

ACHIEVING SDG4 TOGETHER



GLOBAL CAMPAIGN FOR
EDUCATION
www.campaignforeducation.org

Strategic Plan 2019- 2022

FOREWORD

On the eve of celebrating its 20th anniversary, the Global Campaign for Education (GCE) is the largest civil society organisation movement working to promote the human right to education and to put pressure on governments and the international community to fulfil their commitments to provide free, inclusive, quality public education and lifelong learning for all, particularly for children. Our regional and national coalitions encompass many thousands of civil society organisations and represent millions of individuals across the world. Each is independent, and all are united by the commitment to the human right to education, and to achieving change through the mobilisation of citizens and civil society.

Free, inclusive, quality public education, and lifelong learning for all are crucial for equipping citizens with knowledge and tools to engage and contribute to their communities and to break cycles of violence and poverty, end exclusion and transform societies.

The Education Agenda 2030 (E2030)/ Sustainable Development Goal 4 (SDG4) is at the heart of GCE's four year strategic plan, which has been prepared after consultations with national and regional coalitions, as well as international member organisations of GCE. It sets out objectives for the Movement along with guidelines for the work of the GCE Board and Secretariat.

With this strategic plan, GCE aims to:

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



Photo: MEPT Mozambique

9 GLOBAL CHALLENGES AND THREATS TO THE HUMAN RIGHT TO EDUCATION

Challenges



1 Persistent gender inequality

781 million illiterate adults and youth, and nearly two-thirds of them are women.ⁱⁱ

2 Lack of education quality and trained teachers

- Quality education requires attention to the teaching and learning environment, and according to UNESCOⁱⁱⁱ, 69 million teachers are needed to reach the Education 2030 goals.

3 Lack of inclusivity

- Nine out of ten children with disabilities are out of school, and 80 percent of all children with disabilities live in developing countries.^{iv}

4 Early Childhood exclusion

- 100 million children aged under the age of eight years are out of school worldwide.

5 Adult learning and education: the neglected goal

- only 17 out of 73 countries with a literacy rate below 95% in 2000 were able to achieve the international goal of improving adult literacy by 50% by 2015.^{vi}

Threats



6 Conflicts, displacement and disasters

- 75 million school-aged children and youth are in need of educational support, due to conflicts, protracted crisis, displacements or disasters.^{vii}

7 Lack of education financing

- Annual financing gap in low and lower middle-income countries of \$39 billion while growing privatisation threatens public education systems and the right to education.^{viii}

8 Shrinking civil society space

- Governments are squeezing the space for civic activism and, in some countries, the trends towards the state's declining role in delivering public services has decreased accountability to citizens.

9 Youth marginalisation

- 1.2 billion of youth between 15 and 24, over 16% of the global population, yet at higher risk of unemployment and not involved in decision making processes.^v

Both a threat and a challenge

GLOBAL CAMPAIGN FOR EDUCATION: 20 YEARS BUILDING THE EDUCATION CIVIL SOCIETY MOVEMENT

GCE's core beliefs

- The state has the primary responsibility for delivering the human right to education and citizens and civil society organisations (CSOs) have the right to hold the state, at all its different levels, to account.
- Broad-based coalitions are more likely to survive and engage within the context of the shrinking CSO space and, with their repertoire of actions, they can have impact at multiple levels.
- Global/regional policy discussions should be informed by, and inform, national and local realities.



GCE's mission

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

GCE's vision

A strong, diverse and sustainable movement speaking in a united voice at the global, regional and national levels to successfully influence governments and the international community to guarantee free, inclusive quality public education and lifelong learning for all.

OUR THEORY OF CHANGE

VISION

A strong, diverse and sustainable movement speaking in a united voice at the global, regional and national levels to successfully influence governments and the international community to guarantee free, inclusive quality public education and lifelong learning for all.

GOALS

Equality and non-discrimination in Education

Transformative Education

Education in Emergencies

Financing Education

MECHANISMS/ APPROACHES

Advocacy

Research

Campaigns

Communication

Justiciability

CROSS-CUTTING COLLABORATIVE DRIVERS OF SUCCESS & MOVEMENT GROWTH

Communities of Practice & Expert Networks/
Ad-Hoc Committees/ Communications/ Campaigning

ENABLING ENVIRONMENT

Funding; Strategic Partnerships; Legislation and policies; Good Governance; Human Resources

OUR ASSUMPTIONS AND THREATS TO ACHIEVE OUR VISION

Assumptions

- Civil society organisations are continuously engaged and mobilised to promote free, equitable, equal and quality public education for all.
- Civil society organisations are strong and able to effectively mobilise citizens.
- The movement implements impactful and collaborative actions worldwide.
- Political actors are responsive to the right to education demands, including financing education.
- Most youth effectively participate

- and engage with GCE members.
- Marginalised members of society (including girls, LGBTIQ and people with disabilities) are aware of their right to education and the existing redress mechanisms.
- Civil society organisations are adequately and sustainably funded.
- Rigorous monitoring and evaluation processes are in place to inform the strategic direction of the Movement.
- Efficient risk management is in place.

