



Global Campaign for Education

Global Results Report 2019–2022



84

policy statements,
recommendations
and policy positions
were produced.



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List of Acronyms

AAI	ActionAid International
ACEA	Arab Campaign for Education for All
ADB	Africa Development Bank
ALE	Adult Education and Learning
ANCEFA	Africa Network Campaign for Education for All
ANLAE	Arab Network for Literacy and Adult Education
ASO-EPT	Coalition Nationale des Associations, Syndicats, Et ONG Pour La Campagne Ept
ASPBAE	Asia South Pacific Association for Basic and Adult Education
CAQ	Cost Of Quality Education Per Student
CDM	Civil Disobedience Movement
CLADE	Campaña Latinoamericana Por El Derecho a La Educación
CME	Campaña Mundial Por La Educación
CNDE	Campanha Nacional Pelo Direito À Educação
CoPs	Communities Of Practice
CSEF	Civil Society Education Fund
CSO	Civil Society Organisation
E2030	Education 2030 Agenda
EFA	Education For All
EFO	Education Financing Observatory
EiE	Education In Emergencies
EOL	Education Out Loud
Fundeb	Fund For the Maintenance and Development of Basic Education
GCE	Global Campaign for Education
GCE-US	Global Campaign for Education-US
GCI	Gender at the Center Initiative
GEM	Global Education Monitoring
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH, German development agency
GPE / AME	Global Partnership for Education
IBE UNESCO	UNESCO International Bureau of Education
IQEC	International Quality Education Conference
KEL	Knowledge Exchange And Learning
LGBTIQ	Lesbian, Gay, Bisexual, Transgender, Queer (Or Questioning), And Intersex
NFER	National Foundation for Educational Research

OC	EOL Operational Component
OECD	Organisation For Economic Co-Operation and Development
OSF	Open Society Foundations
PARLACEN	Central American Parliament
QEC	Quality Education Conference
RWCT	Reading And Writing for Critical Thinking
SDG	Sustainable Development Goals
Sinaeb	National System for The Evaluation of Basic Education
TCF	Thinking Classroom Foundation
TEN/MET	Tanzania Education Network
UIS UNESCO	UNESCO Institute for Statistics
UNESCO	United Nations Education, Science and Culture Organisation
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene
YAR	Youth-Led Action Research

900

people participated
in knowledge
exchange and
learning events



Message from the Global Coordinator



GCE will always be a Movement that succeeds because of its members' diversity, dedication and handwork

At the Secretariat, we always consider GCE members our true north. We guard and profile their work so the world can see and appreciate it. Our goal is to optimise this symbiotic relationship among our various stakeholders. This report represents many such efforts and opportunities. When we support our members to succeed, the GCE Movement as whole benefits.

While the pandemic presented no shortage of challenges, it presented us with an opportunity to focus on rebuilding and re-strategizing the work of our Movement. We accelerated the procurement of online platforms to enable us to continue our engagement work with our members and partners. This process created a more seamless and efficient experience for our members and presented new ways for us to innovate and expand our work even in these difficult times. With these tremendous technological enhancements and capabilities, we were able to overcome the challenges encountered during this period and achieved the results presented in this report.

GCE will always be a Movement that succeeds because of its members' diversity, dedication and hard work, combined with the expertise and skills of the Board and the Secretariat in supporting the work of the Movement. In addition, our strong conviction that education is a basic human right and that everyone has the right to free, inclusive, quality public education differentiates us and commits each of our members to the course of the GCE Movement.

At the Secretariat, we strive each day to make a difference in and through our members' work while seeking to address the needs of all stakeholders. We do so by upholding our enduring service, expertise and integrity principles. The GCE Board has exemplified this kind of leadership over the past years. We are thankful for their understanding, leadership, guidance, wisdom and enduring support.

I want to close by thanking our members, partners, and stakeholders for their unwavering trust in the Movement. Even in the face of difficult circumstances like those experienced over the past three years, I am confident that we will continue celebrating many great advocacy and campaign successes together. Your trust and support allow us to do our work and motivate us to always strive for better.

Lastly, I would like to give a special acknowledgement and gratitude to our funding partners for continuously providing the much-needed resources to enable us to do our work.

In Solidarity
Grant Kasowanjete

1 Introduction

In preparation for the development of the 2023-2027 Strategic Plan, the Global Campaign for Education (GCE) commissioned the National Foundation for Educational Research (NFER) to prepare the Global Results Report for the 2019-2022 period. This report showcases the achievements, successes, challenges, and lessons learned across the GCE movement during the strategy period and proposes a set of recommendations to inform future planning.

The report celebrates progress made towards GCE strategic goals at global, regional, and national levels and highlights efforts to strengthen coordination and coherence across the GCE movement, while also recognising the impact of external contextual factors and changes. The report is divided into five sections:

Section 1 introduces the report, its purpose, and the process for collating success stories, challenges, and lessons learned.

Section 2 provides a brief overview of GCE, its vision, goals, structure and 2019-2022 Strategic Plan.

Section 3 discusses the global and regional contexts that GCE operated within during 2019-2022.

Section 4 reflects on the accomplishments of the GCE movement at all levels, covering: GCE's global reach, network-strengthening efforts, regional activities and achievements, and country-level examples of impact.

Section 5 offers reflections, lessons learned, and recommendations to inform the GCE 2023-2027 strategy.

1.1 Collecting success stories and lessons from GCE members

To collate notable stories of success, achievements, challenges, and lessons learned across the GCE portfolio, we analysed a range of sources, including:

1. A **desk review** of national, regional, and global GCE documents undertaken between May-June 2022
2. An **online, self-reported survey** distributed to GCE members, including national and regional GCE coalitions and international organisations in July 2022
3. **Semi-structured interviews** conducted with key stakeholders from national, regional, and global member organisations between June-July 2022
4. **Email consultations** with targeted GCE member organisations to gather additional information conducted in August 2022

A selection of regional and national examples with strong alignment to GCE strategic areas are presented, taking into consideration regional GCE priorities (see Section 4.2). This selection provides an illustrative snapshot of GCE's progress from 2019-2022. However, it should be noted that this report is not intended to constitute a full and comprehensive evaluation of GCE work, and as such it was not possible to showcase all the relevant examples of GCE member work. Details of the document review, survey, interviews, and email consultations are provided in Annex A to D.

2 Overview of GCE

GCE is a civil society movement that promotes and defends education as a basic human right. It represents the interests of over 120 regional and national education coalitions and international civil society organisations. The membership is made up of independent organisations united by a commitment to achieve the human right to education by effectively mobilising citizens and civil society. The membership comprises many national, regional, and international civil society organisations, teachers' organisations, parents' associations, women's groups, disabled people's organisations, youth and student groups, academic or research institutions, and child rights campaigners. National coalitions encompass many thousands of civil society organisations and represent millions of individuals worldwide. It recognises the essential role of civil society in fostering social accountability to deliver the Sustainable Development Goal 4: to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (SDG4).

2.1 GCE mission, vision and guiding principles

The **GCE mission** is to promote and defend quality education as a basic human right and mobilise public pressure on governments and the international community to fulfil their commitments to provide free, quality inclusive and compulsory public education for all people, particularly children, youth, women, and those from excluded communities.

The **GCE vision** is to strengthen the capacity of civil society to act at the global, regional, and national levels to influence governments and the international community to guarantee free, quality, inclusive and compulsory public education and lifelong learning for all.

GCE operates within the following core **principles**:



The state has the primary responsibility for delivering the human right to education, and both citizens and civil society organisations (CSOs) have the right to hold the state to account, at all its different levels.



Effective and responsive policymaking and accountability require organised, broad-based participation of citizens and CSOs.



Global/regional policy discussions should inform, and be informed by, national and local realities.

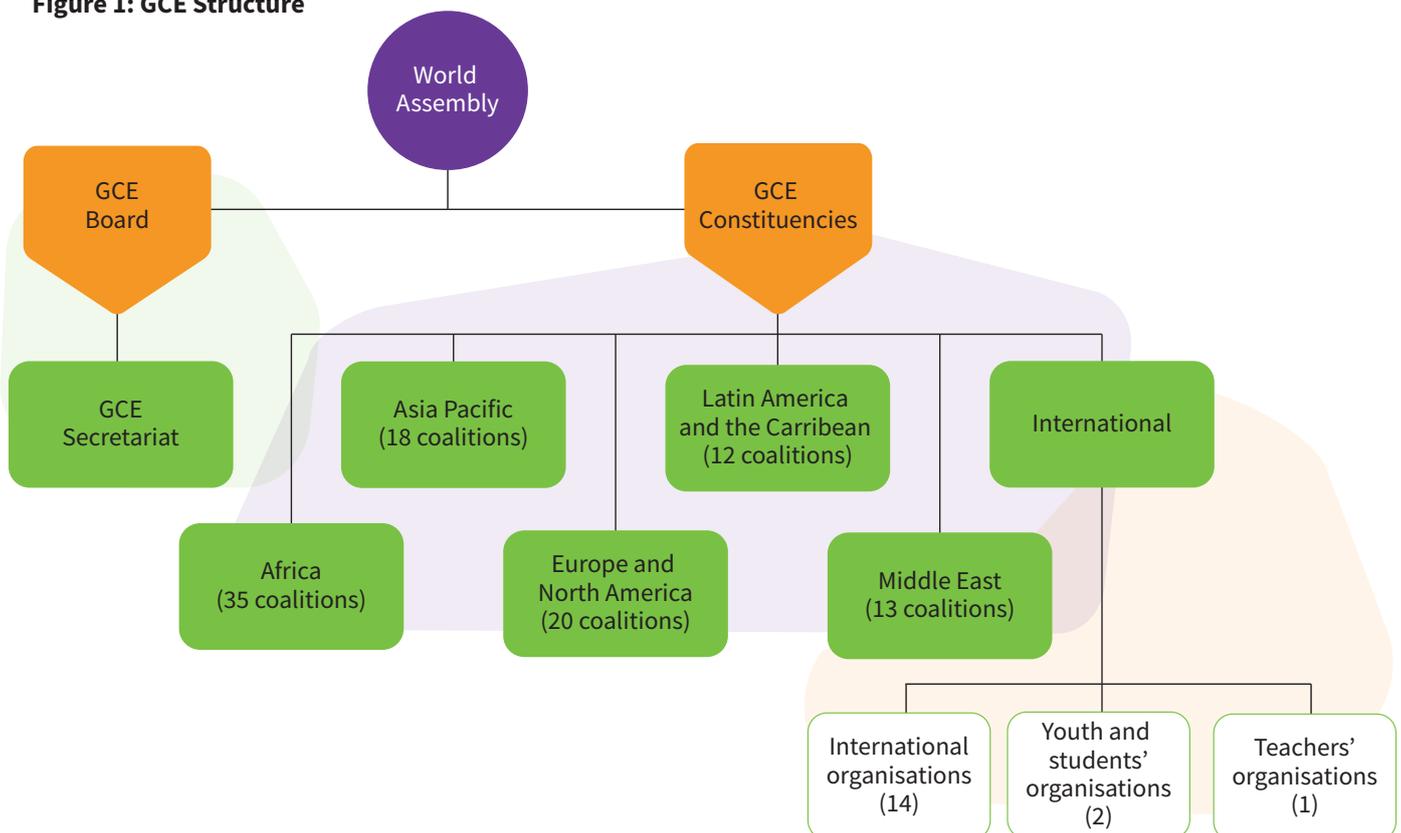
2.2 GCE structure

GCE is a broad-based network of education-focused civil society organisations operating at national, regional, and global levels. Its strength lies in the integrated, three-tiered structure, which mutually benefits organisations at each level (global, regional, national). This integration makes it possible for its members to strengthen their capacities, align with global goals, and have a voice and a presence across global, regional, and national platforms and advocacy spaces. GCE fosters collaboration, networking, and shared learning to progress the collective aims of its membership, to strengthen impact at national and regional levels, and to influence international frameworks and debates.

- The **global level** comprises: the *World Assembly* which acts as the supreme governing authority of GCE; the *GCE Board* represented by global, regional, and national members to provide oversight and strategic direction to the movement, and whose members are voted in by the World Assembly; and the *GCE Secretariat* which is accountable to the GCE Board and responsible for implementing and coordinating the strategic vision and facilitating the work of the movement. Operations at the global level promote an understanding of, and an alignment with, global strategies and processes, including plans and toolkits to engage with the SDG 4 / Education 2030 Agenda.

- At the **regional level**, the GCE membership is grouped into five constituent regions: (i) Africa; (ii) Asia and the Pacific; (iii) Europe and North America; (iv) Latin America and the Caribbean; and (v) the Middle East. Regional coalitions, including the Africa Network Campaign for Education for All (ANCEFA), the Asia South Pacific Association for Basic and Adult Education (ASPBAE), the Arab Campaign for Education for All (ACEA), the Campaña Latinoamericana por el Derecho a la Educación (CLADE) in Latin America and the Caribbean, and Europe & North America Campaign for Education (ENACE) provide cross regional support and coordination. These organisations play a crucial role in supporting national coalitions with tailored and contextualised support to design and implement strategies that address global goals while remaining relevant to local issues. In addition to regional constituencies, there are three cross cutting constituencies which include: international organisations; youth and student organisations; and teacher organisations. These organisations are based in, or work across, the five GCE regions but are categorised as separate constituencies.
- At the **national level**, education coalitions comprise various CSOs which share the strategic aims of GCE to mobilise communities to call on governments to realise the right to education for all. These include national and subnational CSOs, community-based organisations, specialist advocacy groups, and academic institutions.

Figure 1: GCE Structure



The GCE Secretariat spearheaded a combination of approaches and mechanisms to achieve the intended change.

2.4 The GCE 2019-2022 Strategic Plan and focus areas

Building on the 2015-2018 Strategic Plan, the GCE Secretariat led worldwide consultations with its membership and conducted a detailed analysis of educational challenges to inform the 2019-2022 Strategic Plan. Based on this analysis, the GCE's 2019-2022 ambitions and plans focused on:

- building a critical mass around priority issues for the full realisation of the human right to education
- strengthening the global civil society movement for the human right to education
- identifying, collecting, and disseminating relevant information in support of GCE membership
- setting out global advocacy and campaign agendas.

With these objectives in mind, the GCE Secretariat spearheaded a combination of approaches and mechanisms to achieve the intended change, which included: advocacy, research, campaigns, communication, and justiciability¹. Although not defined in the strategy document itself, during the implementation of the strategy two additional mechanisms of knowledge exchange and youth engagement were later identified as critical for the GCE movement objectives. Through these mechanisms, GCE aimed to achieve strategic goals across four focus areas:

¹ Justiciability refers to settling disputes around the right to education by going to court or quasi-judicial fora such as the United Nations' treaty bodies. It may also be employed as a strategic means of making case laws applicable across countries (GCE, 2019, p. 25).



Strategic Area 1

Equality and non-discrimination

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

The first focus area highlighted the responsibilities of states to pursue and provide inclusive approaches to education that go beyond equal access. Education systems should provide learners with tailored and individualised support, accounting for specialised needs and circumstances, and ensuring educational success for all. This included consideration of linguistic, cultural, and ethnic backgrounds, physical and mental abilities, gender, and other personal characteristics which may influence the ability to access and utilise available educational resources. This focus area considered the legal, social and cultural practices across different contexts which increase the risk of discrimination against and exclusion of particular people and groups (GCE, 2019).

Strategic Area 2

Transformative education

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

The concept of ‘transformative education’ recognises the alternative and varied understandings of the purpose of education beyond enhancing human development for economic growth. It primarily refers to emancipatory notions of change, in which education is a catalyst which challenges unfair social structures, promotes knowledge to expand individual and collective freedoms, provides opportunities to enjoy human rights, and contributes to a democratic and fairer society. By recognising the power of education, GCE adopted a more comprehensive framework to identify GCE policy, advocacy and campaigning priorities which do not solely focus on education quality as measured by the achievement of human capital or a narrow set of learning outcomes (GCE, 2019).





Strategic Area 3

Education in emergencies

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

To ensure the human right of education, every human being in every context, including in countries affected by occupation, conflict, crises, and climate-related emergencies, should have access to quality education. In this strategic area, GCE undertook to shape education policies in contexts of emergency, particularly linking to SDG4 target 4.5. GCE aimed to encourage national, local, or host country governments in areas recently affected by disasters and conflicts to develop policy plans that include a comprehensive, gender responsive and inclusive framework to assess and address the educational needs and rights of people living in areas which are at risk of, affected by, or recovering from emergencies (GCE, 2019).

Strategic Area 4

Education financing

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

GCE campaigning called for strong publicly funded education systems that met the internationally agreed education financing benchmarks, promoted tax justice as a critical instrument to finance public education, responded to the increased commercialisation of education, and developed innovative financing mechanisms. The implementation of policies to remove obstacles which prevent millions of people around the world, especially children and youth, from enjoying the human right to education required sufficient, sustainable financial resources from states and the international community (GCE, 2019)



3 Political and socio-economic context

GCE operates in a diverse range of contexts across the globe, with each member contending with vastly different political, social, and environmental realities. During the strategy period, GCE members experienced a wide range of contextual changes, not least the unprecedented impact of the COVID-19 pandemic.

This section discusses some of the major contextual factors that influenced GCE work and priorities during the strategy period, including those reported by coalitions during interviews and the online survey. It is not an exhaustive analysis, but a high-level overview to contextualise GCE achievements presented in Section 4.

3.1 Global Context

The impact of the COVID-19 pandemic

The COVID-19 pandemic was a major and unexpected challenge affecting the implementation of the 2019-2022 strategy. Across the globe, more than 1.6 billion students were affected by school closures due to the pandemic. Schools were closed for 8-9 months on average, and for as long as two years in many low- and middle-income countries. Existing socioeconomic, educational and gender inequalities were exacerbated, with the negative impacts of COVID-19 on education disproportionately impacting already disadvantaged groups, in particular women and girls. Remote learning was widely deployed, but gaps in access to quality educational materials were perpetuated in communities with limited or no access to electricity and internet connectivity. The impact of the pandemic not only led to the alarming loss of learning, but also impacted on the health and wellbeing of students and their communities. Mental health issues and psychological trauma were particularly prominent concerns as students lost regular access to safe spaces in schools, and girls facing a higher risk of gender-based violence and early pregnancy. The health outcomes of approximately 370 million children were further impacted by school closures as they lost access to free school meals, which was often a single reliable source of daily nutrition (World Bank, UNESCO, and UNICEF, 2021).

Not only did COVID-19 lead to the significant disruption of education systems worldwide, but it also affected the opportunities and platforms available to GCE coalitions

to engage in advocacy work. This posed a major threat to the achievement of GCE goals and influenced GCE policy advocacy in numerous ways. The sudden and rapid shift in context forced national governments to reprioritise policy aims, often focusing on the provision of emergency public health services and deprioritising education policy issues. Keeping education at the top of global and national policy agenda was further threatened by the reduced opportunities for GCE members to participate in face-to-face advocacy, campaigning, and lobbying events as strict social distancing laws were implemented. GCE members had to respond to these challenges by rethinking their approach to advocacy, generating evidence around the impact of COVID-19 on education, and identifying new and innovative methods to pursue the goals of the movement. Section 4 sets out some of the strategies adopted by GCE to overcome the challenges posed by the pandemic.

Transition from the Civil Society Education Fund (CSEF) to Education Out Loud (EOL)

The 2019-2022 strategy coincided with a notable transition period for the GCE, as the Civil Society Education Fund (CSEF) (2009-2019) closed, and the follow-on programme Education Out Loud (EOL) was rolled out. CSEF was central in providing the resources required to support and enhance the achievement of GCE ambitions to develop a credible, collaborative, global network of coalitions with a common agenda and a bottom-up solidarity drive. The strengthened capacities of GCE coalitions supported by CSEF in advance of the 2019-2022 period increased the ability of many coalitions to successfully conduct global, regional, and national advocacy campaigns for the right to inclusive, equitable, quality learning opportunities for all, particularly the most marginalised (NFER, 2020).

EOL began operations in 2020 and will run until 2024, funded by GPE and managed by Oxfam IBIS. To a large extent, this global education advocacy fund built on CSEF's legacy and GCE's architecture to support civil society to build stronger education systems that give communities, especially the most marginalised and excluded, a voice and platform to participate in education policy processes. EOL implements learning and capacity development initiatives for grantees to support sustainability, adaptive management, and monitoring and evaluation to effectively deliver the fund outcomes. EOL has three Operational Components (OCs).

Each OC is a funding stream that supports the achievement of a specific programme objective. The GCE Global Secretariat, regional coalitions ACEA, ASPBAE and CLADE, and 53 national coalitions received GPE grants in late-2020 under EOL's OC1 and OC3. Ten coalitions originally supported by CSEF were not eligible for EOL funding, leading to significant funding gaps and staff depletion for some of these coalitions.

