

REPORT ON

THE PROCEEDINGS OF

THE GLOBAL CAMPAIGN FOR EDUCATION (GCE)

5th WORLD ASSEMBLY

23 – 26 February 2015

Johannesburg, South Africa

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1. Introduction

The Global Campaign for Education (GCE) is the world's largest civil society movement working to realise the right to quality education for all. The GCE's mission is to make sure that States act now to deliver the right of everyone to a free, quality public education. Members of the Global Campaign come from almost 100 countries, and include international and regional bodies as well as national coalitions.

The World Assembly is GCE's governing body, bringing members of the GCE movement together to reflect on achievements, share knowledge, discuss current and emerging issues in global education, engage in shared strategic planning and make governance decisions.

The 5th GCE World Assembly was convened at the St George Hotel and Conference Centre in Rietvlei Dam near Johannesburg, South Africa on 23-26 February, 2015. The focus of this four-day World Assembly was on progress and lessons learned from 2000 to 2015, and on the GCE's vision for education for 2015 to 2030.

The World Assembly opened with the Right to Education 2000-2030 Public Forum, attended by GCE members and other allies from around the world. With close to 200 participants, this was one of the largest international gatherings of activists in the education sector. (The list of participants is attached as *Appendix 1*.)

Immediately following the World Assembly, GCE hosted a two-day Global Learning Event, which brought together over fifty education coalitions supported by the Civil Society Education Fund (CSEF).

This report captures the discussions that took place during the World Assembly, including the decisions that were reached and the key debates and issues that emerged. (A separate report has been prepared on the proceedings of the CSEF Global Learning Event.)

2. Background

Both the Dakar Framework for Education For All (EFA), adopted at the World Education Forum in Dakar in April 2000, and the Millennium Development Goals (MDGs), agreed at the UN Millennium Summit in New York in 2000, come to an end this year. Replacements for both frameworks are currently under negotiation.

The replacement frameworks will lay the foundation for a new global education agenda and influence the discourse on education globally. As such, GCE considers it essential to participate in, and engage with, the negotiations regarding the replacement frameworks.

Against this backdrop, GCE is advocating for a global, political commitment to educational access, inclusion, quality and equity; and the willingness to create the conditions for success. GCE's position on education post-2015 is *Equitable, Inclusive and Free: a collective vision for quality education beyond 2015*. GCE accepts the declaration of the 2014 Global EFA Meeting in Oman (the Muscat Agreement) as the expert position on education for the post-2015 agenda.

3. The World Assembly Proceedings

The proceedings over the four-days of the GCE World Assembly included presentations by panel members, a key-note speaker, plenary discussions and break-away discussion groups. Translation

was provided for all plenary sessions in English, French, Spanish, Arabic and Portuguese. In addition, almost all break-away discussion groups were offered in English, French and Spanish, and as many as possible in Portuguese and Arabic.

A number of the GCE members had stalls set up in an exhibition space and participants were encouraged to tour the exhibits during tea-breaks, lunch times and evenings.

The World Assembly proceedings (including the process followed, the emerging issues and the decisions made) have been captured below – arranged according to the programme for each day.

3.1 Monday, 23 February – Public Forum on the Right to Education 2000-2030

3.1.1 Welcome and Opening of the Forum

Monique Fouilhoux, Chair of the GCE Board, welcomed participants to the forum and invited Reinaldo Sive to say a few words on behalf of the Africa Network Campaign on Education For All (ANCEFA).

Reinaldo Sive, Chairperson of ANCEFA, welcomed the participants and thanked them for coming to this important gathering. He noted that this meeting has been made possible by GCE, its partners and supporters – who are making great contributions to education. He further noted that there are many challenges that need to be discussed; and it's crucial that we work on strategies that will make the GCE network a useful and meaningful structure to fight for quality education for all. "Together we are going to be part of the solution...today, tomorrow, and into the future."

Monique Fouilhoux introduced the members of the opening panel:

- Kailash Satyarthi, Co-founder and former president of GCE, Nobel Laureate
- Kishore Singh, UN Special Rapporteur on the Right to Education
- Prof. Hubert Gijzen, UNESCO Regional Director, Southern Africa
- Camilla Croso, President of GCE

Kailash Satyarthi, Co-founder and former president of GCE and Nobel Laureate, shared that "I am here to share my happiness; and my anger...and I am here to celebrate; and to challenge." He highlighted the numerous accomplishments since 1999, when the Global Campaign for Education was conceptualised: the first meeting in Brussels where the movement for the right to education was launched; the formation of coalitions including teachers, unions and a wide-range of civil society stakeholders; shifts in the policy arena and ensuring that education has become part of the policy agenda; and ensuring access to education for many children. He also highlighted the challenges that remain: the millions of children who are still denied education, and that denying them this right is a form of violence; the dangers facing many children and schools, for example in Sudan, Nigeria and Mexico (where there have been kidnappings and attacks by terrorists); and the need to end discrimination in education, especially with regard to the girl child. He referred to GCE's target for countries to spend at least 6% of their GDP or 20% of their national budget on education, and noted that while there has been some progress, there is a lot more to do. He highlighted that if one single child is out of school, it is a challenge to our leadership. He appealed to the participants to overcome their differences and to work in a united manner towards ensuring the right to education for all.

(Via video message) Ban Ki-moon, UN Secretary General, greeted the participants at the 5th World Assembly of the GCE, and noted that he has made education a priority because he strongly believes that it unlocks potential and opportunity for individuals and countries. He indicated the crises – from Nigeria to Pakistan – related to terrorist attacks on school children. He also acknowledged that in many countries children are still not getting the education that will provide them with a positive

start in life, and emphasised that “nobody must be left behind.” He thanked the participants for their commitment to the shared vision for the right to education for all.

Kishore Singh, UN Special Rapporteur on the Right to Education, emphasised the right to education as a fundamental, inalienable right for every child. He noted that while it is the duty of the State to enforce this right, we are witnessing growing inequities – especially for poor children, who continue to be marginalised because they cannot afford education. He highlighted the issue of privatisation as a significant barrier to accessing education, noting that we are actually seeing a growing disinvestment in state resources for education rather than an increase. He appealed to the participants to combat the privatisation of education and the profit-making of schools. He further appealed to participants to work together to advocate for public education within the context of the principles of social justice and equity; and emphasised that these principles should be driving the post-2015 agenda and explicitly reflected in post-2015 activities.

(Via video message) Irina Bokova, UNESCO Director-General, emphasised that education is a fundamental human right and is at the heart of all human development. As such, education must also be at the heart of the development goals, post-2015. She indicated that while we take stock of the progress towards the EFA goals and MDGs, it is clear that great challenges remain: 120 million children, most of them girls, are still not able to access education; and discrimination based on gender, disability, rural location, etc. continue to prevent education for all. She noted three primary priorities for education – quality, relevance and inclusion – and emphasised that if we are not preparing our children through education, we will undermine our ability to achieve every other (development) goal. She thanked participants for their commitment, and hoped that their discussions will inform the World Education Forum (WEF) taking place in Korea in May.

Professor Hubert Gijzen, UNESCO Regional Director - Southern Africa, noted that this 5th World Assembly comes at a critical juncture: as we shape the new post-2015 development agenda. The post-2015 agenda must address the big challenges of our time – eradicating poverty, managing water and environmental resources, managing disease, fostering sustainable societies, etc. He emphasised that the eradication of poverty must be the priority for any development agenda, as extreme poverty is an impediment to human rights and a threat to peace. He further highlighted that education is the most powerful way to integrate all aspects of this (development) agenda, particularly as education is a means to end poverty. Research reflects that every \$1 spent on education yields \$10-\$15 in economic growth over a person’s lifetime in the form of higher earnings and wages. Therefore, on a planet under pressure, education is the best way to build resilient and adaptable societies. However, this education must encourage global citizenship – education for global solidarity. And solidarity starts with young minds. He shared a Malaysian proverb: to bend bamboo, start when it’s still a shoot.” Similarly, to craft future societies we must begin with schools. He encouraged participants to keep this proverb in mind as we continue to craft the post-2015 goal – ensuring inclusive, equitable and quality education, and life-long learning for all.

(Via video message) Julia Gillard, Chairperson of the Global Partnership for Education (GPE), thanked participants for their commitment to the right to education for all and wished them a successful and productive meeting.

Camilla Croso, President of GCE, noted that it is an honour to be here in South Africa: Nelson Mandela’s land; and a country that, 20 years after the fall of Apartheid, is still an inspiration to us. She acknowledged the collective efforts made by the GCE movement and its affiliates to the right to education, and human rights more broadly, in the various countries. She also highlighted that the movement has achieved the right to participate in decision-making processes at all levels – nationally, regionally and internationally. She emphasised that this is a crucial moment – leading up to the WEF in Korea in May – and that what we do here at the World Assembly must contribute to the post-2015 education agenda. In particular, she emphasised the need to ensure the visibility of our movement and that we move forward with clearly defined responsibilities.

3.1.2 Keynote address: Professor Mary Metcalfe, University of the Witwatersrand, Johannesburg

Professor Metcalfe's keynote address spoke to the current challenges and opportunities for advocacy in education.

Professor Metcalfe began by noting that, due to the history of South Africa, this country identifies strongly with the GCE framework: ensuring that governments are responsive, and ensuring that civil society serves as a vehicle for voices to be heard, particularly the voices of the marginalised. In South Africa, the right to education is core to our Bill of Rights, and our Constitution. (Internationally, this right is also readily accepted). However, despite having a political leadership that is committed to achieving this right, South Africa is still failing – particularly in terms of race and class. Despite our gains, the children of the working class and poor disproportionately fail and drop out of school.

Professor Metcalfe emphasised the need for new thinking in order to solve new problems; and suggested that an assembly such as this has the responsibility to refresh the discourse and re-politicise the conversation.

Within this context, Professor Metcalfe raised the following key points regarding the current challenges and opportunities for advocacy in education:

- We must be accountable to the people in whose name we work – the students, parents and teachers. This requires a lot of work, including political education, advocacy, etc.
- Teachers play a significant role in the national and local struggles to realize the right to education. Teachers are often in the “firing line,” rather than being seen as key constituencies in the campaigns on the ground.
- Rigorous research is required for policy debates. Compelling arguments must have the integrity of firm and solid data/research.
- Expertise, however useful, is impotent if it remains an elite activity and is not organic in its governance and power base. Local and organic voices must shape the debate.
- Public interest litigation can be an important vehicle for advancing education rights. However, it cannot be a substitute for mass public mobilisation. Moreover, litigation on its own cannot correct/fix the failures that arise from lack of capacity (rather than public and political will). As such, it is important to work with and through relevant structures and processes.
- Education movements have to be part of broader movements for human rights. It is impossible to have equity without the discussion about education as a public good. Too often the struggle for education rights has been de-politicised; and reduced to something that will not disrupt the status quo, or challenge the existing power constructs/structures.
- Activists should not allow their work locally/nationally to be consumed by the international fora. Emerging local leadership gets gobbled up by the global fora (the brain drain of African women in particular). Global change must be drawn from the lessons that are learnt on the ground from activism.
- We need to be able to fund our activities ourselves – and not rely on external donors. Individual donor subscription is critical to legitimacy and credibility; and only when there is legitimacy and credibility can advocacy be effective and take hold.
- As important as the MDGs are, they cannot be the sum total of our focus as activists and as civil society.

In response to Professor Metcalfe's keynote address, participants asked several questions. These questions, along with Professor Metcalfe's responses are noted below.

Should we be more explicitly tying the rights of women and the girl child to the pursuit for the right to education?

The rights of women and the girl child are undeniably linked to the right to education; I agree that in an advocacy strategy they can and should be tied together.

How can we deal with the challenges of privatisation in the education sector?

Across the world there is an increasing movement to supplant the responsibilities of States, and make things private matters. Perhaps GCE could play an important role in looking at the data/research and clearly articulating how the privatisation and commercialisation of education is actually an obstacle to achieving the right to quality, accessible and inclusive education.

What specific skills do civil society organisations need in order to pursue public interest litigation?

Public interest litigation requires understanding what is required to win in the courts. It requires a legal strategy and skills from within the legal sector: an understanding of the legal system and how the law works; an understanding of the way legal documents are put together; researchers who understand the kind of data that courts require; and activists on the ground who can continue to put pressure on the courts, the State, etc. In South Africa, we have an enforceable Bill of Rights. However, in terms of the violence happening in schools, in Nigeria for instance, this (public interest litigation) probably wouldn't work. You would need a system where the rule of law is adhered to and abided by.

3.1.3 Panel Discussion: 2000 to 2015 – Lessons from the last 15 years of EFA and the MDGs

The moderator, Helle Gudmandsen from the Danish NGO Education Network, introduced the session and noted that the focus is on what we have learned about how to realise the right to education: what has worked and what has not? The members of the panel included:

- Dr Aaron Benavot, Director of the EFA Global Monitoring Report
- Rasheda Choudhury, Executive Director of CAMPE, Bangladesh
- Madeleine Zuñiga, Coordinator of Campaña Peruana por el Derecho a la Educación (CPDE, Peru)
- Siyat Gaye, Coordinator, EFA Net Gambia

Dr Aaron Benavot, Director of the EFA Global Monitoring Report

Despite enormous efforts by civil society, governments and donors, none of the 6 EFA goals will have been achieved this year. But, perhaps the question we should be asking is: How has the landscape changed as a result of Dakar and the efforts that have been initiated since Dakar?

GOAL 1 – Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children: In terms of care, since 2000, there has been a decline in stunting, malnutrition and early childhood deaths. And in terms of education, there has been an increase in pre-primary school access rates. There is little evidence however to show that this increase in access has reached the poorest and most marginalised.

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: In terms of access, 40 million more children are now enrolled in school (since Dakar). However, 57 million children of primary school age are still not enrolled in school. Moreover, since 2009/2010 the progress has stalled; and the number of children in school has

remained the same. For about 50% of the children out-of-school (about 25 million), it is unlikely that this will ever change/improve; and 15 million of these children are girls. The other part of the goal – the completion of primary school – is still a big challenge. For instance, in Africa, only 56% of the children who begin grade 1 are still in school at the end of primary school.

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: We are still challenged by how best to monitor and measure basic skills of this type, and so we use a proxy-measure: if children/youth gain access to secondary education, they are more likely to gain skills for life. And here there has been some progress. 63 million young adolescents around the world are currently not enrolled in primary or secondary school, compared with 97 million in 2000.

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: There has been a lack of interest by the international community (donors) to invest in adult literacy. The number of illiterate adults remains stubbornly high, with a fall of 12% since 1990 but just 1% since 2000.

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: There has been some progress, and more so at the primary level than at the secondary level. In fact, in some parts of the world, the gender parity is to the advantage of the girls at secondary level (where boys are dropping out in order to find work).

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: The discourse has moved from talking about quality as inputs (number of students, teachers, text books, materials/equipment), to talking about quality as outcomes (learning outcomes). One of the consequences of Dakar has been a dramatic increase in learning assessments. Since Dakar, 142 countries have carried out at least one learning assessment, and many of these are low-income countries. However, learning outcomes have not necessarily changed; they are just being assessed by more people/more countries. Therefore, despite lots of national learning assessments being conducted, we don't have a good measure for this goal. If countries are serious about improving the quality of education in classrooms, it would be an enormous step forward to make use of the findings from all of these assessments!

Madeleine Zuñiga, Coordinator of Campaña Peruana por el Derecho a la Educación (CPDE, Peru)

The MDGs were of little value for civil society in Peru: they were not ambitious enough; they were “achieved” quite quickly and easily; and it seemed that they mostly served the purpose of making government look good. For example, by 1995 we had already “achieved” gender parity; while in reality there is still a lot for us to do concerning gender parity and gender equality. For universal primary education, we achieved 90% registration (including rural areas and indigenous children); however, registration doesn't mean completion and it doesn't mean that the children are getting quality primary education.

