

**VOTE
FOR
EDUCATION
THE RIGHT
TO EDUCATION
2000–2030
A 2015
CAMPAIGN
TOOLKIT**

This toolkit was produced by the

GLOBAL CAMPAIGN FOR EDUCATION

in collaboration with **EDUCATION INTERNATIONAL (EI)** and the
INTERNATIONAL COUNCIL FOR ADULT EDUCATION (ICAE)

The year 2015 presents education activists with a crucial opportunity to demand the realisation of the right to education for all, and to set the direction of education for another generation. In 2000, the world's leaders made a series of promises intended to guarantee education for all by 2015, including commitments to get every child in school, and to improve adult literacy by 50 percent. As we reach the deadline, it is clear that significant progress has been made, and yet these promises will not be met. As education activists, we have an urgent duty to uncover lessons about what has and what has not worked, to hold politicians accountable for both progress and failings, and to demand that these promises are honoured.

At the same time, 2015 offers us a chance to look to the future. This year, the world will agree new frameworks – for education and for sustainable development more broadly – that will help set the tone and the focus for government policy and action from now until 2030. As governments prepare to make this new set of promises, it is critical that civil society has a say in what is being promised, ensuring that these commitments respond to the rights, the needs and the priorities of citizens.

For these reasons, GCE members and allies will be campaigning throughout 2015 – during Global Action Week, but also throughout the whole year – on the right to education 2000–2030. We will be demanding that governments take responsibility for the unfulfilled promises of 2000 to 2015 and that they commit to ambitious new promises to make the right to education a reality from 2015 to 2030. This year provides us with a unique opportunity to make a difference for decades to come, and we are committed to making the most of it.

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This toolkit includes hyperlinks to other relevant resources throughout; if you are reading a printed version, you can also find the links at www.campaignforeducation.org/post2015

The Vote for Education webpages can be found at <http://actionweek.campaignforeducation.org>

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GLOBAL CAMPAIGN FOR
EDUCATION
www.campaignforeducation.org

 Education International
Internationale de l'Éducation
Internacional de la Educación



CAMPAIGN AND POLICY BACKGROUND

At the World Education Forum in 2000 in Dakar, Senegal, 164 governments committed to the [Dakar Framework for Action](#) in which they pledged to meet six Education For All (EFA) goals by 2015:

- Expand early childhood care and education
- Provide free and compulsory primary education for all
- Promote learning and life skills for young people and adults
- Increase adult literacy by 50%
- Achieve gender parity by 2005 and gender equality by 2015
- Improve the quality of education

Later the same year, in September 2000, world leaders adopted the United Nations Millennium Declaration, committing to a new global partnership to reduce extreme poverty. Again, by 2015, the world was to achieve eight [Millennium Development Goals](#) (MDGs), of which two include education:

[Goal 2: Achieve universal primary education](#): ensure that by 2015, children everywhere, girls and boys alike, will be able to complete a full course of good quality primary schooling.

[Goal 3: Promote gender equality and empower women](#): eliminate gender disparity in primary and secondary education, preferably by 2005, and at all levels of education no later than 2015.

Where are we now?

Despite considerable progress, there is clear [evidence](#) that **none** of these goals will be reached by 2015. In fact, if recent trends continue, the poorest girls will not have access to universal primary education before 2086. Globally, over 57 million children of primary school age (53% of them girls) and 69 million adolescents are still out of school, while 781 million adults, two-thirds of them women, remain unable to read or write. EFA and the MDGs thus remain unfinished business. The GCE movement has been constantly pushing governments to do more – and better – on meeting these promises. The 2015 deadline gives particular urgency to this call, and GCE is committed to advocating that governments meet their commitments to their citizens.

Moreover, GCE consultations with members on current and future education goals have highlighted that the current frameworks do not fully address the challenges of realising the right to education. GCE members have criticised the MDG education goals in particular as narrowing the EFA agenda to just two goals – access to primary education and gender equity in enrolment – and excluding many of the essential inputs for good quality education for all. For the future, the GCE movement is calling for a broad and rights-based framework that does not repeat the past mistakes of too narrow a focus. This means going beyond narrow targets such as enrolment and measurable learning outcomes, ensuring inclusion of crucial inputs such as well-trained, professional teachers, and embracing an understanding of the purpose of education that is in line with global human rights agreements including the Universal Declaration of Human Rights.

What are the proposals for the future?

With both the EFA and MDG frameworks coming to an end in 2015, there has been considerable global discussion of future frameworks.