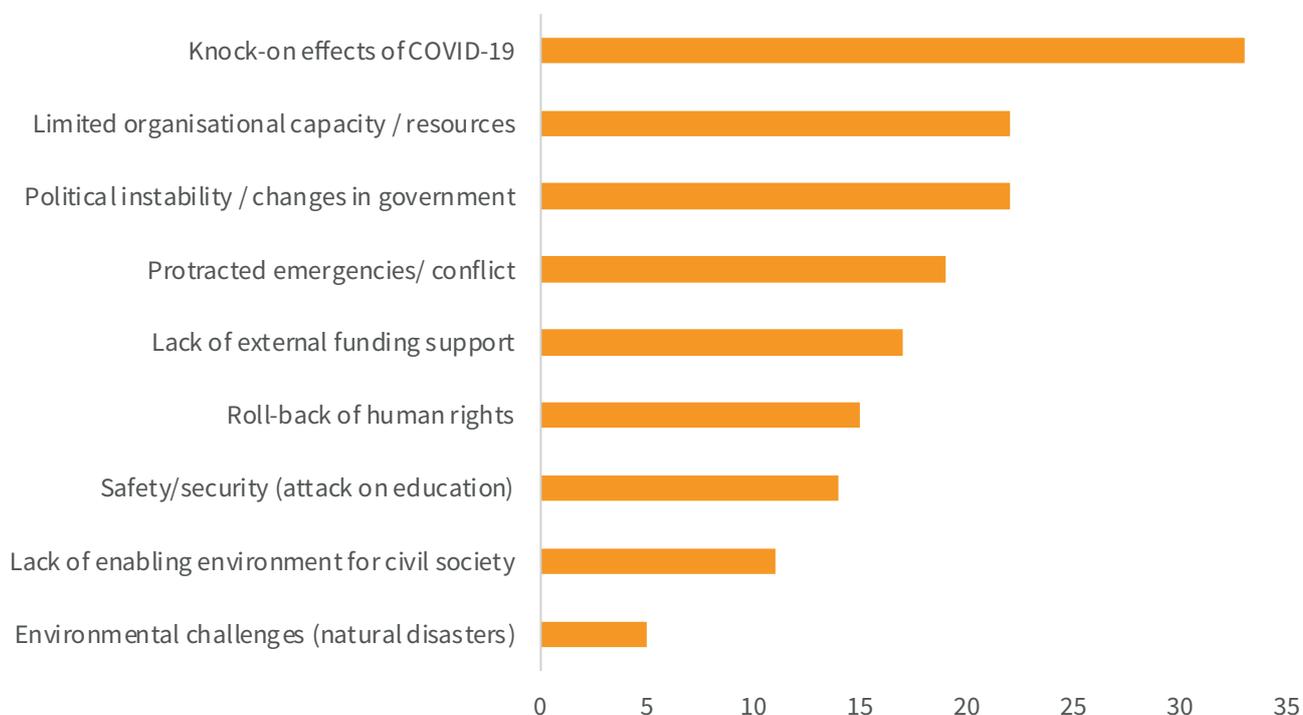
The OC1 grant allows grantees to deepen the work started during CSEF to support the achievement of the OC1 aim to “strengthen national civil society engagement in education planning, policy dialogue and monitoring”, across the represented countries and at the global level. Through the OC3, which aims to “create a stronger global and transnational enabling environment for national civil society advocacy and transparency efforts”², GCE formed a transnational alliance with the three regional coalitions tightening links across their national, regional, and global advocacy agendas. This helped to influence policy platforms key to GCE's strategic areas of education financing and education in emergencies.

The transition from CSEF to EOL has had both positive and negative impacts on the GCE movement. The benefits of this shift include:

- Strengthened focus on policy advocacy and campaigns
- Strengthened coordination of the GCE movement
- Strengthened advocacy and thematic capacity of the Secretariat compared to the programme management capacity during CSEF
- Improved movement coordination with the inclusion of all GCE members – not just those receiving CSEF funding

While the transition to EOL has opened up new opportunities to strengthen the movement, there have also been challenges. Not least, the transition has led to the reduced funding available for joint advocacy work, and the loss of a common and unified approach to advocacy as GCE coalitions funded through OC1 report to and are directed by the EOL grant agent.

Figure 3: Main challenges organisations/coalitions have faced in achieving the GCE strategic goals during 2019-2022 (source: GCE Impact report survey, July 2022)



Source: GCE Impact report survey, July 2022.

² <https://educationoutloud.org/index.php/who-we-are/who-can-apply-grants-and-how>

3.2 Regional Context

While it is important to recognise that the political, social, and environmental contexts and realities of the national coalitions vary considerably both across and within countries, this section reflects on some of the broad contextual challenges that influence GCE member work.

As part of the online survey, respondents were asked about the main challenges³ they faced in achieving the GCE strategic goals during the period (see figure 3). As highlighted in Section 3.1, COVID-19 was a significant challenge, with the vast majority (94 per cent⁴) of survey respondents identifying the knock-on effects of COVID-19 as a ‘major challenge’ to achieving the strategic goals during the period, reflecting the global impact of the pandemic on education systems and civil society activism. Limited organisational capacity and resources, political instability / changes in government, and protracted emergencies and conflicts were the next most reported challenges.

GCE Survey respondents in the Africa region reported that COVID-19 was the most prominent challenge during the strategy period, followed by political instability / changes in government

Africa region

Over the past 20 years, the number of enrolled children in education, qualified teachers, and well-equipped schools have steadily increased across Africa. Despite this progress, the region still faces challenges with illiteracy, low female enrolment, and limited access to secondary and tertiary education (UIS, 2022).

As COVID-19 hit a reliance on remote education substituted traditional in-person approaches in many countries. However, not many teachers have had the necessary training to apply remote methods. For instance, estimates show that more than 70 per cent of teachers in sub-Saharan Africa had received no training in distance learning approaches and less than 10 per cent had received support on ICT tools and internet use (UNESCO, 2021). Approximately 4.3 million pupils from primary to tertiary education were estimated to have dropped out of education across the continent in 2021, less than 15 per cent of students had access to the internet, and less than 10 per cent had access to a computer in 2019 (UNESCO, 2021). These issues are compounded by lack of funding, high levels of corruption and political instability, additional health emergencies (such as malaria, Ebola), and natural disasters. Social sectors including education are vastly underfunded across most of the continent - an issue compounded by very high external debt levels and the consequent diversion of funds for debt servicing. This has worsened during the pandemic as new loans and high interest rates are contracted internationally and countries in the region sought to palliate the economic downturn accompanying COVID-19 (Pacutho Udongo, 2021).

GCE Survey respondents in the Africa region reported that COVID-19 was the most prominent challenge during the strategy period, followed by political instability / changes in government. This was reflected in interviews with coalitions, for example the Coalition Nigérienne des Associations, Syndicats et ONG de Campagne EPT au Niger (ASO-EPT Niger) coalition in Niger described their efforts to hold new government leaders to account for pledges made to raise education budgets once reaching power. Despite efforts to meet presidential candidates during elections, these pledges are yet to be fulfilled. Another notable challenge was the availability of external funding support. Funding gaps or late grant disbursements to coalitions could interrupt planned activities, as experienced by Zambia National Education Coalition (ZANEC), which was forced to cancel or postpone activities such as the commemoration of the World Literacy Day due to funding shortages in 2020.

3 Respondents were asked to categorize each challenge as “Not an issue”, “Somewhat an issue”, or “Major issue”. Figure 1 presents the challenges respondents categorized as a “Major issue”.

4 Respondents who identified the knock-on effects of COVID-19 as a “Major issue” or “Somewhat an issue”.

Asia and the Pacific (APAC) region

The APAC region is home to over one third of the world's population, and at least a quarter of the world's young people with more than 580 million children (UNICEF, 2020). Many countries in the region have made significant advances towards gender equality, enrolment, retention, and completion rates (ADB, 2022). However, prior to the 2020 outbreak of COVID-19 pandemic, 35 million children in the region were out of school and over 20 per cent of children in school lived in learning poverty, a situation which has only widened since the pandemic (UNICEF, 2020). Up to 12 million children across all educational levels, and particularly at pre-primary, were estimated to have dropped out in South and West Asia during the pandemic period. Approximately 1.2 million girls risked not returning to education in East Asia and the Pacific (UNESCO and UNICEF, 2021). To attain the SDG 4 targets following the pandemic, it is estimated that national education budgets in the region will need to increase by up to 10 per cent more than once thought between 2020 and 2030. This is particularly challenging, given that many countries in the region face weak economic growth and are compelled to prioritise spending for other sectors such as health and social protection (UNESCO and UNICEF, 2021).

Respondents in the APAC region were most likely to rate the knock-on effects of COVID-19 as a major challenge, followed by the rollback of human rights, political instability / changes in government (Figure 1). Such challenges are often interconnected, as seen in Myanmar where the political instability brought on by the coup in February 2021 resulted in the rollback of human rights across the population, not least the right to education, with teachers, community leaders and community schools providing approximately six million children with emergency schooling which is under threat by the country's authorities. In Afghanistan, authorities backtracked on the pledge to reopen high schools for female students in March 2022, leaving hundreds of thousands of girls unable to resume studies following the Taliban's 2021 takeover of the country. These school closures have been condemned by the United Nations and humanitarian organisations as a direct violation of human rights⁵.

Europe and North American regions

Many of the Europe and North American constituency countries achieved reportedly high educational outcomes compared to other regions, and most students have consistent access to free educational resources such as textbooks, online resources, and additional state subsidised tutoring schemes (OECD, 2021a). Despite the comparatively high levels of access and resources in high income countries, education systems within the regions were similarly affected by the COVID-19 pandemic as educational resources, both human and financial, were reallocated during the health crisis (IBE UNESCO, 2021).

European and North American governments, in addition to investing in their own educational systems, often finance development projects in low- and middle-income countries in other regions of the world. Yet, with global aid spending declining by USD 2 billion between 2018 and 2022 due to the economic recession, external aid to education is expected to drop by 12 per cent over the same period (Pacutho Udongo, 2021). This challenge is reflected in survey findings, in which 45 percent of coalitions in the region reported that limited capacity and resources was a 'major issue'. In equal measures other challenges in the region were lack of external funding; protracted emergencies or conflicts; and political instability / changes in government. However, it is noted that selected challenges were evenly reported by coalitions within the region, which likely reflects the international and diverse contexts in which these coalitions operate. This was the only region in which the knock-on impacts of COVID-19 was not the most highly rated challenge in the survey responses.

5 <https://campaignforeducation.org/en/press-centre/a-call-for-immediate-return-to-school-for-all-girls-and-women-in-afghanistan>

Latin America and the Caribbean (LAC) region

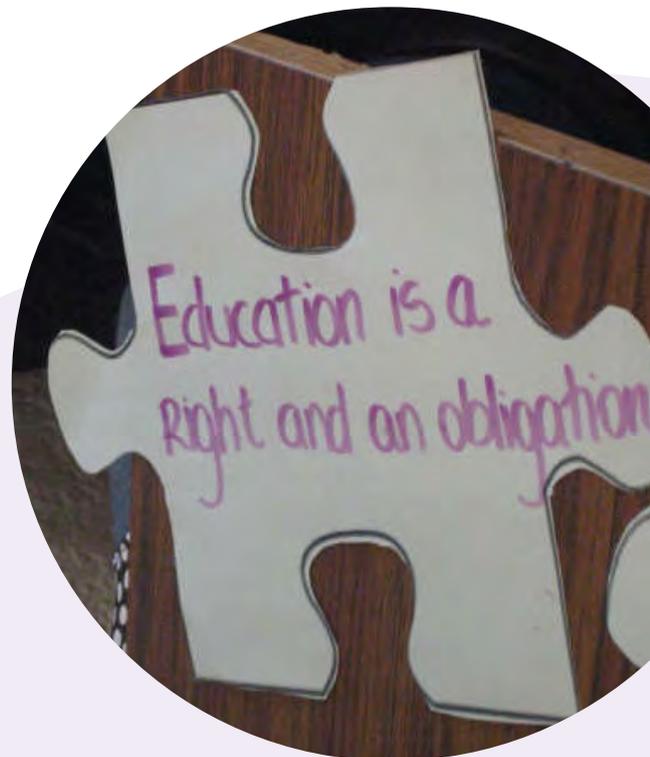
The LAC region has similarly seen a rise in enrolment and attendance rates over the last two decades, particularly for girls attending school. However, the region continues to face poverty and gender inequality challenges, which have further expanded during COVID-19. As of November 2021, more than 71 million children and adolescents were still affected by school closures (UNICEF, 2022). The percentage of 10-year-olds unable to read and understand a simple text increased from 51 per cent to 62.5 per cent since the start of the pandemic (World Bank, 2021).

Survey respondents were most likely to report that COVID-19 was a major challenge during the strategy period, in addition to the roll back of human rights. Political instability / changes in government, and protracted emergencies and conflict were also commonly reported. Such challenges were further reflected in interviews and desk review findings. For example, the Haitian Education for All Coalition (REPT) coalition issued a public statement in late 2019 calling on the Haitian people to persevere with demands for political change in response to the charges against the country's president alongside intense political unrest. During an interview, one LAC coalition reported that decision-makers operating in emergency contexts in Central America struggle to envisage what education looks like in protracted emergency situations, for example where natural disasters are frequent (Honduras had two large-scale hurricanes in 2020, for example) and social and political issues result in chronic regional migration. Decision-makers grapple with lengthy reconstructions, changeable contexts, and specific challenges such as ensuring inclusive environments for migrant students who have highly disrupted educational experiences and are at higher risk of drop out.

Middle East region

Nearly half of the population of the Middle East is under the age of 24, but one in five children is not in school, a situation which is aggravated by conflicts in countries like Libya, Syria, Yemen, and Palestine. As a result of these conflicts, at least three million children are not receiving any form of education in the region (UNICEF, 2020a). Girls are at high risk of dropping out of school before completing secondary level due to high rates of early marriage. Even when students do finish secondary school, they are often not sufficiently equipped with the knowledge they need to continue education or access secure employment (Muslim Aid, 2022).

Like most regions, GCE members in the Middle East were most likely to report COVID-19 as a major challenge during the strategy period, followed by lack of external funding, political instability / changes in government, and limited organisational capacity. During an interview with the regional coalition, ACEA stressed the challenges faced by coalitions attempting to engage with governments in conflict contexts, particularly where there is a strong military presence. Another national coalition in the region further highlighted the challenge of incorporating inclusive education agendas when lacking the internal technical capacity and experience of issues such as rights of people with disabilities in education, or where social norms make it challenging to advocate effectively for specific groups such as lesbian, gay, bisexual, and transgender (LGBT) communities.



4 Summary of Achievements 2019–2022

This section showcases the key achievements of the GCE movement during the strategy period, first considering efforts made to continue to strengthen the GCE movement, followed by an overview of achievements, activities, and highlights from the GCE Secretariat at the global level. Next the results and achievements within each geographic region are presented against the four GCE strategic goals. These examples are informed by responses to the online survey, desk review, and interviews with selected GCE members.

4.1 Strengthening the GCE Movement

Movement building: Enhancing global advocacy and internal operations

As described in Section 3, the beginning of the 2019-2022 Strategic Plan coincided with the closure of the CSEF programme and transition toward the follow on EOL programme. CSEF played a crucial role in supporting wider GCE objectives during its life from 2009-2019. During the 2019 to 2022 strategy period, the GCE Secretariat focused on further building and strengthening the movement, with a primary focus on reviving the global advocacy, strength, and visibility of GCE members at national, regional, and global levels. This involved GCE members participating in high profile global reports and events and strengthening internal systems and strategy. Examples of efforts by GCE to strengthen global advocacy are detailed below.

Box 1: Informing the 2021 Global Education Monitoring (GEM) report

GCE and NFER worked in partnership to develop a background paper for the 2021 GEM report, which discussed the positions adopted by civil society organisations (CSOs) around non-state actors (NSAs) in education. The results from this paper featured in the 2021 GEM report, launched in December 2021, focusing on how civil society networks attempt to influence education policy through advocacy, lobbying and research regardless of competing aspirations and interests. The case of GCE was highlighted as a cohesive movement grounded in the rights-based approach to education, stressing the state's primary responsibility to ensure that quality education is free and accessible for all.

The report invited policymakers to question relationships with non-state actors in terms of fundamental choices between:

- equity and freedom of choice
- encouraging initiative and setting standards
- groups of varying means and needs
- immediate commitments under SDG4 and those to be progressively realised
- education and other social sectors.

Box 2: Sharing CSO voices through the Global Education Summit

The GCE global secretariat supported national coalitions to share their voices and experiences at GPE's major education financing event held in July 2021. This key moment provided GCE with an opportunity to engage with the global community and world leaders from 90 countries to support and finance quality education for all children. The GPE's Global Education Summit was co-hosted by UK Prime Minister Boris Johnson and Kenyan President Uhuru Kenyatta and offered enriching sessions structured across four thematic areas; (i) Education's reset: learning from COVID, (ii) Gender equality in and through education, (iii) Ripple effect: education's impact on sustainability, and (iv) Financing for impact: volume, equity, efficiency.

GCE engaged in the summit through various channels including videos, advocacy materials and messaging, and events. The GCE's video "Voices from the ground: why education financing truly matters?" was part of the Summit's official agenda on the panel related to financing for impact and was featured for the first time just before the closing remarks of the session. This video shows civil society, youth, and boys and girls from Honduras, Nigeria, Pakistan and Senegal sharing their challenges in accessing free, quality public education, and making a strong call to global leaders for more and better financing for education. GCE and its international partners also hosted two side events to generate strategic discussions around addressing debt and austerity, and on the importance of tax on education financing. Finally, national coalitions in Africa were supported by the global secretariat and ANCEFA to follow up with governments on their commitments to the GPE replenishment.

The global advocacy efforts of GCE were underpinned by continued efforts to build and strengthen internal processes and strategies. The closure of CSEF saw GCE increase the emphasis on effectively implementing new processes, systems, and platforms, in part to replace the systems which were developed as part of CSEF support and drawing on the lessons learned from the implementation of the programme. Some of these activities have remained solely with the Secretariat for the most part, for example, the development of a new Monitoring, Evaluation and Learning (MEL) system in 2020 to replace CSEF's online platform. Yet many other initiatives have benefited from increased participation of GCE members around the globe. Some key examples include:

- **GCE webpage development:** As the primary communication and resource platform promoting GCE member work and accomplishments, the Secretariat has gathered inputs and recommendations from its members as part of the website development process. This included communicating with member organisations via email, and circulating GCE news in five languages: Arabic, English, French, Portuguese, and Spanish. As a result, the GCE website is a thriving resource that better aligns with GCE's strategic areas and operational mechanisms while reflecting the movement's diversity and participatory nature.
- **Creation of the Learning Hub:** The Hub provides GCE members with access to a free online platform to engage, collaborate, and share knowledge and experiences around the GCE strategic objectives, and is a crucial tool for a large, broad-based network such as GCE. It was launched in the third quarter of 2021 to encourage accelerated learning within the GCE movement and

facilitate collective advocacy impact. Key features of the Learning Hub include the Learning Communities, previously known as Communities of Practice (CoPs), which provide opportunities for members to learn directly from each other through shared recordings, videos, and open discussions. The Hub complements GCE's Knowledge Exchange and Learning (KEL) Strategy launched in consultation with the GCE membership in 2021 to guide the movement's learning initiatives. The KEL strategy is a crucial feature of GCE's strengthened knowledge exchange and shared learning culture.

- **Gender strategy:** GCE engaged in a highly consultative process in the development of the new Gender Strategy, a testament to its movement-building approach. This ensured that the new strategy addressed the range of different socio-cultural contexts, conceptual understandings, and practical experiences of gender issues that exist across GCE coalitions. This made it possible for GCE to prepare a strategy widely endorsed by member organisations, who can then confidently implement it on the ground.

In addition to the three key examples provided above, GCE further strengthened membership engagement in key processes by identifying and engaging thematic experts across the GCE movement to inform GCE's learning communities, as well as involving its members in foresight exercises in late 2021, when it launched environmental scanning dialogues to feed into GCE's 2023-2026 strategy development. The participation of member organisations in these dialogues was critical for gathering perspectives on future external operating environments in different GCE regions and mapping out how these perspectives should inform GCE's strategic thinking moving forward.

GCE movement-building efforts have also included more targeted activities on institutional governance, such as the revision of the constitution, update of the by-laws and membership protocol and hosting of the virtual 2021 World Assembly (WA) focused on building a resilient and engaging movement. The primary aim of the 2021 virtual WA was to allow the GCE membership to endorse the resolution on two proposed constitutional amendments passed at the 2018 WA through a voting process; to increase the youth board seats from one to two; and to change the official name of the youth constituency from ‘international and regional youth organisations’ to ‘international and regional youth and student organisations’.

Responding to COVID-19: Informing education policy responses and adapting advocacy strategies

The pandemic marked a turning point for the Secretariat’s movement-building initiatives. As the COVID-19 pandemic hit, global and government priorities shifted, and face-to-face opportunities for advocacy reduced. GCE members had to rethink their plans, strategies, and activities to respond to the changing situation. This entailed generating evidence to inform education policy responses, deepening membership engagement, knowledge sharing and capacity building, implementing campaigns which raised the voices of citizens, and pivoting approaches to advocacy towards online and remote methods.

GCE members quickly recognised the risks inherent in rapidly rolled out education response plans. Several stressed the widening of inequalities as digital education was increasingly rolled out during school closures, limiting the accessibility of education for those in remote, rural areas lacking consistent access to electricity and internet connectivity compared with urban zones (NFER, 2021, page 32). GCE members responded by raising awareness, informing decision makers, and raising the voices of marginalised communities. In recognition of the growing shift towards remote and distance learning approaches, the GCE Secretariat commissioned a scoping study to understand how and if EdTech could be leveraged to support the delivery of effective and relevant learning outcomes in sub-Saharan Africa (see Box 3 below).

Box 3: Harnessing EdTech in Africa: A Scoping Study

This research study commissioned by the GCE Secretariat to understand how, if at all, EdTech was being harnessed across the following seven countries in sub-Saharan Africa: Burundi, the Democratic Republic of the Congo (DRC), Madagascar, Malawi, Namibia, Rwanda and Zambia.

Understanding the potential of EdTech is not only relevant during COVID-19 but can inform responses during any long term interruption to education in times of crisis. Findings from this study demonstrated the limited impact of technology on schools, teaching, and learning in the case study countries, and how governments struggled to pivot rapidly in response to the unprecedented challenges that emerged during the pandemic. The study highlights how COVID-19 magnified the challenges of equitable digital access, the need to ensure that the socioemotional and safety needs of children continue to be paramount during times of crisis, and the need for teachers and parents to also be supported with training and guidance in order to effectively facilitate distance learning.

