secretariat and represented internationally by an elected board. GCE's national coalition members, in turn, encompass many thousands more organisations, including national civil society organisations (CSOs) and NGOs, local CSOs and community-based organisations, teachers' unions, parents' associations, women's associations, disabled people's organisations, student and youth groups, and other key education stakeholders.

National coalitions that are members of GCE focus on their own, independently-set and nationally relevant priorities. While coalitions at times work on the full EFA agenda – in the last two years, for example, many coalitions have been providing civil society input into national EFA reviews, or producing civil society shadow reports on EFA – there is often a focus on particular aspects of the EFA agenda, as shown by just a few examples of work by the GCE movement across the EFA goals:

- **Goal 1: early childhood care and education:** the Brazilian National Campaign for the Right to Education headed the 'FUNDEB for real!' campaign,

which successfully advocated for the government's education and financing strategy to include children from birth to three years old.

- **Goal 2: universal, equitable access to primary education:** CSEC Malawi conducted research on out-of-school girls, identifying and promoting to local school authorities successful approaches for retaining girls in school.
- **Goal 3: learning and life-skills for all young people and adults:** CAMPE Bangladesh contributed to the formulation of the government's Skill Development Policy.
- **Goal 4: adult literacy:** PEAN, Papua New Guinea, produced a draft adult literacy strategy, following a citizen consultation. As a result the Ministry of Education invited them to form a partnership to take a strategy forward.
- **Goal 5: gender parity in education:** CBDE Bolivia contributed to a new law on gender equality in the curriculum, and lobbied for better data on gender and education.
- **Goal 6: quality education:** GNECC Ghana helped prompt a review of teacher deployment through its study highlighting teacher shortages in rural areas.

At the same time, global representatives of GCE have, on behalf of the GCE membership, participated in a number of global policy forums related to EFA. This includes representing civil society on the EFA Steering Committee, membership of the steering committee of the Teachers' Task Force for EFA, coordinating the representation of civil society to the Board of the Global Partnership for Education, and membership of the steering committee of the UN Secretary-General's Global Education First Initiative.

One of the major ways in which the GCE movement has attempted to drive progress on the EFA goals over the last 15 years is through GCE's Global Action Week: an annual week of activities, loosely timed around the anniversary of the Dakar World Education Forum, during which education campaigners in around 100 countries draw attention to and demand progress on EFA goals. The GCE Secretariat works with UNESCO, the Global Partnership for Education and other education actors to increase the reach and impact of national activities. Global Action Week has played an important role in galvanising political and citizen attention for the EFA agenda and its goals, and in advancing the specific policies which are necessary to achieve EFA in particular countries. There is more about Global Action Week on page 7.

2000–2015: the progress made

The EFA Goals were undeniably ambitious, including, for example, getting all children into primary school in a world where some of the poorest countries had enrolment rates of 50 percent or lower in 2000. This does not mean, however, that the bar was set too high. On the contrary, the EFA goals represented the core steps that the world had to achieve if the right to education – a fundamental human right for everyone – was to be a reality.

Setting out this ambitious programme has undoubtedly led to – often remarkable – progress, even when this has fallen short of targets. Burkina Faso, for example, embarked on its EFA journey in 1999 with a net enrolment rate for primary education of just 36 percent; by 2012 it was 67 percent. Whilst certainly education activists should not be content with a situation in which a third of children have no access to primary school, nevertheless a near doubling of the enrolment rate is significant in historic terms; it took the USA almost a century to achieve the same progress.⁴ It is critical not to forget the real achievements countries have made in the last 15 years.

Yet neither is it disputable that at the end of the 15 years of the EFA and MDG agendas, none of the global goals have been fully achieved. Despite real progress in individual countries, the 2015 GMR report states that *“not even the target of universal primary education was reached, let alone the more ambitious EFA goals, and the most disadvantaged continue to be the last to benefit.”* Some of the greatest progress has been in enrolment at pre-primary and primary level, and in moving towards gender parity in primary education; not coincidentally, these were also the goals included within the MDGs. There has, on the other hand, been much weaker progress in significantly advancing adult literacy and learning (other than as a side-effect of greater schooling), in gender equity beyond parity in primary enrolment, and in ensuring genuine quality in education. And, as noted in the GMR quote above, even where progress has been made, it has not always touched the most marginalised people.

2000–2015: the lessons learned

“National policy-making is inevitably a process of bricolage; a matter of borrowing and copying bits and pieces of ideas from elsewhere, drawing upon and amending locally tried-and-tested approaches, cannibalizing theories, research, trends and fashions, and not infrequently a flailing around for anything at all that looks as though it might work”.⁵

Global Action Week

Global Action Week is a massive global mobilisation organised by the GCE movement each year, involving activity in around 100 countries. Through Global Action Week, the GCE movement, nationally, regionally, and internationally, raises public and political awareness of the Education For All agenda and calls for the concrete change necessary to achieve EFA. Initiated by GCE in 2001, but gaining significant momentum from 2003 onwards, each Global Action Week highlights a different aspect of the EFA agenda, providing an opportunity for national campaigning that is reinforced by millions of people worldwide mobilising around the same goals. Global Action Week helps maintain the public and political profile of EFA, acts as a form of pressure for the policy actions necessary to advance EFA goals, and builds the capacity of civil society campaigns and networks to engage in public and political debate.

Over the years, the themes of Global Action Week, chosen by the members of GCE, have included quality education, youth and adult literacy, girls' education, early childhood care and education, closing the trained teacher gap, and inclusive education for learners with disabilities.

Each year, millions of members of the public worldwide take part in Global Action Week activities, which range from public marches and rallies, to conferences and seminars, to cultural activities like street theatre and exhibitions, to television and radio broadcasts, to school-based workshops and classes, to high-level meetings and seminars. In many countries, senior politicians and policy-makers, up to and including heads of government, take part in Global Action Week activities. In earlier years of Global Action Week, the GCE movement often organised global 'actions', bringing together millions of participants. GCE remains the world record holder for the World's Biggest Lesson, held during Global Action Week in 2008 with a total of 8.5 million participants to demand greater quality education; more than 14 million people took part in mass Global Action Week activities in 2009 (The Big Read – youth and adult literacy) and in 2010 (iGOAL – financing for EFA). More recently, GCE has focused on supporting nationally-developed campaign activities.

GCE reaches out to partners across the education sector each year, with UNESCO providing substantial support for Global Action Week in the form of outreach to national and regional UNESCO offices, statements, letters and films from the UNESCO Director-General, and online support and promotion through the UNESCO website. The UN Secretary-Generals Kofi Annan and Ban Ki-moon have directly supported Global Action Week:



Campaigners marching for women and girls' education during Global Action Week 2011: Palestine.

Copyright: Palestinian Coalition for Education.

in 2003, for example, Kofi Annan taught a lesson at UN Headquarters; in 2010, Ban Ki-moon received the iGOAL petition of 18 million signatures, and both provided video messages and other expressions of support. More recently, GCE's online campaigning during Global Action Week has been supported by the Global Partnership for Education, UNICEF, the EFA Global Monitoring Report, A World at School and the Malala Fund.

An independent evaluation of Global Action Week conducted in 2014 to 2015 has found strong evidence of Global Action Week's contribution to awareness-raising of EFA issues among the education community, to strengthening civil society engagement, and to specific policy achievements. Specific examples of GAW contributions to national policy change gathered by the evaluation team include the Solomon Islands government convening a subcommittee to draft a post-school literacy policy, after the 2009 GAW on youth and adult literacy; the Colombian Secretary of State for Education initiating a 10-year gender policy after the 2011 GAW on girls' and women's education; an improvement in government commitments to supporting ECCE development in Bangladesh, after the 2012 GAW on early childhood education; and an increase in donor agency attention to issues of inclusive education during and after the 2014 GAW on inclusive education and disability.

Resources

1. www.campaignforeducation.org/en/global-action-week/gaw-archive
2. Global Campaign for Education (forthcoming 2015) *Evaluation of the Global Campaign for Education's 'Global Action Week'*

The EFA Framework was a global agreement, but which required implementation at national and local level, through legal and policy frameworks, sector plans, expenditure frameworks, etc. The solutions that have worked have often emerged from localised experiences, in response to the needs of a particular context. There is no 'one size fits all' approach to successful national policy. But, nevertheless, consultation within the GCE movement has indicated some of the key building-blocks that are necessary to success:

- Adequate, well-allocated financing
- Strong public systems and governance
- A focus on quality
- A focus on equity
- Meaningful civil society participation.