The EFA goals were much more challenging for us; they were more comprehensive and helped to highlight the real challenges in education. For example, for Early Childhood Care and Education (Goal 1), we have not made sufficient progress yet. This is especially the case for the 0-2 year olds, where we have a very low number attended to by national programmes. Similarly, for Adult Literacy (Goal 4), Peru has the same rates as the global rates, and 75% of illiterate adults are women, indigenous people and those living in rural areas.

With regard to quality education (Goal 6), the Ministry of Education has been stressing that it cannot solve the (education-related) problems, because the other conditions, which enable quality education, are not in place. Moreover, there have been challenges with evaluation/assessment

measures; the complexity of an issue like education has been reduced to something as basic as being able to read, write and do sums/arithmetic.

Rasheda Choudhury, Executive Director of CAMPE, Bangladesh

As activists, we must not get too far from what is happening on the ground. Furthermore, we must be able to provide hard facts – and put names and faces to them.

In Bangladesh, we have nationalised a number of schools. However, a particular challenge is the privatisation/commercialisation of education. It is easy to say that we should stop. But how; especially when, in a country like ours, these institutions are not accountable to anyone? For example, many of the schools subsidised by government were charging exorbitant fees; and most of the School Governing Bodies (SGBs) were headed by Members of Parliament. As civil society, we went to court; and it took a year-and-a-half, but we won. Now schools are paying back the families.

We've been using our alliances with other stakeholders – the media, human rights groups, women's rights groups – to advance our EFA agenda. For example, in remote/rural villages, the young women finish secondary school, but then there is nowhere for them to go next. So their parents marry them off. (The boys are going into town to attend higher school.) Through our efforts, government agreed to extend the school up to 10th grade.

Siyat Gaye, Coordinator, EFA Net Gambia

In Gambia, the number of out-of-school children has been reduced dramatically. Other successes include the building of schools, the training of teachers and the alignment of curriculum. Although we will not manage to reach the EFA target (of 2015), we are on track to reach the goals by 2020.

Gambia has reached our gender parity targets since 2007. However, as the level of education goes up, the number of girls in education declines. We also have challenges with regard to disability; people with disabilities are still discriminated against, and so they are particularly disadvantaged and marginalised. We have been advocating for the right to education for people living with disabilities, and we are starting to use special needs teachers.

Another challenge for Gambia is that there are no schools in the rural areas. Children in the rural areas finish high school, but then have nowhere to go. They are unable to find work, and they are left feeling frustrated, sometimes even engaging in anti-social activities (e.g. drug use, suicide). We've been working with the Ministry of Higher Education and Technical Education to raise awareness for opportunities for young people after high school (technical and vocational training).

The moderator asked Dr. Aaron Benavot to comment on how these experiences relate to the trends that are emerging in the GMR research.

Dr Aaron Benavot: In terms of equality – for women, girl children, children in rural areas, children with disabilities, orphans, children living in conflict areas – the types of inequalities are many and varied. We need to think more about how we capture these in-country disparities and inequalities at the local and national levels.

Panel members were asked to respond to a final question: What do you think is the most important lesson we should learn from the experience of trying to achieve EFA and the MDGs from 2000 to 2015?

The panel members noted the following:

- The importance of international solidarity; through the active participation and mobilisation of civil society, we have achieved what could not have been achieved otherwise.
- With hard evidence, strategic advocacy and coalition building, it is possible to influence governments.

- Not to forget that we are fighting for the right to education for all (not leaving anyone behind); and therefore, looking for multi-sector intersections, alliances, partnerships, etc. This includes ensuring that representatives of the State and civil society are at the same table.
- The challenges we face are multiple and multi-sectoral; and therefore, coalition-building and partnerships are critical.

3.1.4 Group Discussions 1: 2000 to 2015 – Lessons from the last 15 years of EFA and MDGs

Participants were asked to discuss the following in break-away discussion groups:

- Two most important lessons from 2000-2015;
- Based on these lessons, two major priorities for global frameworks beyond 2015; and
- Based on these lessons, two major priorities for the GCE movement beyond 2015.

Each group had an identified facilitator, who was also a panel member for the next session, and gave feedback from the group discussion in plenary.

3.1.5 Group Feedback & Discussions: Lessons from the last 15 years of EFA and MDGs

The moderator, Muntasim Tanvir from ActionAid International, introduced the feedback session. He emphasised that this year will be crucial in setting the agenda on education for another generation: the frameworks agreed this year at the WEF in Korea and the Sustainable Development Summit in New York will inform priorities, policy and practice all around the world. He further noted that this session provides an opportunity to reflect on these priorities in preparation for advocacy efforts in the coming months.

The moderator introduced the following panel members, who reported back on the break-away group discussions:

- Kishore Singh, UN Special Rapporteur on the Right to Education
- Helle Gudmandsen, Danish NGO Education Network
- Fotouh Younes, Director, Arab Network for Civic Education
- David Edwards, Deputy Secretary General, Education International
- Solange Akpo, ANCEFA
- Mila Dezan – Campaign for the Right to Education, Brazil

The inputs by panel members, and additional inputs by participants during the plenary discussion, are consolidated below.

Priorities for post-2015 global frameworks	
Target Groups:	<ul style="list-style-type: none"> ▪ Focus on the children who are out of the system (out-of-school) ▪ Focus on education within the context of emergency and conflict situations – creating safe environments for students ▪ Reach the most marginalised people ▪ Life-long learning for adults is being neglected
Financing/Resource Mobilisation/Budget Tracking:	<ul style="list-style-type: none"> ▪ There will be a financing gap for a number of countries; no matter how many domestic resources are mobilised they will be insufficient. It is important for the international community to take note of this and prepare for this in the next 15 years. ▪ Countries must be able to fund their activities themselves and not be so reliant on donors

- The role of civil society in budget tracking – looking at what countries are spending their budgets on

Advocacy:

- Solid evidence in order to hold government accountable
- The role of the media - we need to invest in this as an advocacy tool
- Encourage/generate the political will

Focus on Quality (rather than Quantity)

- Focus on Budgeting for teacher training and recruiting better trained teachers
- Curriculum that is in line with global education trends and focuses on the needs of the learners
- Focus on global citizenship – human rights, tolerance, citizen values, women/girls
- Focus on other learning outcomes, not just literacy, numeracy and skills for employment

Representation in Policy/Decision-making Spheres

- Focus on the national coalitions – and ensuring greater representation of the national coalitions on the national agendas
- Greater civil society participation in political decision-making, monitoring, holding government accountable and the implementation of the international agenda

Partnerships/Stakeholder Participation

- The importance of partnerships – at all levels
- Promote regional integration
- Youth and child participation – not just paying lip service to youth participation but partnering with legitimate organisations that are linked to grassroots organisations, schools, youth institutions, etc.
- Parent involvement/participation – often they are the voices for the most marginalised and invisible children, e.g. children with disabilities.
- Increase citizen participation – so they are not just taking out their wallets and paying for schooling.

Relevance - Models of Development and Education (and accompanying tools)

- There is a disarticulation between what the global institutions are doing and pushing for, and what the local needs are, e.g. benchmarking and using standardised tools and systems that do not have comparability and do not accommodate the invisible voices (further marginalising them)
- A need for horizontal cooperation – in terms of monitoring, budgeting, tracking, etc. This requires a reorientation of our model of development – not just speaking back what the G7 say we need to do, but rather building up another/new vision, one that engages and excites citizens in a real way.
- We need a model of education that is relevant/pertinent, and that is multi-dimensional
- The goals need to take local contexts into account.
- We need to build a model of development based on an understanding of the education we need, and firmly linked to the themes of democracy, human rights and equality
- Expansion is essential and needs to be hand in hand with civil development
- Education has to be seen as a basic human right, and this needs to be enforced and reinforced by international partners.

Priorities for the GCE post 2015

- The threat of terrorism and violence in schools
- Students in our region (the Middle East) cannot even get to the schools because of the political situation and the safety issues; we need GCE to intervene.
- The privatisation of education
- The politicisation of education
- GCE needs to work beyond just the education sector – with other sectors and movements.
- It is a global goal and without financing it won't happen; but it should not be defined and shaped by the North.

The moderator asked Kishore Singh to reflect on the themes from the discussions and to comment on how the right to education can be better realised through future frameworks.

Kishore Singh, UN Special Rapporteur on the Right to Education

We must use a human rights-based approach as our fundamental approach; we must have a human-rights approach to human development. Moreover, we need to make sure that donors are involved and part of the development process.

The State's responsibility for the right to education is not talked about sufficiently or emphasised enough; and States are not held accountable to this. Governments may say that alone they cannot immediately provide quality education for all. But they must recognise that this is their responsibility – and only then supplement it with public-private partnerships.

Four themes have emerged as areas to focus on:

- Quality – a holistic perspective of quality education, which includes education for global and democratic citizenship.
- Youth participation – with a focus on skills development so that young people become useful for themselves and society (employable).
- Monitoring – we need to have civil society involved in measuring progress, and ensuring that states live up to their responsibilities and commitments. The right to education must be a right that is enforceable. And the monitoring instruments must support this language. Moreover, there needs to be more emphasis on the indicators – indicators for quality education. These indicators should be able to tell us what we are measuring it against; and be able to tell us what we are achieving and what we are not.
- Private sector involvement – if private companies are involved, they should still understand and accept that education is a public good.

Participants raised several issues/questions in response to this input. These questions and Kishore Singh's responses are provided below.

“Skills for the youth to become employable” – again this makes education dependant on commerce and private entities....

My report from last year addresses this issue, that skills development should be part of secondary education. We also need a “dual system” – like that used in other countries – where private and public sector are partners.

It is important that we don't let donors off the hook. We need to ensure that we maintain the pressure on donor countries to contribute (but without allowing them to drive the agenda).

The word “compulsory” has been taken out of the EFA goals. This implies relying on private funds to ensure primary and secondary education; this is a step back....

Work has been done to analyse all the frameworks, and there are some serious gaps; but the biggest gap is around the indicators (selection of indicators). There is a real threat of losing the gains we thought we had made by having loose/broad learning outcomes, which could open it up to things like privatisation.

It is possible to develop indicators that look at, for instance, fee structure. This would help to control privatisation.

Where there are narrow indicators, it is related to particular donors who wanted to tie their dollars to a particular indicator or activity. There is a need to keep context on the table; rather than allowing this cookie-cutter, ranking system, one-size-fits-all approach.

NB: A coalition of the willing will be convening a side meeting at 20h00 this evening in the Business Centre to look at the draft EFA framework (with particular focus on the indicators).

3.1.6 Official Opening of the GCE World Assembly – Address by GCE President, Camilla Croso

Marking the conclusion of the Public Forum component, the President of GCE, Camilla Croso, officially opened the GCE World Assembly. Highlights from her address are provided below.

The GCE has, since its inception, been fighting for inclusive and quality education as a fundamental human right. As a result of our efforts, many laws have been approved for improved education and in many cases we are able to see changes, e.g. the adoption of mother tongue languages in schools.

We are engaged in a constant fight to ensure that no child is out-of-school; but our fight is also for them to enjoy an education that is empowering and emancipating, and that will stimulate critical thinking. We have placed particular emphasis on overcoming discrimination, and on ensuring that women and girls and people with disabilities have access to quality education.

A global agenda is becoming more evident. And many countries are struggling to meet the parameters and requirements of these global frameworks, largely because they do not apply to the various local contexts. As such, our real challenge is in changing the geopolitical power-base itself.

3.1.7 Constitutional Amendment: Frequency of GCE World Assembly & GCE Board Terms of Office

In closed session (GCE members and invited partners only), Monique Fouilhoux, Chair of the GCE Board, noted that a full set of amendments to the Constitution had been circulated and would be discussed further on Wednesday. However, there were two issues that needed decisions today:

- The frequency of the world assembly: The World Assembly shall meet in Ordinary Session at least once in every four years; and
- The period for the GCE Board terms of office: Members of the Board shall be elected for a term of up to four years and may seek re-election. The term of office of each member of the Board shall expire at the end of each ordinary session of the World Assembly.

By show of hands, there was a clear majority who voted for (and approved) these two modifications.

3.1.8 Board Elections: in Closed Constituency Sessions

Each constituency met in closed session to elect their representatives to the GCE Board. Elections were overseen by the Chief Returning Officer, nominated by the GCE Board at the opening of the World Assembly. Election Officers were available to provide support to the individual constituencies.

3.2 Tuesday, 24 February – GCE World Assembly: Vision & Priorities for 2015-2019

3.2.1 Welcome & Announcement of Board Election Results

Alberto Croce, GCE Board Member and representative of Campaña Argentina por el Derecho a la Educación (CADE), announced the following GCE Board Election results:

Constituency	Elected first	Elected second
Africa	ANCEFA: Reinaldo Sive	ASO-EPT Niger: Alassane Boubacrine
Asia	ASPBAE: Maria Khan	CAMPE: Rasheda Choudhury
Europe/North America	Danish NGO Education Network: Helle Gudmandsen	GCE-US: Ed Gragert
Latin America	CLADE: Camilla Croso	Contrato Social Por la Educación, Ecuador: Francisco Cevallos Tejada

Middle East	ACEA: Refaat Sabbah	Sudanese Coalition for Education For All: D. Mubarak Yahiya Abbas
Teaching Profession	Monique Fouilhoux (nominated by Education International)	SADTU: Mugwene Maluleke (nominated by Education International)
INGOs	Light for the World: Nafisa Baboo	ActionAid International: David Archer
International alliances working on child rights, youth rights, child labour and child/youth-led organisations	Global March Against Child Labour: Elie Jouen (Both elected round 1)	Plan International: Vernor Munoz (Both elected round 1)

3.2.2 Report on GCE 2011-2014: Report Back on Activities and Finances

The moderator, Alberto Croce from CADE, introduced this session and gave the platform to Caroline Pearce, GCE Global Coordinator, to present on GCE's activities for the period 2011-2014.

Caroline Pearce, GCE Global Coordinator

This presentation speaks to the activities of the GCE as a movement (not just the GCE Secretariat), as agreed at the previous World Assembly in Paris.

Objective 1: Strengthen and position the GCE movement as a whole and its parts so that they become an undeniable, respected and coherent voice about education rights nationally, regionally and globally and they increase the political awareness and awareness of the general public about their education rights.

This objective is broad; it is about building the movement, exercising our voice as a movement and ensuring our voice is credible and influential – at every level. Principal areas of work have been: the CSEF (including the Global Learning Event); this World Assembly; Global Action Week; and influencing the post-2015 agenda.

We feel that the CSEF is a unique and ambitious programme. During the period 2011-2014, we have focused on maintaining the programme: securing funding agreements in 2012 and 2013; in 2014 getting the funding extended for 2015; and now working on a new funding agreement for 2016-2018. In addition, we have expanded from 45 coalitions in 2011 to 54 coalitions.

Among the coalitions participating in CSEF, there has been increased engagement and participation – particularly in terms of political engagement. Whereas the 2012 survey indicated that two-thirds were participating in LEGs, the latest reporting reflects that around 85% are participating (where there is a LEG). Yemen and Nicaragua are examples of where participation has been formally recognised. In terms of other types of political participation, Zambia has been engaged in an enormous budget tracking exercise.

We have also seen the significant growth of coalitions. There are now 4,216 civil society members of coalitions – an increase of 40% + since mid-2012. It is important to acknowledge that there are areas (e.g. in the Middle East) that are not being reached by the coalitions; and that there is a need to look beyond this model.

During the 2011-2014 period, around 100 countries and millions of people participated in Global Action Week – based on the themes that were set at the last GCE World Assembly in Paris. As a result of the amazing variety of activities around the world, we've seen significant impacts, including shifts in the policy arena: in 2013, Cambodia initiated a bilingual early years programme; in 2012, Togo influenced the development of a National Early Childhood Programme; in 2013, Nepal

participated in a campaign along with the teachers unions, which contributed to an increase in teacher salaries; Guatemala initiated a bilingual teacher education programme; and Ghana influenced new policy on teacher redistribution.