Finally, the study urges an immediate and drastic reimagining of education to ensure that no child is left behind if future challenges impact on regular school attendance. EdTech will likely become an integral part of the education ecosystem and of a reimagined educational continuity approach, but it must be leveraged in a manner that is focused on equity, inclusivity and feminist ideals, and must be free of neo-colonial pressures and influences that could harm locally relevant progress in the sector.

12

**research reports
were produced**

Although COVID-19 presented a considerable threat to GCE work, its members aimed to offset the fallout of the pandemic by expanding research and campaign work on education in emergencies and education financing, which were identified as crucial advocacy priorities during times of crisis. Under the coordination of the Secretariat, GCE members informed and delivered much of GCE’s research work and policy advocacy during the period, reinforcing the essential role of member organisations, and strengthening and unifying GCE as a global education movement during times of crisis (see Section 4.2 for examples of this work). A major campaign led by GCE during this period was the One Billion Voices campaign, described in Box 4.



Box 4: The One Billion Voices Campaign

The One Billion Voices (OBV) Campaign placed individual citizens at the centre, calling for urgent action to support the estimated 1.5 billion learners whose education was stopped or interrupted during the peak of the COVID-19 pandemic. It aimed to urgently address the lack of education financing, aggravated by the COVID-19 pandemic, which hampers progress towards the SDG4. It called on national governments and internal aid agencies to take steps to urgently address critical funding gaps in education during times of crisis. It stressed the continued devastating effects of the crisis on education and the ever-increasing pressure on resources for public services resulting in the de-prioritisation of education.

The OBV campaign is a strong example of how the GCE members worked collectively to encourage decision-makers to reprioritise education during the COVID-19 crisis. The GCE Secretariat facilitated the development of a policy narrative and accompanying call to action on the global education financing crisis, which provided details on the policy context and urgency of the need to act. This call to action was broadly adapted by the GCE membership into a set of policy recommendations for the GCE movement, and education actors and activists, to guide more coordinated and collaborative advocacy and lobbying efforts towards adequate financing of education in times of crises.

At the core of this campaign are the citizens themselves. Campaign materials reflected the personal stories, narratives, and realities of the people directly affected by the crisis, elevating their voices to mobilise action against inequalities in education and strengthen the grassroots global network for education. All GCE members were consulted in the campaign call to action and were provided with support and tools to elevate the agreed messaging. The full engagement of GCE members ensured they could take ownership of the campaign and adapt the campaign policy calls for their own local contexts.

As well as raising awareness of the impact of COVID-19 on education and calling on decision makers and national governments to respond to these impacts, GCE members themselves increasing had to rethink the strategies and approaches to advocate for these issues. Traditional, face-to-face approaches were increasingly inaccessible, requiring members to pivot towards digital and online platforms. To support in this endeavour, the #COVID19 Campaign was featured across GCE's social media platforms and website. The Secretariat formed a learning network to support countries, regions, and educational practitioners worldwide to share their knowledge and experience of responses in education during the pandemic, this included a comprehensively curated set of online resources from GCE members, civil society partners, and key institutions. This included global toolkits, statements, and messaging, as well as guidelines, press releases, position papers, responses, and resources developed across the membership. The campaign reached over 100,000 people around the world.

In some cases, coalitions found that the shift towards online methods unexpectedly created new spaces and opportunities for agile ways of working (NFER, 2021). One such example was the Brazilian Campaign for the Right to Education (BCRE) which replaced face-to-face campaigns with direct contact with parliamentarians via WhatsApp

and social media during the pandemic (NFER, 2021, page 33). By ramping up digital connectivity, GCE made great strides in mitigating the effects of vanishing face-to-face interactions on membership engagement, collaboration, and knowledge sharing, as highlighted by the introduction of the Learning Hub, a freely available online platform for GCE members and partners to learn and interact.

Youth and student engagement: Raising the voices of student- and youth-led organisations

The 2019-2022 Strategic Plan paved the way for GCE to further strengthen the movement by incorporating youth voices into its structures. It highlights the potential for younger generations to transform and shape more just, equitable and sustainable societies, and the importance of enabling youth- and student-led organisations to contribute to policy debates at international and national levels. During the strategy period, GCE sought to work in partnership with student unions and youth-led networks, establishing global and regional structures for youth and students to engage directly in GCE's advocacy and campaign processes. Through the establishment of the Youth Action Group (YAG), a democratically elected group of youth and students was selected to represent local, national, and regional perspectives in broader conversations and activities led by the GCE youth and student constituency⁶.

Box 5: Engaging youth- and student-led groups in COVID-19 recovery efforts

Young people were particularly active in GCE's pandemic recovery and movement building efforts. In July 2021, GCE collaborated with 15 youth and student organisations within the GCE movement to engage in research, activism, advocacy, and capacity building activities, and increasing opportunities for deliberate and authentic youth-led solutions for COVID-19 recovery responses.

Through this initiative, GCE established youth engagement research grants for the first time, which facilitated youth- and student-led research into COVID-19 recovery response strategies, involving participatory research, capacity strengthening, policy influencing, lobbying, political leadership training, and piloting initiatives. The 15 participating youth and student organisations produced context specific research on the impact of COVID-19 on education in their respective countries. The findings of this research were informed by the views of the youth and students and contributed to the global report: "Setting Spaces for Youth and Student-led Advocacy"⁷. Following these initiatives, the Global Student and Youth Caucus in Tanzania in March 2022 represented a tipping point for GCE's youth movement, consolidating the youth and student representative structures and paving the way for deeper involvement in the GCE⁸.

6 YAG Terms of Reference, April 2022

7 <https://campaignforeducation.org/en/press-centre/setting-spaces-for-youth-and-student-led-advocacy>

8 <https://campaignforeducation.org/en/resources/gce-reports/gce-global-youth-student-caucus-2022-report>

4.2 Global level progress towards the GCE strategic goals

To meet the four strategic goals set out in the 2019-2022 strategy, the GCE Secretariat activities focused on activities to support GCE members and influence global policy making, including:

Research

Policy
Advocacy

Campaigns

Knowledge
Exchange and
Learning

GCE Secretariat's achievement highlights (source: GCE, July 2022)



GCE delivered a total of 6 global campaigns on Education Financing and Education in Emergencies during this strategic period, reaching an audience of over

43 000

on Facebook

300 000

on Twitter

75 000

on GCE's website.



35

knowledge exchange and learning events were organised during this period and reached an audience of over 900 participants and viewers on recorded sessions

GCE had representation and engaged in **148** global policy dialogues and led **41** policy forums. As a result, **84** policy statements, recommendations and policy positions were produced.

GCE's audience on social media had a reasonable growth between 2019 and 2022 with a growth rate of

4%

on Facebook

5.27%

on Twitter

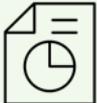
466%

on LinkedIn

484%

on Instagram



12 

research reports were produced and informed

by **267**

education stakeholders, including CSO coalitions of the GCE movement, government representatives and international education partners.

With over

75 000

views during this period, GCE website linked the public to refer to these reports as a point of reference in education related matters

Research

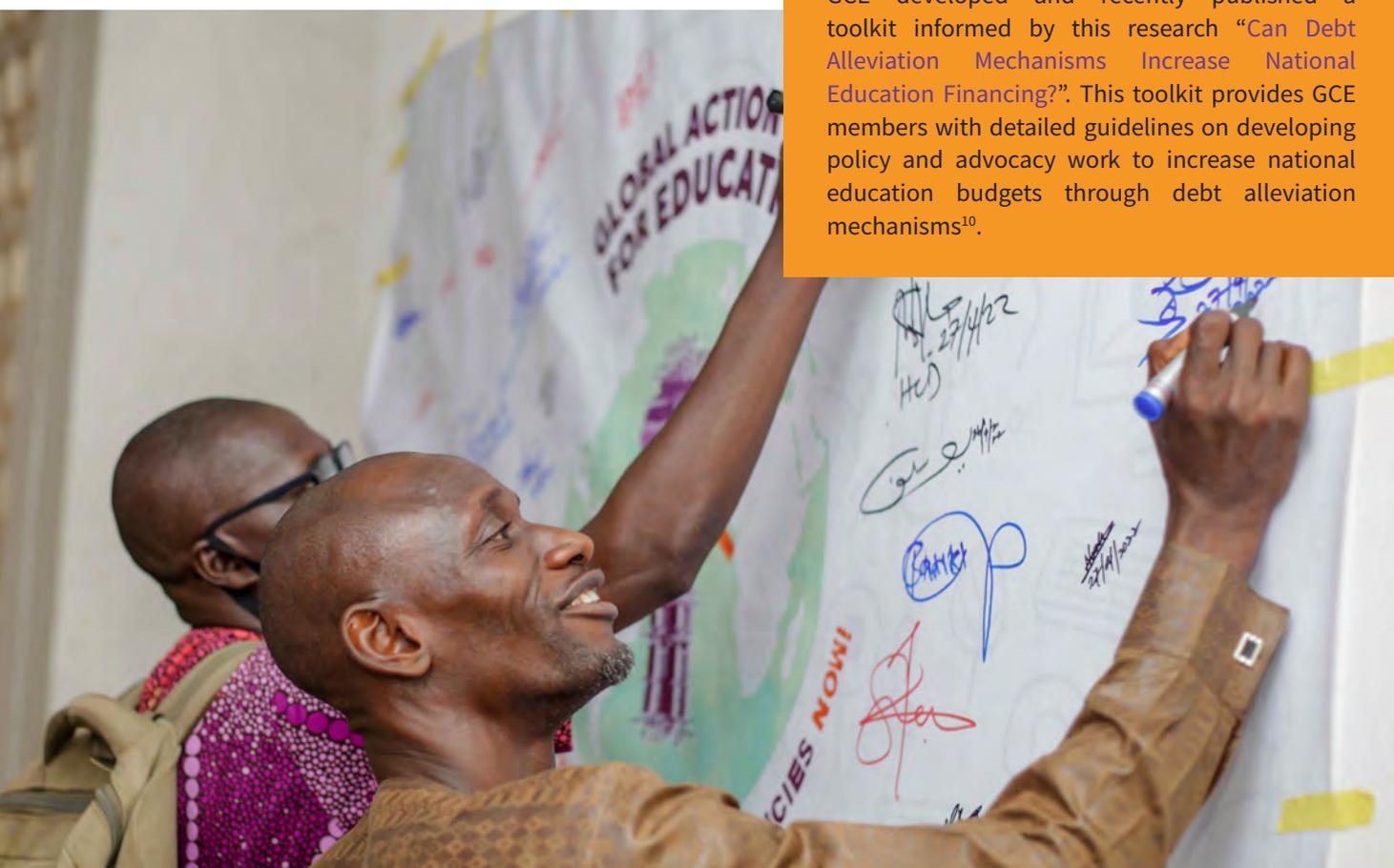
GCE's global campaign and advocacy efforts are underpinned and informed by policy-oriented research, and as such research was a key mechanism for delivering the strategic plan during the period. The GCE Secretariat coordinated and implemented 12 research studies during the period, which collected and presented information about the needs and challenges facing public education systems, and to propose evidence-based solutions. Research findings inform the policy recommendations proposed through GCE advocacy actions and campaigns, providing credible evidence to influence the planning, implementation, and monitoring of formal and informal education policies.

Over the years, GCE has developed a recognised capability in research work in collaboration with its members and partners, developing a series of research papers and reports in line with the GCE strategic areas and varying contexts of national and regional coalitions. Some specific examples of research activities conducted during the strategy period are provided in Box 8 and 9.

Box 6: Research on debt alleviation and education

This research conducted by GCE, with support from the Open Society Foundations (OSF) and ActionAid International (AAI) to explore the key factors that influenced the relationship between debt alleviation and increased domestic financing for education. It included a background paper, a comparative analysis of seven country case studies (Nepal, Lebanon, El Salvador, Georgia, Mongolia, Zambia and Gambia), the provision of position-papers, and informed corresponding campaigns⁹. The research aimed to fill a gap in empirical evidence exploring the correlation between debt alleviation and education financing, highlighting the complex dynamics at play, and challenging the assumption that less debt payment translates into more resources for education. The study was publicised under the motto 'Education Not Debt! Financing Education with Debt Alleviation: From Assumptions to Specifics'.

GCE developed and recently published a toolkit informed by this research "Can Debt Alleviation Mechanisms Increase National Education Financing?". This toolkit provides GCE members with detailed guidelines on developing policy and advocacy work to increase national education budgets through debt alleviation mechanisms¹⁰.



9 GCE. (2021a). Global Launch! Research on Debt and Education Financing. Available at: <https://campaignforeducation.org/en/as-it-happens/education-tv/global-launch-research-on-debt-and-education-financings> (Accessed: August 2022).

10 <https://campaignforeducation.org/en/press-centre/can-debt-alleviation-mechanisms-increase-national-education-financing>

Box 7: Education Financing Observatory

This GCE research initiative launched in early 2021 established with the objective to provide a multi-stakeholder platform that supports the GCE Movement by generating evidence and strategically guide the use of the evidence and knowledge to inform policy and advocacy on education financing. The EFO's primary objective is delivered through three interrelated processes, including: (i) Data monitoring and tracking (ii) Analysis of data and information on education financing through the exchange of knowledge and (iii) Advocacy and reporting.

In August 2012, the GCE membership was engaged through a series of regional consultations, which gathered feedback on the proposed approach and informed research question and thematic focus areas. Following regional consultations, the GCE Secretariat consulted with Regional Secretariats and national coalitions in Africa, Asia and the Pacific, LAC, and Arab regions, which provided detailed insights into different education financing, budget monitoring and observing structures which vary from online platforms, forums, and task groups. At pilot stage, involving one country per region was implemented to test the observatory processes, including: (i) Monitoring and tracking education financing data, (ii) Analysing education financing data (and the exchange of knowledge) and (iii) Producing country-specific reports and advocacy actions.

The EFO digital database has been customised by GCE to provide coalitions with a platform to track and observe education financing trends across different countries. The digital database is built on GCE's Salesforce platform to gather the dataset based on 4S framework indicators described in the EFO Research Protocol to monitor and track budgets from the countries' national public budgets, resources from international aid and development cooperation and resources allocated from debt alleviation mechanisms. To analyse the distribution of country resources from these three sources (national public and education budgets, international aid and debt mechanisms), the digital form allows financing data entries on the share of national budgets that governments invest on education; the size of budgets; the sensitivity of public investment on education considering equity and inclusion criteria; and the scrutiny of education budgets.

Policy Advocacy

One of the primary roles of the GCE movement is to engage in policy advocacy to promote and defend the human right to education for all, to influence education policy and practice, inform discussions and debates around core issues within public education systems, and to influence decision-making processes at local, regional, and international levels. To do this effectively, the GCE Secretariat must ensure there is ongoing and deliberate consultation, feedback, and discussion with members, to present unified and responsive policy positions and recommendations in key GCE policy spaces and advocacy moments that are relevant to the diverse policy contexts of its members.

GCE's strategic role is to ensure that voices from grassroots, local and national civil society organisations are heard in regional and international policy spaces. GCE has representation and actively facilitates members' engagement in twelve key global spaces where the right to education and follow-up of the implementation of SDG 4 framework are main topics of discussion (see Box 9).

6

global campaigns on Education Financing and Education in Emergencies were delivered

Box 8: GCE coordination of 13 global advocacy spaces

CCNGO Coordination Group: The CCNGO is the formal and institutionalised UNESCO mechanism for CSO participation on the Education 2030 agenda. GCE was elected to have a seat on its Coordination Group by the International Organisations of the UNESCO CCNGO during the 10th Global meeting in December 2021. GCE is represented by Mr Refat Sabbah, President, GCE until December 2023. Other elected GCE members include CLADE (Nelsy Lizarazo), ASPBAE (Helen Dabu), ANCEFA (Solange AKPO), ACEA (Fatouh Mahmoud Younes,) and OMEP (Mercedes Mayol Lassille).

High Level Steering Committee: UNESCO convenes a multi-stakeholder SDG-Education 2030 Steering Committee (High Level Steering Committee) to coordinate global education efforts within the wider 2030 Agenda for Sustainable Development architecture. The committee's mandate is to support member states and partners to achieve SDG4 and other education-related targets across the SDGs. The Global Coordination Mechanism (formally known as the High Level Steering committee) allocated two seats to civil society, which are occupied by GCE representatives Refat Sabbah (GCE President) and Helen Dabu (ASPBAE Secretary General).

The Education and Academia Stakeholders Group: The EASG is one of the Major Groups and other Stakeholders (MGoS) integral to the development, adoption, implementation review of the 2030 Agenda for Sustainable Development. The EASG was established in 2016 by four Organising Partners, namely GCE, Education International, the International Council for Adult Education (ICAE) and the European Students' Union (ESU). There are two focal points (Vernor Munoz from GCE and Katarina Popovic from ICAE). EASG work includes developing reports and ensuring the intense participation and engagement of GCE members during High Level Policy Forum (HLPF) meetings.

Global Partnership for Education: GPE is highly influential in supporting governments to transform education systems and provides a crucial policy and advocacy space for GCE on matters relating to education financing. GCE members occupy civil society organisations (CSO)1, 2 and 3 seats, as well as on strategic committees. GCE is represented as follow: CSO1 by Kira Boe (Oxfam IBIS) and Yona Nestel (Plan International); CSO2: Solange Akpo (ANCEFA) and Abeer Tamimi (ACEA), CSO3: Haldis Holst and Dennis Sinyolo (both from Education International). GPE political and organisational matters are considered as part of the GCE Board and members' debates. The GCE Secretariat is responsible for coordinating policy debates and consultations for the GCE movement and oversees the CSO (CSO1 and 2) representative elections for the GPE Board seats.

UNESCO Global Education Monitoring Report Advisory Board: The GEMR has a significant impact on the framing of education debates, and the Advisory Board is an important space for interlocution around the monitoring of SDG4. GCE has a seat on the Advisory Board, normally held by the GCE President, is currently delegated Nafisa Baboo (Light for the World).

The Inter-agency Network for Education in Emergencies (INEE) Advocacy Working Group: The INEE is an open global network of members working together to ensure all people realise the right to quality and safe education in emergencies and post crisis recovery. GCE engages with INEE on Education in Emergency work, including the EiE campaign launched in March 2022. GCE is represented by Elsy Wakil (Arab Network Popular Education) and Luis Edwardo Murcia (GCE).



Education Cannot Wait (ECW) Board: There are four CSO slots in the ECW Board, which are currently occupied by two international organisations (Plan International and Save the Children), Regional Network (ACEA) and local or national non state actor (Somalia Coalition for Education for All) for a two-year term, renewable once. The GCE representatives include Emma Wagner (Save the Children), Yona Nestel (Plan), Refat Sabbah (ACEA) and Adam Hussein (Somalia Coalition).

Technical Cooperation Group on the Indicators of SDG4: The Technical Cooperation Group serves as a platform to discuss and develop the indicators used for monitoring the E2030 targets in an open, inclusive, and transparent manner”. The CSO representative is designated from the CCNGO Coordination Group members. Solange Akpo (ANCEFA) is the CSO representative. CCNGO Coordination Group representatives on the Technical Coordination Group are encouraged to rotate.

International Task Force on Teachers for Education 2030: The mission of this Task Force is to advance teachers and quality teaching by mobilising governments and other stakeholders, acting as a catalyst of global, regional, and national efforts through advocacy, knowledge creation and sharing and country support and engagement. GCE was previously on the steering committee, jointly representing civil society with the Voluntary Services Organisation (VSO). Currently, GCE does not appear on the list of the Steering Committee members of the Task Force, but Education International has a permanent seat. The two International Organisations that formally integrate the Steering Committee are VSO International and VVOB-Education for Development. Education International, UNESCO and GPE have permanent seats as well on the Steering Committee.

Privatization in Education and Human Right Consortium: Privatization in Education and Human Rights Consortium is an alliance working on privatization of education and its implications for right to education. Currently there is no board representation but the Secretariat and the regional coalitions engage with the Consortium on a regular basis.

Global Coalition to Protect Education Under Attack (GCPEA): GCPEA is a unique inter-agency coalition formed in 2010 to address the problem of targeted attacks on education during armed conflict. GCE is not formally in the steering committee of GCPEA, but the members in the INGOs constituency including Plan International and Save the Children are part of the Steering Committee. GCE strengthened its collaboration with GCPEA during this strategy period on EiE learning initiatives, and the coalition is a strategic advocacy alliance for GCE’s continued work on Education in Emergencies.

United Nations Girls’ Education Initiative (UNGEI): UNGEI is a global partnership hosted by UNICEF, united by a shared commitment to advancing gender equality in and through education. It provides a platform for coordinated advocacy and collective action to break down barriers to education, close the gender gap, and unlock its transformative power for all girls, everywhere. GCE is one of the civil society organisations that are part of the UNGEIs Global Advisory Committee comprising of over 30 multilateral, non-governmental and civil society organisations as well as government departments, academic institutions, and youth-led networks. GCE’s engagement with UNGEI during this strategy period was centred around the roll out of the gender strategy and youth and student engagement work.



Between 2019 and 2022, the GCE Secretariat and its members prepared almost 80 policy statements, position papers, policy briefs, and recommendations papers. These are publicly available on the GCE website to ensure the views of GCE as a collective are clearly presented and to mobilise political action, solidarity, and shared solutions to the realisation of the right to education for all. During this time, GCE members attended more than 140 policy dialogue and advocacy events to represent civil society and foster debates on education policy and practices at national, regional, and global levels. The Secretariat organised and led more than 40 policy dialogue spaces, giving GCE members a platform to convey advocacy messaging from national and regional levels into global level advocacy including youth- and student-led dialogues. Some specific examples of policy advocacy activities conducted during the strategy period are provided in Boxes 10 and 11.