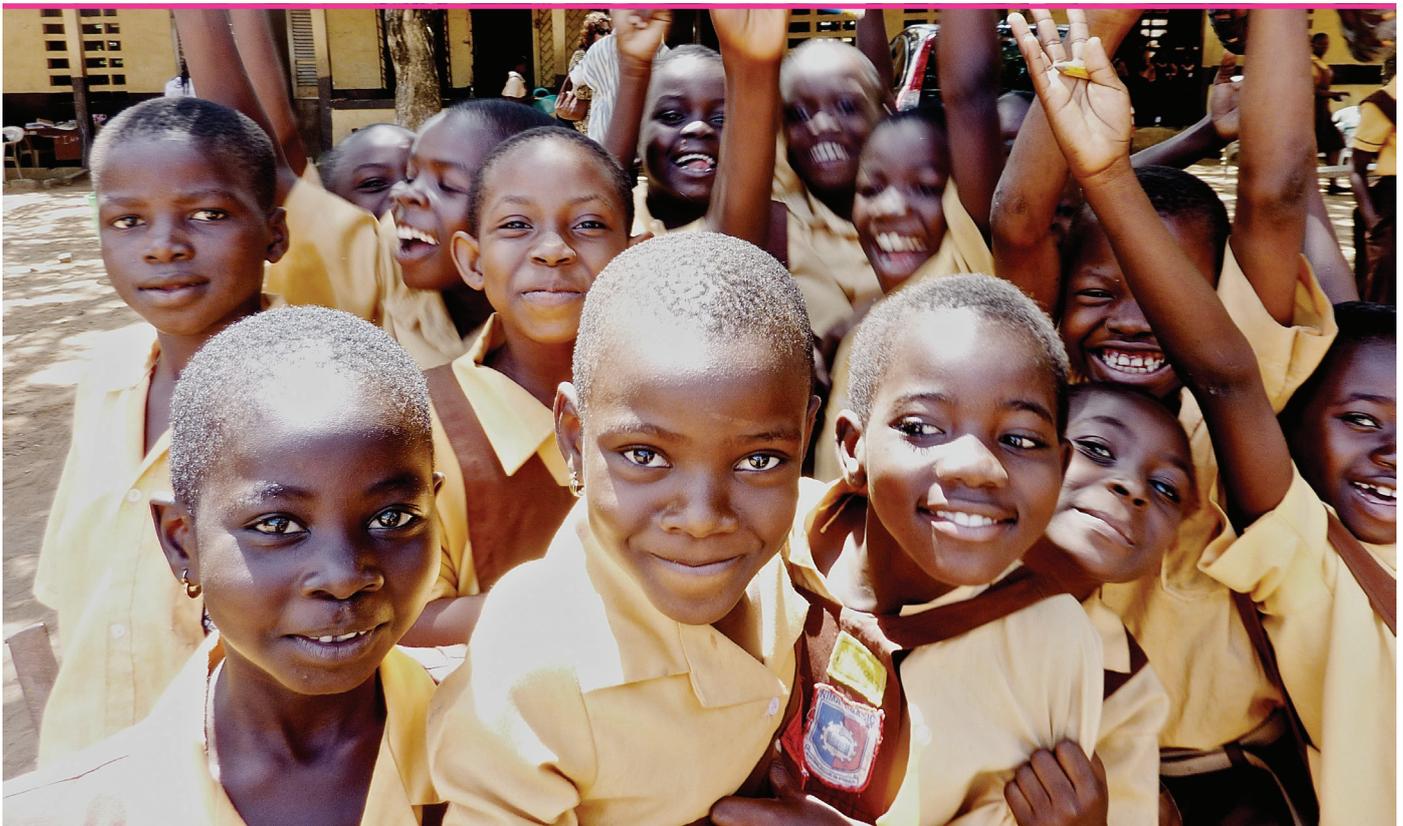
These recommendations are not revolutionary but they do reflect vital strategies that have been too often overlooked. The country case studies in this report offer examples both of success through focus on these elements, and of failure through their neglect.

As the world finalises the Sustainable Development Goals for 2015 to 2030, and the new Education

Framework for Action that will implement the education goals within this overall agenda, it is essential to step back and reiterate what governments need to do to ensure the best possible implementation – and the greatest chances of success – this time around. These lessons, drawing on the experience of civil society over 15 years, should guide the way that governments approach the post-2015 education agenda and the objectives of ensuring inclusive and equitable quality education, and providing lifelong learning opportunities for all.

“While the challenges [in achieving the EFA Goals] are significant, they are neither new nor insurmountable... What is required most is political will from the country’s leaders, and coordinated and consistent support from international development partners.”

Coalition for Education Solomon Islands, 2007
Education, Language and Literacy Experience Survey – Education Aid Watch Solomon Islands Summary Report, ASPBAE (2007)



Primary school children: Accra, Ghana.
Copyright: Kjersti J Mowé/Global Campaign for Education

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KEY LESSONS EMERGING FROM THE GCE MOVEMENT'S ASSESSMENT OF EFA PROGRESS

Education should be universal, free, of good quality, equitable and inclusive; it should start from birth and encompass opportunities for lifelong learning for all learners.

This is not a dream, but a commitment that governments are making as part of their post-2015 pledges. Delivering on this promise will require learning from the experiences of the implementation of the EFA goals and MDGs, avoiding mistakes from the past and building on lessons for the future.

In considering the last 15 years of implementation of Education For All, the GCE movement believes that there are five major lessons in terms of the prerequisites that an educational system needs to have in order to achieve its goals. These are:

- Adequate, well-allocated financing
- Strong public systems and governance
- A focus on quality
- A focus on equity
- Meaningful civil society participation.

In addition, consideration is required to ensure learners in situations of conflict, disaster and other emergency situations receive targeted attention from national governments and the international community. While the setting is distinctive, and the

challenges for such learners are often particularly severe, the essential prerequisites for strengthening and activating educational systems hold for these learners. Consequently, this report looks at this as a cross-cutting concern.

LESSON 1: ADEQUATE AND WELL-ALLOCATED FINANCING

Clearly, it is not enough for governments to attend international forums and make ambitious promises, or even to follow this up with domestic policy commitments: ensuring that these commitments are implemented requires financing. While money alone does not guarantee successful education outcomes, adequate and well-allocated finances are essential to delivering the policies necessary to meet ambitious goals.

Funds are needed to train and hire qualified teachers, to ensure that schools are well-run, that there are sufficient teaching and learning materials, and adequate infrastructure. For example, after budget tracking, research, lobbying and campaigning by Education For All Sierra Leone (the GCE member coalition in the country), at both national and district level, the government agreed a significant increase in the budgetary allocation to education, which has helped to dramatically increase teacher salaries to a more reasonable wage, and expand other elements of the education programme.

Yet, 15 years after the Dakar agreement, there are still too many countries where the scale of resources available for education is shockingly low. Government spending on education in the least resourced education system – the Central African Republic – is just \$18 USD per child per year, or 0.1 percent of the annual cost incurred for a child in Luxembourg. In total, 10 countries spend less than \$100 USD per year per child in primary education. Most of the countries with such low investment values are post-conflict, fragile states or states affected by disasters – which places a particular responsibility on the shoulders of aid donor countries.

There are two key sources of education financing: domestic financing, which must be the major source of funds for education, and aid financing – which can be very important for low-income countries and in particular for those experiencing conflict, disaster and fragility. While some countries are making important progress on expanding domestic financing, others have much further to go, and a much stronger donor commitment will be needed if all countries – including those experiencing conflict, disaster and shocks – are to achieve the post-2015 education goals.

Aid Financing: Norway

GCE Member: GCE Network Norway

Norway is one of few countries in the world that does not just meet but exceeds the globally agreed target of spending 0.7 percent of national income on development assistance. In 2000, following global agreement of the MDGs and EFA goals, the Norwegian government declared education as a key priority within its overall overseas development assistance. Accordingly, during the 2001–2002 period, it was one of the three biggest donors to education and, by 2005, 13.3 percent of Norway's total aid budget was committed to education. Support to universal primary access and girls' education – EFA goals 2 and 5, and MDG goals 2 and 3 – have received particular attention, with a strong emphasis on fragile and conflict-affected countries. Norwegian aid to education has stagnated in recent years: the share of the aid budget going to education has in fact fallen, but a growing aid budget overall stopped aid levels to education from dropping significantly. Overall, and despite its smaller size compared to many donor countries, Norway has remained one of the top funders of education during the EFA and MDG period, and one of those most focused on basic education.