We have made significant strides in enhancing the role of civil society in the debates and processes surrounding the post-2015 agenda. For example, GCE was elected to represent International NGOs in UNESCO through the EFA Steering Committee. While we haven't yet won the battle, we are seeing a growing space and recognition for civil society's voice. The GMR report explicitly recognises the role of civil society; and the Global Partnership for Education (GPE) CSO review notes that CSEF has helped organise collective representation and has supported civil society organisations to be seen and engaged with as credible actors by development partners and government. There is still a lot more work that we have to do in this area, and we are mindful that in some places we are seeing a rolling back of spaces for the voice of civil society, and even the criminalisation of civil society.

Within the movement we have also been exploring platforms for sharing information and ideas, including a new website and discussion forum.

Objective 2: Demand that states fulfil their obligations to fully finance quality education for all, including through international co-operation.

In Paris it was agreed that we need to do more work on domestic financing – including budget tracking and understanding **how** government funds are being spent – rather than relying on international donor financing. During this last phase, we placed significant emphasis on the reform of the Education For All-Fast Track Initiative (FTI), now GPE, and the donor funding related to this. The first replenishment secured around \$1.7bn in donor funds; and in 2014, a further replenishment secured \$2.2bn. An additional \$26bn was committed in domestic pledges.

During 2011-2014, there was significant work by coalitions on domestic finance, particularly related to budget tracking, budget analysis and advocacy. In Burkina Faso, gender budgeting was included in the national budget process; in Indonesia, tracking showed that a portion of government's 20% allocation to education was in fact going to other ministries; in Malawi, significant progress was made in tracking budget and delivery discrepancies; and in Sierra Leone, advocacy efforts contributed to nearly doubling the education budget. In addition, there were efforts related to taxing businesses – at the global and national level. For example, in Brazil, they engaged in a major campaign for the use of funds from oil revenue.

Objective 3: Focus resources and build up expertise across the movement on discrimination in education as a lever for change.

The work on this objective during the last four years has focused on girl children and children with disabilities. The gender focus ('make it right for girl children') has included trying to push the conversation beyond gender parity – looking at how girl children actually experience schooling, e.g. whether they get equal attention from teachers, etc. In Ethiopia, funds were earmarked for girls' education in the national budget; and Colombia initiated a 10-year gender education policy.

The Global Action Week campaign in 2014 – in many ways judged the most successful – focused on inclusive education, with an emphasis on learners with disabilities. Lots of new partnerships were built and new expertise was developed within the network. More specifically, Burkina Faso reformed Teacher Training curriculum so that it includes a focus on inclusive education; in Georgia, government and other stakeholders set up a working group on learners with disabilities and inclusive education; and in India and Argentina, they have been drafting new legislation that includes inclusive education.

We also looked at mother tongue language use in schools – emphasising that our goal is not just access (and equity) to education; but access (and equity) to **quality** education.

Trends in GCE finances: (In addition to the summaries below, graphs reflecting the shifts and trends in GCE finances are provided in *Appendix 2.*)

Overall Composition of Funds Coming through the Secretariat (based on 2011-2013 audited, and 2014 unaudited, statements)

GCE funding includes CSEF grants that come through the GCE and get passed onto the CSEF grantees (national and regional), and funding for the Secretariat. Throughout the 2011-2014 period, the majority of GCE's income was CSEF "onward grants." This did not include funds for activities related to CSEF management (just what was passed on to the grantees).

During this time, the CSEF grants have grown – partly due to exchange rate differences. At the same time, the funding for the Secretariat has decreased; it was 27% of the total funding over the full 5-year period, and was only 18% of the total funding in 2014. This has also meant that the Secretariat has shrunk (in number of staff) during this period. The decrease in funding for the Secretariat is largely due to shifts in funders (losing two major funders). Finding other sources of funding is a significant priority for the Secretariat. We are working on this, and in 2014 we secured a new major funder (to replace one that was lost).

Sources of Secretariat funds

Funds for the Secretariat are coming from the following sources: member fees; additional core contributions from members; other/sundry; government and multilateral grants; and NGOs and foundations. One of the trends we are seeing is a big drop in funding from NGOs and foundations. We have seen some growth in grants from government and multilaterals, but this is not very significant.

Member fees were very low in 2011, at only 3%. As a result of significant effort, they have increased to 12-15% in recent years (2014 being the best so far). If we combine the member fees and the additional core contributions from members – so that we are looking at the overall member contributions – we see that the additional core contributions from 3 members amounts to 30% of the overall collective amount; and the total fees of all 110 other members combined amounts to less than 70%.

Secretariat Spending

Spending by the Secretariat is determined largely by the type of money we receive. Over the 2011-2014 period, spending by the Secretariat has come down – as funding for the Secretariat has decreased. The Secretariat's income is spent on: Management and administration; Governance (including the World Assembly); CSEF management and capacity building; Campaigns, advocacy and communications (at the global level).

Spending on CSEF management and capacity-building has grown (with restricted funds); while spending on management and administration has shrunk (as a result of our conscious efforts, but also because of having a smaller Secretariat since 2011). Spending on Governance was (necessarily) high in 2011 due to the World Assembly; and will be similarly so in 2015. Spending on Campaigns and advocacy and communications is based on project funds, and this is where we need to expand.

What have been the changes in the GCE Secretariat?

Between 2011 and 2013, the Secretariat shrunk significantly – from 17 people in 2011 to 7 people in 2013. In the last 2 years, the number has grown again, and we are now up to 12 staff members. However, the make-up of our staff and our focus is different; there are fewer staff dedicated to campaigns, communications and policy, and more focus on the CSEF. This is a reflection of the expectations of donors – particularly in terms of the level of monitoring, evaluation, impact-assessment and capacity-building required for the programme. The fact that a large part of our time

and resources go into the CSEF is not a bad thing, especially as it contributes to growing the movement at the base, rather than through global campaigns. However, it would be even better if the CSEF were more global (not only the 54 countries currently involved); and if it focused more on linking and integrating with other advocacy efforts (cross-national advocacy). These are areas we aim to improve in.

What are the lessons for the future?

It's very hard to capture the collective impact of what we do, e.g. to come up with matrices that simply capture the movement's activities; there are so many different things happening and in so many places. (Similarly, it is hard in a strategic plan to come up with clear, streamlined goals; and to limit it to a few issues.) Nonetheless, it is important to try to find ways – qualitative not quantitative – to get at the richness of our movement.

In essence, we believe that the CSEF programme is crucial, and that it has significant impact at all levels. And we are pleased that it has ongoing respect and support from the international donor community. However, it is not enough. We need to focus on finding other approaches and on building other sources of funds.

Additional comments from Monique Fouilhoux, Chair of the GCE Board

We have gone through a very intense and delicate period, including financial hardship and even having to postpone some of our intended activities. In April last year, we had to convene by virtual assembly, after spending more than a year trying to reach a quorum.

We cannot continue this way. Our membership contributions represent less than 10% of GCE's funding; and a significant portion of this is provided by 3 countries (through additional core contributions). This results in us continuing to depend on external funding (even for our Board meetings), which in turn leaves us in a vulnerable and fragile position. We said that we are not going to increase (in size); but we need to take some serious and difficult decisions if we are to secure and maintain our independence.

We are one of those rare organisations in the world, whose Board is larger (in number of people) than the Secretariat. Perhaps we should propose an additional amendment – instead of 2 meetings per year, we have virtual meetings instead (in order to save sources/funds). It is really a question of how to secure the sustainability of the global campaign itself.

Participants made a number of comments and asked several questions in response to this presentation. These comments/questions, and Catherine Pearce's responses, are provided below.

Is there a resource mobilisation strategy in place for the GCE; what strategies have been explored; and have we reached out to potential new members in order to bring in additional funds?

Recently, we've been trying to have engagements with two foundations. However, our focus for the last few months has been on the extension proposals and on the preparation for this World Assembly and CSEF Learning Event. We were also told that we should come back with our new strategic plan – which we will have finalised after these meetings. We are realising that securing funding for Advocacy is not always the easiest.

You lost a major funder in 2013; who was that? You also said that three members make additional contributions; who are they? And would you recommend that others make additional contributions?

First we lost Hewlett Foundation; and then last year we lost OXFAM Novib. At the same time, IBIS has come on board to provide funds for similar activities (advocacy). The three members giving additional core contributions are Action Aid; Education International and Oxfam International

Is there a fixed number of countries taking part in this process/movement?

Currently we have a total of 114 members; of these 91 are national coalitions.

Belonging to an association/movement comes with certain responsibilities. In order for us to secure our independence (and be able to organise our own World Assembly), we must think seriously about increasing the membership fees.

Response from Monique Fouilhoux: The next Board will need to talk much more (than the outgoing Board) about membership fees, including whether they can be increased and whether other organisations can give additional core contributions. We have put a new process in place for reminding about and collecting fees; and we need to use this consistently and effectively. In terms of taking on additional members, we need to be sensitive to the realities of the current funding environment, and understand that many civil society organisations are struggling with regard to finances. One of the proposed amendments to the constitution is a procedure to guide us in terms of what to do when existing members are experiencing financial hardship. Lastly, we should also explore whether other organisations are able to provide support to the Secretariat.

The real issue is about the independence of our organisation. We need to reflect more on this issue – so that we are not faced with it every year. It is also time for us to think carefully about the links between recruitment and the financial challenges we are facing today.

Risk assessment is a good idea. While the predictability of funding is very difficult in general, we are hoping that the longer term (three-year) funding for CSEF will give us a bit more predictability.

How much does it cost to run the secretariat for a year? And how have the resources been spent in actual (specific) terms?

The Secretariat's costs for a year vary due to exchange rate fluctuations, but it is around \$1.2 million each year. The grants that go out to members are about \$6 million. And the Secretariat funds largely go to: staff costs; communications/publications (the translation of materials into all of the languages takes up a lot of the money); hosting events; and convening board meetings. We have audited statements, which provide a detailed account of our expenditure; these can be shared with any interested party.

With regard to the challenge of being able to highlight all of the various advocacy efforts of the movement, is this something that will be addressed, e.g. through a web portal that can showcase all the different activities?

We have so much data, particularly with the CSEF members, and we really want to make sure that it is used well. We have a new M&E Officer for CSEF, who will assist with better capturing information, pulling out the relevant information and sharing it in a useful way. There is also the (internet) discussion group, which hasn't been used very widely yet, and we have a newsletter coming out. In addition, we are talking to UNESCO about doing an exhibition at the upcoming Global Action Week – UNESCO is really interested in showcasing our activities. We agree that sharing and profiling information should be a greater focus for us; and we are very open to suggestions for other mechanisms.

We should think about ways to work with and mobilise pro-bono partnerships, e.g. lawyers to assist us with the public interest litigation/legal advocacy. Also in terms of the media content and research that we generate, we should explore creative ways to generate income through these resources (e.g. publications, etc.).

3.2.3 GCE Beyond 2015: Presentation of Final Draft of GCE Strategic Plan 2015-2019

The moderator, David Archer from ActionAid International, introduced this session by outlining the process undertaken to develop GCE's Strategic Plan, including distributing the draft document twice

to members for their input. The moderator reminded participants that this World Assembly is the last opportunity to give input into the final version of the plan.

Caroline Pearce, GCE Global Coordinator, presented an overview of the draft Strategic Plan.

Process: The draft Strategic Plan has been developed through a series of surveys, regional discussions, consultations with partners and stakeholders and the Global Action Week evaluation.

GCE mission: GCE promotes and defends **education as a basic human right** and **mobilizes public pressure** on governments and the international community to fulfill their commitments to provide **free, compulsory public basic education for all people**, in particular for children, women and those from excluded communities.

How change happens – our theory of change: We start from the premise that education is a universal human right; and as a human right it is achievable. It is the responsibility of the States to ensure that this right is met. As such, we need political will and effective, accountable and responsive States. Citizen engagement is critical to ensuring responsive and accountable States. And in order for citizens' voices to be effective, we need: organised civil society; diverse voices; strength through unity; and local, national and global action. We need the Global Campaign for Education!

Key challenges for 2015-2019:

Quality education – We have a lot of consensus/agreement regarding the lack of quality education and that access has been prioritised over quality. However, there is divergence/disagreement in terms of what we mean by quality, how we achieve it, how we move beyond a limited view of learning outcomes and what inputs are required.

Equity, non-discrimination and inclusion – As there has been a focus on access to education, some of the gaps in equity and equality in (and through) education have grown. We want equality, non-discrimination and inclusion to be a real focus for GCE – in every aspect of education and within education, e.g. with teaching practices in the classroom.

Strong public systems, leadership and governance – We need strong public systems in order to deliver quality education (based on equality, non-discrimination and inclusion). This is a particular priority given the threats that we are seeing to strong public systems, leadership and governance.

Financing for public education – We are going to continue our efforts for domestic financing for education. It is not enough, however, to say that governments must allocate 20% of their budgets towards education; some governments could dedicate 100% of their budgets toward education and it still may not make a significant difference. We want to focus more on how education money is spent – ensuring that it is going where it is most needed (well-allocated funds). And we want to explore supplementary additional funding from external donors as well as linking to tax justice campaigns, etc.

Transparency, accountability and citizen participation – We are seeing States “close-down” spaces and “lock-down” on voices from civil society. We want to focus on ensuring that these spaces remain open and that we are able to claim these spaces with our voices.

Education during conflict and disaster – Recently we have seen an alarming increase in attacks (e.g. the kidnappings of school children in Nigeria and Mexico) and disease epidemics (e.g. Ebola in Sierra Leone and Liberia). We want to expand our focus on education in such challenging contexts.

Through the Strategic Plan, we've tried to capture what it means to **work as a movement**. We want to be establishing communities of practice related to each of the key areas/challenges highlighted above; we want to find ways to build a shared knowledge-base among our members in order to strengthen both our individual and collective activities; we want to build the capacity and expertise

of our members; and we want to build our youth participation and reach out to parents and all relevant constituencies.

We have made some proposals for how the Secretariat can improve its support for **Global Action Week**. These include changing the name to **Global Education Week**; having a global week aligned to the anniversary of Dakar (changing the timing); and having a broad theme that covers the four-year period, e.g. “Free, quality public education for all,” within which members can vote for more specific themes.

We also want to do more work on **tracking global commitments**; and more thinking about **collective engagement with external actors**, e.g. UNESCO.

In terms of our **diversity** and the need for **collaboration** within the movement, the Strategic Plan outlines the kinds of things that the national, regional and global stakeholders can contribute – and how these relate/interact with each other.

Lastly, the Strategic Plan speaks to the **role of the Secretariat**, and outlines the following priorities for providing support to members:

- Strengthen the movement-based character of GCE by supporting networking, communication and learning between members
- Support effective and high-profile cross-national campaigns and advocacy on GCE strategic focus areas (e.g. Global Education Week)
- Support expanded technical capacity and knowledge within the GCE movement (e.g. continuing to develop learning tools and handbooks)
- Support the sustainability of the GCE movement by securing and, where relevant, managing funds

Participants’ comments and questions, along with Catherine Pearce’s responses, are provided below.

We thought the theme this year was “the right to education;” and we’ve already started organising around this theme. Has the theme changed?

The new theme is from July 2015; this will not impact on Global Action Week for this year (in May).

There are lots of youth organisations out there, but they are not globally connected yet. Is there a role for GCE in helping them to connect globally – and become actively involved and achieve their potential?

We are working on a toolkit of best practice, which provides good examples of working with stakeholders and how they can be most effective.

We need to make sure that implementation is not just being done by governments, but that we are working together in national partnerships – and thereby ensuring financial security and independence.

It’s important that we are not just a monitoring body, but also an implementing partner.