Box 9: Influencing UNESCO's Collective Consultation of NGOs on Education 2030 (CCNGO-ED 2030) processes and decision-making

The CCNGO-ED 2030 is UNESCO's key mechanism for dialogue, reflection and partnerships with NGOs for the implementation of the SDG 4-ED 2030. It recognises NGOs as key partners in SDG4-ED 2030 and as a source for innovation and knowledge, especially in reaching the marginalised, by facilitating NGO participation and providing a platform for their collective expression, collaboration and shared learning on SDG4- related initiatives, including meetings and mechanisms, such as regional and global ED 2030 coordination structures. GCE has been part of the CCNGO Coordination Group, together with its regional coalitions ASPBAE, CLADE, ANCEFA and ACEA representing the respective region's CSO members. The CCNGO is important in that it is the formal and institutionalised UNESCO mechanism for CSO participation. The GCE Secretariat's primary role is to support GCE's CCNGO representatives, including soliciting inputs and comments from CCNGO members on various issues that UNESCO is working on related to the Education 2030 Agenda.

During the 10th Global CCNGO meeting in December 2021, GCE was elected by the international organisations of the CCNGO to have a seat in its Coordination Group (CG). The purpose and mandate of the Coordination Group is to facilitate the coordination of the work of the CCNGO-ED 2030, and communication and cooperation with the UNESCO Secretariat. The president of the GCE Movement, Mr Refat Sabbah was the elected candidate with the mandate to last until the next CCNGO CG elections in December 2023. Other GCE members at regional levels that were elected to the CCNGO Coordination Group include Nelsy Lizarazo from CLADE, Helen Dabu from ASPBAE, Solange Akpo from ANCEFA, Fatouh Mahmoud Younes from ACEA and Mercedes Mayol Lassille from OMEP.



Box 10: Informing and influencing education policy debates in the 2021 High-Level Political Forum's Education and Academia Stakeholders Group Coordination Group

The 2030 Agenda and the United Nations General Assembly established modalities for MGoS to engage multiple stakeholders in the HLPF. The MGoS are crucial to the successful implementation, follow-up, and review of the 2030 Agenda. The EASG is one among the other so-called MGoS. As the co-founding organisation of the EASG, GCE coordinates the contributions of its members and other human rights-based education civil society organisations as well as academia organisations and networks that work on the right to education to the HLPF. Part of the work for EASG include developing reports and ensuring that there is intense participation and engagement of GCE members during HLPF meetings. GCE has been supporting communication work among the HLPF members, and the Secretariat recently revamped the EASG website as part of its communication mandate.

GCE continued engaging and facilitating its members' engagement by compiling and disseminating information regarding the key proceedings that GCE members should be part of and share their insights as civil society on the realities of education in their countries against the SDG4 targets. For the 2021 HLPF, GCE's role was again crucial in coordinating the consolidation and presentation of EASG positions informed by various stakeholders of this group including members of the GCE movement by researching, writing, and developing a background document on the HLPF agenda theme. As a result, the EASG submitted a Sectoral Paper to reflect on the disruption of global education systems due to COVID-19 and the need for more funding for sustainable recovery from the pandemic. The EASG sectoral paper which outlined the views and positions of civil society was handed in to the HLPF Secretariat, sent to the UN Member States as official UN documents, and an integrated element of the background papers sent all delegates for the 2021 HLPF sessions.

Campaigns

During the strategy period, the GCE Secretariat coordinated and delivered six global campaigns, each achieving a high level of reach across social media channels. Campaigns focused on all four strategic goals but placed a special emphasis on Education Financing and Education in Emergencies in response to the redirection of government budget priorities during the global outbreak of COVID-19. The Secretariat supported national and regional coalitions to mobilise civil society and to re-establish education as a priority, particularly in the wake of global school closures. Global campaigns enable GCE members to deliver a unified voice on high priority issues in education, putting pressure on governments to respond accordingly. Box 6 and 7 provide two key examples of campaigns conducted during the period.



Box 11: Global Education Action Week (GAWE) 2021: Mobilising CSOs for better financing

The GAWE campaign is a key event in the GCE calendar, providing civil society education coalitions and organisations with an opportunity to publicly demand action from their government towards achieving the right to education, and to make a targeted effort to achieve change on the ground. The selected education financing theme for GAWE 2021 demands improved and increased financing for education, reflecting the increasingly urgent challenge of insufficient and inefficient budgeting in the sector¹¹.

The GAWE 2021 was led by GCE members and partners in Africa, Asia, Latin America and the Arab region as a high intensity and multi-layered advocacy space, in which civil society organisations in different regions demanded concrete actions to stop the privatisation of education and the indebtedness of fragile states, as well as to achieve the goals necessary to predictably guarantee the funds that public education systems need including; the progressive increase of the national budgeting for early childhood education, basic education, education for youth and adults and tertiary education. GAWE 2021 identified a clear set of demands of nation states and the international community, which were aligned to the One Billion Voices campaign.

The Global Secretariat supported GCE members to implement the campaign through the provision of a detailed campaign pack, including policy statement, press release, information on regional and global events, social media toolkits, key messages, and visuals. Although support at coordination is provided at the global level, GCE members in different regions are actively engaged in the campaign's development, and have ownership and control of the content, messaging, policy recommendations and ask during regional campaign days.

Box 12: Education in Emergencies Campaign: #ProtectEiENow

In March 2022 GCE launched the #ProtectEiENow¹² campaign to demand improved domestic and donor funding for transformative, inclusive, and equitable quality education in emergency contexts.

The campaign messages highlighted the impact of conflict, climate change, disasters, public health emergencies, and forced displacement on the right to education, with millions of school-age children and young people living in crisis-affected countries currently out of school. For the most marginalised — learners with disabilities, girls, and those from low-income households, among others — the impact is much greater. Despite this dire situation, education remains one of the most underfunded areas of humanitarian aid, receiving just 2.4 % of total global humanitarian funding. A generation of children and young people living in emergencies are deprived not only of their human right to quality education, but also of the protection that education provides in these contexts. In emergencies, education may be the only safe space.

GCE members collaborated to prepare a policy call to action for the campaign, setting out a clear set of recommendations for government implementation. The campaign has reached over 75,000 people across social media platforms.



¹¹ <https://campaignforeducation.org/en/take-action/take-part-in-gawe/global-action-week-for-education-2021>

¹² <https://campaignforeducation.org/en/take-action/respond-to-education-in-emergencies>.

Knowledge Exchange and Learning

In order to amplify the impact and strengthen the capacity of the GCE movement, knowledge exchange and learning is an important mechanism to connect members across regions and work streams, facilitating discussions and collaborations in key focus areas, and learning from the experiences of other GCE members. This approach emphasised the use of existing and new knowledge and experiences to improve and effectively deliver GCE work and achieve greater results. Generating and sharing lessons learned from both successful and unsuccessful approaches to planning and delivering advocacy and campaigns was necessary for developing new innovative advocacy tactics.

During the strategy period, the Secretariat implemented a wide range of new innovative initiatives to transform GCE to become a learning-oriented movement. These included the establishment and launch of the new Learning Hub and the Communities of Learning methodology, two reviews and evaluations (CSEF Evaluation in 2019, and Strategic Plan MTR in 2020), and knowledge sharing events, and seventeen webinars within the Education in Emergencies and Education Financing communities of learning. In addition, the GCE Secretariat strengthened the capacity of the GCE membership on thematic and technical areas to effectively engage and influence policy changes in the different advocacy spaces occupied. This was realised through the roll out of the e-learning platform with two self-paced online courses on Education Financing and Advocacy through the eight workshops and ten technical training events for the effective adoption of GCE systems. These initiatives were integral to the rollout of GCE's Knowledge Exchange and Learning (KEL) strategy in 2021 (Box 12), developed to guide GCE's learning initiatives towards strengthening the movement.

The Secretariat implemented a wide range of new innovative initiatives to transform GCE to become a learning-oriented movement

Box 13: Developing the GCE's KEL strategy

Since the outbreak of COVID-19 in 2020, GCE members in over 90 countries have been faced with its devastating effects on education. The changes in the external context encouraged GCE to strengthen the culture of documenting and sharing knowledge and evidence to leverage and build on successful approaches from members and partners in influencing policy changes for the right to quality education for all. Initial actions taken in 2021 focused on establishing knowledge exchange and learning processes, including an operational strategy. GCE developed the Knowledge Exchange and Learning (KEL) Strategy in consultation with its members to guide the learning initiatives of the movement. The strategy sets out GCE's knowledge exchange and learning goals, learning pillars, and learning initiatives and agendas.

Development of the KEL strategy was informed by the need to structure knowledge exchange systems and practices based on successes and challenges in promoting a learning culture within the movement. This approach to knowledge exchange and learning is based on the understanding that GCE members and partners possess a wealth of knowledge and experiences that should inform movement-wide learning. While the implementation of the KEL strategy was kick-started in 2021, GCE's 2022 KEL plans were fully centred on enforcing and supporting GCE members to contribute and engage with GCE's shared learning initiatives. The GCE Secretariat supports and coordinates the contributions of its members and partners to increase GCE's collective impact by leveraging the knowledge of its members and partners, documenting best practices and successful approaches, and supporting the replication of successful and evidence-based approaches to influence education policy changes and implementation at all levels. The successful implementation of the KEL strategy will be realised through annual implementation plans and fully drives the engagement of GCE members and partners with GCE's learning processes. During the membership consultations on the KEL strategy, GCE members shared their commitment to working collaboratively with the GCE Secretariat to implement the KEL strategy of the movement.

4.3 Regional achievements

Regional insights from the online survey

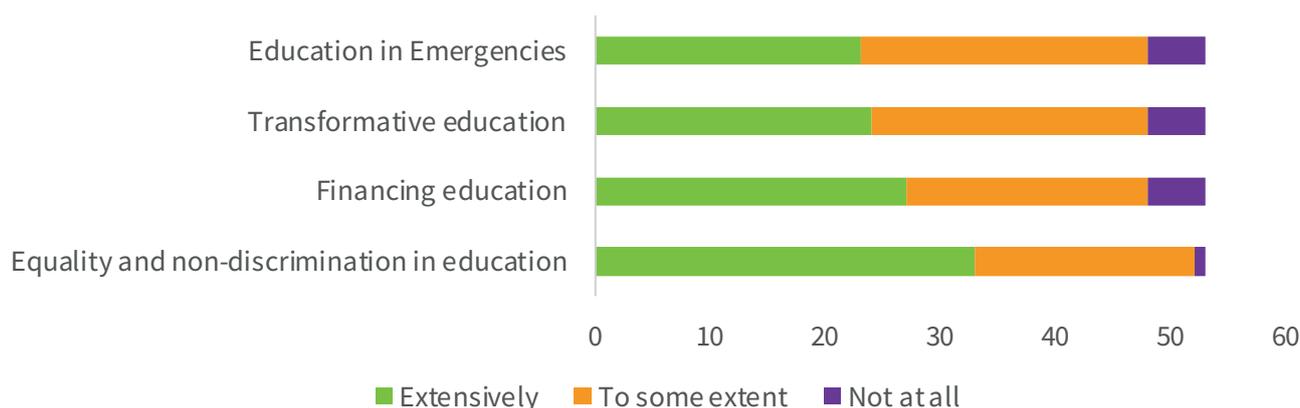
A total of 53 complete responses were obtained from the online survey distributed to the GCE membership, achieving a 39 per cent response rate in total. Responses were received across all five GCE regions, including 16 out of 35 (46 per cent) of African coalitions, eight out of 18 (44 per cent) of APAC coalitions, 11 out of 20 (55 per cent) of Europe and North America coalitions, 14 out of 15 (93 per cent) of LAC coalitions, and four out of 13 (31 per cent) of Middle East coalitions.

The online survey demonstrated that GCE members consider their work to be aligned across all four strategic areas set and adopted by GCE members during the 6th World Assembly in November 2018. Only one coalition reported that they were not working across any of the strategic areas, while the remainder reported working

either ‘extensively’ or ‘to some extent’ across two or more strategic areas. Similarly, the majority of survey respondents felt they had made either ‘significant’ or ‘some’ impact across the four strategic areas.

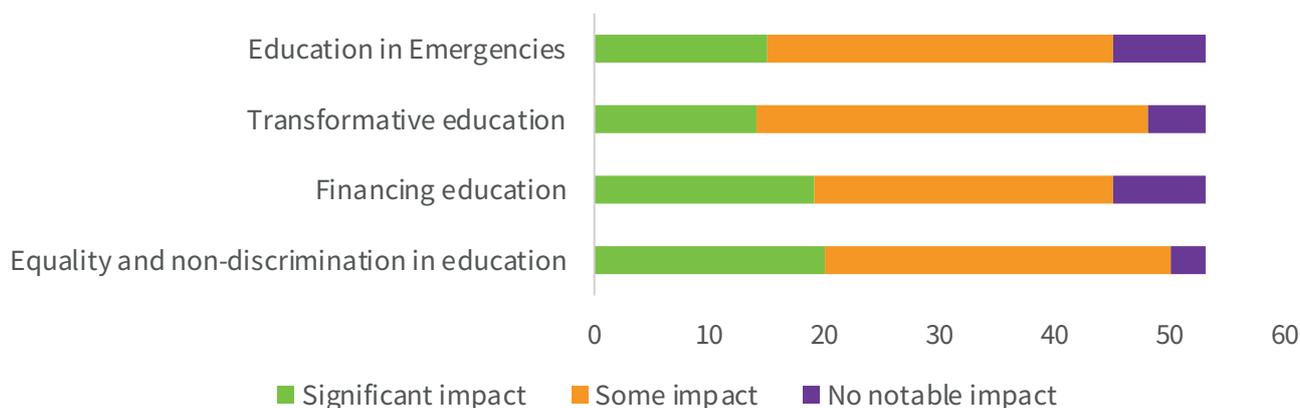
Most of the respondents most frequently reported working in the equality and non-discrimination in education strategic area, were more likely to report working ‘extensively’ on this area and were more likely to feel that had a ‘significant’ impact on the progress towards this goal compared with the remaining three areas. Similarly, when asked to provide an example of the most significant impact achieved during the strategy period, the majority of respondents (39 out of 53) felt that the achievement described was linked to this strategic area, and usually at least one other strategic focus area. Education financing was the second most common focus area that respondents reported working on ‘extensively’, but they were less likely to report having a ‘significant’ impact in this area.

Figure 4: The extent to which GCE members report working across the GCE strategic areas



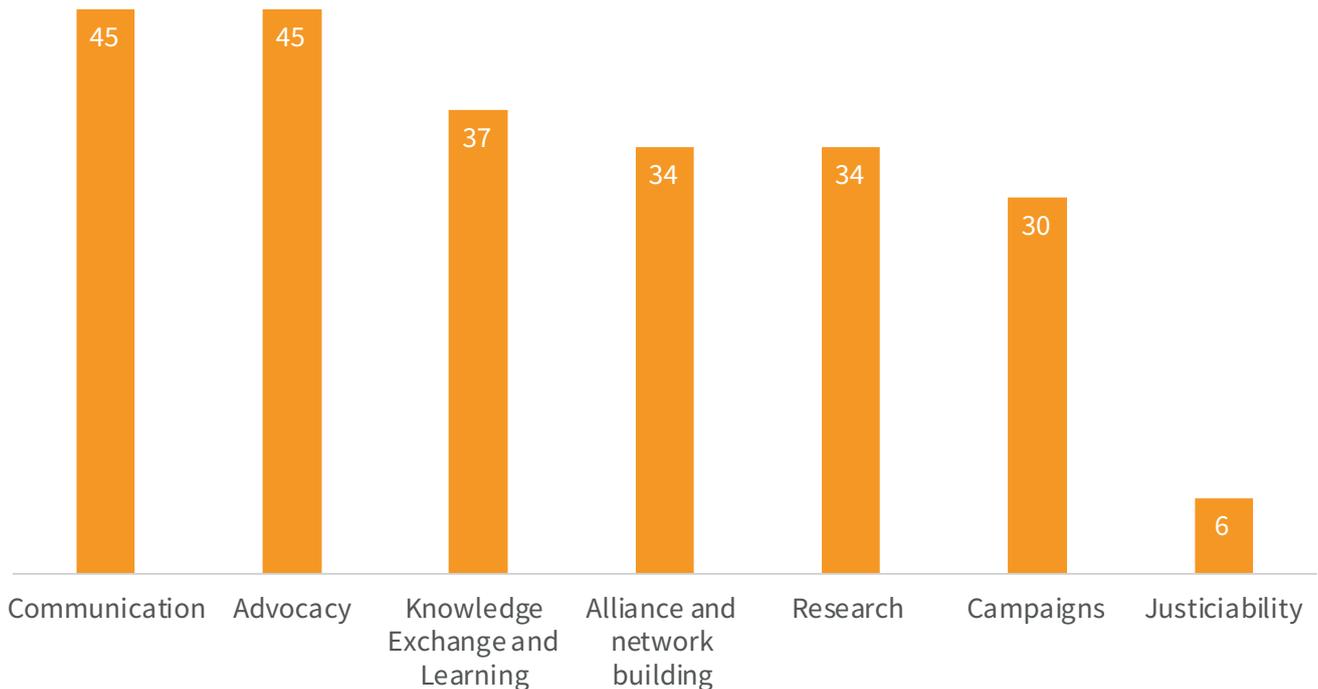
Source: GCE Impact report survey conducted in July 2022.

Figure 5: Organisations that feel they had a ‘significant impact’ on the GCE strategic areas during the 2019-2022 period.



Source: GCE Impact report survey conducted in July 2022.

Figure 6: ‘Mechanisms’ used by GCE member organisations to reach an achievement.



Compared with other focus areas, respondents were more likely to report not having any impact in the areas of education financing and education in emergencies.

When asked about the mechanisms GCE members used to reach their most significant achievements during the strategy period, ‘advocacy’ and ‘communications’ (45 out of 53) were most commonly reported, followed by ‘knowledge exchange’ (37 out of 53). All respondents used multiple instruments to achieve their goals, although justiciability was the least commonly relied upon mechanism, with just six GCE members highlighting this as a key mechanism to reach their most significant achievement during the period (Figure 4).

4.4 Spotlight on the Africa region

The GCE membership is made up of 35 regional and national coalitions operating across sub-Saharan Africa, of which 16 members responded to the online survey. Responses to the survey suggest that most GCE members in the region worked ‘extensively’ across the areas of equality and non-discrimination and financing education. Out of the four strategic areas, they were least likely to identify their work as falling under the education in emergencies focus area.

In large part, the work of African coalitions during the strategy period sought to respond to the impact of COVID-19 on education, focusing on knowledge sharing and lessons learned to support governments to reconstruct and reposition education delivery across Africa.

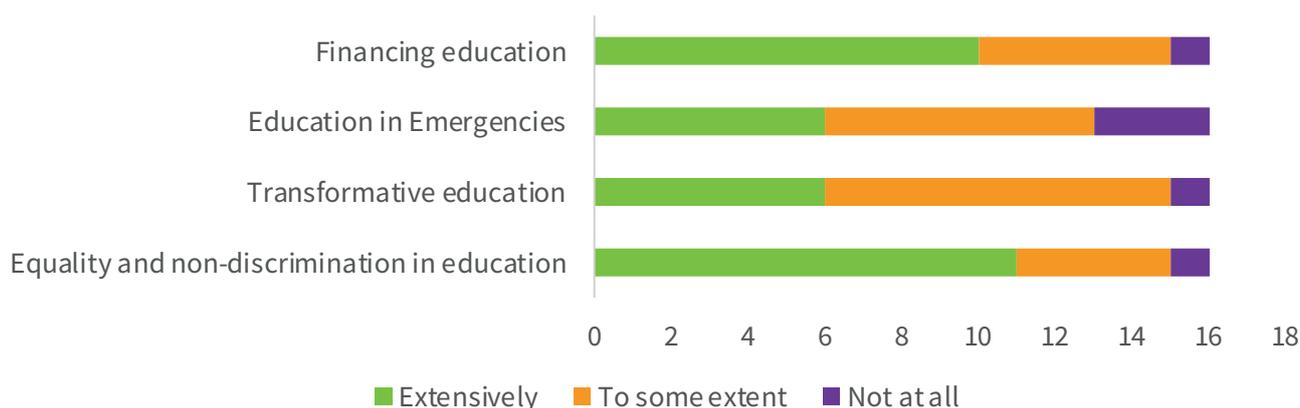
ANCEFA, the regional coalition for Africa, was engaged in several regional level activities and platforms to contribute

to the goal of equality and non-discrimination in education by strengthening coalition capacities. ANCEFA’s position on influential regional platforms has enhanced the visibility of African coalitions, built their capacity to advocate for equality and non-discrimination in education, and strengthened the internal operations of coalitions working in this area. ANCEFA is a leading organisation on the UNGEI steering committee and global advisory committee and is a CSO consortium partner on the Gender at the Centre Initiative (GCI) coordinated by UNGEI, in partnership with Plan International and FAWE.

Through the GCI membership, ANCEFA co-facilitated a Francophone Gender Responsive Education Sector Planning (GRESPE) workshop in partnership with FAWE, which was represented by 11 countries, including feminist youth activists and representatives of FAWE, Plan International, UNICEF, GIZ, and UNGEI representatives. The five-day workshop was followed up with a two-day regional GCI workshop to strengthen the capacity of participants to engage in gender responsive sector planning, and to work collaboratively to push for more gender sensitive programming within their own organisations.

In addition to capacity building activities, the GCI enabled ANCEFA to support coalitions in Mozambique, Chad and Mauritania to undertake activities promoting girls’ education and gender equality during the pandemic, including a gender analysis of the Education Sector COVID-19 Emergency Preparedness, Response and Recovery Strategy (2020-2029), and COVID-19 Response Plan; media campaigns such as a TV debate on reopening of schools, to promote girls’ right to education during

Figure 7: The extent to which GCE members in the Africa region report working across the GCE strategic areas



the pandemic; and the production of a booklet on best practices for initiatives to keep girls in schools in the context of COVID-19. In Chad, consortium members conducted an awareness raising campaign of girls' education during COVID-19 in Ndjamen, and radio campaigns in three languages (French, Arabic and Sara) which was broadcast on several radio stations.