Threats

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

MECHANISMS TO ENSURE THE SUCCESSFUL DELIVERY OF THE STRATEGY

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

1 Communities of Practice and expert networks: Communities of practice and expert networks will be set up, gathering activists and professionals from national, regional and INGO members, to share expertise on thematic issues or core functions.

2 Ad-hoc Committees: They will plan, organise and implement specific activities or events, including participatory research, monitoring and evaluation.

3 Communications: The communication strategy will seek to shift the global narrative and offer up-to-date and accessible information to members. In addition, information systems and alerts will be established to engage membership around concrete action.

4 Campaigning: Campaigns will be opportunities for massive participation of GCE members, based on common objectives, shared strategies and global impact.



Photo: Universidad de Antioquia

2019-2022 STRATEGIC FOCUS AREAS

Strategic Area 1: Equality and non-discrimination

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

“Equitable approaches must go beyond ensuring equal access for all to ensuring that individual learners receive the support they require to succeed, according to their individual circumstances.

Inclusive education is aimed at ensuring that all learners, regardless of their linguistic and cultural backgrounds, physical and mental abilities or other personal characteristics, learn together in a welcoming and supportive environment”. Dr Boly Barry (2017:5)



Strategic Area 2: Transformative education

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

In defending the transformative role and power of education, GCE will challenge attempts to frame education solely as a narrow set of learning outcomes. The concept covers a wide range of elements including education for human rights, global citizenship and sustainable development; the language of instruction, qualified and well remunerated teachers and education workers; safe learning environments; and the role of education in the transformation of societies.



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

Strategic Area 3: Education in emergencies

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

GCE will undertake to shape education policies in contexts of emergency and will encourage national and local governments or host country government in areas recently affected by disasters and conflicts to develop policy plans including a comprehensive, gender-responsive and inclusive framework to assess and address the educational needs and rights of people living in areas potentially or already affected by emergencies.



Photo: Fadi Arouri/ GVC

Strategic Area 4: Education financing

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

GCE will continue campaigning for strong publicly funded education systems that meet the internationally agreed education financing benchmarks, to promote tax justice as a critical instrument to financing public education and to respond to the increased commercialisation of education, and the development of so-called innovative financing mechanisms.



Photo: GCE

IMPLEMENTATION OF THE STRATEGIC PLAN

Our 2019-2022 strategic plan encompasses 4 priority operational focus for the GCE Secretariat and the movement

1 Strengthening the movement

A working framework allowing the expression of a wide range of voices, collaborative processes and communication networks for sharing and learning.

2 Resource mobilisation

A fundraising strategy to deepen GCE services to its members, decrease reliance on a single source of income, and develop partnerships to work on our four strategic areas.

3 Sustainability

A vital necessity to advance in the achievement of our four thematic areas and respond to the demands of an increasingly complex global political environment.

4 Monitoring and Evaluation

Ensuring the achievement of the strategic objectives is always on track with the Results Framework, which defines indicators, outputs and outcomes, as well as targets.



Photo: UN Photo library Milton Grant

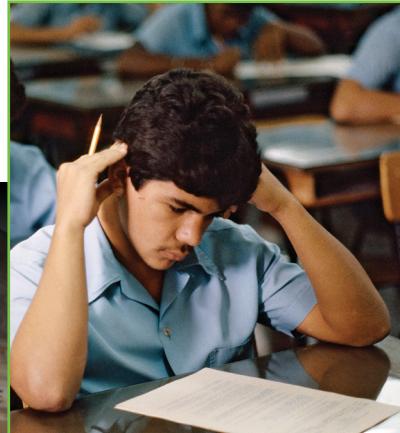


Photo: UN Photo library Milton Grant



Photo: Education For All Somalia



Photo: Globale Bildungskampagne Germany

Operational Focus #1:

Strengthening the movement

As a movement with a diverse group of organisations, opinions, cultures, objectives and languages, inclusion and diversity are at the heart of our work, and GCE will strengthen our framework to allow greater expression of all critical voices in an inclusive manner.

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

GCE's capacity for strategic planning, campaigning and servicing its members will be enhanced. GCE will increase its communications capacity and internal systems to not only collect data but incorporate collective processes to monitor the impact of communication efforts.

This should be done by closing the capacity gap between the different constituencies and regions.

We will particularly look at:

- **Identify common causes** to articulate regional and sub-regional strategic actions and share resources for the implementation of advocacy and campaigning activities.
- **Integrating youth voices at every level** of our work and decision-making processes - GCE believes that youth participation must lie at the centre of education policies.
- Compiling, systematizing and **emulating successful practices** to allow scaling-up the impact beyond national borders.
- **Incorporating new actors and forming partnership** with other movements to expand and deepen

our critical mass and maximize GCE's political impact.

- **Establishing public institutional alliances** to facilitate concertation, advancement and legitimization of the movement.
- **Exploring and testing new avenues of action**, such as strategic litigation, popular art, community education or transnational advocacy.
- **Mainstreaming SDG**: SDG4 / E2030 is our common platform for action, and this should create operational synergies and facilitate coordination among members.
- **Networking and participation in international fora** for continuous and substantive democratic participation of regional and national coalitions into the global agenda.



Photo: UN photo library Kibae Park

Operational Focus #2: Resource Mobilisation

GCE is seeking to expand its funding by diversifying and securing funding to further promote its mission. This will assist in ensuring the independence and sustainability of the Global Campaign for Education.

The GCE drew on previous experiences to implement a resource mobilisation and fundraising strategy aiming to:

- Maintain and expand GCE Secretariat services to its members;
- Decrease dependency of the Movement on a single source of income and secure sustainability;

- Develop partnerships to allow the Movement to work on its four strategic areas.

To achieve long term stability, it is necessary to invest in building and maintaining a stable constituency of donors who contribute because they support the vision, mission and programmes of the organisation. It is vital that GCE's internal capacity to function as modern civil society movement with the requested skills, expertise and systems is enhanced. The fundraising strategy aims to maximise the strengths and opportunities and minimise challenges through strengthening the movement's capacity to mobilise and utilise resources, better

documentation and communication of success stories, and improving value for money, cost recovery and risk management.

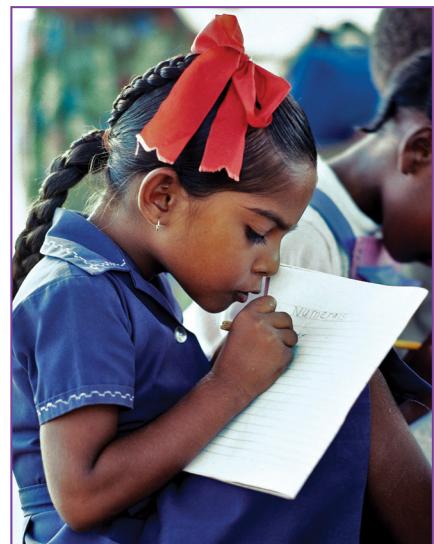


Photo: UN photo library Milton Grant

Operational Focus #3: Sustainability

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

As a member-based organisation, GCE needs to keep its member flourishing to sustain the movement. A small Secretariat, however, is at times not able to fully carry out the advocacy, research, technical support, communication and campaigns processes in timely, contextually and need basis manner, so the re-organisation of the GCE Secretariat in stronger focused teams will be a priority. In addition, GCE will strive to promote consensus-based decision making and find new creative ways of strengthening the democratic processes of representation to create a more open, transparent, engaging organisation where more people can participate in shaping our movement.

Shrinking civil society space has been accompanied by the weakening of political actions in defense of the human right to education, but also of the right to social protest and mobilisation. New efforts are required to maintain CGE effectiveness. Political sustainability depends on strengthening coordination at the local, national, regional and global levels, based on a shared agenda and focusing on the priority issues that this plan proposes. The monitoring of the political agenda supposes at the same time the construction of a common language around our principles, mission and vision and the movement capacity to adapt and respond to the diversity of needs of each of our members.

Operational Focus #4: Monitoring & Evaluation

GCE has a strong culture of monitoring and evaluation and believes that this is key for a sound planning process. Monitoring the implementation of the strategic plan will be essential for ensuring that the achievement of the strategic objectives/priority areas is always on track and will allow for effective response to the gaps and limitations which can occur during the implementation.

Simple but coherent instruments will be developed like the development of a Results Framework, which will define the indicators, outputs and outcomes, as well as targets. In addition, a 4-year implementation plan that

sets out the specific activities, tasks, deadlines and roles of the different members of the Secretariat will be developed and revised annually.