The Strategic Plan should include a broad statement on the issues affecting the movement and how these will be addressed. In addition, on pages 12-13, it talks about the contributions of GCE; however, the specific roles of GCE need to be highlighted.

What are we doing in terms of ensuring that education goals are included in public sector planning?

One of the main challenges for delivering quality education has to do with population growth. How does the Strategic Plan address this?

Is it possible to have working groups to finalise the theme for Global Action Week (Global Education Week) each year?

We welcome this input for the finalisation of the Strategic Plan, and encourage participants to discuss these issues further in the next three sessions, which will provide opportunities for smaller break-away discussion groups.

3.2.4 Group Discussions 2 &3: GCE 2015-2019 Strategic Priorities

Two separate discussion sessions, run consecutively, focused on GCE's strategic priorities for 2015 to 2019, as set out in the draft Strategic Plan.

Participants attended break-away group discussions on ONE of the following topics (for each of the two consecutive sessions):

- Public education and strong state systems
- Quality education
- Equity, inclusion and non-discrimination in education
- Transparency and participation in the education sector
- Education during conflict and disaster
- Financing for education

In their discussion groups, participants were asked to consider any relevant elements of the proposed policy motions A to D (listed below); and to discuss key challenges and opportunities for the GCE movement in the coming four years.

Groups were asked to reach consensus on the following questions:

- Does the group accept the relevant policy motions (relevant text from motions A to D was provided to each group)?
 - Motion A – proposed by the GCE Board: 'Updates to the GCE policy framework'
 - Motion B – proposed by GCE Norway: 'Protecting Schools and Universities from Military Use During Armed Conflict'
 - Motion C – proposed by Plan International: 'Child and Youth Participation in GCE'
 - Motion D – proposed by the GCE Board: 'Renaming Global Action Week as Global Education Week'
- What should be the priority actions in this area for the movement and the Secretariat in the coming strategic plan period, and in particular in the next 12 months?
- If these actions require resources (including time), what are the recommendations on mobilising funds for this area of work?

Each group had a facilitator and a note-taker; and each group was asked to identify one person to bring any action proposals into the strategic plan debate the following day.

3.3 Wednesday, 25 February – GCE World Assembly: Realising Our Vision

3.3.1 Group Discussions 4: GCE's Collective Action 2015-2019

Participants attended break-away group discussions on the three core elements of GCE's collective action for the period 2015-2019, as set out in the draft Strategic Plan.

Each group was asked to consider some specific questions on the topic:

1. Global Action Week (Global Education Week):
 - Does the group agree with the proposals on Global Action Week / Global Education Week in the draft Strategic Plan and policy motion D (Renaming Global Action Week as Global Education Week)?
 - What other recommendations does the group have for improving GAW/GEW at national, regional and global level?
 - How could the movement raise more funds to support GAW/ GEW?
2. Collective engagement and representation: (GCE collective representation at and engagement with external actors and forums)
 - What are the group's views on the relevant sections of the draft Strategic Plan?
 - Which external forums or actors should be a priority for collective engagement by the movement?
 - Are there specific recommendations for civil society engagement in GPE, the EFA governance structures, or other priority spaces? Do we need protocols for managing representation?
3. Building the GCE movement: (membership, independence and sustainability)
 - What are the views on the relevant strategic plan, policy and constitutional proposals?
 - What audiences does the GCE (audience?) need to better embrace and how?
 - How can we improve our functioning as a movement?
 - How can we find the funding to guarantee our sustainability and independence as a movement – including from within the membership?

Each group had a facilitator and a note-taker; and each group was asked to identify one person to bring any action proposals into the strategic plan debate that followed later in the day.

3.3.2 GCE beyond 2015: Strategic Plan Debate & Approval

The moderators, Refaat Sabbah, Regional Coordinator for the Arab Campaign for Education For All (ACEA), and Caroline Pearce, GCE Global Coordinator, introduced this session and explained that each of the break-away groups (from group discussions 2, 3 and 4) would have five minutes to present their input on the Strategic Plan.

Summaries of the presentations are provided below.

Input from Group Discussions 2 and 3
<p><u>Quality Education</u></p> <p><i>Key Challenges:</i></p> <ul style="list-style-type: none"> ▪ <u>Teachers</u> – shortages, untrained/unqualified teachers, lack of professional development opportunities, lack of support; poor salaries and conditions of service; inequities in teacher allocation (rural-urban); teacher related gender issues ▪ <u>Purpose of education</u> – is it to merely prepare young people for work? To pass tests? Or for life? Impact of neoliberal and narrow economic views on the purpose of education. ▪ <u>Reductionist view of quality</u> – narrow view of quality as learning outcomes; learning outcomes understood as achievement in reading, writing and counting. Huge influence of international players (donors, UN agencies, the World Bank, etc.) ▪ <u>Curricula</u> – narrow and focused on testing; dominated by views from the North; lacks relevance ▪ <u>Resources</u> – Shortage of teaching and learning resources; infrastructure ▪ <u>Weak education systems</u> – governance ▪ Lack of audacity (within the GCE Movement) ▪ Failure to communicate our own vision (within the GCE Movement)

Solutions and Priorities for 2015-2019:

- GCE movement to prioritise teacher issues at all levels (global, regional, national and local) – to put pressure on governments to train and recruit more qualified teachers (female and male), provide them with continuous professional development and support, improve their conditions of service; to advocate for teacher professional standards; teachers to be actively involved in GCE activities (coalitions); GCE needs to stand up for the rights of teachers and teacher unions.
- To reconceptualise education and ensure that rights and social justice are at the core of education systems; to challenge the narrow view of the purpose of education and quality.
- To provide a clear and broad definition of quality – inputs; teaching and learning process and outcomes (broadly defined); and whole system improvement.
- Ensure that the curriculum is relevant, inclusive and accessible to all, including learners with disabilities.
- Insist on the use of both quantitative and qualitative indicators by governments; quality to cut across the whole education system and across all targets.
- Need to put pressure on governments to spend a specified percentage of GDP (at least 6%) and of national budgets (at least 20%) on education.

Priorities for the GCE Secretariat:

- To develop a policy/position paper on educational quality
- To develop indicators for quality education and share them with members
- To strengthen civil society through capacity building programmes for coalitions
- To engage in research so as to provide robust evidence to support advocacy at all levels
- Collect, collate and share best practices with members
- Harness the capacity of member organisations to assist the Secretariat

For us to achieve all these priorities, we need to be proactive and audacious, strengthen our communication, and build alliances with rights-based organisations, UN agencies, parents, children, the youth, Parliamentarians and other key players.

Equity, Non-discrimination and Inclusion in Education

First and foremost, we must recognise non-discriminatory and inclusive education as an integral part of the human right to education; not as something extra or separate. As such, the GCE movement must increase pressure on governments to develop policies that support these principles:

- Affirmative Action policies, including quotas for disadvantaged groups such as indigenous people and people of African descent, among many others.
- Policies related to the use of mother tongue languages in schools, mainstreaming students with disabilities and financing for special needs teacher training
- The incorporation of human rights into education systems

Challenges:

- The low visibility and low importance given to the issue on the public agenda, which is related to cultural barriers, stereotypes and prejudices.
- The privatisation of education, which contributes to further segregation and marginalisation.
- The issue is often seen as being limited to particular context or population, e.g. rural areas and girl children, rather than being seen as a broader issue.

Recommendations:

- Immediately, take advantage of the post-2015 process to initiate dialogue and collaboration with various social movements
- Ensure that education-sector plans include activities related to inclusion and non-discrimination
- Give more visibility to issues that serve to combat discrimination, e.g. comprehensive sex education
- Develop powerful awareness-raising strategies to combat stereotypes and discrimination
- Map existing strategies and practices that have been effective in the fight against discrimination, and share within the movement
- Strengthen advocacy activities at the local level – the work in communities, including non-formal

education activities

- Create our own evidence – conduct research in communities, provide specific examples and experiences of discrimination
- Build alliances with other social movements – people with disabilities, indigenous people, women's rights, immigrants, migrant labourers, etc; UN agencies and committees; human rights organisations; media; youth groups; school boards (local leadership); networks of lawyers; and universities/academia.

Public Education & Strong State Systems

Reflections:

- We are not against private schools but rather the privatisation of education.
- We need to have a sound education plan that is developed by civil society.
- We need diagnostic tools to assess, measure, analyse and evaluate developments in the public and private education system.
- We need to invest in the teacher
- We need to change attitudes/perceptions of public education
- We need to mobilise resources for public education by developing key stakeholder relationships, broadening our existing relationships and leveraging our current relationships to have greater influence, e.g. World Bank, UNESCO.
- Privatisation undermines access, equity, inclusion, etc. – we need to monitor it, have clear minimum standards and regulate private schools fees
- Private sector financing is being promoted – we need to keep an eye on this
- We need to fight at different levels: at the global level, we need an ideological battle to counter assertions of privatisation advocates, e.g. WB, IFIs; at the national level, when these assertions are translated into policies, then we need to engage governments; and in terms of implementation on the ground, we need to gather evidence that this is not working.

Recommendations:

- We need to find ways to highlight the negative impact of privatisation and present this to our governments.
- We have to present the alternative to privatisation – not market-based solutions
- Show best practices in strengthening public education, e.g. India, Bangladesh, Brazil (policy gains).
- Package them in an accessible way - clear and popular messages – and disseminate them widely.
- This can in turn influence public opinion and perceptions of public education.
- Coalitions can allocate funds for consolidating and utilizing our studies for advocacy engagement.
- We need to use a wide range of spaces for policy engagement/lobbying
- Need to engage the multilaterals - WB, IMF and development banks
- UN system – UNESCO, UNICEF (for clear position on privatisation)
- Donors esp. those supporting private schools
- National governments
- We need to challenge the private sector – and use public interest litigation to bring them to court if necessary.
- Corporate chain schools in developing countries
- Private “edupreneurs” are making false claims on affordability, learning outcomes
- Violating teachers rights to decent pay and tenure
- Tax evasion; non-compliance with laws and standards
- Maximize UN HR review processes
- Learn from other sectors that have challenged the private sector, e.g. public utilities, health
- We need to mobilise Teachers Unions; Parents associations; Students and the youth sector
- We need to engage beyond the education sector – e.g. financing for development processes
- We need alternative/innovative financing that strengthens public education and improves equity, quality, e.g. Brazil and many others
- We need to link up with, and learn from, other sectors that have challenged the private sector – e.g. public utilities, health
- We need to share information, coordinate our actions – maximize GCE website; Periglobal; web

forums based on strategic priorities

Financing for Education

Recommendations:

- Challenge the myth that there is not enough resources available for achieving quality education.
- Focus on actual spend at 20% (not on theoretical budgets) and on whether allocations are appropriate; military training does not count; and set benchmarks as minimums
- Focus more on public expenditure tracking/observatories, including in alliance with others like International Budget Partnership; and tracking down to school-level and exposing misuse/ corruption.
- Focus more on strategic campaigning for Tax Justice/challenging tax avoidance; and partnerships with GATJ/ TJNs, etc. The role of the private sector in Education is to pay fair tax in the countries they make a profit. Presently there is effectively a global tax on citizens by corporations (who hide money away in tax havens). We must reverse this and tax corporates, rather than being taxed by them.
- Explore the potential of earmarked taxes for education, but ensure existing tax revenue for education is clearly benchmarked so new taxes genuinely raise new money.
- Make a link to the costing of the post-2015 goals and targets – and engage in the Financing for Development process (conference in July 2015 in Addis Ababa).
- Challenge the myth of Private-Public-Partnerships (PPPs) representing greater efficiency.
- We need to invest in capacity development – ensure practical toolkits and training is available as there are significant capacity gaps on strategic financing issues in some coalitions.
- We should cost out what quality education costs per child (Brazil is a strong example).
- Focus on quality not just quantity of aid – must go to LICs/MICs/most in need and harmonized/aligned with government plans.
- Prioritize work with Ministries of Finance – strategic engagement.
- We need to keep the pressure on donors who have fallen short of their commitments, e.g. GPE funding – track pledges made.
- Challenge the use of public budgets to subsidize for-profit private provision of education.
- Use the GPE new requirements that domestic funding levels are maintained – and track the pledges made by our governments at GPE replenishment.
- Umbrella framework is useful; the 4 Ss – increase size, share, sensitivity and scrutiny of the education budget and actual spend.

Redrafting of the financing paragraph (on page 9) in the draft Strategic Plan:

GCE will continue its long standing focus on financing for public education, calling for increased domestic financing for education, both as a result of allocating a minimum of 20% of budgets (and actual spending) to education, and through 6% of GDP being spent on education (seeking legislation to embed this where possible). We will connect with broader campaigns (e.g. Global Alliance for Justice), promoting progressive expansion of the domestic revenue base, including through progressive taxation, particularly challenging tax avoidance by multinational corporations. We will call on donors to meet a target of devoting at least 10% of quality aid to basic education, using harmonized/aligned modes and prioritising countries with the greatest needs. We will hold both governments and donors accountable for the financing pledges they have made, including in the context of GPE replenishment, demystifying budgets and tracking spending down to school level, challenging misuse of resources (linking with others such as the International Budget Partnership). This will also include a focus on how sensitively, appropriately, transparently and effectively education spending is allocated, calling for progressive allocation to redress disadvantage, aid to strengthen public systems, and avoiding any investments that exacerbate inequality.

Education in the Context of Conflict & Disaster

Looking at Policy Motion B, there was some concern that the phrasing limits the safety of schools to times of conflict; we don't agree with this limitation.

Recommendations:

- Develop a policy paper on how schools could defend themselves from being occupied; and recognising that it is traumatic and that it needs to be responded to with humanitarian aid – 4.5 % of humanitarian aid needs to go to education.

- Put in place a rapid-response plan of action in order to speed up the responses and increase the voice of civil society in conflict and disaster situations – schools need to be zones of peace.
- Build more allies.
- Support tribal, religious and community leaders to actively create safe schools and protect their communities.
- Engage parents (they are most impacted by this).
- Norway proposal – Ensure that education needs is recognised as a mechanism for peace and reconciliation – include this as part of the policy paper that GCE should develop.
- Oppose weaponry in our policies.

Transparency & Participation in the Education Sector

Recommendations:

- Governments need to make their data (budgets and expenditures) available for use by civil society organisations, and ensure that the information is up-to-date.
- The transparency of civil society organisations also needs to be checked. The government and civil society need to be developing a mechanism where they can hold each other accountable and ensure that the monitoring processes are complete.
- With regard to Policy Motion A, Section 6.3, the first sentence needs to be edited as it needs further clarity. In addition, the role of GCE needs to be more defined in terms of how they will be included in this process of transparency and accountability.
- Funding is a constant issue for most civil society organisations. There is a need to increase collaboration and coordination within civil society and other stakeholders. For example, civil society organisations need to work with the media in order to ensure that the space they have is not shrinking.
- Involvement and mapping of youth, children and parents. This would increase their awareness and also ensure more accountability as local stakeholders would be obligated to them if results were not delivered on time.
- Civil society should form links with teachers’ unions, media organisations, youth and parents associations, government departments, UN bodies and Parliamentarians in order to increase responsiveness, accountability and transparency.
- Fund mobilisation: Organisations should increase their role in mobilising their members; The GCE secretariat could also recommend donors for the civil society organisations.
- Civil society organisations, especially coalitions, should increase the capacity of their members and work on gathering and sharing of information.

Input from Group Discussions 4

Global Action Week/ Global Education Week

Changing the name to Global Education Week:

- Some participants strongly supported this recommended change, noting that the word ‘action’ is problematic in some countries, e.g. in Iraq it is not allowed to be used. They felt that Global Education Week encompasses everything.
- Some participants felt strongly that “action” is an important part of the phrase, and suggested an alternative name change: ***Global Action Week for Education***.
- It was noted that Global Action Week has already become well known in some of the countries, and in such cases, the abbreviation could remain the same (GAW).