During interviews, ANCEFA representatives reflected on its research partnership with Humanity and Inclusion International which generated evidence from Western and Central Africa on the extent to which children with disabilities are included in education planning processes, and how to implement effective inclusive education agendas. Research conducted in Niger, Burkina Faso, and Mali informed ANCEFA's inputs into the UNESCO SDG4 partners group in West Africa and Central Africa, informing discussions and enabling UNSECO to work with governments during the education planning process.

At the national coalition level, when asked about their most significant achievements during the strategy period, several survey respondents provided examples of achievements within this strategic area. In the case of Lesotho, the coalition campaigned for a Disability Inclusion Bill which gives people with disabilities better access to education and holds schools accountable for ensuring they are sufficiently accessible to students with disabilities. In Somalia, the EFASOM coalition influenced education policy makers to encourage the introduction of changes in accelerated basic education and school re-entry policies to enable girls to get back to education following early marriage. The coalition in Burundi described important improvements to their own internal processes, policies, and strategies, which included the implementation of a Human Resources Management Procedures document, which included a specific policy on equal opportunities and the implementation of a new Gender and Diversity policy.

Transformative Education

Within the transformative education strategic area, ANCEFA worked in partnership with EDUCO to conduct a study of emancipatory education in Africa. The report considered the conceptualisation of emancipatory education, included practical experiences of coalitions in Senegal and Rwanda, and formulated recommendations to promote education systems which are emancipatory and empowering. The report was launched in May 2021 in Dakar during a workshop attended by ANCEFA Board, GCE Secretariat and coalitions from Burkina Faso, Senegal, and Benin as well as partners based in Dakar. The workshop was an opportunity to present the conclusions of the report on emancipatory education, share experiences, and identify possibilities of interventions in favour of emancipatory education in Africa.

At the national coalition level, the Madagascar coalition, CONAMEPT, reported in the survey that during the strategic period they worked on influencing the consideration and operationalisation of civil education and good citizenship in education. In Tanzania, The Tanzania Education Network (TEN/MET) coalition facilitated discussions with a range of stakeholders involved in the education section to discuss, challenge, and reimagine quality education for social transformation. This example is described in greater detail below:



1st International Quality Education Conference (IQEC)

Country: Tanzania

Organisation: Tanzania Education Network (TEN/MET)

Context: There is a sense of urgency among education stakeholders to identify new pathways towards education quality, funding, and public financial accountability in Africa that are adapted to the 21st-century context and the aftermath of the COVID-19 pandemic. Teaching and learning environments, education digitisation, education in emergencies, financing models and stakeholders' roles, to cite but a few, demand new evidence and insights.

Action: That is why TEN/MET has undertaken to offer education stakeholders an opportunity to discuss roadmaps towards improved education quality. The coalition organised the 1st International Quality Education Conference (IQEC) in Dar es Salaam in May 2021 under the theme 'Collective Accountability for Financing Quality Education – Re-Imagining Quality Education'. It coincided with the twelfth version of the coalition's annual Quality Education Conference (QEC). To raise QEC's status as an advocacy campaign, TEN/MET has ensured that the conference reached enough international participants, allowing over 200 participants from across Africa and beyond to participate in the event either face-to-face or virtually. Attendees came from government, civil society, International Development, business, university and other education sectors. They discussed themes like education resilience and preparedness for crisis in light of the pandemic; support for out-of-school girls and teenage mothers; the roles of civil society, development partners and the private sector in education sector accountability and quality; inclusive education; the employability of higher education graduates; teacher professional development; and telecommunications in education (TENMET, 2021).

Progress: Guest speakers stressed the challenges and opportunities that a 21st-century education brings and the need for joint efforts to support the government in issues it cannot address alone. IQEC's outcome statement listed various recommendations, including adopting innovative and sustainable education financing mechanisms that include donor and private sector funding; addressing the needs of teachers and marginalised groups of learners; further developing the competency-based curriculum; improving on innovation, creativity and connectivity in schools; strengthening schools' emergency preparedness, resilience and WASH infrastructure; and reinforcing sector dialogue and collaborative, evidence-based policymaking. In response, the Tanzanian Government pledged to work on the issues raised and urged TEN/MET to keep on acting as a national forum for discussions on education.



Education in Emergencies

While the education in emergencies strategic area was less frequently reported as a focus of GCE member work by survey respondents in the region, this is likely because not all coalitions were operating in emergency contexts. For those that were, this was a crucial strategic area, particularly those in the Sahel region. For most coalitions, at least part of their efforts during the strategy period focused on responding to the COVID-19 crisis.

At the regional level, ANCEFA worked in partnership with GCE to identify countries to join the campaign advisory group to spearhead the Education in Emergency campaign. ANCEFA participated in several events organised by GCE to call for protection of education budgets during the pandemic. This including preparing a regional report on the effects of COVID-19 on education in Africa, based on information collected from National Education Coalitions.

National coalitions working in this thematic area were engaged in advocacy activities to strengthen and amend national strategies to respond to the COVID-19 crisis, including strengthened distance learning approaches, developing distance learning materials to reduce loss of learning during extended school closures, harnessing EdTech solutions while considering equality of access, and training teachers and parents in digital learning approaches. In Zambia, the ZANEC coalition was able to leverage funding support from the Ministry of Education and technical support from UNICEF to lead the Zambian Government in conducting joint research on the impact of COVID 19 on education. This research has provided essential evidence to inform the education sector response to the pandemic. As a result, GPE has recognised Zambia as one of the few countries which has effectively managed the impact of COVID-19 on the education sector, with loss of learning reduced as schools were in large part able to remain open while maintaining safe learning environments, and therefore reducing the risk of over reliance on weak remote learning approaches.

In Niger, the ASO-EPT coalition focused its efforts on responding to educational challenges in conflict affected areas in the Sahel region. Some of their work in this area is described in the case study below.



Advocacy Campaign for Education in Emergency

Country:	Niger
Organisation:	Coalition Nigérienne des Associations, Syndicats et ONG de Campagne EPT au Niger (ASO-EPT Niger)
Context:	<p>Education has been falling prey to escalating terrorist activity across the Sahel, including in Niger. Many teachers and students have been killed or internally displaced, while more and more schools have shut down due to growing violence. As governments prioritise budget allocations to tackle security issues, social sectors like education are left behind in national agendas. Countries in the region lack robust, widespread approaches to education in emergencies, with country structures that support education in such contexts often falling under disaster response and recovery structures instead of ministries of education. At the local level, communities struggle to make ends meet and may prioritise other expenses like food over education during times of crisis. Sahel countries receive GPE grants, which could contribute to relieving education budget constraints to a certain extent, and recent joint research by Save the Children's Pan Africa Office and the African Union are paving the way for the development of continental and national policies that address peace education and the protection of education from attack in Africa.</p>
Action:	<p>Regional and national coalitions like Niger's ASO-EPT have therefore set out to advocate for education in emergencies to ensure the continuity of the right to education for affected learners. As part of these activities, coalitions have placed an emphasis on calling on governments to fund education in emergencies. The goal is that Sahelian countries are empowered to take charge of EIE. This is a difficult advocacy agenda given that EIE is typically seen as a humanitarian endeavour with little scope for civil society and NGOs.</p>
Progress:	<p>The coalitions' work in this area has centred on strengthening capacities to advocate for education in emergencies strategies to be in place as the emergency security situation continues. Niger's ASO-EPT is representative of these efforts, which took many forms. In 2022 ASO-EPT formed part of a joint mission with Save the Children to develop distance education materials to be used in the conflict-affected Tillabéri region bordering Burkina Faso and Mali. The same year ASO-EPT has also succeeded in bringing a Nigerian minister to attend GCE's global webinar on EIE. These examples complement other initiatives undertaken by ASO-EPT, for instance, broadcasting spots in the media to inform citizens about the status of education in emergencies, sending out advocacy statements to presidential and legislative candidates that cover the topic of unsafe schools along the country's borders, sitting in the Niger Education Cluster and inputting into the 2022 school year strategy preparation.</p>

Financing Education

Financing Education was a high priority area for many coalitions across the region. Activities during the strategic period included ANCEFA and national coalitions participating in the launch of the OBV Campaign and organising a policy dialogue to amplify the GAWE 2021. During GAWE, ANCEFA launched the report “One Billion Voices: How Africa Can Lead on Education in a Post Covid World”¹³ which set out findings from an analysis of government policy documents, national budgets, budget speeches, citizen budget plan documents on debt servicing, domestic revenue, and taxation across 35 African countries. This analysis reflects on the implications of COVID-19 for education to identify the impact of the pandemic on financing of education. The report concludes with a set of policy recommendations for national governments in Africa, donors, and the international community.

ANCEFA facilitated the participation of several high profile and influential individuals during GAWE 2021, including Her Excellency Madam Sarah Mbi Enow Anyang Agbor, the Commissioner for Education, Science, Technology and Innovation of the African Union Commission; Manos Antoninis, the GEM Report Director; and ministerial and parliamentary representatives from Cape Verde, Burkina Faso, Niger, and Senegal to share perspectives and dialogue with CSOs. The event achieved the largest participation rate during the GAWE week coordinated by GCE.

Building on the OBV campaign, GCE worked in partnership with ANCEFA and Action Aid International to build the capacities of national education coalitions and provide them with information and tools to engage in national level dialogues to obtain commitments by governments prior to the GPE Summit in London. African coalitions prepared and shared their National Education Financing Campaign Plans which included actions that led to the endorsement by Heads of State of the Political Statement from President Kenyatta, and the involvement of civil society in the drafting of Education Financing Commitments which were shared at the GPE’s Global Education Summit held in London in July 2021.

ANCEFA championed the GPE summit in a number of ways, including lobbying for the Heads of State commendation letter authored by Kenya’s President HE Uhuru Kenyatta, and endorsed by at least 10 countries from Africa, which pressured governments to commit to allocating 20 per cent of national government budgets to education. In partnership with Action Aid, ANCEFA also organised the side event ‘Leave no one behind: Financing inclusive education for girls and children with disabilities’ which was attended by partners from the West Africa Federation

of Persons with Disability, youth, and national education coalitions.

In November 2021 ANCEFA partnered with Action Aid International and The Tax Ed Alliance to facilitate capacity building support for national coalitions via a webinar on Fiscal Policy Development, led by fiscal development experts. NEC members from Malawi, Zambia, Burkina Faso, Mozambique, and Democratic Republic of Congo participated in the online event.

National coalitions in the region focused their efforts on pressuring governments to follow through on commitments to allocate a sufficient share of the national budget to education. The coalition in Burkina Faso described the importance of civil society’s role in monitoring education expenditure to improve transparency and contribute to more effective allocations of funds. The Coalition Nationale pour l’Education Pour Tous du Burkina Fas conducted an inventory of the implementation of the National Strategy for Education in Emergency Situations and conducted advocacy in the context of the GPE replenishment campaign to influence the commitment of the Head of State to increase funding for education. This study not only helped to pressure the government to allocate sufficient budget to education generally, but also identified the need to consider internally displaced children and children with disabilities within the Ministry of Education’s action plans and annual budgets.

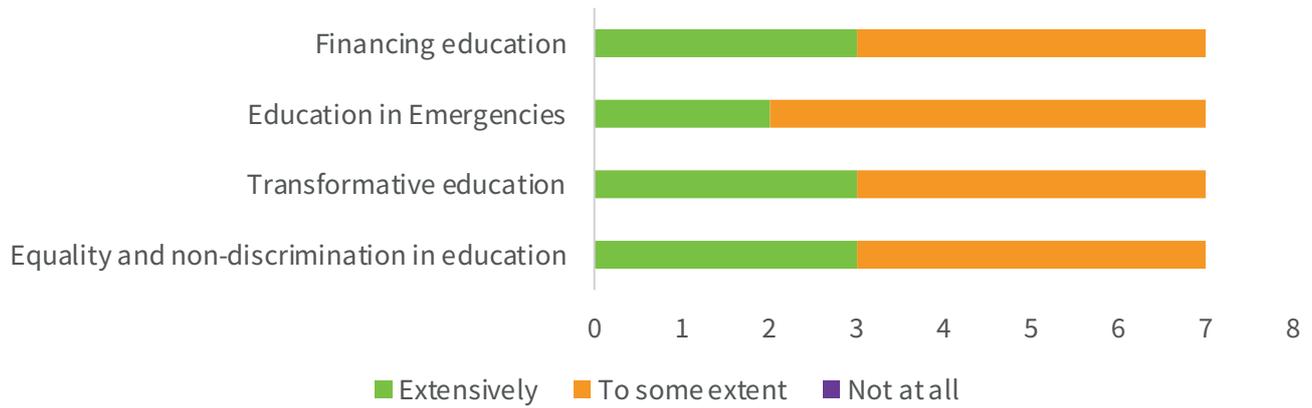
4.5 Spotlight on the Asia and the Pacific region

The APAC region is made up of 18 national coalitions and one regional coalition working towards the four strategic areas. Eight coalitions in the region responded to the online survey, and all respondents reported working at least ‘to some extent’ across all four strategic areas, with an even distribution across all four areas (see figure 8).

National and regional coalitions contributed to strengthening the global movement demanding for the right to education and advocating for education and development from a rights-based approach. The regional coalition, ASPBAE, played a crucial role by actively working with and supporting its members, including all 18 national education coalitions (NECs) in the region. In particular, since 2020, ASPBAE has provided sustained mentoring support to national coalitions, strengthening their ability to advocate for the protection and inclusion of education in their country’s COVID-19 responses, their engagements with the wider development sector, and within existing country-level SDGs-SDG4 coordination mechanisms and local education groups (LEGs) or equivalent mechanisms.

13 <https://campaignforeducation.org/en/resources/gce-reports/how-africa-can-lead-on-education-in-a-post-covid-19-world-report>

Figure 8: The extent to which GCE members in the Asia and the Pacific Region report working across the GCE strategic areas





Equality and Non-discrimination in Education

Equality in education is a core and cross cutting focus area for ASPBAE and national coalitions working across the region, particularly as they respond to new challenges associated with the COVID-19 pandemic. During the strategy period, regional members engaged in numerous activities to support the achievements of GCE in this area.

At the regional level, ASPBAE was instrumental in facilitating the work of its members to proactively recommend ways to improve education delivery and accelerate SDG4 implementation amidst the pandemic, paying close attention to equity, inclusion, and gender, and ensuring the interests, voices and perspectives of marginalised sectors were not left behind in the COVID-19 education response. ASPBAE's leadership and capacity support strategy includes a specific component on capacity building for education equity focused on race, disability and gender in education, which covers: a) Strengthening capacities of education advocates to challenge gender-based violence (GBV) in education; b) Expanded capacities in advocacy for disability inclusive education and lifelong learning and; c) Challenging racism, discrimination and xenophobia through education.

Examples of GCEs regional activities in this strategic area include ASPBAE's active engagement in SDG4 processes at both regional and global levels. It coordinated 13 Spotlight Reports on SDG4 covering Myanmar, Japan, Philippines, Indonesia, India, Nepal, Afghanistan, Pakistan, Sri Lanka, Tajikistan, Kyrgyzstan, Mongolia, and Cambodia, which significantly contributed the 'UNESCO-UNICEF 5-year Review of SDG4-Education 2030 in the Asia Pacific', focusing on youth, adult learning, and equity in education. ASPBAE has also coordinated with national coalitions to deepen advocacy around disability inclusive education by better understanding and informing the diverse requirements of students, and ensuring they are reflected in policies, financing, and programmes. Coalitions who have constituents from disability groups, for example Vietnam, Philippines, Sri Lanka, Mongolia, have worked with ASPBAE to define their positions with regards to disability-inclusive education and in linking with partners at the regional level. ASPBAE drafted a strategy paper on disability inclusive education in preparation for its General Assembly in 2020, which will inform their work for the 2022-2023 period.

The Youth-led Research (YAR) initiative has been a major activity feeding into the strategic area during the period, engaging the voices of marginalised youth during COVID-19. The YAR provided urgent and concrete data to inform the education and learning continuity plans of governments and was followed by the YAR on Mental Health and Education of Marginalised Youth in 2021. Further detail on the YAR initiative is presented in the below case study.



Youth-led Action Research (YAR) initiative

Country: Bangladesh, India, Indonesia, Mongolia, Nepal, Philippines, Sri Lanka, Timor-Leste and Vanuatu

Organisation: ASPBAE

Context: The COVID-19 pandemic has put an excessive strain on young people from marginalised communities in the Asia-Pacific region, reducing access to education, income, food, shelter, health and safety. While young workers, migrant labourers, low-income women, homeless individuals, and racial, ethnic, and social minorities were already facing challenges before the onset of COVID-19, their struggles became even more acute as their voices remained largely undocumented once the health crisis hit.

ASPBAE is committed to mobilising Asia-Pacific's youth and supporting their education. As COVID-19 hit, it set out to bring marginalised young people's perspectives on their local contexts to national, regional, and global policy forums on education and lifelong learning. It hoped to inform these forums with contextual evidence linking home, community, and national level youth agendas from across several countries in the region. Overcoming socioeconomic and digital divides that exclude marginalised populations from effective participation in discussions, ASPBAE has created an opportunity for young people to propose actions to help them cope with the sanitary emergency and secure their return to education.

Action: The Youth-led Action Research (YAR) initiative has been at the centre of these efforts. It stemmed from ASPBAE's long-lived youth constituency-building efforts and was rolled out in 2020-2021 to capture the immediate effects of the pandemic on grassroots youth in nine countries: Bangladesh, India, Indonesia, Mongolia, Nepal, Philippines, Sri Lanka, Timor-Leste, and Vanuatu. YAR trained young researchers in a participatory, community-based field-action research framework enabling them to capture youth experiences and narratives. This has helped them to examine barriers to, and propose remedial actions for, education, livelihoods, health, and well-being. YAR also involved community, country-level and cross-country training, workshops, and consultations alongside an additional study on mental health and education of marginalised youth. Lastly, YAR documented the works initiated by the young researchers to support their communities during the pandemic.

Progress: Thanks to its participatory, action research model, YAR has brought to the fore a series of insiders' views of the COVID-19 crisis in nine countries at a time when lockdowns and other restrictive measures disrupted fieldwork. ASPBAE consolidated the findings, concerns and recommendations from the different YAR groups regarding the gaps between policy and practice exacerbated by the pandemic in the 2021 report 'The impact of COVID-19 pandemic on marginalised youth in 2021'. The report was sent to government, civil society and other partner stakeholders. The coalition has also created the Youth-led Action Research (YAR) E-manual - a comprehensive, user-friendly online resource accessible to youth researchers, educators, facilitators, educational practitioners and advocates.

Transformative Education

The focus on transformative education in the APAC region has been a strong focus of coalition work in the region, particularly through its focus on youth engagement and Adult Learning Education (ALE). For many marginalised learners who have never been to school or who dropped out of school, providing relevant and quality ALE is the key to transforming the lives of those who have previously been left behind. Many marginalised adults are left out of the economy and political decision-making at both community and national level due to lack of education and empowerment. Therefore, ensuring that quality ALE is accessible and provides learners with meaningful opportunities to participate and engage in decision-making has been an important strategic area for ASPBAE and its members.

ASPBAE, along with national coalitions in the region, have worked extensively to raise awareness around the importance of adult education, with 2022 being a strategic year for the coalition to continue to protect and advance the agenda for ALE, as the Seventh International Conference on Adult Education (CONFINTEA VII) was held to shape a new Framework for Action. This culminated in the conference in Marrakech, Morocco on 15-17 June 2022. CONFINTEA VII provided opportunities to shape policy directions for ALE within a lifelong learning perspective, in the framework of the 2030 Education Agenda and beyond. ASPBAE, together with the International Council on Adult Education (ICAE) and DVV International, as a CSO representative in the CONFINTEA VII Consultative Committee, were invited to the main conference of CONFINTEA VII, where they led a workshop on transformative ALE for inclusion, participation, and sustainability.

ASPBAE further advanced its youth constituency building and engagements with marginalised youth in the Asia Pacific throughout 2021 by deploying significant program resources to support the country level work of its members. ASPBAE also released several information products and learning materials on youth work, organised regional youth events, co-hosted youth-led sessions, facilitated regional trainings and mentored national education coalitions to strengthen their youth constituency building and engagement efforts. Efforts in this area aim to expand youth engagement and youth leadership building in the region, create nurturing environments youth, allow them to recognise their potential, and build a climate in which youth leaders have a voice and capacity within the member organisations, and in decision-making platforms.

Education in Emergencies

Several coalitions within the APAC region are operating in disaster or conflict contexts and have connected and collaborated with others in similar contexts to share experiences on topics related to education in disaster, specifically disaster preparedness and management. ASPBAE has facilitated these exchanges, for example between NCE-Nepal and E-Net Philippines, which included site visits to local governments in disaster areas and provided resources on education in emergencies. GCE members brought forward the issues of 'education under attack' in conflict areas such as Myanmar, Afghanistan, and Philippines, and the educational challenges facing refugees in Bangladesh in intergovernmental meetings.

In Afghanistan, the ANEC coalition took part in SDG 4.7 work focusing on education in conflict areas and education for peace building. This was severely impacted by the rapidly deteriorating political situation in the country, but ASPBAE has continued to support ANEC through the YAR initiative on mental health and continues to monitor and support the coalition through their participation in EOL.