Some important results have been achieved in countries that have received Norwegian assistance. For example, Nepal, where Norway has supported the government's primary education programme, has more than halved the proportion of children out of school since 2000, increased transition rates from primary to lower secondary, and made significant progress in combating illiteracy for girls and women. For several years, Norway has also been a champion of education in emergency contexts. In Afghanistan, a Norwegian priority country, 8 million more children are now in school since the start of the century, with increasing progress for girls. While Norwegian aid in general has tended to lack a concrete focus and, as such, has been spread across a variety of education themes and countries, Norway has showed a positive emphasis on aligning with national priorities. A good part of the funding has been committed towards basic education, with a focus on supporting teachers, textbooks and schools

Still, some signs of declining political investment in education within the government during the past years prompted Norwegian civil society to scale up advocacy efforts. In 2013, GCE Network Norway, together with its members including the Norwegian Union of Education, Save the Children and Plan, used the national elections to lobby political parties and demand commitments for re-prioritising education on the international aid agenda. Other activities included ongoing discussions with the Development Ministry, letters and position papers, and making contributions to government policy papers – a number of recommendations from which were incorporated into final policy.

While numerous international development partners – including previous donor champions such as Denmark and the Netherlands – are reducing or completely withdrawing education support, Norway has now stepped up in support of education. In a recent White Paper, *Education for Development*, the government has pledged to reignite its commitment to education – as it first demonstrated in the period immediately after Dakar. In post-2015 discussions during the UN General Assembly in September 2014, Prime Minister Erna Solberg announced that Norway will double its financial commitment to quality education over the following three years. In addition to an emphasis on quality, the government will focus on girls' education, fragile states, and strengthening collaboration with civil society, and has reiterated its overall commitment to principles of national ownership and sustainability.

Resources

1. UNESCO (2015) *The 2015 Global Monitoring Report: Education For All 2000–2015, Achievements and Challenges*
2. www.norrag.org/en/publications/norrag-news/online-version/education-and-skills-post-2015-and-the-global-governance-of-education-agendas-and-architecture/detail/norways-education-aid-in-a-post-2015-perspective.html
3. www.campaignforeducation.org/docs/reports/ftf/Fund%20the%20future_education%20rights%20now.pdf
4. www.regjeringen.no/en/dokumenter/meld.-st.-25-2013-2014id762554/?docId=STM20132014002500OENGEPI&q=&navchap=1&ch=1

Aid financing

One of the strongest and most widely quoted articles of the Dakar Framework for Action was the pledge made by donor countries and institutions that *“no country seriously committed to basic education will be thwarted in the achievement of this goal by the lack of resources.”* This was a bold and important statement – but one which has never come close to being filled. As just a few examples, national education sector plans for Vanuatu in 2007–2016,⁶ for Malawi in 2008–2017,⁷ and for Somaliland 2012–2016⁸ all cited ‘insufficient funds’ for core elements of EFA as a crucial obstacle to reaching EFA goals.

The financing need is particularly great in conflict- and disaster-affected countries and fragile states. Despite the central role for quality education in bringing countries out of conflict and instability, it is estimated that one in three children are out of school in these countries. In the Syrian crisis, it is estimated that half of all children are out of school, a loss that is impacting on an entire generation.⁹

Where donors have stepped up provision of support to achieve EFA during the last 15 years – providing aid that is coordinated and responds to needs – the impact has been significant. The Global Partnership for Education (GPE), for example, reports that in its first decade of operation, the number of children completing primary education grew on average 12 percent faster after a developing country partner began receiving GPE funding, and that in its fragile and conflict-affected partner countries, it helped reduce the number of out-of-school children of primary school age by more than eight million.¹⁰

Yet, troublingly, donor finance for education has been moving in the wrong direction in recent years. Aid overall has been falling in the wake of the financial and economic crisis of 2009 onwards, but aid for education has been falling further and faster. In particular, the level of development assistance for basic education in low-income countries is particularly weak.¹¹ In conflict- and disaster-affected states, where education needs are particularly acute, less than two percent of humanitarian aid is currently supporting education.¹²

As the lessons of the past 15 years show us, if the post-2015 goals are to be met, donors will have to step up their game. According to the latest estimates of the EFA Global Monitoring Report, an additional US\$22 billion in external revenues is required each year, on top of ambitious expansions in domestic resources for education.¹³ GCE is calling for all donor countries to provide long-term, predictable aid to basic education wherever it is needed; this must include allocating at least 10 percent of their development assistance to basic education, and to ensure that at least four percent of

humanitarian aid is directed to education. In conflict-affected fragile states, donors should use flexible approaches to overcome weaknesses in government capacity to ensure immediate access to education, as well as investing in longer-term capacity development of national education systems and plans.

Domestic financing

The vast majority of financing for education, however, comes and must come from national budgets. There is strong international consensus on a target of allocating at least 20 percent of national budgets to education – and this is also a long-standing call of the GCE movement. Yet progress on this has been mixed. Overall, during the EFA and MDG period, the target was not met, with global median spending on education at just 13.7 percent.¹⁴ But this masks considerable variation between countries and between regions, as well as some marked increases over time. According to GMR figures, for example, Ghana is now spending 33.1 percent of its budget on education; while the Central African Republic spends just 7.8 percent.

The latest figures from Government Spending Watch show that, while a slim minority of governments are meeting the target of spending 20 percent of budgets or 6 percent of GDP on education, more than half have been expanding education spending since 2012¹⁵ – even as donor financing shrinks. Ghana, Benin, Thailand, Moldova and Ethiopia all expanded the share of their budget going to education by at least 10 percentage points over recent years.¹⁶ These trends shown that with sufficient political will, governments can find additional resources for education.

Yet it remains the case that, even in situations where governments have made efforts to increase budgetary allocations to education, the absolute level of available funding remains low. Meeting challenges such as the 121 million children of primary and lower-secondary school age who are still out of school, the 50 percent of all teachers in Africa who are estimated to be untrained, the destruction of school infrastructure in conflict- and disaster-affected countries, and extending literacy and numeracy to 751 million non-literate adults – all of which are necessary to meet the post-2015 goals – implies a level of ambition for education financing that will require new strategies.

Improve the scale of available resources, through effective and progressive taxation

If States need more resources for education, they must address their revenue collection. If they are to do so without unfairly squeezing their citizens, this will require: fairer taxation of corporations, particularly multinationals; taking steps to curb tax avoidance,

Domestic Financing: Cambodia

GCE Member: NGO Education Partnership (NEP)

Since 2000 Cambodia has been on a journey towards building a more robust, high-quality and inclusive public education system. This journey has been slow and marked with challenges that still prevail, heightened by high levels of poverty, increasing demands from a large young population, and major donors leaving the sector. In 2000, the government invested a mere one percent of the country's GDP, and just seven percent of the total national budget in education. By 2012, the education budget had increased to 13.1 percent of total government spending, equivalent to 2.7 percent of GDP, and the 2015 budget is 18 percent of government spending. While these are still relatively low levels and the country remains far from achieving EFA, budget increases were matched with strategic allocation and expenditure, which has led to positive results in many parts of the education sector.

According to the Global Partnership for Education (GPE), Cambodia is one of its most efficient partner countries in terms of spending wisely so that students are able to finish primary school. For example, the government has invested more money in training teachers; today, an increasing number of teachers have completed upper secondary education and hold teaching qualifications. Resources have also been allocated in line with some equity considerations. Financial resources have been allocated to ensure free textbooks are available to all primary school students, and to cover operating costs for schools in disadvantaged areas. Further, the government's investment in subsidies for girls, which were dependent on regular attendance and progression, helped improve girls' transition from primary to lower-secondary school. Since 2000, there are 250,000 fewer children out of school in Cambodia, and girls are now accessing primary school at the same rates as boys.

In recent years, the government has also increased allocations towards improving conditions for teachers, a process in which GCE member coalition, NGO Education Partnership (NEP), has been actively involved. Average teacher salaries were, until recently, less than \$80 per month, with frequent irregularities and delays in payments, leaving teaching staff unpaid for long periods. Many resorted to charging students for learning materials, or even withholding curriculum information to be shared during chargeable after-school

tutoring classes. These indirect costs put a severe burden on poor households, leading to more children dropping out, and increased inequality between low-income and middle-income families. In light of this, NEP conducted household surveys, school-level monitoring, and consultations with teachers, and presented proposals to the government on improving teachers' recruitment and welfare, and strengthening financial management, in order to improve education quality. The Ministry of Education took NEP's recommendations on board, announcing in 2013 significant increases in teacher salaries, and introduced a new system regulating payments and preventing unofficial salary deductions.

Overall, the government's efforts are having a positive impact on quality of education. Literacy rates among young people, which were at 83 percent at the start of the century, are expected to reach 91 percent in 2015. The government's learning assessment programme shows that the number of students able to read with understanding has increased during the last few years. While Cambodia is still far from achieving EFA, the government is committed to investing in quality, equitable education going forward, as witnessed in its pledge at the GPE replenishment conference in June 2014 to increase education spending to over 20 percent of the national budget by 2018, with strategic spending to support schools in remote areas, put in place and train more teachers, and resource programmes to integrate children with disabilities into schools.