Having the broad theme ‘Free, public quality education for all’ for the four-year period:

- There was general agreement that there should be one theme that gets carried through for 4-years. If it is changed yearly, we change focus too soon and it disperses efforts. Having the same broad theme for four years allows for intensive advocacy work.
- There was consensus that there needs to be more explicit focus on **inclusivity** in the title of the theme. Participants agreed on changing the broad theme to ‘Free, public, inclusive, quality education for all’

Changing the timing (aligning to the anniversary of Dakar):

- Due to the diversity of organisations and local contexts, the participants did not reach consensus on

changing the timeframe to align with the anniversary of Dakar – and this proposed change was rejected.

- For many, the weather is too hot at this time (April/May) and could negatively impact on outdoor advocacy efforts (rallies, marches etc.). In addition, for some countries the schools have exams around this time. As such, a number of participants felt strongly that coalitions should be able to contextualise dates at a country-level, depending on local needs, exams, national holidays, etc.
- Other participants felt strongly that the timing should not be flexible and that there needs to be a global week for all – to emphasise that it is a global movement – and that the Dakar anniversary has historical significance.

GCE Collective Representation At and Engagement With External Actors and Forums

- Coalitions need to be better equipped to deal with external stakeholders. In particular, we need to work collaboratively with other sectors, e.g. health, to help us with our voice; representatives from GCE at national level should attend sector reviews in order to be in a better position to inform and engage.
- There are various allies and institutions we can target more strategically, e.g. the World Bank, the African Union, Ministers of Finance. We need to work collectively and engage these institutions as GCE, not as individuals. We need to strengthen our collective identity and voice in those spheres to have greater impact.
- We need greater and clearer communication within the GCE – sharing information between and with members, consulting and coordinating members, sharing strategic capacity and expertise. GCE members can take the lead on some of these.
- We need to better occupy spaces – with lawyers, politicians, financial institutions, the G7 (globally and nationally), traditional bodies, unions, special interest groups and volunteers. As civil society, we need to develop guidelines with them in order to influence processes.
- We need to be more proactive in terms of the media, and using opportunities to getting media on board. For example, at this GCE World Assembly we had a Noble Laureate here, and we could have used it to bring greater media coverage to our cause.
- At the Secretariat level, we need to develop terms of reference so we come from a common voice. (Amnesty can help to translate the documents, and we can invite members to translate documents.)
- Funding resource mobilisation – we can write a strategic paper as a movement to mobilise resources collectively.

Building the GCE Movement: Membership, Independence and Sustainability

- GCE was born 15 years ago and we are now asking ourselves “Who are we?” “What are our strengths/weaknesses?” We tend to whip each other and not use or focus on our strengths. We need to work hard to reinforce our sense belonging and identity – we are all the Global Campaign for Education.
- We need to open the coalition to other member and partners – and work at how to lure people: children and youth; other sectors, e.g. health and water; the teachers unions; Parliamentarians; researchers; etc. (In Kenya, the teachers unions are playing a significant role – they took the General to court. It was suggested that the GCE convene a workshop to discuss such strategies further.)
- We need to focus on countries where we don’t have coalitions; we need to identify why and respond.
- The voice of youth and children is essential to add include in our movement.
- We need better internal communication and exchange – with each other and with the media. We have excellent reports but we don’t know how to disseminate them.
- We have immense expertise in the GCE movement – we need to articulate and better use our internal/collective resources.
- We need to look for more financing internally (as well as externally).

The moderators noted that due to time constraints there would not be a further opening of the debate/discussion. Rather, any additional comments could be submitted in writing to Caroline Pearce, the GCE Global Coordinator.

3.3.3 GCE Beyond 2015: Policy Motion Approval

The moderators, Helle Gudmandsen from the Danish NGO Education Network, and Cathleen Sekwao, from the Tanzania Education Network, facilitated the presentation of motions, voting and the adoption process.

Each Policy Motion was presented by the relevant member, and participants were referred to the Policy Motions document that had been distributed. Votes were recognised with orange cards raised in the air.

Policy Motion A: ‘Updates to the GCE policy framework’ – proposed by the GCE Board and presented by Camilla Croso:

Noting that GCE policy has emerged organically over time, this motion aimed to address current gaps or inconsistencies in GCE policy. This motion had six parts (as outlined in the Policy Motions document). In addition, further changes (proposed by members and the participants’ discussion groups) were included and needed adopting individually (before voting on Policy Motion A as a whole):

Additional Changes to Policy Motion A	Result
<u>Part 1 – Quality</u> : add “States also have responsibility for ensuring and supporting effective school leadership as a crucial element in guaranteeing quality.”	Approved
<u>Part 1 – Quality, paragraph 1.5</u> : add the phrase “the close relationship between education and health”	Approved
<u>Part 2 – Education Inequality and Discrimination, paragraph 2.5, bullet 4</u> : add at the end “inclusive teacher policies for training, recruitment & deployment of teachers from marginalized groups”	Approved
<u>Part 4 – Private Actors and Providers in Education</u> Proposed change: change title to “Role of the state regarding the role of private actors and providers”	Approved
<u>Part 4 – Private Actors and Providers in Education, paragraph 4.2</u> : change wording to “free quality education from early childhood education to at least completion of secondary level”	Approved
<u>Part 4 – Private Actors and Providers in Education, paragraph 4.7</u> : change wording to “All schools, including private schools, must adhere to [...] and other norms related to quality, equity and non-discrimination, including child safety and human rights of children and young people.”	Approved
<u>Part 6 – Governance</u> : add at the end “GCE further calls for the recognition of the essential role of local civil society with respect to policy dialogue and democratic governance in the education sector.”	Approved
VOTE FOR POLICY MOTION A OVERALL	ADOPTED

Policy Motion B: ‘Protecting schools and UN from Military use during armed conflict’ – Proposed by GCE Norway and presented by Christian Bull:

Additional changes and issues raised with regard to Policy Motion B (beyond what is noted in the Policy Motions document) included:

Additional Changes to Policy Motion B and Issues Raised	Result
<u>GCE Notes, number 3</u> : Replace with: “According to the Global Coalition to Protect Education from Attack (GCPEA), between 2005 and 2014, national armed forces and non-state armed groups, multi-national forces, and even peacekeepers have used schools and universities in at least 25 countries during armed conflict, including: Afghanistan, Central African Republic, Chad, Colombia, Côte d’Ivoire, Democratic Republic of Congo, Georgia, India, Iraq, Israel/Palestine, Libya, Mali, Myanmar, Nepal, Pakistan, Philippines, Somalia, South Sudan, Sri Lanka, Sudan, Syria, Thailand, Uganda, Ukraine, and Yemen.”	Approved
The Malala Fund strongly supported this motion and noted that we will find ways to fund it.	Noted
The Coalition Nationale de l’Education Pour Tous en DRC (CONEPT/RDC) requested that this	Noted

motion include the point that schools are victims of war and armed conflicts whether it is the State government forces or rebels.	(amendment already closed)
VOTE FOR POLICY MOTION B OVERALL	ADOPTED

Policy Motion C: ‘Child and youth participation in GCE’ – Proposed by Plan International and presented by Vernor Munoz

There was significant discussion regarding this policy motion. Additional changes and the issues raised (beyond what is noted in the Policy Motions document) included:

Additional Changes to Policy Motion C and Issues Raised	Result
RESULTS proposed removing point number 2 under ‘GCE resolves to’ as points 1 and 2 are similar and seem to be redundant.	Accepted by Plan International
Several members raised questions in terms of whether youth are organised in structures/bodies that can be easily integrated into the GCE movement.	Noted
Other members gave examples of highly organised youth-led structures and organisations, including some of the participants in the room!	Noted
Plan International clarified this has to do with the participation of children and youth-led organisations and proposed changing the title to ‘Child and youth-led organisations participation in GCE’	Approved
ASPBAE raised concerns over the term ‘structurally:’ It is fine if this means finding creative mechanisms for engaging youth and children; however, we wouldn’t want to be changing the Constitution and the structure of the Board.	Noted
VOTE FOR POLICY MOTION C OVERALL	ADOPTED

Policy Motion D: ‘Renaming Global Action Week as Global Education Week’ – Proposed by the GCE Board and presented by Camilla Croso:

Additional changes and issues raised with regard to Policy Motion D (beyond what is noted in the Policy Motions document) included:

Additional Changes to Policy Motion D and Issues Raised	Result
The policy motion was amended to ‘Renaming Global Action Week as Global Action Week for Education’ (based on the recommendation from the earlier group discussions)	Agreed by Board in side-meeting
Translating this into Spanish doesn’t mean the same thing. Camilla Croso indicated that the voting today will be on the English name; and we will need to address the language sensitivity at a later stage.	Noted
VOTE FOR POLICY MOTION D OVERALL	ADOPTED

Policy Motion E: ‘To call on the South Korean authorities to respect the union rights of teachers’ – Proposed by GCE UK and presented by Chris Weavers (Chair of the GCE UK and Political Officer of NASUWT)

This was introduced as a new/additional policy motion, and was not included in the original Policy Motions document. The discussion regarding Policy Motion E included:

Additional Changes to Policy Motion E and Issues Raised	Result
The policy motion should read “To call on...” rather than “To invite...” (corrected from an earlier printed version).	Noted
GCE UK presented some background information and the proposed policy motion (below): Justification: <ol style="list-style-type: none"> 1. While South Korea will be hosting the World Education Forum in 2015 to strengthen the international commitment to the universal right to education, the South Korean authorities takes away the right of over 60,000 teachers to unionise. 2. In 2014, the Korean Teachers and Education Workers Union (KTU or Jeon Gyo Jo) 	Noted

<p>was deprived of its legal registration for accepting dismissed and retired teachers into union membership. Since then, the education authorities have consistently ignored the recommendations of the International Labour Organisation to respect freedom of association.</p> <p>3. The ILO has described a climate of “Absence of dialogue with the teachers’ organization in the development and implementation of a system of teacher evaluation; prohibition of the right of assembly; denial of the right to strike; imposition of disciplinary sanctions against teachers who participated in union assemblies; and violation of freedom of expression.”</p> <p>The World Assembly of the Global Campaign for Education therefore calls on the authorities of South Korea to:</p> <ul style="list-style-type: none"> ▪ Fully comply with the international labour standards and respect and promote freedom of association and the right to collective bargaining without discrimination; ▪ Respect the fundamental civil and political rights of all teachers, education workers and public employees, as citizens, and to thereby fully comply with the article 80 of the 1966 ILO/UNESCO Recommendation Concerning the Status of Teachers stating that “Teachers should be free to exercise all civic rights generally enjoyed by citizens”; and to ▪ Take without delay the necessary measures to suspend all disciplinary measures imposed on the Korean Teachers and Education Workers Union (KTU) and grant them full access to the World Education Forum facilities and activities. 	
<p>Campaña Argentina por el Derecho a la Educación (CADE) expressed strong support for this motion: “We are fighting for common goals.”</p>	<p>Noted</p>
<p>VOTE FOR POLICY MOTION E OVERALL</p>	<p>ADOPTED</p>

3.3.4 Election of GCE President

The moderator, Refaat Sabbah, Regional Coordinator for ACEA, introduced this session by noting that the process for electing the GCE President must follow the strict guidelines outlined in the Constitution. These guidelines, along with the attributes and skills required by the position, were read aloud.

Only one candidate was nominated for the GCE President position: Camilla Croso (from Campaña Latinoamericana por el Derecho a la Educación (CLADE) and current GCE President).

With only one candidate, at least two-thirds of the membership must be in favour of this candidate in order for them to be elected. More than two-thirds of the membership (with the right to vote) was present, and therefore all of the conditions for the election to proceed were met. Camilla Croso was asked to leave the room while the GCE members voted.

Based on the votes, Camilla Croso was successfully elected as President of the GCE for 2015-2018. Camilla Croso accepted the results and thanked the members for their continued trust in her leadership.

3.3.5 Closed Session: GCE beyond 2015: Constitution

Elie Jouen, from Global March Against Child Labour and a GCE Board member, worked with Monique Foulhoux to ensure that the proper procedures were followed for this session. It was noted that voting on regulatory amendments is different from voting on policy motions: the general assembly can only deliberate on regulatory amendments if 50% of GCE members are physically in the room. The number of members in the room was 72 – out of 109 total members – and therefore it was determined that the assembly could continue with valid deliberations.

Attention was drawn to Article 6, point number 3, which speaks to how motions to amend the Constitution must be made. In compliance with Article 6, the proposed amendments had been circulating among members for the past few months. In addition, a document clearly outlining the proposed amendments was provided to participants at the outset of the World Assembly.

Constitutional Amendment 2015-1 – Proposed by the Board of GCE

The GCE Board proposed a series of amendments to articles 3, 4, 6, 8, 9, 12 and 13 in order to ensure the internal consistency of the Constitution, to clean up the language and form, to ensure compliance with the law and regulations of South Africa (where GCE is legally registered) and to ensure consistency with current practice. The proposed amendment to article 4 was withdrawn prior to deliberations.

The process, and the issues raised, with regard to Constitutional Amendment 2015-1 are outlined below:

Process Followed and Issues Raised for Constitutional Amendment 2015-1	Response/Result
<p><u>Article 3, section b) Conditions for membership, point 3:</u> There is an ambiguity in the phrasing that wasn't there before. A network doesn't have to be independent, self governing, etc.</p>	<p>The Chair of the Board agreed to make the necessary clarifications</p>
<p>A proposal was made by ActionAid International to vote on the amendment as a whole, rather than voting on the changes to each article separately (since the documents have been circulating among members for a number of months)</p>	<p>Approved</p>
<p><u>Article 3, section b) Conditions for membership, point 6:</u> Several members noted concerns regarding the payment scale for annual fees (as set out in Article 11) now being approved by the Board, rather than by the general assembly. One of the members proposed that the power to approve the scale of membership fees should remain with the assembly, and the board can make recommendations.</p>	<p>The Chair of the Board responded that we would only be able to adjust the fees every 4 years if the decision stays with the general assembly, which could create obstacles. The current scale of contributions is frozen for 4 years to come.</p>
<p><u>Article 11, section b) Scale of membership fees:</u> Members raised further concerns about the categories being used to determine the scale of membership fees (in Article 11, section b) – Least developed; Developing; Countries in transition; and Developed countries – noting that these do not respond to the realities on the ground.</p>	<p>The Board responded that they are using the UN categories. The Board further noted that the amendments have been circulating for a few months and there has been no feedback regarding the categories. It was agreed that the Board will consult to ensure that they are using the appropriate categories, as it could impact on fees being paid.</p>
<p><u>Article 11, section b) Scale of membership fees:</u> A member requested clarification on the distinction between an associate member and an observer; and asked who is an associate member.</p>	<p>The Chair of the Board noted that this came about at the beginning, in response to a particular donor. It was agreed that the Board will work on a more precise Constitution, and that they will look at this issue.</p>
<p><u>Article 12, number 2:</u> A member noted that membership fees are to be paid by 31 March, and emphasised that invoices need to be issued timeously by the GCE Secretariat, and that reminders should be sent well in advance.</p>	<p>Noted</p>
<p>VOTE FOR OVERALL AMENDMENT (with series of amendments to Articles 3, 6, 8, 9, 12 and 13)</p>	<p>APPROVED / ADOPTED</p>

Constitutional Amendment 2015-3 – Proposed by Japan NGO Network for Education (JNNE)

It was agreed that Amendment 3 would be considered prior to Amendment 2, as Plan International needed to confer before presenting their amendment.

The JNNE proposed that, under Article 9a), the current Board membership category entitled “Europe and North America” should be changed to “donor countries.” The rationale for this proposed change was that the current category does not accommodate national coalitions in all donor countries. Changing this category to “donor countries” will accommodate Japan and Australia, and later on Korea and New Zealand.