Support in delivering quality curriculum through effective teaching and learning strategies

Country: Myanmar

Organisation: Thinking Classroom Foundation (TCF)

Context: The pandemic and the rise to power of the military since February 2021 have dealt a blow to education in Myanmar. More than 12 million children have had their education interrupted, only half of whom returned to state-run schools since their reopening in June 2022. Similarly, less than 50 per cent of teachers across basic and higher education have returned to their usual posts. Many who have not returned to the military-operated school system are threatened by authorities and have joined the Civil Disobedience Movement (CDM). Nonetheless, they keep on attending community-based schools across the country, which have rapidly grown in number to respond to the education emergency crisis, despite the military instruction hindering their operation.

Action: The Thinking Classroom Foundation (TCF) holds the view that the right to education must be upheld under any circumstances. They have therefore been supporting the network of community-based schools implementing emergency education in Myanmar. TCF's approach is transformative, seeking to ensure the delivery of a quality curriculum through effective teaching and learning strategies.

TCF provides technical support to teachers in community-based schools delivering emergency education. Their focus is to ensure lesson delivery effectiveness, which they achieve by mobilising resources and minimising curricula. The approaches used include Reading and Writing for Critical Thinking (RWCT), multilingual and mother language-based education, peace education and education policy studies. This has been possible thanks to TCF's strong partnership with various institutions like ethnic and faith-based education organisations, physical and virtual schools and higher education institutions, non-governmental organisations, and migrant schools.

Progress: As a result of TCF's and partners' efforts, thousands of teachers received teacher training appropriate for community schools, including CDM university students. Enrolments have also increased, with thousands of children receiving a quality, transformative education during Myanmar's health and political emergency. These experiences have demonstrated that education in emergencies can thrive where resources and communities resist and can be mobilised to ensure the right to education.

Financing Education

Throughout 2021, ASPBAE actively worked with and supported its members, including the 18 GCE national coalitions in the APAC region, to advocate for the protection and inclusion of education in their country's COVID-19 responses, particularly in the various country-level discussions around school re-opening plans, addressing learning losses, education delivery in blended modalities, providing a critical voice and cautioning against widening digital divides, and in further analysing the impact of COVID-19 on education financing.

To deepen its analysis of the impact of COVID-19 on education financing, ASPBAE pursued country level evidence-based advocacy for education financing jointly with its members, by supporting 10 case studies undertaken by national coalitions, and implemented internal capacity-building work on tax justice, debt and austerity as they relate to education financing. The regional and national coalitions also participated in training on budget advocacy from a gender equality and financing equity lens (conducted in Sri Lanka, Nepal, and Timor-Leste), research projects on financing equity in education, research projects on financing mental health in education, and continuing advocacy/monitoring of privatisation in education, especially considering digital education.

4.6 Spotlight on the Latin American and the Caribbean region

Fifteen regional and national coalitions operating across Latin America and the Caribbean make up the GCE membership in the region, of which 14 responded to the online survey. The coalitions report targeting all the

strategic areas set out in the 2019-2022 Strategic Plan, with a strong focus on Equality and non-discrimination in education. Out of the four strategic areas, coalitions were marginally less likely to highlight financing education as a strong priority area.

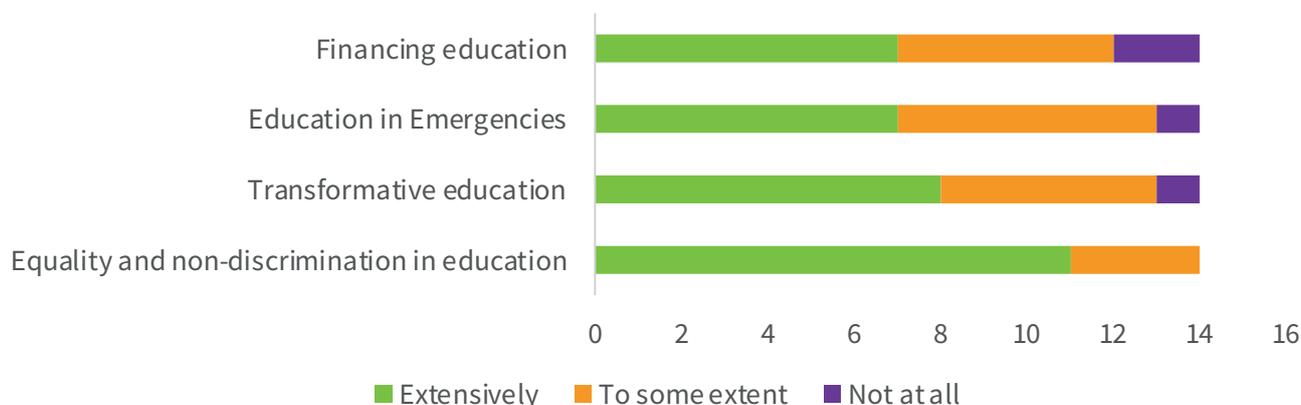
The regional coalition, CLADE, was an instrumental link between the global, regional and local movements. It aided national and regional organisations in adapting international campaigns and transposing international initiatives to local contexts. The Regional Assembly in the region made substantial efforts to improve communications across the coalitions, including providing relevant resources in Spanish. During the last four years materials, reports, events, and knowledge-sharing platforms were translated to Spanish so all members could use the resources.

Equality and non-discrimination

CLADE and the national coalitions in the LAC region focused on activities related to the recognition and promotion of an education that recognizes people with disabilities as subjects of these and other rights, and the inclusion of youth voices and organisations within the GCE movement in Latin America and the Caribbean.

During the strategic period, CLADE, the Colombian Coalition for the Right to Education, the Bolivian Campaign for the Right to Education, the Socio-educational Forum of the Dominican Republic, the Latin American Association for Education and Popular Communication (ALER), the World Organisation for Preschool Education (OMEP), and GCE participated in the 'International Forum on Inclusion and Equity in Education'¹⁴, held by UNESCO in September 2019 in partnership with the Colombian Ministry of Education and the Mayor's Office of Cali, Colombia. Each

Figure 9: The extent to which GCE members in the Latin American and the Caribbean region report working across the GCE strategic areas



¹⁴ Foro Internacional sobre Inclusión y Equidad en la Educación (redclade.org)

organisation contributed to debates on educational public policies, legal frameworks, early childhood, barriers and opportunities for inclusion, and educational evaluation, among other topics.

A milestone event was the launch of the report 'The right to education of people with disabilities. How are we in Latin America and the Caribbean?'¹⁵, in a virtual dialogue held in April 2020. CLADE prepared the study with the support of the UNESCO Regional Office for Latin America and the Caribbean, and Light for the World International. The report was informed by virtual consultations with 216 civil society organisations, universities, teachers, students and families of people with disabilities from 19 countries: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Spain, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Paraguay, Peru, Dominican Republic, Uruguay and Venezuela. CLADE disseminated the report via a dedicated web page with accessibility resources, promoting greater accessibility and a change in the way information is published online.

A webinar – 'Inequalities, inclusion and education: intersectionalities' – was held in November 2020, in the context of the XI CLADE Regional Assembly during October and November 2020. The meeting was conducted in partnership with the Bolivian Campaign for the Right to Education (CBDE), Oxfam IBIS, and the Popular Education Network among Women of Latin America and the Caribbean (REPEM). The gathering addressed inequalities as a central issue in education in Latin America and the Caribbean. A wide variety of inequalities present in education were discussed, including factors such as economic, educational, cultural, racial, gender, indigenous, Afro-descendant, and migrant.

The project 'Strategies to prevent sexual and gender-based violence and promote equity in rural schools'¹⁶ began in 2021, an initiative which is coordinated by CLADE in alliance with Alternatives (Canada) and coalitions in Nicaragua, Honduras, and Haiti. It is implemented by the Dakar Forum in Honduras, the Regrouping for All in Haiti and the Education and Human Development Forum Initiative in Nicaragua. The project was funded through the GPE Knowledge and Innovation Exchange (KIX) and the International Development Research Centre (IDRC), Ottawa, Canada.

Transformative Education

Within the Transformative Education strategic area, there was a regional focus on issues relating to lifelong learning from early childhood through to adulthood, and sustainable development.

In addition to youth and adult education, there was also a strong focus on education and care in early childhood, demonstrated by various CLADE actions, especially in the context of the 30th anniversary of the Convention on the Rights of the Child (CRC), which was celebrated in November 2019, with debates and awareness actions. In 2019, CLADE partnered with the World Organisation for Preschool Education (OMEP) and the Education and Cooperation Foundation (EDUCO) to design a political advocacy strategy for the promotion of greater recognition of the human right to early childhood education in Latin America and the Caribbean. It sought to promote the importance of expanding the presence and prioritization of early childhood education, approached from a rights perspective, in the regional and international agenda, with legislation and policies related to this educational stage aligned with the premises of the UN Convention on the Rights of the Child. Another milestone in this area was the inclusion of education and care in early childhood in the Joint Network of Parliamentarians and Civil Society for the Right to Education in Latin America and the Caribbean. The final declaration of the 3rd Meeting of the Mixed Network of Parliamentarians and Civil Society for the Right to Education in Latin America and the Caribbean¹⁷ was endorsed by deputies, senators, and assembly members, finally being signed by 65 parliamentarians from Latin America and the Caribbean.

CLADE held a series of debates around early childhood education and care in partnership with OMEP and EDUCO which included:

- A virtual panel at the CIES 2020 conference¹⁸ analysing the extent to which laws, policies and practices of early childhood education and care are aligned with the principles of the Convention on the Rights of the Child, particularly in the Latin American and Caribbean region. The session warned against the tendency to prioritise instrumental and economic narratives in early childhood education, without due consideration of the lack of coverage at this stage for children from low-income families, and the lack of intersectoral coordination in public policies for young children in the region.

15 https://redclade.org/wp-content/uploads/CLADE_InformeDiscapacidad_v9-1.pdf

16 <https://redclade.org/contra-violencia-de-genero/>

17 <https://redclade.org/especiais/red-mixta/>

18 <https://redclade.org/noticias/faltan-indicaciones-especificas-sobre-como-lograr-el-derecho-humano-a-la-educacion-en-la-primera-infancia/>

- A dialogue was held to commemorate 30 years of the Convention on the Rights of the Child¹⁹, which focused on challenges and proposals to guarantee the human right to education and care in early childhood and highlighting the uneven and fragmented education and care policies for this stage of life in LAC.
- A virtual meeting²⁰ addressed the challenges of education and care in early childhood during times of pandemic with the purpose of promoting dialogues and reflections on the current opportunities and challenges for the realisation of education and care in early childhood as a human right. The meeting addressed the findings of the study ‘The right to education and care in early childhood: perspectives from Latin America and the Caribbean’ prepared by CLADE and OMEP, with the support of EDUCO.
- A dialogue was held during the framework of the XI Regional Assembly of CLADE: ‘Rights from the beginning: New challenges of Initial Education from a comprehensive perspective’²¹ addressing early childhood education as a fundamental stage and an integral part of the Human Right to Education.

In December 2021 CLADE released the document ‘The Youth and Adult Education situation in Latin America and the Caribbean in the pandemic context’²², with the purpose of contributing to CONFINTEA VII held in Morocco in 2022, from Latin America and the Caribbean perspective. As part of the event, CLADE co-led a sub-regional participatory consultation with UNESCO Regional Office for Education in Latin America and the Caribbean (OREALC) on education for youth and adults²³. This provided an important platform for a diverse set of actors to contribute to the repositioning of the education of young people and adults in the public policy agendas of the countries of the region.

CLADE and its members engaged in the Latin American and Caribbean Civil Society Meeting, convened by the Mechanism for Civil Society Participation at ECLAC in March 2022. The participants exchanged ideas, experiences, and proposals for the implementation of the 2030 Agenda and the SDGs in the region²⁴. The proposals were shared

with ECLAC as a contribution to the intergovernmental negotiations. The CSOs’ meeting was a preamble to the Intergovernmental Forum (7-9 March), where authorities, members of CSOs and experts reflected on the status of SDGs in face of the pandemic. As a result, the countries launched an intergovernmental declaration²⁵, which unfortunately does not incorporate many of civil society concerns.

Education in emergencies

COVID-19 was at the forefront of education in emergencies in the region. CLADE produced the document ‘Diagnosis of the Right to Education in Times of Pandemic’²⁶ which identifies a range of challenges, priorities, and strategies. In addition, CLADE produced two documents with crucial issues relating to the COVID-19 response: a policy titled ‘Education, Privacy and Transparency: A Crossroads of Rights’²⁷ focused on digital rights, and another looking at the trends of educational privatisation in the context of the pandemic.

CLADE organised the Virtual Meeting on Education in Emergencies in Latin America and the Caribbean: Gender, Indebtedness and Digitization in April 2022, with the objective of exploring the three areas – gender, indebtedness, and digitisation process – that Latin American and Caribbean education has faced during the COVID-19 emergency. The webinar debated educational emergencies linked to gender, educational emergencies and financing, and educational emergencies and technological inclusion.

Another common theme of work under the education in emergencies thematic area was supporting migrant children to access education following internal or external displacement. In Venezuela, CLADE and OMEP coordinated the participation of the national coalition in a study on access to education for migrant children. In Honduras, Nicaragua, and El Salvador, coalitions came together to influence public authorities and education policies focus on displaced children in Central America at the national and regional levels (see case study below).

19 <https://redclade.org/noticias/el-reconocimiento-de-derechos-de-la-primera-infancia-vive-una-disputa-ideologica-metodologica-e-institucional/>

20 <https://redclade.org/noticias/dialogo-virtual-abordara-la-educacion-y-el-cuidado-en-la-primera-infancia-ante-tiempos-de-pandemia/>

21 <https://www.youtube.com/watch?v=aKdI3myJm6Y&feature=youtu.be>

22 https://redclade.org/wp-content/uploads/epja_completo_FINAL_baixa.pdf

23 <https://es.unesco.org/node/339521>

24 <https://redclade.org/wp-content/uploads/Documento-del-Mecanismo-de-Sociedad-Civil-CEPAL-V-Foro-version-final.pdf>

25 <https://foroalc2030.cepal.org/2022/en/documents/intergovernmentally-agreed-conclusions-and-recommendations-fifth-meeting-forum-countries>

26 <https://redclade.org/wp-content/uploads/Análisis-del-REGISTRO-INICIAL-DE-ACTIVIDADES-VIRTUALES-DE-CLADE-Producto-2.pdf>

27 https://redclade.org/wp-content/uploads/Espanhol_-_PolicyCLADE_privacidad_educacion_version_ajustada_Fernanda_11nov_consolidada.pdf



Trinational Agenda

Country: Honduras, Nicaragua, and El Salvador

Organisation: CLADE, and Nicaragua's, Honduras', and El Salvador's National Education Coalitions

Context: Thousands of Central American children and young people have been displaced due to political, economic, and social hardships. The situation has been ongoing since at least 2018 and was compounded by the onset of the COVID-19 pandemic. Some of these child and youth migrants succeed in arriving at a safer place abroad. In contrast, about half of them are captured by authorities and sent back to their home countries. In both cases their right to education is far from being guaranteed given the lack of protocols to integrate - or reintegrate - these children into public education systems. The same applies to children in transit.

Ensuring the right to education of these vulnerable groups of learners in this emergency context demands innovative propositions. One is to keep migrant children integrated into their home countries' education systems. This could be done by sending migrant children to technological centres in their host locations, where they could link up with educational centres in their home countries. This has the added benefit that children's educational certificates could be more easily validated in their country of destination, ensuring a smoother continuation of their studies. For children in transit, educational continuity could be promoted by making classrooms available in border regions.

Action: These propositions implicate different Central American countries and require a coordinated response. In 2019 the coalitions from Honduras and Nicaragua, later joined by Guatemala and, recently, El Salvador, have come together to influence public authorities and education policies at the national and regional levels. They have proposed a joint protocol on education in mobility to ensure the right to education for migrant children and youth. Named the 'Trinational Agenda', it calls for countries to articulate national and regional policies to guarantee the access and retention of migrant children in the countries' public education systems. The agenda also included an extensive set of equity considerations so that disadvantaged groups of learners are adequately accounted for, like women and girls, children with disabilities, indigenous people and members of the LGBTIQ community. The proposal also seeks to make education more inclusive, covering the relevance of curriculum and teacher training to better address students' diversity.

Progress: The Trinational Agenda has been formally presented to and welcomed by members of the Central American Parliament (PARLACEN) and the Honduran National Congress, some Guatemalan parliamentarians and the Ministries of Education of Guatemala and Honduras. To seek commitment at the highest level, the countries' heads of state have also received the coalitions' strategy. The coalitions will advocate for their agenda until it is approved, and protocols are developed. When this happens, the Trinational Agenda will become a reference for other countries in the region.

The approval of this amendment is a milestone in the history of the right to education in Brazil

In June 2019, CLADE, its national members, and regional and international allies, particularly GCE and ASPBAE, were able to have influence at the G20 Leaders' Summit in Osaka, Japan. With the Argentine Campaign for the Right to Education, CLADE participated in a virtual platform for dialogues, two face-to-face meetings and in the Summit itself, demanding that the countries ensure resources for public and free education, promoting fiscal reforms toward just, equitable and progressive tax systems; and that educational financing be expanded through bilateral and multilateral cooperation.

In November 2019, to strengthen the public discussion on education budgets, the 'Parliamentary Protocol for the Analysis of the Budgetary Proformas of the Education Sector'²⁸ was prepared. It was the result of a cooperation agreement between CLADE and the Central American Educational and Cultural Coordination. The Protocol, which presents guidelines for the preparation and analysis of education budgets, was presented at the Extraordinary Meeting of the Parliamentary Committee on Education, Culture, Science, Technology and Communication of the Latin American and Caribbean in Lima, Peru.

In the 2020 edition of the Global Education Meeting, CLADE, with the group of the Collective Consultation of NGOs on Education (CCONG), a UNESCO mechanism, contributed to the declaration of the meeting, so that in it the States undertake to "increase or maintain the proportion of public spending on education in accordance with international benchmarks, namely, at least from 4% to 6% of GDP and/or from 15% to 20% of the public budget"; and "Increasing the volume, predictability and effectiveness of international aid to education".

CLADE held a webinar in November 2020 focused on 'Public Education at Risk: Privatization, Financing, Teachers'²⁹. The meeting addressed the current disputes in education and the so-called "neo-privatisation" that has been afflicting all the different aspects of education, as well as the heavy working conditions of teachers, standardised tests, and the commitment to an alternative pedagogical movement. Fiscal justice mechanisms and the fight against indebtedness were suggested as ways to strengthen the financing of public education.

In Brazil, the Campanha Nacional pelo Direito à Educação (CNDE) has played a major role in advocating for increased educational funding across the region. The below case study casts light on the achievements in this area through the co-formulation of the Fund for the Maintenance and Development of Basic Education.



28 <https://redmixta.redclade.org/index.php/159-parlatino-apoya-protocolo-para-analisis-de-los-presupuestos-educativos-desarrollado-por-clade-y-cecc-sica>

29 <https://www.youtube.com/watch?t=3393&v=6CWeizXuf50&feature=youtu.be>



Fund for the Maintenance and Development of Basic Education (Fundeb) and the Cost of Quality Education per Student (CAQ)

Country: Brazil

Organisation: Campanha Nacional pelo Direito à Educação (CNDE)

Context: In Brazil, the Campanha Nacional pelo Direito à Educação (CNDE) has played a major role in broadly mobilising and advocating for constitutional change and guaranteed funding for public education in the country. These efforts were rewarded throughout 2020 as the Brazilian Legislative approved and put in place several policy mechanisms co-formulated by the CNDE throughout the years.

Action: The parliament passed the Constitutional Amendment 108/2020 into law, which created and included the new Fund for the Maintenance and Development of Basic Education (Fundeb) in Brazil's federal constitution. Fundeb's design enshrines the Cost of Quality Education per Student (CAQ) (an education financing mechanism) and the National System for the Evaluation of Basic Education (Sinaeb), both co-formulated by the CNDE.

Seeing Fundeb as key to ensuring the right to education in Brazil, the CNDE has consistently sought to make it last and turned exclusively to the public education system, unlike other stakeholders who sought to scrap CAQ and allow funding for private education providers.

The CNDE has been a key player for many years in formulating the technical and political arguments supporting the proposal while advocating and campaigning for it via numerous public hearings, meetings with political actors, technical notes and position-taking stances. For instance, CNDE took a public stance on the matter and issued an open letter advocating for CAQ when, in March 2019, the Brazilian Government convened an extraordinary meeting where it planned to discuss revoking CAQ, and other mechanisms backed by the CNDE. Furthermore, the coalition published a technical note three months later to feed into Fundeb's parliamentary vote processes.

Progress: The approval of this amendment is a milestone in the history of the right to education in Brazil. It was reported in specialised publications with global reach like UNESCO's Global Education Monitoring (GEM) Report 2020/2021 on non-state actors in education. The GEM Report quotes that this was the first instance when the country's legislative body passed into law an education funding mechanism put forward by a Brazilian civil society organisation. The Constitutional Amendment 108/2020 is considered by educators, activists, teachers, organisations and social movements as one of the most important recent victories in guaranteeing the country's human rights.

4.7 Spotlight on the Middle East region

There are thirteen national coalitions operating in the Middle East region, who are supported by the regional coalition ACEA. Five coalitions responded to the online survey, which reported working across all four strategic areas, in particular the Education in Emergencies and Equality and non-discrimination in education focus areas.

ACEA is an independent, non-profit, civic educational alliance consisting of a group of networks, coalitions, NGOs, community organisations, teachers' unions, and unions interested in education issues. ACEA, with the national coalitions, worked tirelessly over the last four years to ensure education was prioritised by governments during the pandemic.