In terms of a broad agenda to follow the MDGs, a consensus has emerged on the need to integrate poverty eradication and the overcoming of inequalities with sustainable development. The proposed new framework is being called the **'Sustainable Development Goals'** (SDGs). Whereas the MDGs applied largely to the developing world, with only a weak goal on donor assistance and engagement, this new agenda for social, environmental and economic transformation is intended to be universal, with the same priorities applying to all countries in the world. The process is led and coordinated by the [United Nations \(UN\)](#) and the new agenda will ultimately be decided upon by the UN member states at the **Sustainable Development Summit** in New York from 25–27 September 2015.

A group of 70 governments that was formed after 2012's Rio+20 Conference on Sustainable Development – the [Open Working Group on Sustainable Development Goals](#) (OWG) – emerged as a central player in the process. In July 2014, the OWG agreed on a [proposal of 17 goals and 169 targets](#). Of these, goal 4 is to **"Ensure inclusive and equitable quality education and provide lifelong learning opportunities for all"**, and it includes seven targets, with a further three on implementing the goal. This proposal is the main basis for the intergovernmental negotiations in preparation for the Sustainable Development Summit that are taking place in New York, and will lead to the final adoption of the SDGs.

A separate process on financing for sustainable development, led by the [Intergovernmental Committee of Experts on Sustainable Development Financing](#), is building towards a conference in Addis Ababa in July 2015. This is expected to look into possible sources of funding for the implementation of the SDGs, without heavy emphasis on financing specific goals such as education.

In contrast to the broader MDGs, the Education For All (EFA) Framework included more detailed education goals, a participatory governance structure, and a monitoring mechanism (the EFA Global Monitoring Report, GMR). Civil society has built a strong voice in EFA structures, and values the breadth of its goals. For these reasons, GCE, Education International (EI), International Council for Adult Education (ICAE) and other allies fought to ensure that the EFA framework was renewed and revitalised for the post-2015 period. After some debate, the General Conference of UNESCO

(the lead agency for EFA) resolved that 2015 negotiations will produce a new, post-2015 **Framework for Action on Education**. Early consultations yielded a proposed goal – 'Equitable, Quality Education and Lifelong Learning for All' – and the Global Education Meeting in May 2014 produced a draft text, known as the Muscat Agreement. This text has been further discussed at regional consultations in 2014–2015, which have, overall, pushed ambition higher.

At the same time, there is a clear desire not to have two competing or divergent frameworks (as was to some extent the case with the EFA Framework and the MDGs) but rather to have consistent goals, targets and indicators in both the education goal of the Sustainable Development Goals and in the post-2015 Framework for Action on Education. A World Declaration will be adopted at the **World Education Forum** in Incheon, Republic of Korea from 19–22 May 2015: this will be in line with the draft SDG proposals on education, will set out some key elements of a proposed Framework For Action to implement the education goal within the SDGs, and will also serve as the education community's final consensus input into the SDG process. The final goals, targets and overall development agenda will be adopted at the Sustainable Development Summit in New York in September 2015. The UNESCO General Conference will then approve a final post-2015 Framework For Action on Education at its meeting in November 2015, taking into account the final decisions made in New York. The Framework For Action will thus include the education goals and targets from the Sustainable Development Goals, but will also include more detail on the architecture to govern, implement and monitor these goals and targets.

Why is it important to mobilise to influence the post-2015 education goals?

It is important to influence development of the post-2015 Framework for Action on Education because it will:

- Outline the specific education goal, targets and indicators that form the direction for the education community worldwide for the coming 15 years.
- Determine the international architecture – starting from the current structures of the Education for All Steering Committee, the CCNGO and the GMR – that will drive, monitor and evaluate progress on education globally.

It is important to influence development of the post-2015 Sustainable Development Goals because:

- As with the MDGs, they are likely to receive significant attention from governments, media and broader populations, having an important influence on national and global priorities, programmes and financing.
- It positions education as a priority in a broader context of development, rights and social, economic and environmental transformation.

Do the draft post-2015 promises reflect civil society priorities?

GCE, EI, ICAE and other civil society allies – including GCE members at national level – have been intensively lobbying on post-2015 agenda, and official draft proposals reflect this. GCE is campaigning to ensure that the post-2015 goals are as close as possible to the positions and priorities that the GCE membership adopted through a consultative process in 2012 to 2013. See Section 2 for the list of agreed GCE policy priorities for post-2015.

As this is an ongoing negotiation, the proposals are changing fairly rapidly. For this reason, GCE is producing short updates on latest policy priorities to accompany this toolkit, which will be updated at least every couple of months, and added to our website at www.campaignforeducation/post2015.