The process, and the issues raised, with regard to Constitutional Amendment 2015-3 are outlined below:

Process Followed and Issues Raised for Constitutional Amendment 2015-3	Response/Result
Coalitions from the North and the South were opposed to the proposal, noting that donor scenarios are dynamic, and that basing categories on current donor patterns was short-sighted. It was further noted that the perspective that particular countries are donor-rich is out-dated.	Noted
The Board also raised concerns with this proposed amendment, but noted that GCE should try to understand the spirit with which it is being proposed.	The Board recommended that they set up a working group to explore this further and find an appropriate solution
VOTE FOR AMENDMENT 2015-3	NOT ADOPTED / DISAPPROVED

Constitutional Amendment 2015-2 – Proposed by Plan International

Plan International proposed a series of amendments aimed at including opportunities for children and youth to participate in GCE’s decision-making and governance structures. The originally proposed series of amendments related to Principle 6 in the Introduction and Articles 3b, 6, 8a and 9a. After their side-meeting, Plan International withdrew amendments to Article 3b and Article 6 (as they were already covered by another amendment).

There was lengthy and rigorous debate regarding the remaining aspects of this amendment (Articles 8a and 9a). **What happened to proposed changes to Principle 6 of the Introduction – was this also withdrawn???** Deliberations went late into the evening, and resumed the following morning.

The process, the issues raised and the additional changes (beyond what is noted in the Amendments to the Constitution document) are outlined below:

Process Followed and Issues Raised for Constitutional Amendment 2015-2	Response/Result
<p>Article 8, section a) Membership of the World Assembly: As per the previously approved Policy Motion (C: ‘Child and youth participation in GCE’), the debate for Article 8a revolved around having <u>delegates from children and youth-led organisations</u> listed as a separate category of membership of the World Assembly.</p> <p>A number of members motivated in favour of the amendment to Article 8a, noting that:</p> <ul style="list-style-type: none"> ▪ Education is mainly for the children and youth, and we need to be working <u>with</u> them, not only <u>for</u> them. ▪ The voice of children and youth is critical in order to design an education system that is responsive to their needs. (Many examples were shared about the ‘adult’ versus ‘child/youth’ perspectives.) ▪ Walking our talk, and not paying lip service, is important - children and youth needed to be visible within the GCE (on all levels) ▪ There are organisations, like Plan International, who are skilled in bringing the voice of children/youth into adult contexts in constructive, creative and healthy 	After considerable debate, Plan International withdrew the proposed amendment to Article 8a, on the basis that, although it is not explicitly stated, child and youth-led organisations are included in the membership of the World

<p>ways.</p> <p>A number of members argued against the amendment to Article 8a, noting that:</p> <ul style="list-style-type: none"> It doesn't make sense to include youth as a separate category of membership; it's not an exclusion, as they fit within the other categories. 	<p>Assembly.</p>																											
<p><u>Article 9, section a) – Composition (of the GCE Board)</u></p> <p>The proposed amendment to Article 9a called for changing the composition of the GCE Board to include, as a separate category, '<u>Children and youth-led organisations: 2 representatives</u>'.</p> <p>The GCE Board argued that there are already 2 seats on the Board that can include children/youth-led organisations:</p> <table border="1" data-bbox="193 600 1123 904"> <thead> <tr> <th>National Coalition/ Regional network</th> <th>SEATS</th> <th>No. of members</th> </tr> </thead> <tbody> <tr> <td>Africa</td> <td>2</td> <td>32</td> </tr> <tr> <td>Asia</td> <td>2</td> <td>17</td> </tr> <tr> <td>Europe/North America</td> <td>2</td> <td>17</td> </tr> <tr> <td>Latin America</td> <td>2</td> <td>18</td> </tr> <tr> <td>Middle east</td> <td>2</td> <td>11</td> </tr> <tr> <td>International NGO</td> <td>2</td> <td>11</td> </tr> <tr> <td>International child rights/ youth rights/ child labour</td> <td>2</td> <td>2</td> </tr> <tr> <td>Teaching profession</td> <td>2</td> <td>1</td> </tr> </tbody> </table> <p>It was also noted that all children/youth-led organisations can become members of the GCE at any level.</p> <p>A member raised concerns about this setting a dangerous precedent; What stops other members from applying for seats and categories based on other interest groups e.g. indigenous populations, woman, teachers unions?</p>	National Coalition/ Regional network	SEATS	No. of members	Africa	2	32	Asia	2	17	Europe/North America	2	17	Latin America	2	18	Middle east	2	11	International NGO	2	11	International child rights/ youth rights/ child labour	2	2	Teaching profession	2	1	<p>Plan International modified its proposed amendment to Article 9a to include one seat on the Board explicitly for child and youth-led organisations (also noting that GCE has 4 years to integrate this and make it possible)</p>
National Coalition/ Regional network	SEATS	No. of members																										
Africa	2	32																										
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International NGO	2	11																										
International child rights/ youth rights/ child labour	2	2																										
Teaching profession	2	1																										
<p><u>Modified amendment to Article 9a - to include one seat on the Board explicitly for child and youth-led organisations</u></p> <p>A number of members motivated in favour of the modification to the amendment, noting that:</p> <ul style="list-style-type: none"> It is a reasonable means of giving explicit visibility to child and youth-led organisations. It is an affirmative action, reflecting that young people are an integral part of the education community. It is translating GCE discourse into action. There are 4 years to integrate child and youth-led organisations onto the GCE Board Our movement is a process, and it needs to start with building the capacity of organisations/members, in order to prepare them to participate in the general assembly. GCE has talked over the last few days about wanting participative, sustainable development and about being progressive... A ¼ of the population is children and youth. Here is a chance to not only talk about young people, but to talk with young people. I am surprised: we speak of democracy and yet we don't want to include children and youth (in decision-making processes and structures). This is not democratic. We should be trying to incorporate youth and children because they are capable; they are protagonists (and not just for mass mobilising at public events). Let's include them even if the legal framework or structure is not clear yet. Plan International clarified that they are referring to adolescents ages 13-15, and reiterated that Plan International has experience with both protecting and including children/youth meaningfully. 	<p>Plan International agreed to further modify the proposed amendment to Article 9a – removing the word 'children' so that it is '<u>youth-led organisations: 1 seat</u>'</p>																											

<p>Several members argued against the modification to the amendment, noting that:</p> <ul style="list-style-type: none"> ▪ Children are meant to be at school; and not in the boardroom. It is not a good learning experience to expose children to the burden of making decisions and sitting at a table with adults; it can be difficult for them. (Youth, specifically students, may be more competent in these positions.) ▪ It is fine to include them in the process, but not in operational things. ▪ There shouldn't be reserved seats for anyone; it's not democratic. <p>A concern was raised regarding implications for GCE's legal framework – as young people can only legally sign at 18 years of age and older.</p>	
VOTE FOR AMENDMENT 2015-2	ADOPTED

As a final formality, the assembly voted on adopting the amended Constitution. The vote was in favour by a large majority, and the amended Constitution was adopted.

3.4 Thursday, 26 February – GCE World Assembly: Action In 2015

Nominations for the two Civil Society Organisation seats (CSO 1 and CSO 2) on the Board of Global Partnership for Education (GPE) had taken place earlier in the week (during lunch on Tuesday, 24 February). Before the proceedings for the day got underway, Monique Fouilhoux announced the results **(of the nominations or the actual election/awarding of the seats??):**

CSO 1: David Archer from ActionAid International; and Tony Becker from RESULTS

CSO 2: Cheikh Mbow from Coordination des ONG et Syndicats pour la défense d'une Education publique de Qualité (COSYDEP), Senegal; and Janet Muthoni-Ouko from Elimu Yetu Coalition, Kenya

NB: The deliberations for Constitutional Amendment 2015-2 continued at this time, prior to moving into the programme for the day. These deliberations are reflected in the previous section of this report.

3.4.1 Group Discussions 5: Learning and Exchange on GCE Member Work

This session included five parallel break-away discussion groups, based on the following themes/areas:

- **Making the manifesto:** using political elections to advance campaigns for the right to education
- **Local influencing, from religious leaders to district government:** effective advocacy to influence formal and informal local authorities
- **Media at the grassroots:** using community radio, local broadcasting and social media to engage citizens in education debate
- **Approaches to accountability:** citizens and technology tracking government spending and delivery
- **Young activists:** strategies to support and develop effective youth advocates

The aim of this session was to promote learning and exchange within the GCE movement. Each break-away group featured inputs from two or more GCE members (outlining relevant work that they have done related to the particular theme), and opportunities for further discussion about actual and potential work in this area.

NB: These break-away sessions did not report back in plenary. I have not received any notes from GCE on these break-away sessions. Let's discuss further, if you'd like the groups' notes included.

3.4.2 GCE in 2015 – the Path to Korea, New York & the Post-2015 Frameworks

The moderator, Caroline Pearce, noted that this session will focus on the questions: ‘How will we shape the next 20 years? What are the priorities?’ She introduced the following panel members:

- Sabine Detzel, Education For All Programme Specialist, UNESCO
- David Edwards, Deputy General Secretary, EI
- Camilla Croso, President, GCE
- Zubair Sayed, Head of Communications, CIVICUS

Highlights from the panel members’ presentations are provided below.

Sabine Detzel, Education For All Programme Specialist, UNESCO

For the last fifteen years, UNESCO has been working closely with GCE and all the EFA partners towards 2015. Now that it’s here, the focus is on the next 15 years, and how to achieve the overarching education goal of the post-2015 development agenda: *“Equitable, inclusive, lifelong learning for all.”*

The education agenda has broadened in the last few years, and the contributions from GCE and civil society partners have been essential. UNESCO has encouraged, and will continue to encourage, the participation of civil society in these discussions, particularly through the following platforms and processes:

- The Thematic Consultation on Education for the Post-2015 Agenda, which are facilitated by UNESCO/UNICEF; and where the EFA Steering Committee has taken the lead, resulting in alignment to the EFA goals.
- The 2012 meeting of the Collective Consultation of NGOs on EFA (CCNGO/EFA), which was an important catalyst as it woke people up to the ambitious goals that were set for 2015; these meetings need to continue.
- The EFA processes and coordination mechanisms, including the EFA Steering Committee, which have assisted in setting goals and monitoring targets. It has been particularly important to have civil society representation in order to ensure that the goals and targets are relevant.
- The Dakar 2013 Global Meeting of the Thematic Consultation on Education Post-2015, and the essential role of the High Level Panel of Eminent Persons in the Post-2015 Development Agenda (convened by the UN Secretary-General).
- The UN Open Working Group on Sustainable Development Goals (OWG), which UNESCO is part of in order to prepare for the summit to be held in New York in September.

David Edwards, Deputy General Secretary, EI & Camilla Croso, President, GCE

David Edwards and Camilla Croso presented on GCE’s work on the EFA Steering Committee. They compared the journey to the ‘Star Wars’ anthology (parts 1, 2 and 3) and highlighted the changes in language/wording in order to ensure congruency with the overarching goal of equitable, inclusive education and lifelong learning for all.

Part 1: The “Dakar Wars” – Resisting and holding

The grand objective at the gathering was to shift the philosophy/thinking to learning for all till 2030, as this would influence all things going forward. Another important concern was related to the results of the learning experience – the emphasis on testing, methods of learning, numeracy and literacy.

Part 2: Oman (the Muscat Agreement) and the Open Working Group for Sustainable Development (OWG) – Gaining ground and building the bridge

At the OWG, efforts focused on emphasising the Muscat Agreement as the baseline. This was challenging, given the donor-driven agenda and the efficiency model that was on the table. As such, there was a need to prioritise particular targets, e.g. the value of professionally trained, motivated teachers. In addition, there were debates around ‘affordable’ versus ‘free’ education, which included locating education within a human rights framework and an emphasis on education for global citizenship. GCE gained some ground here, based on the human rights declaration, and the word ‘affordable’ was withdrawn.

Part 3: Bringing it home

GCE needs to have a strong action plan – with targets and indicators – to take forward. The general objective is to ensure that what takes place in New York in September is aligned to the Muscat Agreement. Some of our priorities include:

- Ensuring the inclusion of ‘inclusive’ and ‘compulsive’ in the wording;
- Ensuring the inclusion of the ‘Education’ component for Early Childhood Care *and Education*; and
- Ensuring that learning for young people speaks to universal skills for life (‘to participate in society’) – and not only skills for employment.

In terms of assessing the goals, the Technical Advisory Committee conducted an online ‘feasibility and communicability’ study, which reflects a desire for learning to be measured through global testing. Another priority is for us to argue that assessment cannot be reduced to standardised, global testing for education.

There is also discussion regarding free primary education for one year, and using a global early childhood index to determine readiness for primary education. We need to fight for free primary education generally (not just for one year). The strategy is to target various Ministers for support and use regional influence.

A new battle line has been drawn – with the Technocrats, who claim that we can’t measure progress unless we have global testing. However, this is actually a political battle; and GCE needs to develop sound, evidence-based arguments in order to win.

(It might be useful to add Camilla and David’s powerpoint slides as an Appendix – let me know what you think.)

Participants’ comments and questions in relation to the UNESCO and EFA Steering Committee presentations are listed below.

We would like to include 12 years of compulsory education (rather than 9 years).

The indicators are weak on secondary education; if they are not stronger/tighter they will be ignored down the road.

Children and young people who drop out of school seem to be missing from the priorities noted.

The Muscat Agreement indicates 4-6 % of GDP to be used for Education, but what we need is 15-20% of the budget to be for Education. We need to be specific, and not so broad.

When we talk about literacy, what is the percentage as a target to reach by 2015?

In Korea, we are going to adopt a framework and in New York we are going to adopt a framework; what are we going to use to harmonise these frameworks?

The moderator asked Sabine Detzel from UNESCO to respond. The responses are summarised below.

There are three images that haunt me:

- Those **moving targets** at the funfair – in New York the target is going to be moving all the time.
- A **tightrope walker** – UNESCO, like the tightrope walker, is in a difficult position. Education is not the only focus (there are other goals!); and we are the facilitators, not the spokesperson for the movement! GCE needs to have a written position paper, which clearly and succinctly reflects the voice of the movement.
- A **crystal ball** – It's impossible to know the extent to which the working group will take on our comments and what will be adopted; and even if our recommendations are adopted by the working group, we never know what will transpire in New York and if the Heads of State will decide something else.

Within this context, UNESCO is committed to doing our best to ensure that civil society's voice is heard.

The Korea Framework for Action is such an important document; this has to inform, and compliment, the agenda agreed in New York. UNESCO's focus is on briefing the Member States, and ensuring that the Ministers have a clear understanding of the issues coming out of Korea. However, it will be up to the countries' delegations to ensure that they are speaking with the same voice as their colleagues in New York.

In terms of harmonising the two frameworks (from Korea and New York), we are considering using the UNESCO Conference, where we can have an event to do final adjustments and ensure that we are working from one framework.

Zubair Sayed – Head of Communications, CIVICUS

Zubair Sayed shared how CIVICUS has become part of ACTION 2015 – a movement of thousands of organisations around the world who are calling on local and world leaders to take urgent action to halt man-made climate change, eradicate poverty and address inequality.

ACTION 2015 came about because of the recognition of what civil society can achieve collectively. The aim is to mobilise all organisation to move in the same direction; not to try to establish a new structure. It is an opportunity to bring diverse organisations together to work towards common goals – with set targets and indicators – and for citizens to hold government accountable.

Anyone can join ACTION 2015, as the goal is to mobilise millions of people around the world so that world leaders take notice. Moreover, the ACTION 2015 network and logo can be used as a unifier at events for social change. There are a number of global events for social change taking place this year, and ACTION 2015 volunteers are mobilising around them, e.g. next month's International Women's Day, the Financing for Development Conference in Addis Ababa in July and the Sustainable Development Summit in September in New York. We encourage GCE to look at how to use ACTION 2015 to support its aims, especially its public events.