Equality and non-discrimination

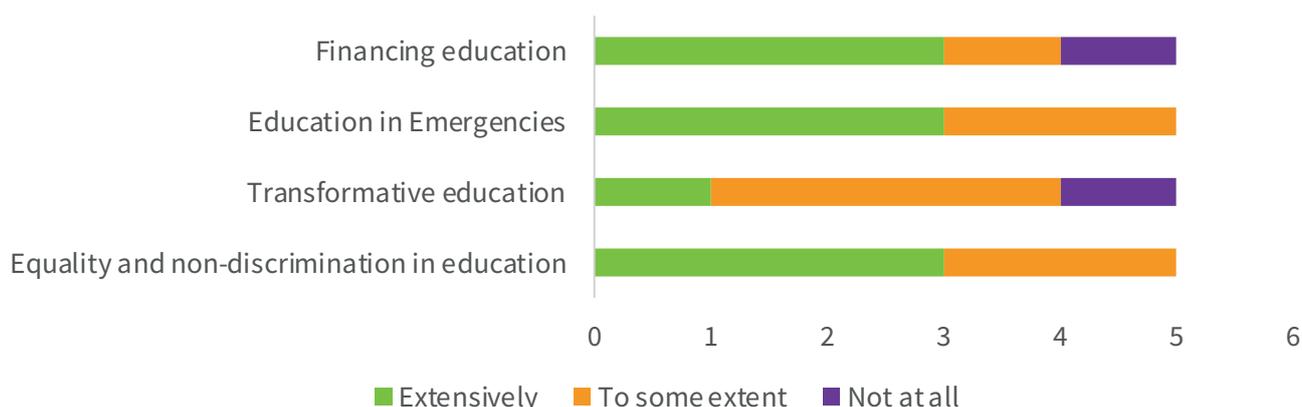
The regional coalition ACEA led and coordinated projects and activities relating to the strategic area of equality and non-discrimination, working collaboratively with national coalitions and the GCE Secretariat. National coalitions were provided with regional training courses, forums and conferences, international advocacy campaigns, research papers, and virtual workshops.

The Arab Network for Civic Education and the Jordanian Coalition for Education held a panel discussion on 'The Role of Investigative Journalism in Making the Right to General, Inclusive, Equitable, Qualitative and Free Education a Reality' in the presence of educators, media professionals, academics, representatives of civil society institutions and institutions interested in education. The activity took place during the Global Action Week for Education 2019.

At the forefront of the fight for equality and non-discrimination in education is the role of women and girls. There are over 80 million illiterate people in the world and 2/3 of them are women. In rural Morocco, over 70 per cent of women and girls are illiterate mainly due to not being able to access schools in remote locations. Education for All Morocco worked closely with ACEA to get girls in school by providing access through room and board, and to safe spaces in rural areas to allow them to take full advantage of their education.

ACEA also conducted research on the obstacles and determinants of the educational processes in force in selected Arab countries, and their response to male and female students. To highlight the role of women and girls in education, ACEA hosted the Arab Education Feminist Forum in December 2020, described in more detail below.

Figure 10: The extent to which GCE members in the Middle Eastern region report working across the GCE strategic areas





Arab Feminist Movements and Their Role in The Educational Movement: Betting on Equality and Equal Opportunity Forum

Country: Regional

Organisation: ACEA

Context: Women and girls still face many challenges in the Arab regions due to unfavourable social norms and legislation. This comes despite many gains over the past decades in gender equality laws, girls' education, female child marriage and women's representation in leadership roles.

Achieving gender equality and empowering women and girls is a key tenet of ACEA. Accordingly, the regional coalition seeks to integrate the education and gender equality Sustainable Development Goals - SDGs 4 and 5, respectively - as part of its activities. To do so, ACEA has worked to pave the way for preparing a working mechanism that enhances Arab feminist movements' role in ACEA and promotes women's representation in educational, community and political leadership positions.

Action: This is why ACEA proposed a forum in December 2020 to help unify feminist movements across the region in support of its goal. The virtual forum was called the 'Arab Feminist Movements and Their Role in The Educational Movement: Betting on Equality and Equal Opportunity'. The participants (more than 130) came from all backgrounds and from all over the world, including activists, experts, academics and researchers in the fields of education and women's rights. National education coalitions and ACEA's member organisations were also present alongside feminist organisations. They discussed feminist movements' historical, current and prospective contexts, their contributions to the Education 2030 Agenda, and advancing the status of women and education in the Arab region. A particular emphasis was put on the effects of the COVID-19 pandemic on women.

Progress: This was the first forum of its kind for ACEA. In addition to gathering extensive insights and feedback, it has strengthened ACEA and its members' commitment to improving female representation within their structures while working towards SDG 4 and SDG 5. Feminist movements increasingly take part in ACEA's regional learning events and initiatives. From 2022 onwards, they are expected to join forces with ACEA on the ground to develop the working mechanisms that will help them unify their work. ACEA's 2020 forum has also inspired other coalitions in the region to advance the feminist cause. Throughout 2021 and 2022, the Lebanese, Palestinian, Somalian and Sudanese coalitions each organised a national feminist forum.

Education in Emergencies

ACEA and national coalitions conducted advocacy and research to highlight the challenges facing countries and communities living with the constant threat of armed conflicts in the Middle East. COVID-19 further exacerbated these challenges, leading to a rise in violence against women, digital divides, and inequality in educational access and provision.

ACEA, through various interventions and activities during the pandemic, raised the voices of educational civil society nationally, regionally, and globally, and worked to enhance the role of civil society organisations and coalitions in an effort to respond to the crisis. The campaign has provoked debates in the Arab region, raising questions to be explored through research, and encouraging a collective mentality and true partnership between all parties in the educational system. Campaign efforts conducted by ACEA during the period centred around three focus areas: the impact of the crisis on the educational system, future directions for advancing education, and the shape of post-pandemic education.

ACEA conducted a regional research paper related to COVID-19 in the region 'Studying the impact of built-in education on compulsory and free education in light of the COVID-19 pandemic'. It also supported national coalitions in the development of national research papers in Iraq, Libya, Palestine, Syria, Yemen, Sudan, and Somalia.

Education financing

ACEA focused on building coalitions' capacities by launching the Arab Education Academy and engaging coalitions in training to build expertise around education policies, financial policies, and gender policies, and analysing educational budgets and spending.

As part of a regional effort to address the issue of loan and debt servicing, ACEA launched the 'Debts Cancellation for Future of Education in the Arab Region' campaign in partnership with GCE, described in further detail below:





Debt Cancellation Campaign

Country: Regional

Organisation: ACEA

Context: Across the Arab region, countries' loan and debt servicing terms have led to: reduced social protection; a trend towards private service provision; heightened social conflict, poverty, militarisation and repression; and particularly negative impacts on females, indigenous peoples, the poorest and the most vulnerable communities. Regarding education, GCE coalitions decry the limited state spending on public education accompanied by increased private education provision, pointing to a weakening of states' commitment to fund education for all. These issues worsened during the COVID-19 pandemic, when countries' deficits increased, and are especially acute in conflict-affected zones.

Action: Against this backdrop, the unconditional cancellation of poor and conflict-affected Arab countries' foreign debts could free up public funds for education and other social areas, a goal that the GCE coalitions in the Middle East have been pursuing.

Various efforts have been undertaken by the coalitions in this regard. These started with different budget monitoring and pledge tracking initiatives that sustain GCE's budget advocacy and education financing narratives in the Arab region. Among these initiatives are training for and the use of GCE's newly introduced budget tracking tool. The tool facilitates data analysis and the preparation of country reports that coalitions use to propose context-appropriate education financing policy solutions. In January 2021, ACEA, with GCE and partners, launched the regional advocacy campaign 'Debts Cancellation for Future of Education in the Arab Region'. Through its various events, the campaign has prompted debates, suggested tangible policy interventions that could last between one and three years, and raised awareness of the topic to influence public opinion.

Progress: Through its core claims and demands, the 2021 campaign served as a gateway for civil society organisations and citizens to submit their proposals to heads of national governments and the international finance community. By these means, ACEA's campaign positioned itself alongside like-minded regional and international movements and campaigns such as the Jubilee Campaign and the Global Action for Debt Cancellation Network.

4.8 Spotlight on the European and North American region

The Europe and North America constituency is made up of twenty coalitions. GCE members in this region targeted all four strategic areas set out in the 2019-2022 Strategic Plan. Eleven coalitions in the region responded to the survey, and report working most extensively on Equality and Non-discrimination, followed by Financing Education and Education in Emergencies. Regional activities included communication, knowledge exchange and learning, alliance and network building, research, and advocacy. The main mechanism used by the regional and national coalitions were communications, advocacy, alliance and network building, and knowledge sharing.

Unlike other regional constituencies, GCE organisations based in Europe and North America work across a range of geographical locations globally, often financing and implementing projects, programmes, and activities across all GCE regions. Thus, the European and North American coalitions have high interaction with other coalitions, governments, and organisations around the globe to strengthen GCE connections and actions worldwide.

Equality and non-discrimination

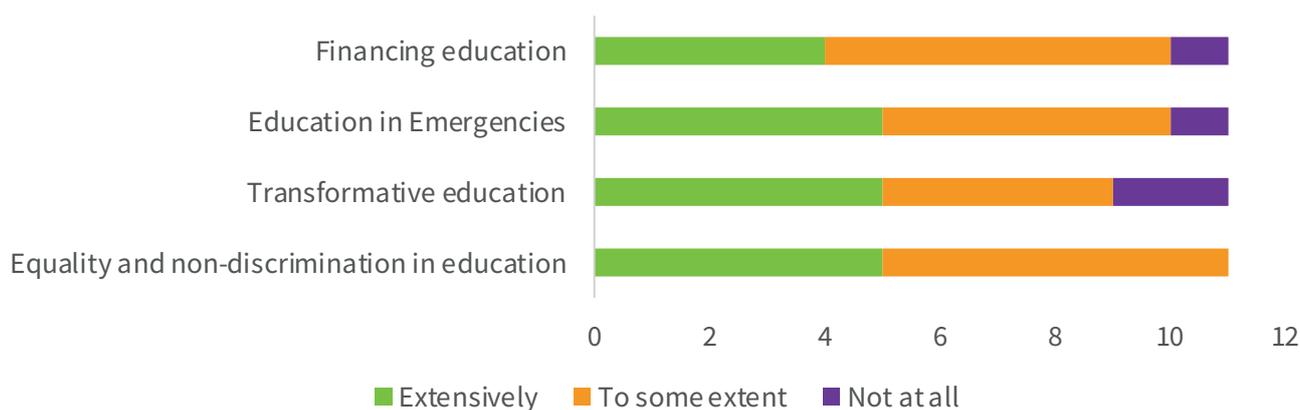
The coalitions focused on youth engagement and supporting local and regional youth advocates in promoting global education in their communities. National and regional meetings were organised to ensure quality, inclusive and equitable education, including disability-inclusive education and early childhood development, gender equity, girls' and women's education, education in emergencies, literacy, numeracy, critical thinking skills, life skills, and global education knowledge sharing.

In 2020, Educaid.be organised the 2020 Educaid.be Digital Conference that aimed to contribute to the understanding of what inclusive education really stands for; what the barriers are impeding its delivery; what the perspectives, strategies and approaches are for achieving it; and what good and inspirational practices are in place. Through presentations by an expert panel and by zooming in on concrete situations, the Educaid.be conference aimed to improve members' and other interested parties' understanding of these complex issues.

The Coalition Education in France mobilised around the programming and orientation law on solidarity development and the fight against global inequalities to promote transformative education, strengthen the human rights approach and make education in crisis situations a priority of the law. In 2021-2022, the Education Coalition France conducted the project 'State of the art and good practices of CSOs in education in developing countries'. This project aims to identify good educational practices carried out by CSOs in developing countries around eight priority themes, and to draw up a concise inventory for each theme to contribute to the strengthening of educational cooperation practices and policies. The themes include inclusive education quality factors in education (impacts, evaluation, teacher training) education, climate/environment, Vocational training (entrepreneurship and gender equality), education as a cross-cutting sector, education in crisis situations/resilience of systems, early childhood/preschool, education and the digital world.

Early childhood education, disability inclusion, education in emergencies, girls' and women's education and financing education were also at the forefront of policy advocacy in the region, as highlighted in the below example.

Figure 11: The extent to which GCE members in the European and North American region report working across the GCE strategic areas





Girls' Education and Disability-Inclusive Education

Country: United States

Organisation: The Global Campaign for Education-US (GCE-US)

Context: The Global Campaign for Education-US (GCE-US) has been continuously engaged in promoting education as a basic human right and creating political will in the United States and internationally to ensure quality, inclusive education for all.

From 2019-2022, the coalition made significant strides towards promoting equality and non-discrimination in education, education in emergencies, and education financing.

Action: In 2021, GCE-US co-hosted several events on girls' education and disability-inclusive education, including an International Day of the Girl Advocacy Day, a side event on Gender-Responsive and Disability-Inclusive Education for All at the Global Disability Summit, and several other events highlighting the challenges of intersectional identities of gender and disability in accessing quality, inclusive education. Additionally, GCE-US hosted, facilitated, and organised bi-monthly Inclusive Education and Early Childhood Community of Practice meetings, monthly coalition meetings, and bi-weekly U.S. education advocacy coordination meetings. Current legislative advocacy includes: the Global Learning Loss Assessment Act, Reinforcing Education Accountability in Development Reauthorization Act of 2022, Keeping Girls in School Act, and Girls LEAD Act. Not least, GCE-US and partners significantly increased U.S. government funding for global education during this timeframe, successfully protecting against proposed funding cuts.

Progress: Through policy advocacy, partnership building, convening, youth engagement, and organising, GCE-US has recognised the importance of collaboration. It has expanded its collective impact and facilitated capacity building on issues including education rights, disability-inclusive education, girls' education and gender-transformative education, education in emergencies, and education financing across GCE-US' 80+ coalition members and partners.

Education in Emergencies and Financing Education

National and regional coalitions advocated for additional funds for education, which resulted in increased budgets at a national level and more funds destined to development aid related to education. In Europe and North America these two topics are often interconnected, both because many organisations, CSOs and NGOs are based in these countries but implement projects in the global south, and because some European and North American countries have increased foreign aid in education during the last two years to overcome some of the COVID-19 losses.

In France, Coalition Éducation has carried out strong advocacy to strengthen France's education funding in partner countries. France has since increased its aid to

education, including at the multilateral level, through a strong commitment to the Global Partnership for Education³⁰. The Globale Bildungskampagne Deutschland was able to push for a significant increase in German aid to education, in particular, an increase of GPE contribution and focus on (transformative) girls' education and a special focus on COVID-19 recovery, as well as multi-year contributions to education in emergencies via Education Cannot Wait. Germany is now one of the biggest bilateral donors for education in emergencies (via ECW) and an important partner in GPE, which is highly important given the current aid cuts by many donor organisations. The global response to multiple crises (Covid, Ukraine, hunger) harnessed political support for education, showcasing the devastating impact on education, poverty, and development.



³⁰ http://www.coalition-education.fr/depotWeb/rapport_EN-double-pdf.pdf



#LaMejorLección ('The Better Lesson') online campaign

Country: Spain

Organisation: Campaña Mundial por la Educación (CME)

Context: The education of more than 1.5 billion learners was severely affected by school closures following the outbreak of COVID-19. In Spain alone, 10 million students could not attend school at some point due to the disruptions of COVID-19. The pandemic exacerbated equity, inclusion and quality gaps in education everywhere and particularly hit disadvantaged pupils. As distance education was ramped up, different issues have become apparent like the digital divide, poor child nutrition due to lack of access to school meals, and parents' and caregivers' difficulties in supporting children's learning.

Yet the COVID-19 crisis has also been an opportunity to rethink lives and extract lessons for building better societies in the post-pandemic period. This has included calling for renewed attention to educational gaps and education's key role in crisis recovery. Spain's Campaña Mundial por la Educación (CME) has therefore contributed to making education a live, ongoing political and social priority throughout the pandemic and its aftermath. Its approach had two fronts. One was to advocate for education that promotes critical thinking, solidarity, empathy and global citizenship to help us get out of the pandemic crisis. The other consisted of demanding more funding from political representatives to tackle gaps in education, particularly for the most vulnerable areas at higher risk of halting the provision of education during the crisis.

Action: CME launched the #LaMejorLección ('The Better Lesson') online campaign to allow everyone to share their reflections and lessons learned around education in the context of the pandemic. Campaign participants shared on social media, using a photo of themselves, a video or a text to explain how they felt about education during COVID-19 and how they believed education could help strengthen societies once the pandemic ended. Afterwards the CME compiled the lessons learned as a form of collective reflection and presented it to government representatives.

Progress: Through its campaign, the CME has helped make people's voices heard despite them not being able to take to the streets during the pandemic. The coalition has demonstrated how it successfully approached participatory online mobilisation and advocacy following the outbreak of COVID-19. The campaign was well received by educational communities, the media, public service and political representatives, opening new advocacy spaces and alliances. Building on #LaMejorLección, the CME published a report called 'Protecting the Right to Education amid the coronavirus crises'. Not least, #LaMejorLección established direct dialogue with relevant actors, including within the political domain, and led to greater recognition of the CME as a key player in education and cooperation. Altogether, the CME believes that its effort contributed to the Spanish state's willingness to increase its overseas development aid allocations to education. #LaMejorLección's reflections have also fed into GCE's #OneMillionVoices campaign on education financing.

5 Moving Forward

GCE's Secretariat and member organisations worldwide have made great strides towards furthering and consolidating civil society presence at the global, regional, and national levels during 2019-2022. This is even more notable considering the unprecedented COVID-19 pandemic, which led to worldwide school closures and country-wide lockdowns during 2020 and 2021. As the network gears up for the 2023-2026 strategic period, it is worth considering the takeaways and recommendations below that emerged from this report:

- **Investing in coordinated advocacy:** Advocacy and research has been an integral component of the coalitions in GCE's network during the last four years: being part of reputable regional and global network strengthens the voice of the organisation at national level. The movement has made great strides in terms of collaboration across levels and members, something that should be maintained during the next four years. It is important that GCE members collaborate to reframe, localise, and adapt campaigns to respond to contextualised challenges, and not to solely rely on a single, global message. If this is not accomplished, campaigns may be viewed as generic and lacking in contextual relevance.
- **Prioritising training areas:** GCE, both centrally and through its regional branches, offered a wide range of training sessions in the 2019-2022 period. Unfortunately, in some instances, members were overwhelmed by the training offer. Thus, it would be advisable to prioritise certain training topics and spread them out during a period of time, leaving the national coalitions with plenty of time to devote to their own activities and to allow for continuous support. GCE's Secretariat has come across as more stable and consistently active this last period despite the impact of COVID, with a more prominent online presence, and providing a large range of relevant webinars for members to participate in. Regional and national members highlight the importance of knowledge sharing and possibly mentoring.
- **Scaling up inclusive youth engagement:** The regional and national coalitions as well as the Secretariat focused on scaling up youth-led action research in countries as an empowering strategy to engage young people in education advocacy. This approach enables young people from marginalised communities to build their agenda and their confidence in advocacy. Despite the progress made in involving youth, GCE should continue investing in bringing marginalised youth in global meetings and platforms, virtual and in-person ones, by providing support (e.g., interpretation, accompaniment, etc.) This approach should be further expanded throughout all of GCE's constituencies.
- **Considering digitalisation of education and the use of technology in the next Strategic Plan:** National and regional coalitions found that the four strategic areas established in the 2019-2022 Strategic Plan encompassed many different topics, relevant in their national contexts. Additionally, a topic that was steadily mentioned during the survey and interviews was Digitalization of Education, as a potential area of interest in the next four years. Digitalisation is seen as integral to transformative education in the current and future contexts, warranting discussions on multiple fronts. On a conceptual level, GCE may contribute to broadening discourses based on access and connectivity gaps that disadvantage the poorer, rural, migrants and females to other narratives centred on public goods, digital rights and their links to education and other rights. On a policy level, GCE can play a decisive role in advocating for ICT infrastructure for education; teacher and parent digital training; digital education quality; the forms of, and actors involved in, education service provision; etc.
- **Investing in a comprehensive funding strategy:** GCE will need to double its efforts to overcome financial constraints stemming from a diminishing global funding pool for education. The transition from CSEF to EOL, the fallouts of COVID-19 alongside global macroeconomic hardships have been impacting funding streams more recently. Moving forward, GCE's environmental scanning exercise has identified other threats to education funding like shrinking openness towards civil society's participation in education policymaking, shifts in global governance affecting the international donor funding architecture and flows, competition with other public services and policy agendas (health sector, economic growth, sustainability, etc.), among others. This context calls for GCE to think out its funding strategy and would benefit from an exploration of new forms of work. During 2019-2022 several strategies have been hinted at, for example, leveraging technology for fundraising (social media, crowdfunding, mobile giving); identifying cross-country and cross-regional collaborative funding opportunities; partnering with other civil society actors; forming alliances with actors in competing areas of

interest that receive donor funding (climate change, youth, mental health, security and fragility, etc.); and ramping up organisational intelligence through modern analytics tools.

- **Using the momentum of the SDG4-related events and publications:** GCE's upcoming strategy coincides with a critical period for SDG 4, which enters its second half at the same time as education systems attempt to recover from the long shadow of COVID-19. Thanks to their unrivalled geographical presence, GCE members could make this an opportunity to position themselves more visibly in global, regional, and national debates around the status of the post-pandemic Education 2030 Agenda. GCE's track record in research and advocacy around COVID-19 and SDG 4 built during the 2019-2022 strategic period can act as a stepping-stone. Several focus areas could be envisaged: tracking progress towards SDG 4 through the lenses of equity and the digital divide; advocating for more equitable education funding; proposing a transformative, sustainable agenda for post-COVID-19 education; etc.

The upcoming years will undoubtedly bring GCE new members, activities, challenges, and opportunities to continue strengthening the global movement and GCE's work towards guaranteeing an inclusive, high-quality education for all in line with the Education 2030 and SDG4 agendas.