A reporting template will be developed and when reviewing progress towards the achievement of the strategic objectives, the following will be considered:

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

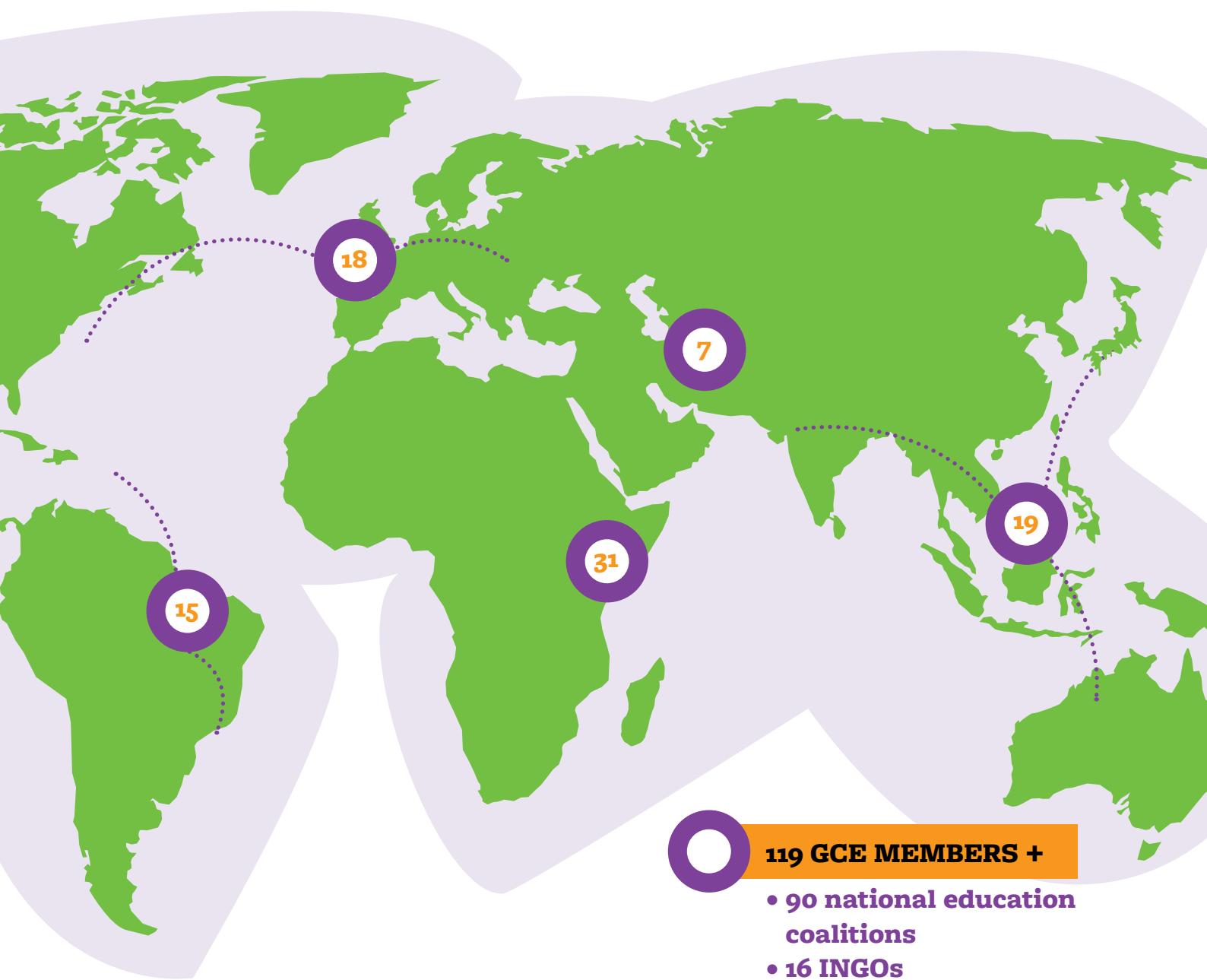
Similarly, the Secretariat will guide and support the evaluation of the strategic plan. This annual participatory process will involve reflecting on whether the Theory of Change is still relevant, or requires updating. The reflection will focus on whether the milestones/targets on the Results Framework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



Photo: UN photo library Bikem Ekberzade

References

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- vii <http://www.educationcannotwait.org>
- viii <https://en.unesco.org/gem-report/node/2300>



119 GCE MEMBERS +

- 90 national education coalitions
- 16 INGOs
- 13 regional networks and youth-led organisations

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