As of early 2015, some areas where draft texts on education post-2015 show clearly the impact of civil society campaigning, and where civil society needs to hold onto gains, are in targets on free and compulsory education, equity, and a broad curriculum. Areas where a stronger push is needed are on teachers (at least in the SDGs draft), early childhood education, public education, and adult literacy.

What is there beyond the goals?

There are also crucial elements beyond the goals and targets that must not be forgotten: the indicators to track implementation of post-2015 goals and targets, the means of implementation, and the mechanisms for monitoring and accountability. The discussion on indicators is underway, and is likely to continue into 2016, even after the goal and targets are finalised. While it may seem technical, this is one of the most important and political processes: what gets measured is what will be implemented, particularly at national level. Moreover, there are important questions about which national indicators should accompany global indicators. See policy updates and the GCE website for more detail.

Moreover, once the global post-2015 framework is completed, civil society has to be ready to engage with their governments regarding the specific financing, policy and delivery actions that are necessary to make achievement of these goals a reality in their country.

Where do we go from here?

The content of the proposals so far shows that our campaigning has had impact; but there is a long way to go, and we must ensure that there are no drawbacks as we move into final negotiations! National governments decide on the new framework, which means that civil society has a crucial role to play in establishing their influence and making citizens' voices heard at national level. This year is our chance both to hold governments to account for progress over the last 15 years, and to secure crucial commitments that will frame education policy for the next 15 years: let us ensure that we do all that is possible to make sure everyone in the world finally realises their right to education.



**GCE is demanding free,
universal, equitable,
quality education and
lifelong learning for all.**

CAMPAIGN AIM AND OBJECTIVES

The overall aim of GCE campaigning on these issues in 2015 – and in particular, of Global Action Week 2015 – is to use the opportunities offered by 2015 to ensure that governments:

- Individually commit to and take policy and financing action to meet the unfulfilled promises of 2000: the EFA goals and education MDGs;
- Collectively commit to a post-2015 framework and architecture that will bring the world closer to realising the right to education by 2030; and
- Recognise the role of civil society in delivering EFA since 2000 and commit to ensuring citizen participation in developing and monitoring the post-2015 framework.

The specific objectives that GCE has established in order to reach this aim are based on extensive consultation with the membership:

1. Governments uphold existing EFA and MDG promises:

- By the end of 2015, individual governments make specific commitments on financing and policy (in line with national demands) that seek to fill some of the gaps left in the unfinished EFA and MDG agendas.

2. Governments make ambitious and rights-based promises on education for the future:

- UNESCO Member States gathered at the World Education Conference in the Republic of Korea in May 2015 agree to adopt a revitalised and strengthened Education for All framework for the 2015–2030 period.
- Member states gathered at the UN General Assembly in New York in September 2015 adopt a set of post-2015 Sustainable Development Goals which include a standalone goal on education.
- The post-2015 education goal and targets are broad and rights-based, including the key GCE policy asks:
 - Free, universal, quality education for every child throughout primary and secondary levels
 - Free, universal access to early childhood care and education
 - Every learner having a professional, well-trained, qualified and motivated teacher
 - Education that is equitable and inclusive, eradicating gaps in access or achievement based on poverty, gender, disability, ethnicity, language or any other source of discrimination
 - Universal youth and adult literacy
 - All youth and adults have access to skills for life and decent work through TVET, formal and non-formal education and training
 - Safe, secure and inclusive learning environments for all
 - Full, broad curricula that enable the development of the individual, including human rights education and education for global citizenship and sustainable development
- Indicators for post-2015 education goals and targets are aligned to a broad and rights-based conception of education, do not narrow the scope of the goals and targets, and contribute to the achievement of the education goals in full.

3. Governments commit to citizen participation, and put in place the other structures and financing needed to deliver their promises

- The implementation architecture includes clear commitments to and structures for citizen participation in monitoring and evaluation of progress towards the 2030 goals, consistent with GCE demands.
- The post-2015 EFA framework includes a participatory governance structure building on the EFA Steering Committee, and reinforced monitoring mechanisms building on the EFA Global Monitoring Report.
- The framework is accompanied by financing commitments. The EFA framework includes commitments to spend at least 20% of national budgets, and the equivalent of at least 6% of GDP, on education and at least half of this on basic education, and 10% of Official Development Assistance (ODA) on basic education.
- Member states begin planning for implementation of the framework – including mechanisms of tracking progress (especially in terms of impact on marginalised groups), making concrete and equitable financing allocations, and putting in place other essential elements for achieving the goals set out.



The EFA framework must include commitments to spend at least 20% of national budgets and 6% of GDP on education (at least half of this on basic education). 10% of Official Development Assistance (ODA) must be spent on basic education.