5.1 Key considerations from the strategic scanning report

- The survival of any organisation is generally dependent on its ability to respond to external changes by planning and designing courses of action that can shape the organisation's future. The same notion is applicable to the GCE, albeit a civil society movement.
- The mission and vision of GCE as a global uniting platform to its over 120 members advocating for quality education as a basic human right all across five world regions is not a simple undertaking. There is an urgent need for strong organisational capabilities and intelligence to effectively deliver on these to track and demonstrate GCE's progress towards its strategic goals.
- The divergent realities in the various regions and the societal ramifications of the global health pandemic, COVID-19, exacerbated already challenging environments. Navigating these complex environments requires very careful consideration of these contextual and, in some instances, fragile realities if the aim is to steadily progress towards the realisation of the 2030 Sustainable Development Goals - eight years from now.
- It stands to reason that the existence of the GCE as a civil society movement is premised on the notion that education inequalities and fragile environments exist. However, GCE functions within a global ecosystem of politics, economics, demographics, technology, and natural elements. By focusing on the different regional environments, the GCE can increase its influence through multiple collaborations to ensure education for all and progress towards realising the SDG4 and other education-related SDGs.
- The power of transnational civil society movements lies in how well these are structured, their shared vision, and the coherent national transformational pathways created amid very different contextual realities; in this instance, to create better futures for all by ensuring inclusive and equitable education as a basic human right worldwide.
- Well-structured CSO does not imply merely mirroring the SDGs in strategic plans; a critical organisational shortcoming of many CSOs. It is about driving integrated planning based on a deep understanding of the varying priorities and pressure points, leveraging opportunities, creating synergies and exploring the most conducive actions to move closer to preferred future states.

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Annex A: Documents Reviewed

#	File name	Document type
1	GCE Final Strategic Plan 2019 - 2022 (Long Version) 1	GCE strategic and operational planning documents
2	GCE Strategic Plan 2019-2022 (Long Version) 2	GCE strategic and operational planning documents
3	GCE Advocacy Framework 2019-2022 FINAL 3	GCE strategic and operational planning documents
4	Mid Term Review Report of GCE strategic plan 2019-2022 9	GCE strategy implementation and review reports
5	GCE 2020 Annual Implementation Report_2020 10	GCE strategy implementation and review reports
6	GCE 2021 Annual Implementation Report_Final 28Feb2022 11	GCE strategy implementation and review reports
7	GCE Environmental Scanning Report_Final_01052022 12	GCE strategy implementation and review reports
8	GCE-spotlight-report-07-07-19 16	GCE's Secretariat-led research reports
9	Global Education Monitoring (GEM) Report 2021/2: non-state actors in education: who chooses? who loses?	GCE's Secretariat-led research reports
10	ASPBAE_Milestone_Report_2017_2021 21	Regional and constituency reports and documents: Asia Pacific
11	ASPBAE Constituency Report for GCE Board Meeting_3 May 2022 23	Regional and constituency reports and documents: Asia Pacific
12	Youth Informing Futures of Education Report_2021.pdf 25	Regional and constituency reports and documents: Asia Pacific
13	Youth-Led Action Research Impact COVID-19_MarginalisedYouth_2020 26	Regional and constituency reports and documents: Asia Pacific
14	CLADE Annual Report_2019-2020_Spanish_v7 28	Regional and constituency reports and documents: Latin America and the Caribbean
15	Civil society advocacy for the human right to education: stories and lessons learned from Latin America and the Caribbean (Volume 3)_ENG_FINAL 29	Regional and constituency reports and documents: Latin America and the Caribbean

#	File name	Document type
16	The Right to Education of Persons with Disabilities_ Executive-Summary_v2 31	Regional and constituency reports and documents: Latin America and the Caribbean
17	Latin America and Caribbean Constituency Report 35	Regional and constituency reports and documents: Latin America and the Caribbean
18	BRAZIL_Campanha_RelatorioAtividades _2022.1_PORTUGUES_INGLES_Final[1]	Regional and constituency reports and documents: Latin America and the Caribbean
19	Agenda_trinacional	Regional and constituency reports and documents: Latin America and the Caribbean
20	ACEA Summary of the Annual Report 2020-2021 36	Regional and constituency reports and documents: Middle East and Eastern Europe
21	Education for All_Morocco Newsletter_ 2020 37	Regional and constituency reports and documents: Middle East and Eastern Europe
22	Education for All_Morocco Newsletter_December 2019 38	Regional and constituency reports and documents: Middle East and Eastern Europe
23	Debt_Cancellation_for_Future_of _Education_in_the_Arab_Region	Regional and constituency reports and documents: Middle East and Eastern Europe
24	English Agenda	Regional and constituency reports and documents: Middle East and Eastern Europe
25	Forum press release	Regional and constituency reports and documents: Middle East and Eastern Europe
26	Forum ToR	Regional and constituency reports and documents: Middle East and Eastern Europe
27	ANCEFA_Africa Constituency Report 2021 39	Regional and constituency reports and documents: Africa
28	Tanzania-TENMET 2020-2021-Annual-Report 40	Regional and constituency reports and documents: Africa
29	Zambia-ZANEC-Annual Report-2020 41	Regional and constituency reports and documents: Africa
30	Mozambique-MEPT_ Annual Report_2020 43	Regional and constituency reports and documents: Africa
31	ANCEFA Annual Report for 2019 -FINAL	Regional and constituency reports and documents: Africa
32	ANCEFA Annual Report for 2020 -Eng	Regional and constituency reports and documents: Africa
33	IQEC REPORT	Regional and constituency reports and documents: Africa

#	File name	Document type
34	Final Report of the Mapping Study	Regional and constituency reports and documents: Africa
35	Final Full report SSD and PE_SEP_EDIT1 SF edited clean	Regional and constituency reports and documents: Africa
36	GCE-US.Highlights.2020 52	Regional and constituency reports and documents: Europe and North America
37	Posicionamiento-final	Regional and constituency reports and documents: Europe and North America
38	Constituency Report Education International May2022 62	Regional and constituency reports and documents: teachers' union
39	GCE Youth Engagement Project 2021 Report 68	Regional and constituency reports and documents: youth constituency
40	GCE Youth Engagement Project Feb 2022 Report 69	Regional and constituency reports and documents: youth constituency
41	TCF's role during the education crisis in Myanmar (06 July 2022) (link)	News items and websites
42	ACEA: Regional Open Wave (28 January 2021) (link)	News items and websites
43	#LaMejorLección: proteger el derecho a la educación durante la crisis del coronavirus (no date) (link)	News items and websites
44	El Movimiento por la Educación Transformadora y la Ciudadanía Global se suma a #LaMejorLección (no date) (link)	News items and websites
45	Este abril no tenemos #SAME2020, pero os invitamos a reflexionar sobre cuál es #LaMejorLección (no date) (link)	News items and websites
46	Tras los aprendizajes de #LaMejorLección seguimos protegiendo el derecho a la educación con #MilMillonesdeVoces (no date) (link)	News items and websites
47	La Campaña Mundial por la Educación invita a compartir #LaMejorLección de la crisis del Covid-19 (08 April 2021) (link)	News items and websites
48	Message de Plaidoyer à l'intention des candidats aux élections présidentielles et législatives 2020-2021 pour l'atteinte de l'Objectif de Développement Durable (ODD4) (link)	News items and websites

Annex B: Survey Respondents

#	Region	Location	Organisation
1	Africa	Benin	Pamoja Afrique de l'Ouest
2		Burkina Faso	Coalition Nationale pour l'Éducation Pour Tous du Burkina Faso (CN-EPT/BF)
3		Burundi	Coalition EPT BAFASHEBIGE
4		Lesotho	Campaign for Education Forum (CEF)
5		Madagascar	Coalition Nationale Malgache pour l'Éducation pour Tous (CONAMEPT)
6		Mauritania	Association pour le Développement Économique Social Culturel Quartier Las-Pa
7		Mauritius	Halley Movement
8		Mozambique	Movimento de Educação para Todos (MEPT)
9		Namibia	Namibia Education Coalition for Civil Society Organisations (NECCSO)
10		Nigeria	Civil Society Action Coalition on Education for All (CSACEFA)
11		Senegal	Africa Network Campaign on Education for All (ANCEFA)
12		Somalia	Education for All Somalia Coalition (EFASOM)
13		Sudan	عيم جلد ميل عتلى ين ادوسلا فال توالا
14		Togo	Coalition Nationale Togolaise pour l'Éducation pour Tous (CNT/EPT)
15		Zambia	Zambia National Education Coalition (ZANEC)
16	Asia Pacific	Cambodia	NGO Education Partnership (NEP)
17		Myanmar	Thinking Classroom Foundation (TCF)
18		Papua New Guinea	PNG Education Advocacy Network (PEAN)
19		Philippines	Asia South Pacific Association for Basic and Adult Education (ASPBAE)
20		Tajikistan	Alliance of CSOs in Tajikistan for Education (ACTE)
21		Timor-Leste	Civil Society Education Partnership (CSEP)
22		Vietnam	Vietnam Association for Education for All (VAEFA)

#	Region	Location	Organisation
23	Europe and North America	Albania	Albanian Coalition for Education (ACE)
24		Belgium	Educaid.be
25		France	Solidarité Laïque - Coalition Éducation
26		Georgia	Georgian Coalition for Education for All (GCEFA)
27		Germany	Globale Bildungskampagne Deutschland (GBK)
28		Ireland	Irish Forum for Global Education (IFGE)
29		Spain	Coalición Española de la Campaña Mundial por la Educación (CECME)
30		United States	Global Campaign for Education - US (GCE-US)
31	Latin America and the Caribbean	Argentina	CADE y Fundación Otras Voces
32		Bolivia	Campaña Boliviana por el Derecho a la Educación (CBDE)
33		Brazil	Campaña Latinoamericana por el Derecho a la Educación (CLADE)
34		Colombia	Coalición Colombiana por el Derecho a la Educación (CCDE)
35		Costa Rica	Agenda Ciudadana por la Educación y Derechos Humanos (ACED)
36		Dominican Republic	Foro Socioeducativo (FSE)
37		Guatemala	Colectivo de Educación para Todas y Todos de Guatemala
38		Honduras	Foro Dakar Honduras (FDH)
39		Nicaragua	Foro de Educación y Desarrollo Humano de la Iniciativa por Nicaragua (FEDH-IPN)
40		Peru	Marcha Global contra el Trabajo Infantil de Sudamérica
41	Middle East	Egypt	رابكلا مديعتو ةيماالا وحمل ةيبرعلا ةكبشلا
42		Jordan	مديعتلل يندرال فالتيالا
43		Pakistan	Pakistan Coalition for Education (PCE)
44		Palestine	Palestinian Education Coalition

Annex C: Interview Participants

Region	Location	Organisation	Interviewee's role / title
Africa	Kenya	Africa Network Campaign on Education for All (ANCEFA)	Programmes Manager
	Niger	Coalition Nigérienne des Associations, Syndicats et ONG de Campagne EPT au Niger (ASO-EPT Niger)	Vice president
Asia Pacific	Australia Philippines	Asia South Pacific Association for Basic and Adult Education (ASPBAE)	Education Out Loud Regional Coordinator Programmes and Operations Coordinator
	Nepal	National Campaign for Education Nepal (NCE Nepal)	National Coordinator
	Latin America and the Caribbean	Ecuador Brazil	Campaña Latinoamericana por el Derecho a la Educación (CLADE)
	Honduras	Foro Dakar Honduras (FDH)	National Coordinator
	Peru	Campaña Peruana por el Derecho a la Educación (CPDE)	National Coordinator
Middle East	Jordan	Arab Campaign for Education for All (ACEA)	Capacity Building and Learning Coordinator
	Lebanon	Lebanese Coalition of the Global Campaign for Education (Arab Network for Popular Education)	Founder
Secretariat	South Africa	Global Campaign for Education (GCE)	Global Coordinator Monitoring, Evaluations, Reporting and Learning Manager

Annex D: E-mail consultations

Region	Location	Organisation	Interviewee's role / title
Europe and North America	Spain	Fundación Educación y Cooperación (Educo)	Social Mobilisation Coordinator
Latin America and the Caribbean	Brazil	Campaña Latinoamericana por el Derecho a la Educación (CLADE)	Institutional Development Coordinator
Middle East	Jordan	Arab Campaign for Education for All (ACEA)	Capacity Building and Learning Coordinator
Secretariat	South Africa	Global Campaign for Education (GCE)	Monitoring, Evaluations, Reporting and Learning Manager

Annex E: Global Campaign for Education Membership

Members	Type	Constituency	Country
“All for Education!” National Civil Society Coalition of Mongolia	National	Asia Pacific	Mongolia
ActionAid International	International	International NGOs	United Kingdom
Africa Network Campaign for Education for All (ANCEFA)	Regional	Africa	Senegal
Agenda Ciudadana por la Educacion	National	Latin America	Costa Rica
Albanian Coalition for Children’s Education	National	Europe & North America	Albania
Angolan EFA Network (AAEA)	National	Africa	Angola
Arab Campaign for Education For All (ACEA)	Regional	Middle East	Palestine
Arab Network for Civic Education	Regional	Middle East	Jordan
Arab Network for Literacy and Adult Education (ANLAE)	Regional	Middle East	Egypt
Arab Network for Popular Education	National	Middle East	Lebanon
Armenian Constitutional Right-Protective Centre(ACRPC)	National	Europe & North America	Armenia
Asia South Pacific Association for Basic and Adult Education (ASPBAE)	Regional	Asia Pacific	Philippines
Australian Coalition for Education and Development(ACED)	National	Asia Pacific	Australia
Basic Education Network in Ethiopia	National	Africa	Ethiopia
Cameroun Education for All (CEFAN)	National	Africa	Cameroon
Campaign for Popular Education (CAMPE)	National	Asia Pacific	Bangladesh

Members	Type	Constituency	Country
Campaña Argentina por el Derecho a la Educación	National	Latin America	Argentina
Campaña Boliviana por el Derecho a la Educación (CBDE)	National	Latin America	Bolivia
Campaña Latinoamericana por el Derecho a la Educación (CLADE)	Regional	Latin America	Brazil
Campaña Mundial a la Educación España	National	Europe & North America	Spain
Campaña Peruana por el Derecho a la Educación (CPDE)	National	Latin America	Peru
Campanha Nacional pelo Direito á Educação	National	Latin America	Brazil
Canadian International Education Policy Working Group (CIEPWG)	National	Europe & North America	Canada
Cape Verde Network Campaign on Education for All	National	Africa	Cabo Verde
CBM	International	International NGOs	Germany
Civil Society Action Coalition for Education for All (CSACEFA)	National	Africa	Nigeria
Civil Society Education Coalition (CSEC)	National	Africa	Malawi
Civil Society Education Partnership Association (CSEP)	National	Asia Pacific	Timor Leste
Coalitia Globala pentru Educatie - GCE Romania	National	Europe & North America	Romania
Coalition Beninoise des Organisations pour l'EPT (CBO-EPT)	National	Africa	Benin
Coalition des Organisations de la Société Civile pour l'Éducation Pour Tous (COSCEPT)	National	Africa	Mali
Coalition des Organisations Mauritanienes pour l'Education (COMEDUC)	National	Africa	Mauritania
Coalition for Education Solomon Islands (COESI)	National	Asia Pacific	Solomon Islands
Coalition for Educational Development (CED)	National	Asia Pacific	Sri Lanka
Coalition Nationale de l'Education Pour Tous en DRC - CONEPT/RDC	National	Africa	DRC
Coalition Nationale EPT	National	Africa	Togo

Members	Type	Constituency	Country
Coalition Nationale EPT du Burkina Faso (CNEPT/BF)	National	Africa	Burkina Faso
Coalition Nationale Malgache pour l'Education pour Tous (CONAMEPT)	National	Africa	Madagascar
Coalition Pour L'Education Pour Tous - BAFASHEBIGE	National	Africa	Burundi
Coalizione Italiana delle Campagna Globale per l'Educazione (CGE) - CIFA ONLUS	National	Europe & North America	Italy
Colectivo de Educación para Todas y Todos	National	Latin America	Guatemala
Coordination des ONG et Syndicats pour la defense d'une Education publique de Qualite (COSYDEP)	National	Africa	Senegal
Coordination Nationale des Associations, Syndicats et ONGS pour la campagne EPT (ASO EPT)	National	Africa	Niger
DCI Mauritius Network	National	Africa	Mauritius
Educaid.be - Belgian Platform for education and Development	National	Europe & North America	Belgium
Education Coalition of Zimbabwe (ECOZI)	National	Africa	Zimbabwe
Education for All Sierre Leone (EFASL)	National	Africa	Sierra Leone
Education for All Somalia (EFASOM)	National	Middle East	Somalia
Education International	International	Teachers	Belgium
EFA Campaign Network (EFANET)	National	Africa	The Gambia
Egyptian Coalition for EFA	National	Middle East	Egypt
Elimu Yetu Coalition	National	Africa	Kenya
E-Net Philippines (Civil Society Network for Education Reforms)	National	Asia Pacific	Philippines
European Students'Union (ESU)	National	Youth	Belgium
Fe y Alegria	Regional	Latin America	Spain
Foro Dakar Honduras	National	Latin America	Honduras

Members	Type	Constituency	Country
Foro de Educacion y Desarrollo Humano De La Iniciativa Por Nicaragua	National	Latin America	Nicaragua
Foro Socioeducativo (FSE)	National	Latin America	Dominican Republic
Forum for African Women Educationalists (FAWE)	Regional	Africa	Kenya
Forum for Education NGOs Uganda (FENU)	National	Africa	Uganda
Fundacion Ayuda en Accion	Regional	Europe & North America	Spain
Georgian Coalition for Education for All	National	Europe & North America	Georgia
Ghana National Education Campaign Coalition (GNECC)	National	Africa	Ghana
Global Alliance for LGBT Education (GALE)	Associate Member	International	Amsterdam
Global Campaign for Education Germany	National	Europe & North America	Germany
Global Campaign for Education Netherlands	National	Europe & North America	The Netherlands
Global Campaign for Education United States	National	Europe & North America	United States
Global Students Forum (GSF)	International	Youth	Belgium
Humanity & Inclusion	International	International NGOS	United Kingdom
International Council for Education of People with Visual Impairment (ICEVI)	International	International NGOs	India
Iraqi Coalition for Education	National	Middle East	Iraq
Irish Forum for Global Education	National	Europe & North America	Ireland
Japan NGO Network for Education (JNNE)	National	Asia Pacific	Japan
Jordanian National Coalition for EFA	National	Middle East	Jordan
Kolisen Blong Leftemap Edukesen (KoBLE)	National	Asia Pacific	Vanuatu
Lesotho Council of Non-Governmental Organizatizations	National	Africa	Lesotho
Light for the World	International	International NGOs	Austria

Members	Type	Constituency	Country
Moroccan Coalition for EFA	National	Middle East	Morocco
Movement for Support of Quality Education in Afghanistan (MSQEA)	National	Asia Pacific	Afghanistan
Movimento de Educação Para Todos (MEPT)	National	Africa	Mozambique
National Campaign for Education (NCE) Nepal	National	Asia Pacific	Nepal
National Coalition for Education NCE	National	Asia Pacific	India
Network for Education Watch Indonesia (NEW Indonesia)	National	Asia Pacific	Indonesia
NGO Education Partnership (NEP)	National	Asia Pacific	Cambodia
Organisation Mondiale pour l'Éducation Préscolaire (OMEP)	International	International NGOS	Argentina
Oxfam IBIS	International	International NGOs	United States
Pakistan Coalition for Education (PCE)	National	Asia Pacific	Pakistan
Palestinian Education Coalition	National	Middle East	Palestine
PAMOJA West Africa Network	Regional	Africa	Benin
Plan International	International	International Alliances / Networks for child rights, youth rights & child labour	United Kingdom
PNG Education Advocacy Network (PEAN)	National	Asia Pacific	Papua New Guinea
Puntland Network on Education for All (PUNTNEFA)	National	Africa	Somalia
Red Salvadorena Por El Derecho A La educacion-RESALDE	National	Latin America	El Salvador
Rede de Campanha de Educação Para Todos Guiné-Bissau (RECEPT GB)	National	Africa	Guinee Bissau
Réseau Ivoirien pour la Promotion de l'Education Pour Tous (RIPEPT)	National	Africa	Cote d'Ivoire
Réseau Suisse Education et Coopération Internationale	National	Europe & North America	Switzerland
Results Educational Fund	International	International NGOs	United States

Members	Type	Constituency	Country
Save the Children	International	International NGOs	United Kingdom
Save the Children Norway	National	Europe & North America	Norway
Send My Friend to School	National	Europe & North America	UK
SightSavers International	International	International NGOs	United Kingdom
Solidarité Laïque	National	Europe & North America	France
Somaliland Network on EFA (SOLNEFA)	National	Africa	Somaliland
Sudanese Network for EFA	National	Middle East	Sudan
Swaziland Network Campaign for Education For All (SWANCEFA)	National	Africa	Swaziland
Swedish EFA Forum	National	Europe & North America	Sweden
Tanzania Education Network (TEN/MET)	National	Africa	Tanzania
The Alliance of Active NGOs in the field of Child and Family Social Protection (APSCF)	National	Europe & North America	Moldova
The Danish NGO Education Network	National	Europe & North America	Denmark
Tunisian Coalition for the Right to Education	National	Middle East	Tunisia
Vietnamese Coalition for Education for All (VCEFA)	National	Asia Pacific	Vietnam
VSO International	International	International NGOs	United Kingdom
World Vision International (WVI)	International	International NGOs	United States
Yemen Network for EFA	National	Middle East	Yemen
Zambia National Education Coalition (ZANEC)	National	Africa	Zambia

GLOBAL CAMPAIGN FOR

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We advocate at international, regional and national levels to promote and defend education as a basic human right by putting pressure on governments and the international community to deliver free quality public education.