The moderator, Caroline Pearce, announced that the dates for the upcoming GAW are 26 April – 2 May. She also shared that GCE is putting together an 'action tool kit' for the year, with alerts and information regarding opportunities to advocate around the post-2015 agenda.

3.4.3 Group Discussions 6: GCE Action in 2015

This session provided participants with the opportunity to engage in action planning for 2015 – at national, regional and global levels. There were five parallel break-away discussion groups, with each discussing potential campaigning and advocacy action, in order to influence post-2015 frameworks and their implementation. Each group was asked to come to consensus on:

- Proposed priority actions at different levels (national, regional, global);
- Strategies to link between these levels; and
- Possible sources of additional resources to support plans.

3.4.4 GCE in 2015 – Final Feedback, Discussion and Agreement of Plans

The moderator, Camilla Croso, introduced this session and explained that each of the break-away groups would have six minutes to present the potential activities – at the national, regional and global levels – identified for 2015.

Feedback from the discussion groups, with additional inputs made by participants during plenary, has been consolidated below.

Proposed priority actions at the GLOBAL level:

- Develop joint materials/publications/documents (translated into the 5 languages) that we can use to present our agenda to our governments and the wider public.
- Members begin to align our activities to the GCE Strategic Plan
- Develop a toolkit on Lobbying – how, when, with whom, etc.
- Technology is important - Social media, DC can develop a page or website that is interactive. Live coverage of the events. When a positive thing is happening it can be posted. Post Korea event - a greater outreach for sending the message out through FB, twitter etc
- Ensure strong media presence at GCE global events.
- Map key GCE allies and champions; and distribute this list to the membership (so that members can lobby at a national level).
- Map all the major events, dates, themes and circulate the list to all members (so they can be proactive about participating)
- Mass lobbying for all major global events – WEF in Korea in May; G7 in June; Financing for Development in July; etc.
- Ensure strong CSO presence at all global events.
- Create our own CSO spaces, e.g. organise a CSO event in Korea, and have side meetings with like-minded organisations and government delegates.
- Country representatives lobby UNESCO to ensure their participation at the World Education Forum in Korea.
- Identify the countries' delegations going to Korea and New York and liaise with them in order to ensure that they are well-versed in GCE's agenda.
- Engage with the Drafting committee and advocate our agenda to Member States who are on the committee.
- Create a Logistics Committee to facilitate the participation of GCE delegates in Korea and New York.
- Disseminate all the agreements from Korea at the next Global Action Week for Education
- Use Global Action Week for Education to build momentum for the UN summit in September (and beyond).
- Link with the Sustainable Development Goals (SDGs) sectors and work with other global networks and alliances (e.g. women's groups and human rights groups) who can be allies for our education agenda.
- Raise awareness on the SDGs after their adoption in September through 'the world's biggest lesson' (and this should go in the Guinness book of records!)
- Engage governments to translate SDGs into national action plans.

Proposed priority actions at the REGIONAL level

- Promote the exchange of experience and sharing of information between countries
- Encourage discussions with ministries and key government stakeholders so that civil society and government present unified education objectives in Korea and New York.
- The Arab region should especially engage governments to sign the country-level position papers, which will then be shared at the WEF in Korea.
- Bring together Ministers of Education and Foreign Affairs on global forums, e.g. Korea and New York.
- Disseminate information about the country delegations to the global events as well as the processes leading up to these events (e.g. intergovernmental sessions).
- Conduct regional events – engage regional bodies such as EU (for European coalition), UNESCO-Bangkok, SARCC and other regional media groups.
- Identify national and regional representatives who participate in international forums and facilitate dialogue with them (to build a common language and provide technical support).
- Push governments for commitments and track how they fulfil their commitments.

Proposed priority actions at the NATIONAL level

- Evaluate previous work and analyse shortcomings, why objectives haven't been met.
- Build the capacity of advocates and coalitions so that they are well-versed on the documents and strategies.
- Continue to take stock of EFA goals and track progress (as it happening in Bangladesh).
- Track and monitor national budget allocations (budget tracking)
- Increase quality of teachers through budget increase.
- Conduct outreach to citizens, providing information about key messages of the GCE (dossier, spots on radio and TV programmes). Spread it through social networks, official media, community radio, etc.
- Engage in grassroots-level advocacy to create awareness in small communities, inform parents and students about the processes taking place on the international front.
- Increase engagement with and participation of children and youth: story telling of those born in 2000 (Bangladesh); asking students their vision for education for 2030 (Germany); students demanding 'give my friend a good school' (IBIS)
- Make GAW very visible, with wide coverage of events from different countries.
- Use GAW as an advocacy tool for post-2015 events (at regional and global levels as well).
- Push for retention of the agenda at the country-level (in the Arab region) and continue the work being done in the respective countries with regard to the post-2015 processes.
- Advocate for country-level position papers (especially in the Arab and South Asia region).
- Engage donors – their country heads.
- Engage with official delegations to events (Korea and New York) to make their presence/voice stronger.
- Engage country-level multilateral agencies to push for CSO-government consultations on education post-2015.
- Engage in the implementation of post-2015 education agenda through continued advocacy such as budget advocacy, PIL, policy forums.
- Participate in education sector planning to incorporate global commitments to education at the national level.
- UNESCO and UNICEF facilitate dialogue between CS stakeholders and governments.
- Engage with like-minded government officials, Presidents and delegates (e.g. Bangladesh Minister).
- Mass lobbying to encourage politicians to support education and hold them accountable for what they promise – engagement with Parliamentarians, SMSs and e-mails to leaders.

Strategies to link between these levels:

- Improve communication among national, regional and global members of GCE.
- Identify journalists, television and radio programmes and other media allies.
- Lobby delegates and officials attending the various forums and summits to convey the GCE message – organise interviews with them, invite them to discussion forums, etc.
- Forums with citizens and social organizations.
- Work with schools, colleges and universities, collecting signatures.

Possible sources of additional resources to support plans:

- GCE members contribute by adapting existing materials to local contexts, translating materials into the different languages, etc.

- Share members' resources and materials/publications, graphic designs, etc. within/across the membership.
- Coalitions request resources from regular donors and authorities at national level.
- At various levels, engage with possible contributors, e.g. UNESCO, Japan International Cooperation Agency (JICA), etc.
- Work with the Malala Fund and Kailash to promote CSO agenda for education.

Possible sources of funding for participation at the WEF in Korea:

- GCE contribute funds to the CSEF-funded coalitions for their participation in the WEF.
- Lobby UNESCO to increase education participation at WEF.
- Develop links with government so that CSO representatives can be part of the country delegations (for WEF).

In the plenary discussion it was noted that GCE's Education Aid Watch report, which looks at trends in aid to education, is a useful advocacy/lobbying tool. A request was made to do more research of this kind, and to include examples from other countries that have seen a decrease in donor funding.

It was also announced that CCNGO and UNESCO are doing a survey on civil society's contribution to the EFA goals and the challenges that have been encountered. Members were encouraged to participate in this survey.

3.4.5 Inauguration of New Board and President and Closure

A brief ceremony was conducted to officially acknowledge the new GCE Board and President (listed below). Noelle Garcin, from International Day of the African Child and Youth (IDAY), presented the GCE President with a wooden plaque/sculpture to signify that GCE is the material manifestation of life, Mother Nature and harmony.

Constituency	Board Members
Africa	Reinaldo Sive, ANCEFA Alassane Boubacrine, ASO-EPT Niger
Asia	Maria Khan, ASPBAE Rasheda Choudhury, CAMPE <i>(Vice President)</i>
Europe/North America	Helle Gudmandsen, Danish NGO Education Network Ed Gragert, GCE-US
Latin America	Camilla Croso, CLADE <i>(President)</i> Francisco Cevallos, Contrato Social Por la Educación, Ecuador
Middle East	Refaat Sabbah, ACEA <i>(Vice Chair)</i> D. Mubarak Yahiya Abbas, Sudanese Coalition for Education For All
Teaching Profession	Monique Fouilhoux, Education International <i>(Chair)</i> Mugwene Maluleke, SADTU
INGOs	Nafisa Baboo, Light for the World David Archer, ActionAid International
International alliances working on child rights, youth rights, child labour and child/youth-led organisations	Elie Jouen, Global March Against Child Labour Vernor Munoz, Plan International

Please check if the Chair, Vice President and Vice Chair positions are correct here!

The Board called the members of the GCE Secretariat forward, and formally acknowledged their hard work and commitment.

Caroline Pearce, the GCE Global Coordinator thanked the participants for their constructive participation in the World Assembly, and affirmed the Secretariat's continued commitment to mobilise for action.

Lastly, the GCE President, Camilla Croso, invited members to continue to unite in solidarity for the right to quality education for all.

4. Conclusion

As reflected throughout this report, the 5th GCE World Assembly was successful in encouraging many useful discussions, and ensuring that a number of important decisions were made. This success is due to the hard work and commitment of GCE – the Board, the Secretariat, the members and its many partners and allies. Furthermore the proceedings of this World Assembly reflect a growing understanding of the complex and dynamic global education sector, and a growing body of knowledge and expertise within the GCE movement.

Appendices

Appendix 1 – List of Participants

ORGANISATION	FIRST NAME	SURNAME	ROLE	WA
ActionAid International	David	Archer	Head Of Programme Development and GCE Board Member	Delegate
ActionAid International	Victorine	Kemonou Djitrinou	International Program Manager, Education	Delegate
ActionAid International	Rebecca	Kukundakwe	Project Coordinator	Delegate
ActionAid International	Catherine	Rodgers	Activista Coordinator	Delegate
ActionAid International	Muntasim	Tanvir	International Policy Manager, Education	Delegate
Africa Network Campaign for Education For All (ANCEFA)	Solange	Napoe epse Akpo-Gnandi	Capacity Building Manager	Delegate
Africa Network Campaign for Education For All (ANCEFA)	Limbani	Nsapato	Regional Coordinator	Delegate
Africa Network Campaign for Education For All (ANCEFA)	Reinaldo	Sive	Chairperson and GCE Board Member	Delegate
Africa Network Campaign for Education For All (ANCEFA)	Boaz	Waruku	Programme Manager & CSEF Africa Coordinator	Delegate
Agenda Ciudadana por la Educación Costa Rica	Nora Elena	González Chacón	Coordinadora Nacional	Delegate
Angolan EFA Network (AAEA)	António Carlos	Cambuta	Secretary-General	Delegate
Angolan EFA Network (AAEA)	Vítor	Manuel Barbosa	Presidente	Delegate
Arab Campaign for Education For All (ACEA)	Hebah	Hammad-Khouli	ACEA Regional Coordinator	Delegate
Arab Campaign for Education For All (ACEA)	Refaat	Sabbah	General Secretary and GCE Board Member	Delegate
Arab Network for Human Rights and Citizenship Education (ANHRE)	Fotouh	Younes	Executive Director	Delegate
Arab Network for Popular Education Lebanon	Elsy	Wakil	National Coordinator	Delegate
Armenian Constitutional Right-Protective Centre	Gevork	Manoukian	National Coordinator	Delegate
Asia South Pacific Association for Basic and Adult Education	Rene	Raya	Lead Policy Analyst	Delegate
Asia South Pacific Association for Basic and Adult Education (ASPBAE)	Helen	Dabu	Capacity Support And Advocacy Adviser	Delegate
Asia South Pacific Association for Basic and Adult Education (ASPBAE)	Bernie	Lovegrove	Asia Pacific CSEF Regional Coordinator	Delegate
Asia South Pacific Association for Basic and Adult Education (ASPBAE)	Cecilia	Soriano	Programmes and Operations Coordinator	Delegate
Basic Education Network Ethiopia (BEN-E)	Araya	Gebbru	Program Manager	Delegate
Cameroun Education for All (CEFAN)	Josué	Baloma	Coordonnateur National	Delegate
Campaign for Education Forum (CEF) Lesotho	Motselisi	Takalimane	Treasurer	Delegate
Campaign for Popular Education (CAMPE) Bangladesh	Rasheda	Choudhury	Executive Director and GCE Board Member	Delegate

Campaign for Popular Education (CAMPE) Bangladesh	K M Enamul	Hoque	Deputy Director	Delegate
Campaign for Popular Education (CAMPE) Bangladesh	Md. Mostafizur	Rahaman	Program Manager	Delegate
Campaña Argentina por el Derecho a la Educación (CADE)	Alberto	Croce	GCE Board Member	Delegate
Campaña Argentina por el Derecho a la Educación (CADE)	Maximiliano Carlos	Estigarribia	Miembro del Comité Ejecutivo Nacional	Delegate
Campaña Boliviana por el Derecho a la Educación (CBDE)	Silvana	Camacho	Presidenta del Directorio de la Campaña Boliviana por el Derecho a la Educación	Delegate
Campaña Latinoamericano por el Derecho a la Educación (CLADE)	Camilla	Croso	General Coordinator, GCE President	Delegate
Campaña Latinoamericano por el Derecho a la Educación (CLADE)	Laura	Giannecchini	CLADE Program Advisor	Delegate
Campaña Latinoamericano por el Derecho a la Educación (CLADE)	Giovanna	Modé	CLADE Communications Coordinator	Delegate
Campana Nacional pelo Direito a Educação Brazil	Idevaldo	Bodião	Board member	Delegate
Campana Nacional pelo Direito a Educação Brazil	Daniel	Cara	General Coordinator	Delegate
Campana Nacional pelo Direito a Educação Brazil	Mila	Dezan	Program Officer	Delegate
Campaña Peruana por el Derecho a la Educación (CPDE)	Madeleine	Zuniga	National Coordinator	Delegate
Catholic Institute of Education	Anne	Baker	Deputy Director	Delegate
Christoffel Blindenmission EV	Henoch	Schoeman	Education Advisor	Delegate
CIVICUS	Zubair	Sayed	Head of Communications	Observer
Civil Society Action Coalition for Education for All (CSACEFA) Nigeria	Toochukwu	Okafor	National Moderator	Delegate
Civil Society Action Coalition for Education for All (CSACEFA) Nigeria	Chioma	Osuji	Policy Advisor	Delegate
Civil Society Education Coalition (CSEC) Malawi	Julie	Juma	Board Chairperson	Delegate
CME España	Patricia	Garcés Andreu	Coordinadora CME en Ayuda en Acción	Delegate
CME España	Olga	García Martínez	Coordinadora Equipo de Educación	Delegate
CME España	Valeria	Méndez de Vigo	Responsable departamento de Estudios e Incidencia Entreculturas- -coordinación nacional	Delegate
Coalición Colombiana por el Derecho a la Education	Maria Elena	Urbano Dorado	Coordinadora Secretaria Ejecutiva	Delegate
Coalition Beninoise des Organisations pour l'EPT (CBO-EPT)	Towanou Hervé	Kinha	Coordonnateur national	Delegate
Coalition for Educational Development (CED) Sri Lanka	Priya	Ariyaratne	Secretary	Delegate
Coalition for Educational Development (CED) Sri Lanka	Samarakoon Arachchige Priyadarshanie	Ariyaratne	Secretary	Delegate
Coalition Nationale de l'Education Pour Tous en DRC (CONEPT/RDC)	Marc	Kikudi	Président du CA	Delegate