KEY MESSAGES ON THE RIGHT TO EDUCATION 2000–2030

As the post-2015 framework will (or should) cover education in its full breadth, GCE’s core message for 2015 campaigning – that governments should VOTE FOR EDUCATION, both in their internal processes to deliver on the commitments of 2000 and in the context of deciding post-2015 frameworks – is complemented by a number of more detailed messages, that members may choose to focus on at any given time.

Vote for public education

- Education is a human right, a public good and a state responsibility.
- Education must be at the core of any development framework to ensure the flourishing of human potential.
- Education is an essential catalyst for the achievement of all other global development goals.
- Education is a responsibility of the state: there must be free and public education accessible to all.

Vote for equitable education; vote for inclusive education

- The right to education can only be achieved where it is not undermined by discrimination and inequality.
- Equity in education is central to achieving all education goals and targets.
- Unequal educational access and outcomes both reflect and reinforce deeper inequalities in society.
- The past 15 years have shown that governments must specifically address these inequities in order to ensure equal educational quality and access.
- Education systems must be inclusive, and implementation plans must include concrete efforts to close gaps in education for marginalised groups including women and girls, people with disabilities, minority language groups, and nomadic communities.

Vote for quality education

- Quality education requires quality inputs, particularly teachers.
- Quality education provides people with the knowledge, skills, attitudes and creativity needed to solve problems locally and globally, and actively contributes to the sustainable and democratic development of societies.
- A global development agenda for education must place teachers at the centre of efforts to achieve quality by prioritising teacher education and ongoing professional development, reducing class size, supplying teaching and learning resources, improving salaries and general conditions of service and offering incentives.
- It is crucial to ensure that all children learn to read, write and do mathematics, but a focus on this must not result in narrow policy decisions that prioritise restricted goals for education.
- Quality education cannot be defined solely in terms of test-scores, nor will it be achieved by focusing on test scores to the exclusion of other key elements of the educational process.

- A good education includes “learning to know, to do, to live together and to be”; this includes education for broader social well-being and intellectual growth.
- A focus on quality should not become a focus on standardized outcomes that erase difference. Quality educational systems value the uniqueness of different cultures, contexts and foster diverse abilities of students.

Vote for lifelong education

- States must promote participation in education at all levels.
- The right to education begins at birth and ensuring participation of all young people in early childhood, primary and secondary education must be a fundamental goal.
- Improving access and pathways to and availability of quality higher education, vocational education and training, adult literacy and adult education is essential.

Vote for investment in education

- Education must receive sufficient and sustainable financing.
- Equitable access to education should be financed as a public good.
- Education financing and allocation of this financing must be sufficient, progressive and pro-poor.
- Governments must allocate at least 20% of their budgets, equivalent to 6% of GDP, to education, and partners should allocate at least 10% of Official Development Assistance to basic education.
- Education spending needs to be equitable and prioritise education of marginalised communities.

Vote for transparency in education

- Civil society is crucial to bring citizen voices into the selection and monitoring of education goals.
- Civil society has played a huge part in helping to achieve progress on Education For All goals, including by focusing government attention on neglected issues.
- Civil society participation is crucial to ensure that future education goals and frameworks are relevant, responsive, legitimate and effective.

Citizens vote for education

- Education is the top priority of citizens around the world.
- Education has consistently been rated the most important issue in the United Nations’ My World 2015 Survey, in which 7 million people worldwide have taken part. Across all age groups, in all regions of the world and in all country groupings, when asked “Which are the most important issues for you and your family?”, the most common answer is “a good education”.
- In the court of public opinion, education is the most important issue for the post-2015 agenda – it is time to ensure that governments also place sufficient priority on the right to education for all.

PREPARING YOUR CAMPAIGN

Find out about existing EFA assessments of your country: UNESCO has been working with governments, trying to ensure that every country produces an official review of EFA. By December 2014, 75 countries had completed national EFA reviews or reports, with countries in Asia and the Pacific, Latin America and Europe particularly active.

Final [reviews](#), as well as review [guidelines](#), can be found on UNESCO's website. UNESCO is currently encouraging governments in Africa to make a final effort to carry out assessments – you can contact regional or sub-regional [UNESCO offices](#) to find out if plans are underway in your country. There may also have been “shadow” or “alternative” reports produced by teacher unions, academics or other organisations. Lastly, global reports (such as the EFA Global Monitoring Report) may include detailed information about your country.

Research your government's post-2015 position: many of the discussions on post-2015 happen outside the country – in New York, or at regional or international meetings. But you can still find out what your representatives are saying: video recordings of country representatives' speeches can be found on UN websites, and some countries also have dedicated websites for their missions in New York. You can also read reports from civil society groups like Beyond 2015 on the SDG process, or investigate the UNESCO website on the post-EFA process. You can also ask contact the GCE International, GCE Regional Coalition and EI Secretariats, whose representatives attend many of the international meetings.

Define your allies: most GCE coalitions already include learners, parents, teachers' organisations, disabled peoples' organisations, associations from different regions or identity groups – make sure you are reaching out to all these groups, and particularly to organised groups like teacher unions. You may also want

to reach out to civil society organisations or networks working on other elements of the post-2015 agenda to discover the scope for joint work on cross-cutting issues such as financing, equity or governance. See section 10 or contact the GCE Secretariat for advice on linking to other players.

Finalise your national civil society post-2015 position: GCE's global consensus position on post-2015 goals is based on extensive and lengthy consultation with the GCE membership, but you may want to tailor your demands to your specific national context. Through formal and informal consultations with all relevant stakeholders (see above) you can develop a shared platform and speak with a single voice.

Think about targets, opportunities and actions: the following sections include advice and pointers on targets, potential actions for advocacy and campaigning, and a timeline highlighting the key moments that provide opportunities for action. Think about using all of these in formulating your campaign plan.

Think about materials: most GCE members produce their own campaign materials, including for Global Action Week. The global materials available this year include the GCE consensus position, the policy briefings and updates on the website, and of course the GAW campaign identity. See the resources in section 11, and let the GCE Secretariat know if you have ideas or requests for other materials.

SHARE YOUR PLANS! Please let GCE know your plans – even if they are still being developed – ahead of Global Action Week. It is only by knowing what you are planning that we can link you up effectively with other coalitions, promote and publicise your campaign demands, and monitor our global progress.

CAMPAIGN TARGETS



National targets

The essential targets for your advocacy and campaigns on EFA accountability will be the parts of government that you most need to move – or can move – to action: the Presidency, for example, or the Education Ministry or Finance Ministry. Parliaments can be useful targets or allies. Your own power analysis will tell you where to focus your attention.

For advocacy on the post-2015 agenda, you may need to go beyond your usual targets. The Education Ministry is crucial for both the SDG and EFA framework, but especially for EFA. The Foreign or External Affairs Ministry is likely to be leading on the SDG negotiations – and may know little or nothing about education; in the global north, they are likely to be joined by the development or international cooperation ministry or agency. The representatives to the relevant inter-governmental bodies will be crucial: for the SDGs, you will need to target your government's [permanent representative to the UN](#), who may or may not be fully briefed by national governments at home – given the range of issues covered by the SDGs, it's likely that they won't be fully on top of all details. For the EFA process, you need to contact your [government's permanent representative to UNESCO](#): this person may have more knowledge, as this is a specialised agency, but still may not be fully briefed. It is also vital to identify specific individuals working on post-2015 within the targeted government ministries, including technical people who may be advising on global indicators, or working on national indicators.



Regional targets

It is also worth understanding how your country's position feeds into – and is influenced by – regional groupings, especially as countries frequently vote as blocs. Some of the key regional groupings (whose positions can be found on their websites) are: [G77](#) (currently headed by Bolivia); the [African Union](#); [CARICOM](#); the [Commonwealth](#) Ministers' group; the [European Union](#); the [Small Island Development States](#); [ASEAN](#). Of these, a number emphasise education, and the G77 has been particularly active. Regional post-2015 discussions hosted by UNESCO have also produced ambitious proposals. See the GCE website for up-to-date details.



Global targets

GCE and allies including EI and ICAE will be focusing attention on some of the key global players, including the EFA Steering Committee – managed by UNESCO, and on which both GCE and EI sit; the Technical Advisory Group tasked with developing the indicators for measurement of the education framework for action, led by UNESCO Institute for Statistics; UNICEF; the UN Secretary General's office; and GPE. See updates on the GCE website for more on these global targets.

IDEAS FOR ACTION: ACCOUNTABILITY FOR PROMISES OF 2000

Over the last few years, many GCE members have been reviewing progress on EFA, identifying lessons, pointing out gaps, and demanding action. This year offers crucial opportunities to draw attention to gaps and needs. Consultation with GCE members so far points to the following key opportunities for civil society action:

- **Encourage your government to conduct and/or finalise EFA reviews:** see the UNESCO website for final [reviews](#), as well as review [guidelines](#). The process should be participatory, and reviews should take stock of your country's performance on EFA; UNESCO has produced templates for summary reports that can be completed in a shorter timeframe. UNESCO is particularly trying to support EFA [review processes](#) and [consultations](#) in Africa. Coalitions can contact regional or sub-regional [UNESCO offices](#) for more information and advice.
- **Provide civil society input to government EFA reviews:** In some cases there may still be a chance to engage with official review processes and input with research and evidence, to ensure the reports reflect reality, and highlight both gaps where more efforts are needed and good practice to be taken forward to the next education development agenda.
- **Offer a civil society reaction to official EFA reviews:** once reviews are completed, coalitions can use the official reports (see the [UNESCO](#) website) as a starting point for debate and reaction. As civil society, you can hold your own hearing to debate and assess the review, and could present your own reactions to it to the government, through the media or directly to the public. This can be a crucial way to highlight and demand action on shortcomings.
- **Produce an independent CSO review or report:** as civil society, you might also produce your own independent assessments of EFA in order to hold your government accountable. This need not be a full EFA 'shadow report'; it could for example focus on one or selected goals, or aspects of goals. In doing this, coalitions can draw on their own or members' existing research, or could take advantage of reviews or research carried out by academics or other actors, such as the Global Monitoring Report.
- **Conduct civil society EFA 'hearings':** the EFA accountability moment offered by 2015 can be a powerful opportunity to hear from ordinary citizens about whether the promises made in 2000 have become a reality in their lives. Coalitions could organise a big national event to hear citizen testimony, and/or make this a community-based activity, with separate events happening all over the country, and the information centrally collected for use in lobbying and/or media work.
- **Use EFA accountability as a core message throughout the year:** whatever else you are working on, you can constantly remind governments and officials of the relevant promises made in 2000, and the urgency of the deadline, as part of your other work.

- **Gather signatories for the #UpForSchool petition** (led by *A World At School*), accompanied by your own national demands if you choose, as part of your campaign activities. GCE supporters can sign up via a dedicated page on the #UpForSchool website. See section 10 for more details.

In pursuing any of these actions, coalitions may want to think about the following strategies, based on good practice and lessons learned by GCE members so far:

- 1. Use assessments to draw attention to your priority issues:** while EFA is a broad agenda, civil society may choose to explore or highlight specific elements which align with their priorities or national context – for instance, just focusing on EFA goal 4 (adult literacy) or goal 5 (gender equality), or selecting a particular angle, such as equity, on EFA progress.
- 2. Highlight the crucial role of civil society:** there is a major opportunity to use EFA review processes to document and demonstrate the role of civil society, and its impact in creating a culture of accountability, supporting citizen engagement and ultimately furthering progress on EFA – including through Global Action Week over the years! Alternatively, it may be important to document civil society exclusion, in contrast with Dakar commitments.

- 3. Draw lessons from EFA implementation for post-2015 agendas:** the experience of implementing the EFA framework is crucial for understanding the best direction for post-2015 agenda. Coalitions can use their assessments of EFA progress not only to demand immediate accountability and action, but also to inform future commitments and the structures for their implementation. GCE is working on a report that draws on member lessons about the key inputs necessary to turn goals into reality.

We are asking all coalitions to **share your findings globally and regionally**. GCE will be producing a global verdict report on EFA, to be launched for Global Action Week, which will draw extensively on national findings, positions and case studies. We will share more information on this, but please do share your inputs to help shape and inform this report.

IDEAS FOR ACTION: INFLUENCING POST-2015 AGREEMENTS

While there has certainly been considerable consultation and discussion about post-2015 frameworks – both the EFA successor framework, and the Sustainable Development Goals – it is in 2015 that final decisions will be made. In planning your advocacy action, it's important to think about the different elements of the post-2015 framework: the goals and targets, the indicators associated with them, the implementation structures, the policies and financing that need to be put in place to achieve these goals and the monitoring mechanisms.

Based on GCE member experience so far, you could consider taking the following advocacy actions:

- **Build public momentum around your position:** your position on post-2015 will have more power the better known it is. Think about using your existing channels – your network, community meetings, formal or community media, etc. – to build support behind your position. You may want to turn it into a pledge that politicians are invited to sign on to, a civil society manifesto, or a poster that people display.
- **Lobby the key players in your country:** Write a letter to representatives engaging with the post-2015 processes familiarising them with the position and requesting a meeting to discuss issues face-to-face. Since there are multiple ministries involved, separate meetings may be required with different stakeholders. Plan ahead of the meeting to make the most of it: you will want to share your own position and note in particular where this differs from the government's agreed position, or from the current international agreements. Such meetings are of course also a great opportunity to get information about the government's current thinking, and who is influencing them. Request follow-up meetings as needed until September. The post-2015 process is complex, and you are likely to need to maintain ongoing engagement to keep your information and your advocacy up-to-date. GCE has sample lobby letters on our website.
- **Lobby your Paris and New York representatives:** Don't confine your advocacy to your capital city: reach out to your country's delegates in New York and Paris. These representatives may not be well informed about discussions back home or about the inter-governmental process – particularly New York delegates, who may be dealing with many other issues. You can write to them, or even ask for a meeting if travel is possible. GCE has sample lobby letters on its website.
- **Link your advocacy to national, regional and international discussions and processes:** the processes surrounding key international discussions can offer crucial opportunities to engage with and lobby your representatives. In particular, you can plan your lobbying to fit with relevant discussions at the inter-governmental consultations on the SDGs, where governments are negotiating different elements of the SDGs in New York (see timetable in section 8). Where possible, you might want to attend key national and global events. The process is fluid, and new opportunities are likely to arise: use section 8 below, updates on the GCE website and GCE Members' Mails, and your own national and regional resources to plan and constantly update your timeline.

TIMELINE OF KEY MOMENTS

Focus	Date	What's happening?	
Setting the agenda, dialogue and planning	JAN	1–31 19–21 27–29	EFA 'TAG' consultation on indicators (online) Intergovernmental negotiations on SDGs, New York: stocktaking Arab Region EFA consultation, Sharm El Sheikh
	FEB	9 9–10 17–20 19–20 23–26 27–28	UN thematic debate on SDG means of implementation Africa EFA ministerial consultation, Kigali Intergovernmental negotiations on SDGs, New York: declaration Europe & North America post-2015 consultation, Paris GCE World Assembly CSEF Global Learning Event
Targeted engagement in negotiations	MAR	6 23–27	UN thematic debate on gender equality and women's empowerment Intergovernmental negotiations on SDGs, New York: SDG goal and targets
	APR	1 9–10 17–19 20–24 26 April–2 May	Final TAG indicators report released EFA Global Monitoring Report launch World Bank & IMF spring meetings, Washington DC Intergovernmental negotiations on SDGs, New York: means of implementation & financing GLOBAL ACTION WEEK
Finalising the EFA framework	MAY	18–19 18–22 19–22	NGO forum, Incheon, Korea Intergovernmental negotiations on SDGs, New York: follow up and review World Education Forum, Incheon, Korea
Financing, means of implementation and leveraging the Korea framework for advocacy in NY	JUN	22–25 22–26	Intergovernmental negotiations on SDGs, New York: outcome document 19th Conference of Commonwealth Education Ministers, Nassau, The Bahamas
	JUL	7 13–16 20–30	Education Financing meeting, Oslo Financing For Development conference, Addis Ababa Intergovernmental negotiations on SDGs, New York: outcome document
Finalising the SDGs	AUG		
	SEP	15–25 26–28	UN General Assembly, New York UN SDG summit
Planning for implementation and monitoring of new agendas	OCT/NOV/DEC		

Note on key events:

- **Global Action Week:** the key moment for action by the GCE movement – see the section below.
 - **World Education Forum:** Around 200 civil society participants are likely to be invited to the Forum itself; it will also be immediately preceded by an NGO Forum.
 - **UN SDG summit:** this is when the final SDG declaration will be approved.
- GCE will be present, and is working on an exhibition about Global Action Week.

USING GLOBAL ACTION WEEK

Global Action Week 2015 has the overall slogan ‘Vote For Education’ – with more detailed calls such as ‘Vote for Public Education’ and ‘Vote for Quality Education’ to complement this. GAW will be a high point for GCE activity on EFA accountability and post-2015 influencing. This pack outlines ways in which you can put pressure on your government throughout the year, particularly in the run-up to both the World Education Forum and the UN General Assembly. In this context, Global Action Week provides a well-timed opportunity to give your national demands high public profile. You will also be able to use news updates, social media and campaign photos from activities being run by GCE members all over the world, which will be circulated during Global Action Week, to emphasise to decision-makers that you are part of a global movement working to achieve the same goals and the realisation of the right to education for all.

Global Action Week campaign activity:

Education and me: stories from fifteen year old children around the world

Global Action Week starts exactly 15 years (to the day) after the opening of the Dakar World Education Forum on 26 April 2000. In light of this, it is proposed that every coalition marking Global Action Week identify – through their networks or through social media – a **child or children born on 26 April 2000**, who will be turning 15 at the start of Global Action Week. Through documenting and sharing their stories – of education, of exclusion from education, of child labour or early marriage, of the challenges of accessing school or quality education, of the increased opportunities they have compared to their parents, of the differences between these children – coalitions can vividly illustrate both the progress made on EFA, and the challenges still to be overcome.

These stories can be told on film, in writing, through pictures or in short quotes. GCE will publicise these stories online through the GCE website and its social network channels, as well as promoting these to allies to give as high a profile as possible to the real-life stories of children who have – or should have – received the benefits of the EFA Goals.

Campaign photos

We will be profiling national campaigns throughout Global Action Week, and any great photos you have of your activities will make a huge difference to the way in which we can promote your work. On the GCE website, we will be running a feed from our Flickr profile. You can post images directly to Flickr by emailing them to: dab12any@photos.flickr.com

Alternatively, you can send photos to Becka White, Communications Officer: becka@campaignforeducation.org

GCE on social media

The hashtags for Global Action Week 2015 will be:

Main hashtag: #vote4education
Supporting hashtag: #GAW2015

We will be adding a variety of social media tools for use during Global Action Week to the website in the coming weeks.

For now, please follow us on social media platforms, and share with us your own social media pages so that we can increase our online impact!

 **Facebook**

www.facebook.org/campaignforeducation

 **Twitter**

www.twitter.com/globaleducation
(@globaleducation)

 **YouTube**

www.youtube.com/campaignforeducation

Other potential Global Action Week activities

In terms of activity during the week, GCE members and allies are developing plans including:

- Meetings, forums and debates with relevant politicians and policy-makers to push for the GCE priorities in the post-2015 SDGs; and meetings with education ministries to lobby for Ministerial or other senior governmental representation during the World Education Conference in Korea in May 2015.
- Cultural or sporting events to attract public attention/raise public awareness
- Community events
- Public marches and rallies
- Petitions (see below on #UpForSchool)
- Media broadcasts or social media campaigns
- Reports and publications

Remember! Share your plans with GCE so that we can publicise them and build the global movement! You will shortly be able to do this at <http://actionweek.campaignforeducation.org>

POTENTIAL ALLIES AND CAMPAIGN PARTNERSHIPS

Given the broad relevance of the SDG framework, this year in particular will be an important year for alliances and campaign partnerships. Some possible key partners include:

- Influential **academics** in your country – some may sit on official national or international committees; academics could in particular be useful in working out your position on indicators for the relevant targets;
- **Civil society umbrella groups or networks** in your countries: some may be coordinating broad post-2015 positions.

There are also different international networks mobilising this year, which could help to boost national campaigns. While not all of them are education-focused, they may be very interested in cross-cutting issues such as a strong emphasis on equality in the framework, adequate financing for implementation, and ensuring spaces for civil society participation. Some of these networks may be more active than others in your country: you can do your own analysis to work out which alliances will most strengthen your campaign.

#UpForSchool: a petition led by A World At School, pushing leaders to keep their promise to ensure an education for every child by the end of 2015. It aims to be the biggest petition ever. You could gather signatories for this petition, accompanied by your own national demands if you choose, as part of your Global Action Week and ongoing campaign activities. You can direct people to the website, or request hard copies of petition packs. GCE supporters can sign up via a dedicated page on the #UpForSchool website: <https://www.upforschool.org/petitions/gce-is-upforschool>

action/2015: a platform for civil society campaigning on the post-2015 SDG framework. The platform is founded on a foundational agreement about justice, rights and equality, but beyond that doesn't hold detailed positions: rather, it encourages civil society organisations around the world to plan their own events, with their own goals, using the action/2015 identity to promote it. www.action2015.org.

Beyond 2015: a coalition of civil society organisations pushing for a strong and legitimate framework to succeed the MDGs. GCE played a lead role in formulating their original position on education. Beyond2015 plays a major role in coordinating civil society advocacy in the context of the SDG debates, and can be a good source of updates and news on SDG processes. www.beyond2015.org.

Remember also to brand your activity as part of the Global Campaign for Education!

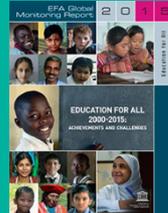
RESOURCES



[Equitable, inclusive and free: a collective vision for education post-2015](#) GCE's position on education post-2015, developed in full consultation with the GCE membership

This toolkit includes hyperlinks to other relevant resources throughout; if you are reading a printed version, you can also find the links at www.campaignforeducation.org/post2015

The Vote for Education webpages can be found at <http://actionweek.campaignforeducation.org>



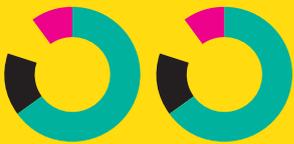
[Education For All Global Monitoring Report](#)

[Education International](#) information and resources on post-2015

[International Council for Adult Education \(ICAE\) post-2015 Advocacy Guide](#)

Also see www.campaignforeducation.org/post2015 for:

- Updates about and links to the SDG process
- Links to UNESCO documents on EFA reviews
- Links to useful allies



**VOTE FOR
EDUCATION**