Resources:

1. UNESCO (2015) *The 2015 Global Monitoring Report: Education For All 2000–2015, Achievements and Challenges*
2. <http://unesdoc.unesco.org/images/0011/001176/117632E.pdf>
3. <http://unesdoc.unesco.org/images/0022/002297/229713e.pdf>
4. Global Partnership for Education (2014) *Final Pledge Report, Second Replenishment Pledging Conference*
5. Global Partnership for Education (2014) *Basic Education At Risk: Results for Learning Report*

which may also require international cooperation; and stronger taxation and royalty collection for extractive industries. This would have a dramatic impact on the scale of the resources available for education. Kenya, for example, loses an estimated US\$1.1 billion each year in tax incentives and investments – more than its total budget for primary education in 2012/13. DR Congo signed deals with mining multinationals which are estimated to have deprived the country of US\$1.36 billion – almost twice the then health and education budgets combined.¹⁷ Closing these loopholes and exemptions – and dealing with tax evasion – could provide ample additional resources for education.

Increase the share of resources for education – including through legislative or constitutional commitments

It is also important that in addition to raising funds, States commit to spending this on education over the long term. Over the last 15 years, several countries have taken steps to formalise this by amending their constitutions or introducing national legislation. Doing so provides clear and binding legal commitments to finance the policy commitments governments have made. The Constitution of Brazil, for example, provides that “*the Union shall apply annually not less than 18 per cent of its tax revenues, and the States, the Federal District, and Counties at least 25 per cent of the tax revenues, including revenues resulting from transfers, for the maintenance and development of education*”. In 2002, Indonesia amended its constitution to require allocation of at least 20 percent of the national budget to education. The 2008 Constitution of Ecuador provides that public expenditure for education shall be six percent of GDP. The right to education legislations of Argentina and Mexico bound these governments to invest 6 percent and 8 percent of GDP respectively. The Constitution of Ethiopia provides that “*the State has the obligation to allocate ever increasing resources to provide to the public health, education and other social services*”.¹⁸ Similarly, the Constitutions of the Philippines and of Vietnam provide that the State shall give priority investment to education.¹⁹ While governments do not in all cases live up to such commitments, they are an important commitment to drive government action and provide a lever for citizens to hold authorities to account.

As well as a focus on the scale and share of resources for education, governments must focus on improving their sensitivity – to issues such as equity and quality – and the scrutiny over the use of such funds. These aspects are discussed in greater detail as part of the lessons on quality and equity below.

LESSON 2: STRONG PUBLIC SYSTEMS AND GOVERNANCE

Effective and committed states and well-functioning education systems will be necessary to make the post-2015 education agenda a reality.

State responsibility

Under human rights law, the State is responsible for ensuring delivery of education, as well as establishing and enforcing the regulatory framework necessary for the functioning of other players in the education sector. International law also states clearly that, as a fundamental human right, education should be free. Education is, moreover, widely recognised as a public good, which also contributes to the case for state financing and provision.

Yet, the period since the Dakar World Education Forum and the MDG summit has seen increased enrolment in for-profit private schools, and the increased influence of the corporate sector in education policy-making. This is often justified by claims that private schools provide better quality – yet evidence shows that, given the same conditions, this is not the case. There is, however, strong evidence that increasing privatisation of the education sector increases inequity in and through education.²⁰

In this context, States have a clear responsibility to remain the key actors in the education sector, focused on ensuring free, quality education from early childhood to at least completion of secondary level, including basic adult education. They should not use government funds to subsidise for-profit education providers, and must ensure that private actors are well-regulated and accountable. Those arguing for increasing privatisation of education often appeal to the weakness of the public sector as justification for an expanded role for the private sector; while not denying that there is often public sector weakness, GCE argues that the legitimate response to this is not privatisation, but public sector strengthening and reform in line with the other elements listed in this section.

Robust constitutional provisions, legislations, policies and implementation frameworks

The right to education is an integral part of international human rights law, and must be translated into domestic provisions. Calling for such provisions has often been a focus of campaigning for GCE member coalitions; for example, the Pakistan Coalition for Education and Elimu Yetu Coalition in Kenya have both campaigned on right-to-education provisions in their respective constitutions and legislative frameworks. Where such

Public Systems: Haiti

GCE Member: Regroupement Education pour Toutes/Tous (REPT)

Haiti has showed some progress in terms of enrolling more children both in pre-primary and primary education since 2000. In 2001, the country reached the point of enrolling girls at the same rate as boys, and had managed to maintain this positive trend for the next decade. Nevertheless, according to the World Bank, the country's enrolment rates at 2012 were still some of the lowest in the world, with particularly low numbers for secondary levels. Furthermore, the absence of clear education sector information and data – since 2000, to the present day – poses a challenge to identify trends and shifts.

While some data is missing, it is clear that weak government efforts in education have been affecting the poorest people in the country. Despite a clear burden of responsibility on the State, under human rights law, to provide education that is free for citizens, a staggering 92 percent of Haitian primary schools are run by the private sector. This absence of public schooling means that poor children are often out of school because families are unable to pay fees and other indirect costs for their children's education. Furthermore, broader school infrastructure is often insufficient – in part, a lasting inheritance from the devastating earthquake that damaged or destroyed 80 percent of schools in 2010 – and most schools are located in urban areas, leaving even more young people in rural and deprived areas without access to education. These trends are contributing to rich/poor and rural/urban divides within a broader context of deep and growing inequality. Disparity has particularly been widening in primary completion since 2000, with the poorest boys less likely to finish primary school. The quality of education is also extremely poor, as shown by various indicators: 85 percent of teachers lack qualifications; 2014 exam results were very weak; and youth literacy fell by 10 percentage points during the EFA period - from 82 percent during 1995-2004 to 72 percent in 2005-2012 – although they are expected to return to 82 percent in 2015.

In 2011, the government of Haiti introduced the Free and Compulsory Universal Schooling Program (PSUGO), which attempted to increase access to education largely through vouchers to attend private schools. This programme has been strongly criticised, however,

not least by the civil society coalition Regroupement Education pour Toutes/Tous (REPT), which campaigns to improve public education and to limit and regulate school fees, and which has been monitoring government delivery. In face of these criticisms – relating to poor management, cases of fraud, and results – the government is revising its approach.

The lack of adequate governance and a robust public education system in Haiti poses major challenges for effective planning and making improvements in the education sector. Current policy-making and planning structures take little account of local concerns and citizen voices, and are often plagued with political patronage, while the sector overall is poorly financed. A strong, well-governed, public system, that has mechanisms for monitoring and evaluating education progress, is crucial to analyse and understand gaps and trends, such as why poor boys are increasingly unable to complete primary school or the reasons behind poor literacy rates. It is also essential to the development of sound and responsive sector-wide plans and strategies which can effectively address current challenges such as growing inequity. Furthermore, the government's efforts in the education sector can be improved by involving teachers and parents' associations as well as other civil society groups, such as REPT, in decision-making processes. This will provide a deeper understanding of the specificities of local needs and conditions, increase informed decision-making and help strengthen the systems of education governance and management in the country.

Resources

1. www.worldbank.org/en/news/feature/2012/11/21/haiti-education-strategy
2. UNESCO (2015) The 2015 Global Monitoring Report: Education For All 2000-2015, Achievements and Challenges
3. www.usip.org/sites/default/files/sr245.pdf
4. Global Campaign for Education et al (2015 - forthcoming) Report on low-cost private schools

provisions do exist, civil society has made effective use of them to ensure that government commitments are met – as for example through Public Interest Litigation by the National Coalition for Education in India.

Beyond enshrining the right to education in national constitutional and legislative frameworks, States should develop comprehensive and inclusive education policies; set out clear standards for educational institutions and teacher qualifications; and develop robust and realistic implementation plans. Policy-making must be a consultative and democratic process (see also below on civil society participation). Moreover, it is not enough simply to introduce legislation and set policy: unless both government officials and citizens are aware of their respective duties and rights, implementation will not follow. As GCE member NEP Cambodia noted in 2007, one quarter of parents were unaware of the government’s policy on free education, severely undermining their understanding of their children’s rights and access to schooling.²¹

Strong state systems for delivery

Legislations and policies, once drafted, need to be implemented. Constitutional provisions, legislation and implementation frameworks must be backed by adequate implementation mechanisms that are well-planned, lay down clear accountability mechanisms and are adequately resourced. This requires governments to institutionalise comprehensive planning, monitoring and auditing systems within government; ensure adequate staffing, and support systems to ensure that education administrators are equipped with the tools they need; make provision for staff development and capacity-building; develop and communicate clear lines of authority and delineation of responsibility; and free education systems and decisions from partisan politics or undue personal influence, including by ensuring appointments, transfers and promotions are

“The development of the budget and its implementation still remain activities of experts in different sectors. This opacity of the budget, and its weak dissemination, make tracking it extremely difficult for the uninitiated. Citizen oversight is very limited, including among the parliamentarians who vote on the Finance Act, since they are for the most part non-literate. Citizen oversight requires that everyone has access to information to be able to put in place substantive tracking.”

Coalition of Civil Society Organisations for EFA (COSC-EPT), Mali, 2010

merit-based. Moreover, countries should make clear contingency plans for emergencies such as natural disasters and disease epidemics.

Strong state systems must embrace zero tolerance of corruption; much civil society activity has focused on preventing and bringing to light corruption, which saps effectiveness and resources. Civil society can play a key role in uncovering corruption: in Malawi, for example, the Civil Society Education Coalition (CSEC) conducted budget tracking in 2013 that revealed discrepancies in public spending at district level linked to construction of new classrooms and delivery of schoolbooks, and put pressure on the government, which led to remedial action.

Transparency

Transparency is essential for ensuring effective governance: it is a prerequisite of accountability and of informed participation. Transparency must be assured both in terms of process and ways of working, and in terms of the specifics of implementation. This means that States need to make available in the public domain all relevant data, in a form accessible to all citizens, and in the languages understood by them, and it must also ensure that policy-making – the processes by which decisions are reached – is itself transparent and accessible. This links to the crucial issue of civil society participation (see below).

Clear mechanisms for redress and justiciability

Recognising education as a human right entails putting in place clear mechanisms for redress in instances when this right is violated. This should include – but not be limited to – the courts. Administrative processes within education departments or quasi-judicial bodies like child rights ombudsmen can play an important role.²² Those within the system – whether students, parents, teachers or officials – should be protected if they make complaints, and systems should be accessible even to those without finances or who are not literate.

LESSON 3: A CLEAR STATE FOCUS ON QUALITY

Quality education was one of the six EFA goals – one often considered to have been comparatively neglected. Yet ensuring quality is, more broadly, fundamental to the idea of education in and of itself. The Universal Declaration of Human Rights states that education must be “*directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.*” The Dakar Framework spoke of

Quality: Senegal

GCE Member: Coalition des Organisations en Synergie pour la Défense de l'Éducation Publique (COSYDEP)

Senegal has made significant progress in education since 2000, supported by a considerable increase in government funding to the sector, currently equivalent to more than 6 percent of GDP. Just over 50 percent of primary school-aged children were accessing education in 1999; this rate has increased to almost 80 percent, with transition rates from primary to lower-secondary level more than doubling by 2012. The National Constitution has expanded to include free and compulsory education at lower-secondary level, national strategies for child protection and social development include measures and incentives to enrol and retain children in school, and policies targeting girls have been put in place to increase gender equality.

A key challenge, however, has been ensuring quality education; a lack of qualified teachers, and frequent use of volunteer instructors, has contributed to the limited quality of education. The structural adjustment policies of the 1990s led by the international financial institutions (IFIs) actually restricted teacher recruitment: teacher training time was cut, leading to poor quality education. During this period the Senegalese government reacted to the teacher shortage by introducing an alternative – quicker – teacher recruitment process, called the ‘Safety Quota System’. Through this system, employment processes bypassed official entry procedures, which were based on competition and merit, and recruited staff without professional backgrounds. The system was also highly political, and jobs were often handed out as political favours, ignoring the need for a fair and transparent process, and bypassing qualified applicants. While fully recognising the need for more teachers, Senegalese civil society strongly opposed the Safety Quota as a system that worsened rather than addressed the problem; it was labelled a ‘10-year long wound to the education system’ by the Secretary-General of the Senegalese teachers’ union SYPROS, Marième Sakho Dansokho. GCE’s member coalition in Senegal, COSYDEP, collaborated with the unions and other civil society networks to run an intensive campaign to end the harmful recruitment mechanism. By spreading information through schools and communities, COSYDEP made the demand for quality education – and trained, high-quality teachers – a widespread public matter, and used research to

produce statements that were put forward to the Ministry of Education and the President of Senegal.

In 2010, Education Minister Kalidou Diallo announced the elimination of the Safety Quota System, in part due to significant public pressure. Three years later, the government put in place a 10-year sector-wide approach, with improved quality, teaching and learning as key priorities. The government’s commitment has led to improvements. While there is a long way to go, the country projects that nearly three quarters of young people aged 15–24 will be able to read and write by 2015, compared to fewer than half in the 1995–2000 period. The number of students repeating primary school has also fallen dramatically since 1999, an indication that more young people are actually learning while in school. The country is in a much better place in terms of hiring teachers, with a pupil-teacher ratio among the lowest in sub-Saharan Africa, at 32:1 in 2012.

However, addressing the recruitment issue does not mean there are no more challenges. Teacher absence remains a major concern, and teacher training and support still needs significant improvement. As the next global frameworks for education are being finalised, one of COSYDEP’s main priorities is to push for government action to continue to address the ongoing quality and teacher issues, which it considers to be the worst problems of the education sector. The coalition aims to lobby for expanded teacher training and monitoring of implementation, so that Senegal can continue improving education in the post-2015 landscape.

Resources

1. UNESCO (2015) *The 2015 Global Monitoring Report: Education For All 2000–2015, Achievements and Challenges*
2. US Department of Labor (2013) www.dol.gov/ilab/reports/child-labor/senegal.htm
3. Global Campaign for Education (2012) *Closing the Trained Teacher Gap*

laying down an educational agenda that is “geared to tapping each individual’s talents and potential, and developing learners’ personalities, so that they can transform their lives and transform their societies.” That is, education for all does not imply ‘schooling for all’ but rather – in the words of UNESCO’s Delors Report – ensuring that all “learn to be, to know, to do, and to live together”. This can sometimes be in tension with a perception of the purpose of education as preparing learners for employment or participation in the marketplace – and it is crucial to remember the global endorsement for this broader understanding of quality education.

Invest in quality as well as access

A core lesson of the last 15 years has been that the rush to get all children into school will fail to deliver the broader aim – real education for all – if it is at the expense of education quality. Many countries took important steps to expand access – including by abolishing fees – but without putting in place alternative financing mechanisms. In Uganda, for example, this led to high enrolment rates, but also led to high student-teacher ratios, overcrowded classrooms, and lower pass rates in the final school leaving exam, especially among the newly enrolled students.²³ Quality will not naturally follow from access, and will fall if funds are stretched to accommodate greater access: governments must specifically target quality with their financing and policies. In a context of considerable concern about education quality and learning outcomes, it is important to recognise that educational inputs are necessary to ensure educational processes and outcomes – and that this takes funds. The following strategies emphasise the inputs and processes required for quality, which governments must build into financing plans.

“Teachers are an integral component in the education system that needs to be given serious attention if the issue of achieving quality education could be realised. As a nation cannot be said to raise above its level of education, so the education standard of a nation cannot rise above the quality of its teachers.”

Civil Society Action Coalition on EFA (CSACEFA), Nigeria, 2013

Quality depends on teachers

The quality of a country’s education system depends on the extent to which the country has committed to ensuring all its teachers are trained, qualified and motivated. Multiple studies and research overviews

have demonstrated that teachers – and the level of teacher knowledge about their subject – are the most important determinant of education quality and learning outcomes.²⁴ But there are many elements to ensuring an effective teacher workforce, none of which can be neglected:

- **Sufficient teachers:** according to the EFA Global Monitoring Report, between 1999 and 2012, primary pupil/teacher ratios have declined in 121 of the 146 countries with data. Reversing this trend will require both investment and robust planning. While many countries are making commendable efforts to recruit adequate numbers of teachers, much more needs to be done. Niger, for example, has been expanding the teacher force by 12 percent per annum – but would have needed to expand by 15 percent over the last four years to fill the teacher availability gap by 2015.²⁵
- **Trained and qualified teachers:** all students must be taught by a professionally qualified and trained teacher. And again, the trend has been moving in the wrong direction: pupil-trained teacher ratios have declined in 44 out of 50 countries with data, and the expansion of education has often gone hand-in-hand with a massive deprofessionalisation of teaching – whether as a means to save costs, or a more deliberate strategy. Moreover, training must be relevant – covering subject knowledge, pedagogy and classroom management – and of good quality. In 2015 in India, only 14 percent of new teachers passed the National Teacher Eligibility Test, a prerequisite for entry into the teaching profession: even this was hailed as a record achievement.²⁶ Government plans for training must encompass pre-service, in-service and peer learning.
- **Good working conditions:** teacher working conditions are fundamental to attracting teachers to the teaching profession. This must include at least adequate and timely pay, opportunities for professional growth, reasonable workloads, and teacher safety.
- **Diversity and equity in recruitment and deployment:** some countries have huge disparities between pupil-teacher ratios in rural and urban areas – which have led to much poorer outcomes in disadvantaged areas. Moreover, it is often teachers with less training and preparation who are deployed in less advantaged areas. Meeting the post-2015 challenge will require reversing these trends, as well as ensuring greater numbers of teachers who are women, have disabilities, and come from minority communities.

Equity: Yemen

GCE Member: *Yemeni Coalition for Education for All (YCEA)*

Yemen is one of the poorest countries in the Arab world. Of its 25 million inhabitants, 16 million live in widely spread rural areas, suffering from a severe lack of infrastructure and access to services, and poverty and recurrent political conflict has left the country in a fragile state. Current events, such as the recent political transition, multiple internal clashes including those caused by militant Islamic groups, mass displacement and interruptions to the normality of life, have caused major additional hardships and challenges to the education sector – slowing progression towards achieving the Education for All goals. These have especially affected Yemeni girls, who historically have been severely disadvantaged in access to education.

The Yemeni government has, since 2000, undertaken several attempts to improve gender equality in the education sector, resulting in significant improvements in enrolment rates for girls. For example, the number of girls of primary school-going age enrolling in school has gone up by more than 30 percent since the start of the century. In 2006, the government introduced a specialised sector on Girls Education, with its own strategy, dedicated to addressing the gender gap issue. As part of this effort, school fees and uniforms for girls were waived to ease access for girls from poor families unable to cover school fees. However, these well-intentioned policies were not followed up with necessary planning or financial investments to ensure their implementation; the government currently spends less than 13 percent of the overall State budget on education. Yemen is projected to be far from reaching gender parity by 2015, with girls frequently left out of school, especially at secondary level, and particularly affected are girls in the poorest and most rural areas.

Furthermore, Yemen is governed by a strong tribal and conservative culture, which has tended not to value education for girls. Some girls are only allowed to be in class if taught by a female teacher – a major barrier, given that an estimated additional 4,500 female teachers are needed to remedy the acute shortage of female teachers in rural areas. Early marriage and pregnancy are other factors keeping girls out of school or contributing to dropping out. In 2009 the government proposed a law to set the minimum age for marriage at 17, but this was strongly opposed by traditionalist parliamentarians.

Since 2013, the Yemeni Coalition for Education for All (YCEA) has been targeting local communities in their girls' illiteracy eradication campaign, especially in the most rural – and often most traditionalist – areas of the country. The coalition recognised that, while a government-led and nationwide effort is needed, changes in policies will have little effect unless actual change happens within communities at grassroots level, through transformation of personal attitudes and convictions. Al-Hawory, a village 30km from the capital, Sana'a, has the nation's highest illiteracy rates; here, the coalition managed to persuade some tribal sheikhs and other public figures to become allies in the campaign and involved them as advocates in meetings with parents, teachers, students and local government representatives. Experts in tribal traditions and customs were brought on board to formulate a document that would bind the community to send girls to school, which was eventually signed by people in the village. The coalition's campaign also succeeded in convincing the local council to establish a school for girls in the village. This activity was a small victory in the struggle towards education gender parity in Yemen, and will be duplicated in other areas of the country when moving towards the post-2015 period.



Out-of-school girls working: Freetown, Sierra Leone.
Copyright: Kjersti J Mowé/Global Campaign for Education

Quality curricula and teaching and learning materials

There is overwhelming evidence from the last 15 years that education must be relevant, age- appropriate, participatory, flexible, inclusive, protective and human rights-based in order for quality education and good learning outcomes to be expected.²⁷ This includes timely provision of sufficient quality textbooks – which must be relevant – as well as other teaching and learning materials. Yet in Cameroon, primary school pupils have averaged only one textbook for 14 pupils.²⁸ ICT can make an important contribution, but in many contexts may be less cost-effective than printed textbooks. A strong curriculum is foundational – it must be comprehensive and relevant. It should foster foundational skills such as literacy and numeracy, as well as broader skills required for the 21st century – and achievement of the broader Sustainable Development Goals agenda. This must include, therefore, include education for human rights, sustainable development, global citizenship, and gender equality; promotion of a culture of peace and non-violence; sexual and reproductive health rights education and comprehensive sexuality education; and appreciation of cultural diversity.

Appropriate, formative assessment

This wide range of skills and competencies should, in turn, be reflected in systems of assessment. Assessment procedures should empower teachers with information about current levels of students' learning, identify areas of weakness and provide the basis for interventions to support learners. Processes of assessment of learning that focus only on a small subset of education (e.g. literacy and numeracy) will not do justice to the full extent of children's learning, and run the risk of diverting teacher focus away from the broad aims of education. Standardised testing rarely fulfils this diagnostic function – that is, of indicating where learners need support – and can be highly discriminatory to learners with disabilities or diverse needs. Where such testing becomes 'high-stakes', used as the basis for allocations of resources – or even teacher pay – it can be discriminatory, drive inequity in the system, and distort educational practice by encouraging 'teaching to the test'. Assessment is a crucial part of quality education, but it must be developed in light of what will drive quality, not what will provide easily comparable quantitative information.

Safe, secure and inclusive learning environments

Educational settings must be high quality, child-friendly, safe and promote the diverse learning needs of all

learners. This must include all basic infrastructure, be kept free from attack, and promote inclusion and diversity, including learners with different disabilities.

LESSON 4: SYSTEMATIC PROMOTION OF EQUITY AND INCLUSION

One important lesson of the period 2000 to 2015 is that targeting universality of education without specifically acting to promote equity can in fact make education more inequitable. This is not the paradox that it might seem: the most disadvantaged learners (or potential learners) are those that face barriers – of marginalisation, of implicit or explicit discrimination, barriers that are legal, practical, social or economic. Where direct action to tackle these barriers was lacking, efforts to expand education first reached those who were less disadvantaged, thus deepening the disadvantage for the most marginalised.

Many countries have seen this pattern since the agreement of the EFA goals and the MDGs. Some Latin American countries – Bolivia, Brazil, Colombia, Nicaragua, Suriname) have targeted children from the poorest households and seen educational gains accordingly.²⁹ Given the MDG and EFA focus on girls' education – at least in terms of primary school enrolment – these gaps have narrowed considerably. But the extent of inequity in (and through) the education system in many respects remains truly shocking. According to one estimate, only five percent of all children with disabilities worldwide have completed primary education.³⁰ In most countries, there is a pattern of exclusion of learners such as girls and women, persons with disabilities or racial, ethnic, religious or linguistic minorities, and those living in underserved areas.

As the EFA Global Monitoring Report noted even in 2010, “The assumption has been that national progress in education would eventually trickle down to the most disadvantaged. After a decade of steady but uneven national progress, it is time to abandon that assumption.”

Everyone has the right to a quality education, and the post-2015 goal and framework for education explicitly recognise this. But for this to go beyond words on a page, the last 15 years have shown that commitment to equity must be backed up by explicit strategies to address inequity, and remove barriers, discrimination and exclusion.

and others) to plan for and implement broader-ranging policies, legislation and programmes, for example relating to racism, poverty or other factors that can be serious barriers to education. There is also a need for coordinated legislation, such as legal measures to prohibit child labour and servitude and to prevent early marriage. Interventions that support better health and nutrition, including school health programmes and provision of school meals can have a huge impact on educational outcomes. And of course, finance ministries must always be involved in the planning of targeted subsidies or other interventions that can eliminate both the direct and indirect costs of schooling, including opportunity costs.

LESSON 5: MEANINGFUL CITIZEN PARTICIPATION

The importance of citizen participation was recognised at the World Education Forum in Dakar, and is enshrined in the Dakar Framework for Action:

“Civil society has much experience and a crucial role to play in identifying barriers to EFA goals, and developing policies and strategies to remove them. ... at all levels of decision-making, governments must put in place regular mechanisms for dialogue that will enable citizens and civil society organizations to contribute to the planning, implementation, monitoring and evaluation of basic education. This is essential in order to foster the development of accountable, comprehensive and flexible educational management frameworks.”³⁵

One of the achievements of the past 15 years has been the strengthening of civil society action in the field of education³⁶ – visible most obviously, but not only, in the growth of GCE. Since 2000 there has also been a shift in how civil society is viewed – from service providers, to mutual partners in education sector dialogue – and citizen participation is now a principle affirmed by States in, for example, statements on aid effectiveness such as the [Paris Declaration \(2005\)](#), the [Accra Agenda for Action \(2008\)](#), and the [Busan Partnership Agreement \(2011\)](#).³⁷

In the education sector, GCE and other NGO and civil society partners, with government funding, have developed various initiatives to strengthen and support civil society coalitions and networks, such as the Commonwealth Education Fund (2002–2008), Real World Strategies (2006–2010), and the ongoing [Civil Society Education Fund \(CSEF\)](#).³⁸ This has also demonstrated the commitment to citizen engagement by international development partners, such as the

[Global Partnership for Education \(GPE\)](#),³⁹ which has been the primary funder of CSEF for nearly six years.

From GCE’s experience of engaging with civil society members and partners on education advocacy during the previous 15 years, it is evident that participation of citizens is critical to guaranteeing effective education systems. While governments are responsible for delivering free, quality education for all, they need engagement from community members, parents, teachers, students and young people – the people they are working to serve – to help ensure that policies and budgets respond to actual needs and interests on the ground. Moreover, strong and relevant policies and budgets do not necessarily produce strong outcomes, without mechanisms to ensure accountable and effective implementation. Civil society has therefore also had a crucial role to play as a watchdog of government activity and spending, to ensure accountability in the sector. At the same time, GCE believes that participation of citizens is in itself a right, inherent in the right to expression and the overall democratic process, and that in democratic societies citizens must have a say in decisions that concern them and be able to contribute as engaged members of their societies. The voices of active and informed citizens can serve as an instrument of change, not just in support of more robust and fairer education policies, but also to ensure fairer and more just societies.

Some clear lessons from the past 15 years can be drawn:

Civil society that is organised, representative and knowledgeable can more effectively influence policy change by:

- **Uniting under a common platform** with joint, clear messages, for example through national education coalitions.
- **Bringing together and listening to relevant education stakeholders, including young people**, and involving them in discussions and decision-making. GCE coalitions are broad-based, encompassing many and diverse groups such as parents, teachers, students and young people, people with disabilities, women’s organisations, community groups, grassroots networks and NGOs that work on the right to education, particularly of marginalised groups. While GCE coalitions have increasingly included children and young people in their memberships, there have been challenges in terms of ensuring genuine representation, in particular of out-of-school-youth. This is an area that needs addressing, and which requires dedicated capacity and strategy.

- **Working across local, district and national levels:** civil society has a particular responsibility for enabling grassroots voices to be heard, including those often neglected in national policy discourse. The Elimu Yetu Coalition in Kenya, for example, operates through County Education Networks that are present in each of the 47 counties of the country, strengthening the representation and reach of civil society.
- **Expanding civil society capacity** to engage in activities such as research, budget-tracking and policy analysis, as well as to effectively represent citizens in dialogue with policy-makers. The CSEF programme has helped strengthen civil society capacity and learning in over 55 countries across Africa, Asia and the Pacific, Latin America and the Caribbean, the Middle East and Eastern Europe. Many GCE members have also drawn on experiences and skills within their memberships and networks to improve advocacy efforts, such as the Zambia National Education Coalition (ZANEC), which works through Thematic Groups, and uses members with relevant expertise as representatives in meetings.

Civil society engagement is important for demanding accountability and good governance

Since 2000, governments have used the MDG and EFA goals as guidance and interpreted these into national level aims and strategies. As such they have provided crucial frameworks for which civil society can hold governments accountable. However, government implementation has still been a major challenge over the past 15 years, and GCE believes it is imperative for civil society to continue to play this role as accountability holders, and to engage in constant monitoring and tracking – including at community and school level – to push for implementation of national legislation, sector plans and use of funds. This way civil society can highlight gaps and inconsistencies in policy, implementation, and spending, and help increase accountability, transparency and efficiency in education sector governance. For example, budget tracking conducted by Foro Socio Educativo in the Dominican Republic in 2011 revealed that the government had failed to comply with the Education Act 66-97 that requires four percent of GDP to be dedicated to education, and used these findings in its advocacy to demand accountability for education spending. The government has since raised spending for education to four percent.

United civil society action is crucial for putting education on the agenda

GCE members across the world have carried out public mobilisation campaigns to advance education messages, particularly through GCE's Global Action Week. This has included community radio programmes in Guatemala, storytelling in Lebanon, linking up with election campaigns in Albania, public rallies in Kenya, workshops with decision-makers in Nepal, and public events with the prime minister in Denmark. These kinds of civil society activities have been important for creating awareness and encouraging public debate on education, in order to raise the profile of education.

There must be open and meaningful spaces for civil society participation

In GCE's experience, the restriction of space for civil society as political actors has been a major obstacle for effective citizen participation and influence. This can be seen in restrictions on NGO activity enforced by the government, for example through requiring permits or controls on funds coming in or leaving a country, or in tokenistic CSO participation controlled by the government. While there has been a significant increase in national civil society accessing policy forums such as Local Education Groups, the experience of many GCE member coalitions has been that real decisions are taken elsewhere. Often the level of civil society access to spaces depends on the government in power, or even individuals in office or civil service post, and as such can change quickly with changes in political leadership or staff turnover. Several countries have, during the last 15 years, seen the right to participation of civil society violated both through criminalisation and violence against social movements and activists, authoritarian repression of public demonstrations and peaceful rallies led by teachers or students, particularly, young people, and through failure of governments to intervene when civil society is under attack.

“A key hindrance to the attainment of quality basic education for all is poor governance and accountability in the education sector... To ensure proper use of allocated resources, the Coalition will continue taking part in monitoring the use and management of public funds, and also capacity building its members to undertake audits, coordinate budget tracking and procurement monitoring from the national level down to the grassroots.”

Elimu Yetu Coalition, Kenya, 2013
Campaign Strategy 2013–17, Elimu Yetu (2013)

Citizen participation: Burkina Faso

GCE Member: Coalition Nationale EPT du Burkina Faso (CN-EPT/BF)

Burkina Faso faces some of the greatest development challenges in the world, currently sitting at 181 out of 187 countries on the United Nations' Human Development Index. It has long had some of the worst education indicators in the world. Since the EFA goals and MDGs were agreed, however, and while there is still a long way to go, Burkina Faso has seen considerable progress in education: the enrolment rate for primary school aged children nearly doubled, from 36 percent in 1999 to 67 percent in 2012, and girls are now enrolled in primary education at almost the same rate as boys. The growing strength, role and acceptance of civil society engagement in education sector dialogue has played an important role in this progress, and to maintain this trend going forward beyond 2015, continued civil society engagement is necessary to ensure government commitment and implementation of the future goals.

The national education coalition, Coalition Nationale EPT du Burkina Faso (CN-EPT/BF), was established in the year of the Dakar World Education Forum. Fifteen years ago, civil society in Burkina Faso played a limited role in education policy discussions. The government's ten-year Education Sector Plan for the 2001/2–2010/11 period was crafted without much input from teachers, parents or students. However, the Plan did recognise the role that CSOs can play in supporting the achievement of the EFA goals – as highlighted in the Dakar Framework for Action – and since then CN-EPT has consistently advocated for the government to share sector details and budget information with the public, and for increased opportunities for citizens to interact with policy processes in order to have a say in decisions that affect them.

Over the past 15 years, the coalition has campaigned and advocated for free, basic, quality education for all citizens, and for a space for citizen engagement. The coalition has created public awareness and encouraged debate on education among citizens, for example through rallies, media engagement, or by sharing information through local radio, to reach poor, rural, and illiterate communities. CN-EPT also recognised the importance of broad-based and knowledgeable civil society, and worked to build alliances, for example with teachers, youth groups, parliamentarians and INGOs. It built the skills and capacity of its own networks to carry out research and budget tracking. The coalition now

comprises 35 member organisations, operating through Committees within the 13 regions and 39 municipalities of the country.

Increased and more powerful voices from a growing civil society sector, as well as rising political will, helped to gradually open up spaces for public participation in political spheres in Burkina Faso. In 2010, CN-EPT was invited to join the biannual joint sector review meetings with government, donors, and other stakeholders. That same year an agreement was signed between the coalition and the Ministry of National Education, ratifying a relationship of collaboration and dialogue – a symbol of recognition by the Ministry and an important step towards good governance and transparency in the sector.

The arrangement has allowed for civil society to play a more active and influential role in the education sector, such as by providing much needed evidence of the gaps and needs in education – and proposals for how to address these – in a country which in 1999 had almost 1.2 million children out of school (most of whom were girls), and a youth literacy rate of 31 percent. Subsequent to CN-EPT campaigning, sector documents and school budgets are now available to the public, and CN-EPT, working with members and partners, has been monitoring education spending and local level school management, sharing the results through policy recommendations with decision-makers. This engagement has contributed to important achievements, such as helping to ensure nearly all schools received learning materials for the 2011/2012 school year on time.

While Burkina Faso still has clear education challenges ahead, it has made progress in part through the growing capacity, activity and recognition of civil society – and it will continue to need this civil society engagement in order to achieve post-2015 goals.

Resources

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CONCLUSIONS AND RECOM- MENDATIONS

GCE is a civil society movement that was created in the build-up to the Dakar 2000 World Education Forum, and will go into the Incheon 2015 World Education Forum and the 2015 Sustainable Development Summit as a global movement encompassing many thousands of civil society organisations and networks in more than 100 countries. While the experiences of implementing EFA and the MDGs across these countries over the last 15 years have necessarily been diverse and varied, nevertheless, GCE members have identified core lessons that run through their different national experiences. The GCE movement is urging all actors to take account of these if the world is to have a chance of achieving the ambitious goal that we have set for the post-2015 period – that of ensuring inclusive and equitable quality education and lifelong learning opportunities for all.

The lessons can be summed up in the following recommendations:

LESSON 1: ADEQUATE AND WELL-ALLOCATED FINANCING

- **Aid financing:** all donor countries must increase their long-term, predictable aid to basic education, by allocating at least 10 percent of their development assistance to basic education, and at least four percent of their humanitarian aid to education.
- **Scale of domestic financing:** governments should improve the scale of available resources, through effective and progressive taxation, including fairer taxation of corporations; taking steps to curb tax avoidance; and stronger taxation and royalty collection for extractive industries.
- **Share, sensitivity and scrutiny of domestic financing:** governments should also ensure a sufficient share of resources for education, amounting to at least 20 percent of national budgets, and six percent of GDP, and ensure that these funds are equitably and sensitively allocated, and open to public scrutiny.

LESSON 2: STRONG PUBLIC SYSTEMS AND GOVERNANCE

- **State responsibility:** the state must remain the key actor in the education sector, should not use government funds to subsidise for-profit education providers, and must ensure that private actors are well-regulated and accountable.
- **Legislative and policy frameworks:** states need to make clear constitutional and legislative provisions, policies and implementation frameworks – not just promises – to ensure both clarity and accountability.
- **Strong state systems for delivery:** these must encompass planning, monitoring and auditing systems as well as clear procedures for sufficient staffing, staff development and division of responsibility and authority. Planning must also encompass contingency planning for emergencies and disasters.
- **Addressing corruption:** states should not tolerate corruption, and should welcome citizen and civil society oversight.
- **Transparency:** this must include transparency both about decision-making and implementation processes, as well as to data and sector information.

- **Mechanisms for redress and justiciability:** there must be a variety of mechanisms that are accessible to all.

LESSON 3: A CLEAR STATE FOCUS ON QUALITY

- **Broad understanding of quality:** quality education must be understood – and incorporated into policy – in terms of its definition as education geared towards the full development of the human personality.
- **Investment in quality as well as access:** states must ensure sufficient investment in the key inputs without which quality education cannot be achieved.
- **Recognition that quality depends on teachers:** states must ensure sufficient teachers; who are professional, well-trained and qualified; working in decent conditions; and who are recruited and deployed with a view to equity and diversity.
- **Quality curricula and teaching and learning materials:** this includes curricula that are responsive and relevant.
- **Appropriate assessment:** school systems must encompass effective and appropriate assessment, that is, assessment that supports teaching interventions and learning; is responsive to diverse needs; encompasses the full breadth of the education curriculum; and avoids 'high-stakes' testing whereby education funding (or teacher salaries) are dependent on test scores.
- **Safe, secure and inclusive learning environments:** states have a responsibility to ensure learning environments meet the needs of all learners, and are safe, secure and free from attack.

LESSON 4: SYSTEMATIC PROMOTION OF EQUITY AND INCLUSION

- **Investment in removing barriers and promoting equity:** governments must invest in targeted interventions to redress disadvantage and promote inclusion.
- **Systemic solutions:** promoting equity should be embedded in education systems including planning, monitoring, data, and awareness-raising.

- **Value and support diversity:** governments should ensure that cultural and other diversity is respected and supported in legislation, policy, curriculum development, school practices and culture, language of instruction, teaching and learning materials, and teacher training.
- **Addressing broader inequalities that impact on education:** Ministries of Education should coordinate with agencies outside the education system to address broader issues such as poverty, racism, child labour or early marriage.

LESSON 5: MEANINGFUL CITIZEN PARTICIPATION

- **Recognition of civil society:** governments must recognise the crucial role of civil society in representing citizen needs, ensuring accountability, and raising the profile of education.
- **Space for civil society:** authorities should accordingly ensure that civil society has space to participate meaningfully, both in debates but also in decision-making forums. Such space should be guaranteed through legislation and formal agreements.



Young girl participates in pre-school: Esteli, Nicaragua.
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- **Refrain from restrictions on civil society:** governments should not take steps to restrict the legitimate and democratic efforts of civil society through, for example, restrictions on funding, on the right to protest, on freedom of information, or through criminalisation and repression.
- **Civil society's own organisation:** civil society should make efforts to ensure that it is effective and representative by uniting under a common platform; bringing together and listening to all education stakeholders, including young people; working across local, district and national levels; and expanding broad civil society capacity to engage.

The post-2015 framework for education, as set out in the Sustainable Development Goals and the Framework for Action, builds – as it should – on the already ambitious Education For All framework and MDGs. The Global Campaign for Education welcomes this ambition – and calls on States, the international community and all education actors to take the steps necessary to turn this ambition into a concrete reality that will finally see every individual in the world realise their basic human right to education.

Endnotes

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About the Global Campaign for Education

The Global Campaign for Education is a civil society coalition that calls on governments to deliver the right of everyone to a free, quality, public education. Operating in over 90 countries and dozens more across our regional and international networks, GCE members include grassroots organisations, teachers' unions, child rights groups and international NGOs.

GCE members & coalitions (by region/classification)

Italics denote coalitions supported by GCE through the Civil Society Education Fund, but which are not yet GCE Members.

Africa

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'Education Pour Tous (BAFASHEBIGE); **Cameroon:** Cameroun Education For All Network (CEFAN); **Cape Verde:** *Rede Nacional da Campanha de Educação Para Todos (RNCEPT) Cap Vert*; **Côte D'Ivoire:** Réseau Ivoirien pour Education Pour Tous (RIP-EPT); Democratic Republic of **Congo:** Coordination Nationale Pour l'Education 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'Education Pour Tous Guiné-Bissau (RECEPT/GB); **Kenya:** Elimu Yetu Coalition; **Lesotho:** Campaign for Education Forum (CEF); **Madagascar:** *Coalition Nationale Malgache Pour l'Education Pour Tous*; **Malawi:** Civil Society Education Coalition (CSEC); **Mali:** Coalition des Organisations de la Société Civile pour l'Education Pour Tous (COSC-

EPT); **Mauritania:** Coalition des Organisations Mauritanienes pour l'Education (COMEDUC); **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); **Rwanda:** *Rwanda Education For All Coalition (REFAC)*; **Senegal:** Coordination des ONG et Syndicats pour la Défense d'une Education Publique de Qualité (COSYDEP); **Sierra Leone:** Education For All Sierra Leone (EFASL); **Somalia:** Education For All Somalia (EFASOM); **Somaliland:** Somaliland Network for EFA (SOLNEFA); **Sudan:** Sudanese Coalition For Education For All (SCEFA); **Swaziland:** Swaziland Network Campaign for Education For All (SWANCEFA); **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); **Myanmar:** *National Network for Education Reform*; **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:** Campaña Boliviana por el Derecho a la Educación (CBDE); **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; **Dominican Republic:** *Foro Socioeducativo República Dominicana*; **Ecuador:** Contrato Social Por la Educación Ecuador; **Guatemala:** Colectivo de Educación para Todas y Todos; **Haiti:** Regroupement Education pour Toutes/Tous (REPT); **Honduras:** *Foro Dakar Honduras*; **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: Albanian Coalition for Child Education (ACCE); **Armenia:** Armenian Constitutional Right-Protective Centre; **Denmark:** The Danish NGO Education Network; **France:** Solidarité Laïque; **Georgia:** Georgian Coalition For Education For All; **Germany:** Globale Bildungskampagne (GCE Germany); **Ireland:** GCE Ireland; **Italy:** Coalizione Italiana delle Campagna Globale per l'Educazione (CGE); **Moldova:** *Work Group of Education For All*; **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); Forum for African Women Educationalists (FAWE); Fe y Alegria; Fundacion Ayuda en Accion; Red de Educación Popular Entre Mujeres de América Latina y el Caribe (REPEM)

International

ActionAid International; CBM; Education International; Global March Against Child Labour; IBIS; International Council for Education of People with Visual Impairment (ICEVI); International Day of the African Child and Youth (IDAY); Light for the World; Oxfam International; Plan International; RESULTS; Save the Children; SightSavers International; VSO International



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