Coalition Nationale de l'Education Pour Tous en DRC (CONEPT/RDC)	Jacques	Tshimbalanga Kasanji	Coordonnateur National	Delegate
Coalition Nationale EPT du Burkina Faso (CNEPT)	Tahirou	Traore	Coordonnateur National	Delegate
Coalition Nationale EPT Togo	Toï Marcel	Yao	Coordonnateur	Delegate
Coalition Nationale Malgache pour l'EPT /CONAMEPT	Huguette	Rakotoarivony	Coordinatrice Nationale	Observer
Coalition Pour L'Education Pour Tous (BAFASHEBIGE) Burundi	Nibizi	Eulalie	Chairperson of National Coalition	Delegate
Coalizione Italiana delle Campagna Globale per l'Educazione (CGE Italia)	Anna Rita	De Bellis	National Coordinator	Delegate
Colectivo de Educación para Todas y Todos Guatemala	Victor Armando	Cristales Ramírez	Coordinador General	Delegate
COMEDUC Mauritania	Ouedrago	Achraf Mohamed Abdoul Ghader	National Coordinator	Delegate
Contrato Social Por la Educación Ecuador	Francisco	Cevallos	Responsable de Seguimiento a Política Pública	Delegate
Coordination des ONG et Syndicats pour la défense d'une Education publique de Qualité (COSYDEP) Senegal	Moussa	Mbaye	Président du Conseil d'Administration	Delegate
Coordination des ONG et Syndicats pour la défense d'une Education publique de Qualité (COSYDEP) Senegal	Cheikh	Mbow	Coordonnateur National et Membre du Conseil d'Administration du Partenariat Mondial pour l'Education	Delegate
Coordination Nationale des Associations, Syndicats et ONGS pour la campagne EPT (ASO EPT) Niger	Illiass	Alhousseini	President	Delegate
Coordination Nationale des Associations, Syndicats et ONGS pour la campagne EPT (ASO EPT) Niger	Braham	Moumouni	Coordonnateur National	Delegate
Danish NGO Education Network	Helle	Gudmandsen	Head Of Education Campaign, IBIS And GCE Board Member	Delegate
DCI Mauritius	Mahendranath	Busgopaul	Secretary-General	Delegate
Education Coalition of Zimbabwe (ECOZI)	Maxwell	Rafomoyo	National Coordinator	Delegate
Education International	David	Edwards	Deputy General Secretary	Delegate
Education International	Monique	Fouilhoux	GCE Board Chair	Delegate
Education International	Mugwena	Maluleke	General Secretary	Delegate
Education International	Aloysius	Mathews	Fund Manager	Delegate
Education International	Dennis	Sinyolo	Senior Coordinator	Delegate
EFA Campaign Network (EFANET) The Gambia	Siyat	Gaye	Acting National Coordinator	Delegate
EFA Campaign Network (EFANET) The Gambia	Zono	Jammeh	Board Chair	Delegate
Egyptian Coalition for EFA	Ahmed	Bakri	Coordinator	Delegate

Elimu Yetu Coalition Kenya	Janet	Muthoni-Ouko	National Coordinator	Delegate
Elimu Yetu Coalition Kenya	Daniel	Wesonga	Board Chair	Delegate
E-Net Philippines	Addie	Unsi	National Coordinator	Delegate
FADE Djibouti	Said	Ahmed Mohamed	President	Observer
Fe y Alegria	Lucía	Rodríguez Donate	Coordinadora Programa Acción Pública	Delegate
Foro de Educación y Desarrollo Humano De La Iniciativa Por Nicaragua	Jorge Alberto	Mendoza Vasquez	Director Ejecutivo	Delegate
Foro por el Derecho a la Educación Chile	Juan Alejandro	González López	Comité ejecutivo	Delegate
Foro por la derecho a la Educación Paraguay	Cira	Novara	Miembra de la Plenaria Nacional	Delegate
Foro Socioeducativo Dominican Republic	Magda	Pepén Peguero	Coordinadora Técnica	Observer
Fundación Ayuda en Acción	Laura Cecilia	Lazarte Bernal	Oficial de Proyecto	Delegate
GCE Germany	Barbara	Geier	GEW (German Education Union, EI Member) Representative	Delegate
GCE Germany	Maren	Jesaitis	National Coordinator	Delegate
GCE Netherlands	Frits	Brouwer	Dutch UN Youth Representative to UNESCO	Delegate
GCE Netherlands	Jeanne	Roefs	National Coordinator	Delegate
GCE Norway	Christian	Bull	Policy Advisor, The Norwegian Students' and Academics' International Assistance Fund. Member GCE Norway	Delegate
GCE Norway	Britt	Schumann	Advisor Programmes and Education	Delegate
GCE UK	Robert	Doble	GCE UK Policy Group Chair, Save the Children	Delegate
GCE UK	Heather	Saunders	GCE UK Policy Group Chair	Delegate
GCE UK	Kathy	Wallis	Junior Vice President, NASUWT	Delegate
GCE UK	Chris	Weavers	Political Officer, NASUWT	Delegate
GCE US	Brian	Callahan	Advocacy and Outreach Manager	Delegate
GCE US	Ed	Gragert	Executive Director	Delegate
GCE US	Ashley	Wilson	Communications Manager	Delegate
Georgian Coalition for Education for All	Beka	Urushadze	National Coordinator	Delegate
Ghana National Education Campaign Coalition (GNECC)	Bright	Appiah	Chairperson and GCE Board Member	Delegate
Ghana National Education Campaign Coalition (GNECC)	Veronica	Dzeagu	Gender Program Officer	Delegate
GIZ	Odile	Mornet-Cariou	Advisor	Observer
Global Campaign for Education	Shaharazad	Abuel-Ealeh	Head of Communications	STAFF
Global Campaign for Education	Jean-Paul Brice	Affana Affana	CSEF Programme Officer, Networks and Learning	STAFF
Global Campaign for Education	Salma	Deedat	Senior Administrator	STAFF

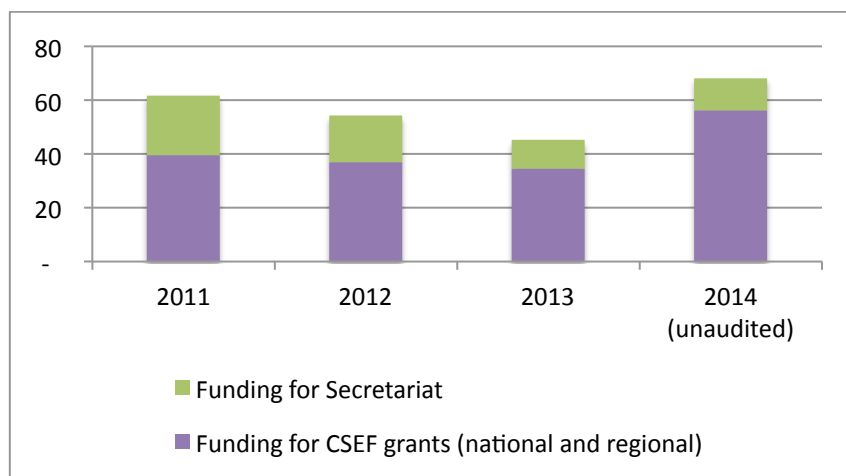
Global Campaign for Education	Lizzy	Hodzi	Events Assistant	STAFF
Global Campaign for Education	Grant	Kasonwanjete	Finance Manager	STAFF
Global Campaign for Education	Boitumelo	Kgomo	Admin and Logistics Manager	STAFF
Global Campaign for Education	Louise	Knight	CSEF Programme Officer, Monitoring and Evaluation	STAFF
Global Campaign for Education	Wolfgang	Leumer	CSEF Programme Manager	STAFF
Global Campaign for Education	Ndivhuwo	Mafharalala	Finance Assistant	STAFF
Global Campaign for Education	Kjersti	Mowe	Networks and Learning Manager	STAFF
Global Campaign for Education	Caroline	Pearce	Global Coordinator	STAFF
Global Campaign for Education	Anjela	Taneja	Head of Policy	STAFF
Global Campaign for Education	Becka	White	Communications Officer	STAFF
Global March Against Child Labour	Purva	Gupta	Policy Advocacy Officer	Delegate
Global March Against Child Labour	Elie	Jouen	GCE Board Member	Delegate
Global March Against Child Labour	Kailash	Satyarthi	Chairperson and GCE Board Member	Delegate
Global Partnership for Education	Natalie	Poulson	Advocacy Consultant	Observer
IBIS	Anne	Sørensen	Programme Manager, Global Education	Delegate
ICEVI	Okiyo	Martin Osiri	Regional Coordinator	Delegate
ICEVI	Martin	Osang'iri	Regional Coordinator	Delegate
ICEVI	Praveena	Sukhraj	Principal Officer	Delegate
IDAY	Noelle	Garcin	Secretary General	Delegate
Incidencia Civil en la Educación (ICE) Mexico	Teresita Del Niño Jesús	Quintanilla D' Acosta	Director	Delegate
Iraqi Coalition for Education	Ayad	Salih	Iraq Coordinator	Delegate
Iraqi Coalition for Education (AL-NOOR ORG)	Ali	Hussein Al-Khazrji	Head Of The Al-Noor Org	Delegate
Jordanian National Coalition for EFA	Khalil	Abu Radwan	Human Rights Education Advisor	Delegate
Legal Resources Centre	Simone	Sonn	Programme Coordinator	Observer
Light for the World	Nafisa	Baboo	Senior Advisor on Inclusive Education	Delegate
Malala Fund	Louis	Belanger	Communications Director	Observer
Moroccan Coalition for EFA	Khadija	Yamllahi	National Coalition Member	Delegate
Movimento de Educacao para Todos (MEPT) Mozambique	Zaida	Cabral	National Coordinator	Delegate
Myanmar CSEF Coalition	Hawng	Tsai	Program Director	Observer
National Campaign for Education (NCE) Nepal	Raj Kumar	Gandharba	President	Delegate
National Campaign for Education (NCE) Nepal	Babu Kaji (BK)	Shrestha	Member - Steering Committee	Delegate
National Coalition for Education (NCE) India	Rama Kant	Rai	National Coordinator	Delegate
NEW Indonesia	Sadiyah	El Adawiyah	Board	Delegate
NEW Indonesia	Abdul	Waidl	National Coordinator	Delegate
NGO Education Partnership (NEP) Cambodia	Sokha	Keo	Advocacy and Campaign Officer	Delegate

NGO Education Partnership (NEP) Cambodia	Nipun	Pich	Campaign and Advocacy Coordinator	Delegate
NGO Education Partnership (NEP) Cambodia	Kunthea	Song	Education and Membership Services Coordinator	Delegate
Open Society Foundations - Education Support Program	Trine	Petersen	Program Officer	Observer
Open Society Foundations - Education Support Program	Dierdre	Williams	Senior Program Officer	Observer
Oxfam International	Katie Malouf	Bous	Policy Advisor - Education and Health, IFIs	Delegate
Oxfam International	Deepak	Xavier	Essential Services Lead Specialist - Oxfam India	Delegate
Pakistan Coalition for Education (PCE)	Ameer	Gilani	Project Coordinator	Delegate
Pakistan Coalition for Education (PCE)	Muhammad Kashif Ali	Khan	Research & Documentation Officer	Delegate
Pakistan Coalition for Education (PCE)	Nashwa	Shakeel	Program Coordinator	Delegate
Pakistan Coalition for Education (PCE)	Kaneez	Zehra	National Coordinator	Delegate
Palestinian Education Coalition	Nadia	Dweikat	Member	Delegate
Plan International	Vernor	Munoz	Global Advisor on Education	Delegate
Plan International	Yona	Nestel	Senior Education Advisor	Delegate
PNG Education Advocacy Network (PEAN)	Priscilla Opa	Kare	National Coordinator	Delegate
Réseau Ivoirien pour Education Pour Tous (RIP-EPT)	Paul	Gnelou	Président du Conseil d'Administration	Delegate
Réseau Suisse des Partenaires pour l'Education	Ruth	Daellenbach	National Coordinator	Delegate
RESULTS	Tony	Baker	Education For All Campaign Manager	Delegate
RESULTS	Allison	Grossman	Senior Legislative Associate	Delegate
Rwanda Education For All Coalition (REFAC)	Benson	Rukabu	Board Member	Observer
SADTU	X	Buthelezi	Research Department	Delegate
SADTU	Paul	Komane	International Relations Office	Delegate
SADTU	Nirvana	Maharaj	Personal Assistant	Delegate
SADTU	David	Mbetse	National Administrator	Delegate
SADTU	Renny	Somnath		Delegate
SECTION27	Kate	Paterson		Observer
SECTION27	Nikki	Stein		Observer
SECTION27	Faranaaz	Veriava		Observer
Solidarité Laïque/CME France	Carole	Coupez	National Representative	Delegate
Somaliland Network on EFA (SOLNEFA)	Sharmarke Hussein	Mohamed	National Coordinator	Delegate
Sudanese Campaign for Education For All (SCEFA)	Mubarak	Abbas	President	Delegate
Sudanese Campaign for Education For All (SCEFA)	Elnazir	Gasmalla	Information Secretary (Sudanese Coalition for Education For All)	Delegate
Sudanese Campaign for Education For All (SCEFA)	Nagi	Mansour	Secretary General- (CSEF Manager)	Delegate

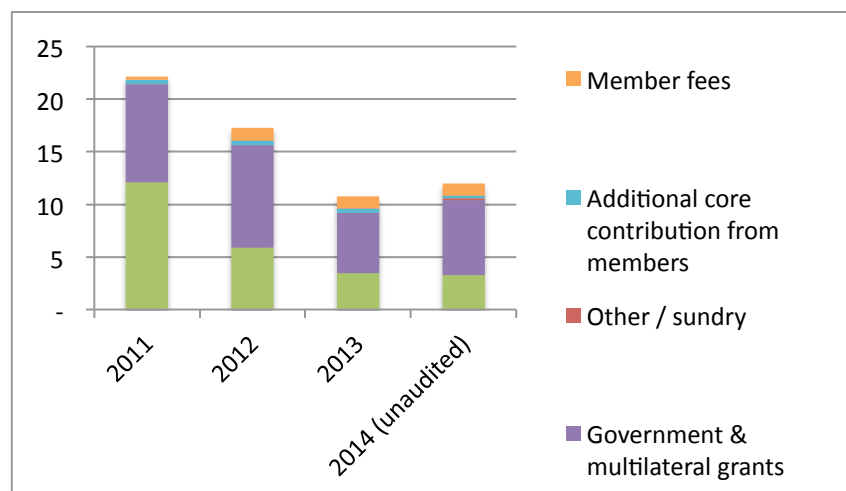
Swaziland Network Campaign for Education For All (SWANCEFA)	Nelisiwe	Nhlabatsi	National Coordinator	Delegate
Tanzania Education Network (TEN/MET)	Cathleen	Sekwao	National Coordinator	Delegate
Timor-Leste Coalition for Education (TLCE)	Joseph	De Jesus	National Secretary	Delegate
Timor-Leste Coalition for Education (TLCE)	Augusto	Pires	Board President	Delegate
UNESCO	Sabine	Detzel	Programme Specialist, EFA and Global Agenda Coordination Team	Observer
UNESCO	Hubert	Gijzen	Regional Director and Representative	Observer
UNESCO	Heidi	Kivekäs	Project Officer, Civil Society Education Fund	Observer
UNESCO EFA Global Monitoring Report	Dr. Aaron	Benavot	Director	Observer
United Nations	Kishore	Singh	UN Special Rapporteur on the Right to Education	Observer
University of Witwatersrand	Professor Mary	Metcalf		Observer
Vietnamese Coalition for Education For All (VCEFA)	Nguyen Thi	Thanh Hang	Program and Finance Officer	Delegate
Vietnamese Coalition for Education For All (VCEFA)	Tran	Xuan Nhi	Chairman	Delegate
VSO International	Margeaux	Prinster	VSO Business Development Officer	Delegate
VSO International	Purna Kumar	Shrestha	Global Education Adviser	Delegate
Yemen Network for EFA	Abdulrahman	Khurd	Head of the Yemeni Coalition	Delegate
Yemen Network for EFA	Essam	Olofi	General Coordinator	Delegate
Zambia National Education Coalition (ZANEC)	Kabika	Kakunta	ZANEC Board Secretary	Delegate

Appendix 2 – Graphs Reflecting Trends in GCE Finances

Overall composition of funds coming through the Secretariat:
(2011 to 2013 audited, 2014 unaudited)



Sources of Secretariat funds:



Secretariat spending:

