



GLOBAL CAMPAIGN FOR
EDUCATION
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7th GCE World Assembly Report

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Organised by GCE Secretariat

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
CLADE	Campaña Latinoamericana Por El Derecho a La Educaciin CME Campaia Mundial Por La Educaciin
CNDE	Campanha Nacional Pelo Direito À Educaçao
CADEM	Center for Afro-Mexican Studies Tembembe
CoPs	Communities of Practice
CDM	Civil Disobedience Movement
CSEF	Civil Society Education Fund
CSO	Civil Society Organisation
CAQ	Cost of Quality Education Per Student
E2030	Education 2030 Agenda
ECD	Early Childhood Education
ECW	Education Cannot Wait
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-United States
GCI	Gender at the Center Initiative
GEM	Global Education Monitoring
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GmbH,	German Development Agency
GPE	Global Partnership for Education
IBE UNESCO	UNESCO International Bureau of Education
IQEC	International Quality Education Conference
INGOs	International Organisations
KEL	Knowledge Exchange and Learning
LGBTIQ	Lesbian, Gay, Bisexual, Transgender, Queer (Or Questioning), And Intersex
NFER	National Foundation for Educational Research
NECs	National Education Coalitions (NECs)
OC	Operational Component
OECD	Organisation for Economic Co-Operation and Development
OSF	Open Society Foundations
QEC	Quality Education Conference
RWCT	Reading and Writing for Critical Thinking
RESALDE	Red Salvadoreia por El Derecho a La Educaciin
RC	Regional Coalitions
SDG	Sustainable Development Goals
Sinaeb	National System for The Evaluation of Basic Education
TCF	Thinking Classroom Foundation
TEN/MET	Tanzania Education Network
TES	Transforming Education Summit
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
WA	World Assembly
WASH	Water, Sanitation and Hygiene
YAR	Youth-Led Action Research
ZANEC	Zambia National Education Coalition

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SUMMARY

The Global Campaign for Education (GCE) is a member-driven movement committed to realising the right to education. The 7th World Assembly was held in November 2022 in Johannesburg, South Africa, with the theme “The Future of Education Reimagined”. The WA gathered over 270 delegates to debate on a wide range of issues relating to universal education, to determine the direction of the GCE movement for the next four years, and to elect the GCE Board. The theme was derived from the notion that the current education system does not educate learners about climate change and the ecological emergency, nor does it prepare learners for a world that is more socially just, equitable and embraces diversity. There is a need for a complete and radical transformation of learning and the wider education system so that education can be transformative.

At the opening session, high-level speakers shared their strategic insights on the state of education across the globe, challenges and opportunities, and reflections on the theme. The policy forum debates further explored the World Assembly theme, linking them to the conversation for the following days and the strategic positioning of GCE in the next four years. Panel discussions focused on how to achieve systemic change in the following four areas: complete transformation of public education systems, decolonising education financing, intersectionality, gender, and inclusion, digitalisation of education, and a movement-wide vision. Participants shared valuable insights and reaffirmed their commitment to drive the desired transformational change in these thematic areas.

In addition to the above, the WA assembly provided a space for members of the GCE to engage in reviewing and proposing amendments to the strategic plan (2023-2027). The proposed amendments were distributed to all members and discussed during the event. The GCE Strategic Plan 2023-2027 which sets out the movement’s goals, priorities, and objectives was also discussed. The GCE Secretariat initiated various phases of the development, including two consultative processes and a membership survey and interviews. The World Assembly debated and adopted the proposed strategic plan, allowing members to influence the content.

Electing GCE’s new Board Representatives and President

The election of the new GCE Board was an important governance procedure conducted during the Assembly. Prior to the meeting, the GCE constituencies held their respective meetings to nominate their respective GCE Board representatives. During the Assembly, Mr. Chris Weavers led a brief session to officially acknowledge the new Board and announce the nomination process for the President. Dr. Refat Sabbah was re-elected unopposed as the GCE President with the participation of all eligible GCE member representatives in the nomination of the President. The GCE Board is accountable to the membership for the delivery of agreed-upon strategic plan.



DAY 1: OFFICIAL OPENING, CONSTITUTIONAL AMENDMENTS & POLICY FORUMS

Exhibition of Youth and Student-led initiatives

The 7th World Assembly began with the exhibition of youth and student-led initiatives from Africa, the Middle East, Latin America and the Caribbean, Europe, and North America. The primary objective of the session was to demonstrate the importance of youth and students' movements in the education campaign. The speakers encouraged youth and students to unionise in advancing their demands for free, quality education and to share their experiences and approaches to policy influence. It was also noted that race was related to the quality of education in Mexico, and CADEM initiated a project to support Mexicans of African descent who lacked the resources to pursue their educational goals.

The session also discussed the role and place of African youth in education based on rights, emancipatory and transformative inclusivity in the digital era. It highlighted the lack of digital education in Nigeria, insufficient budget allocation to education by governments, and youth participation in policy-making processes. Increased investment in education would equip citizens to address social ills, but there is a need to do more to engage youth and student representatives globally. The criminalisation and marginalisation of student bodies in Zimbabwe was highlighted.

Youth were urged to promote the implementation of the Transforming Education Summit Youth Declarations in their countries, and the state and other role players should seek ways to partner with the youth.

The session was concluded by noting that education was a starting point for youth and student activists to change the world. The exhibition ended with a quote by Miriam Makeba and the screening of an inspirational musical clip "Jain - Makeba (Official Video)".



**Official opening address by GCE
President, Dr. Refat Sabbah**



The GCE President, Dr. Refat Sabbah, officially opened the 7th World Assembly and acknowledged South Africa's proud struggle against racism, inequality, discrimination, and exclusion. COVID-19 had negatively impacted the organisation's work, but the GCE emerged from the pandemic stronger than ever to continue advocating for the right to education. The legacy of the numerous teachers and education activists who died during the pandemic fuelled the GCE's determination to transform schools into safe spaces where children could play and learn. Education financing must be motivated by constructing education systems that promote human rights as a way of life, and the new global compact for financing education must be based on the pillars of tax justice, the elimination of predatory debt, and the progressive, predictable, and innovative increase of domestic financing of education.

The GCE President lamented the lack of resources and market-based frameworks for education, as well as the restrictions and criminalisation of youth and students. To strengthen its potential for democratisation, education must offer holistic approaches

and flexibility to respond to diverse students and include everyone in environments where people are valued for who they are. The President thanked the GCE Board, Secretariat, and the Global Coordinator of the Secretariat, Grant Kasowanjete, for providing a strategy for navigating towards a world of solidarity, justice, prosperity, and peace.

**South Africa's Basic Education Minister,
Ms. Angie Motshega**



The Minister of Education called for a radical transformation of school and the broader education system to restore education to its transformative role. South Africa has a chronic shortage of mid-level technical skills and a youth unemployment crisis, with 3.4 million young people not in education, employment, or training (NEETs). To address this, the ministry has modernised the curriculum by developing the Framework for Vocational and Occupational or Three Stream Model and is establishing Focus Schools (Schools of Specialisation) in partnership with Sectoral Education and Training Authorities and with assistance from the private sector. Research showed that a tertiary qualification significantly increases a person's earning potential, with 38% of those with a matriculation or

National Senior Certificate as their highest qualification being employed compared to 54% with an education level below matriculation. South Africa has reached a level of equity in educating girls and is shifting its focus to boys to address the high prevalence of gender-based violence.

Deputy Secretary General of the United Nations, Ms. Amina Mohammed



Ms. Mohammed presented a video message to the Assembly to discuss the September 2022 UN Transforming Education Summit and the need to reimagine education. She urged the GCE to build partnerships with youth movements and to mobilise around the demand to increase investment in transforming education to provide a life of dignity to all.



President of the South African Democratic Teachers Union (SADTU), Mr. Mogope Maphila



The president of SADTU acknowledged the sacrifices made for South Africa's freedom and the responsibility everyone bears to realise their dreams. In 2021, 80% of learners passed their matriculation examinations, 720 000 students received state funding for Technical and Vocational Education, and Training (TVET) colleges and universities, and 2.4 million children attended early childhood development centres. Human talent and creativity are fostered by a quality education, which contributes to personal and professional advancement. The right to a free, quality education is enshrined in both the United Nations Declaration of Human Rights and the South African Constitution. Progressive taxation is a funding mechanism for education, and the state should oversee and regulate the sector. All barriers to education should be removed, and well-qualified teachers with adequate training should deliver quality teaching. The state should fund free continuous professional development training and mentoring for teachers.

Youth and Student activist representing Foro Dakar Honduras (FDH) National Coalition and the Latin American Regional Coalition, Ms. Diana Ayala



Ms. Ayala highlighted the need for solidarity amongst youth and student-led groups within the GCE to advocate for education as a human right. She encouraged youth and student members to share their thoughts on the theme of the GCE World Assembly and actively participate in the space provided by the GCE for the youth. She believes that the work of youth activists is undervalued and that the GCE should build capacity in the constituencies by including more students and youth and providing a platform for youth voices. Latin America has a great deal to offer in terms of free, quality education, but there is a need for inclusive spaces for all and opportunities for girls to remain in school and finish their studies.

Futures for Education Director at UNESCO, Dr. Sobhi Tawil



Dr. Tawil presented the *Futures for Education Report - a new social contract* published in November 2021, as a key reference for the Transforming Education Summit (TES) process. The report suggests the need to renew the social contract for education, including the vision, purpose, values, and new governance arrangements defining the contribution of the various constituencies involved in education as a common good. It also highlighted the importance for solidarity-based cooperation among students, youth, teachers, and other constituencies. Public debate on the report, advocacy and research into transforming education was encouraged, and members of the GCE were invited to participate in the process of transforming education.



Keynote address: United Nations Special Advisor to the Secretary-General on the Transforming Education Summit, Mr. Leonardo Garnier



Mr. Leonardo Garnier noted in his keynote address that South Africa had taught the world much about human dignity. In addition to the blow that COVID-19 has dealt to education systems worldwide, he lamented that the world is facing a triple crisis in education in 2019 of equity, quality, and relevance.

To confront these crises, Mr. Garnier suggested reimagining and transforming education to support learners in four key capacities:

1. *Learn to learn:* Learners need to develop reading and writing skills, numeracy, digital and scientific knowledge, and social and emotional skills to deal with complexity in an uncertain world.
2. *Learn to do:* Education must evolve to prepare learners for the future, including the green, digital and care economies.
3. *Learn to live together:* Education must promote respect for human rights, gender equality, ethics, justice, civil responsibility, and appreciation of diversity to help learners live better with one another and nature.

4. *Learn to be:* Education is essential for learning how to live well, enjoy life, and lead a healthy life.

To achieve educational goals, schools, teachers, and learning resources must be modified to be safe, healthy, inclusive and stimulating. The digital revolution has the potential to transform education, but it must not exacerbate inequalities. Mr. Garnier emphasised the need for further investment in education to make it more equitable and efficient. High-income countries accounted for 63% of the global education budget but educated only 10% of the world's children, while low-income countries used only 8% of global investment in education to educate 50% of the world's children. Education is one way out of poverty traps because poverty traps curtail the capacity to invest in education.

To escape these poverty traps, it would require vision and a movement capable of altering the balance of power: increasing wages, increasing productivity, expanding, and improving education, making sustainable use of natural resources, and strengthening political institutions. Education must play a key role in this transformation.



Comments and questions in the plenary:

- *How can government budgets best prioritise education?*
- *Education reflects society and to transform education, it is necessary to understand the root causes of terrorism and civil war and reimagine society.*
- *The need for more accessible education to enable individuals to continue their education while providing for their families.*
- *How can members transform education at a personal and local level?*

Mr. Garnier responded to the comments by noting that no one would deny the importance of a good education, but that the funding of this education was debatable. In Costa Rica, an ECD financing program was discontinued when higher-income professionals refused to pay more tax to finance free ECD for those with lower-income earners. To address economic inequality, the education of all citizens must be financed, taxes paid by high-income earners, and GCE members must create a demand and grant the voiceless access to the political system. He highlighted that education is a human right, like all other human rights, and must be fought for.

CONSTITUTIONAL AMENDMENTS

The GCE Board Member, Mr. Chris Weavers, led a closed session to consider two amendments submitted for consideration by the Assembly: the constitutional amendment of the title of the Global Coordinator and the limitation of Board Member's term of office. The INGO constituency withdrew an amendment regarding a new charter outlining INGO engagement with the GCE Board, Secretariat and wider GCE movement. The Board determined that amending GCE bylaws could accommodate a request for a constitutional amendment to grant speaking rights to attendees representing constituencies with vacant Board seats.

Amendment 1: Title of the Global Coordinator

The INGO constituency representative in the GCE Board, Nafisa Baboo, proposed that references to the title Global Coordinator in the constitution be changed to Head of Secretariat. The Board clarified that 'head of secretariat' was not a job title but rather a role description. However, positions and job titles of persons reporting to the Board could not be referenced in the constitution because they were not appointed by the Assembly nor accountable to the Assembly, but to the Board. The matter was put to the vote and 38 members voted for the amendment, while 40 members voted against it. The proposed amendment did not meet the requirement of two-thirds for constitutional amendment and adoption.

Amendment 2: Limitation of Board Members' Term of Office

The INGO constituency representative in the GCE Board, Nafisa Baboo, proposed an amendment to the Constitution limiting the term of office of Board members to two consecutive terms. The amendment was initially proposed by Light for the World and discussed by the Board, which agreed to the language proposed by ASPBAE. All 80 voting members unanimously supported the amendment, which received the required two-thirds vote for constitutional amendment and adoption. The amendment would take effect at the 8th World Assembly in 2026 and would have no impact on the election of Board members at the current World Assembly.

POLICY FORUM GROUP DISCUSSIONS

Group Discussion 1: Transforming public education systems.

The objectives of the discussion were to reach a common understanding and identify critical areas of education that need to be transformed in and around education systems towards achieving SDG4 and securing everyone's right to education. Work was done in national coalitions, respective organisations, student unions, teacher unions et cetera, positioning organisations optimally for the start of the new four-year cycle of GCE. The New Strategic Plan includes transformation in education as one of the pillars.

Presentation on transforming the public education system, Dr. Sobhi Tawil

Dr. Sobhi Tawil defined the terms 'public education' and 'transformation', distinguishing between transformation and transformative education (teaching and learning). The Transforming Education Summit's statements of commitment highlighted the issues of exclusion and socio-economic exclusion, gender-based exclusion, exclusion based on inequality, exclusion-based displacements, minority status, and language policies. To ensure that excluded or illiterate individuals have access to education, a transformation of the system is necessary.

Governments of countries should seek solutions beyond the education sector, and civil society participation should be emphasised and deemed vital. Dr. Tawil emphasised the significance of green education, including topics such as environmental protection, conservation of biodiversity and climate change, in the context of the discussion regarding the revision of curriculum content and methods. The foundational skills of learners should be improved, and the working conditions of teachers have to be addressed with urgency.



Presentation to highlight the view of the Latin America context, Ms. Nelsy Lizarazo

Enforcement of the right to education should be demanded from governments as it cannot be replaced by any other category. Public education systems generate development disparities and lack basic infrastructure, such as electricity, water supply, sewerage systems, and desks. To transform public education systems, a sense of transformative education must be addressed. CARE, a concept developed by feminists in Caribbean America, prescribes that it is important to choose to support life and place it at the centre of all actions. Everyone deserves to live, practise self-care, and care for the environment and other living things.

A transformative public education system should be premised on substantially modifying our lives in the name of social justice. To achieve SDG4 and guarantee the right to education for all, it is necessary to transform the fragmented, systemic, technocratic, bureaucratic, and rigid institutionalism of public systems. The curriculum should be changed to emphasize care for the planet, green education, peace, gender-based issues, and decolonise school systems. It is also necessary to have strong, yet flexible governments that listen to the realities of their citizens and introduce appropriate public policies. Narratives and language that do not correspond to something transformative must be adjusted. Attendees shared diverse insights through country, regional, or global-focused reflections and experiences in response to key questions pertaining to understanding the critical areas of education that must be transformed.

Insights on how to transform education systems to achieve SDG4 and guarantee the right to education for all:

The GCE must be prepared for a crisis before it occurs, as COVID-19 demonstrated. Education is more than just the right to attend school, but also the right to a life of dignity and social justice. Communities must be sensitised to the importance of caring for schools, and the distinction between community-supported and unsupported schools must be clear. Countries should regularly assess whether their education system meets the needs of learners, teachers, and the community. Teachers' well-being and training must be prioritised to enable transformation.

The human right to education is taken for granted in developed countries, because their governments are aligned with the human rights of their citizens. Therefore, international organisations should not only view education as a public good, but as a human right as well. It is necessary to assess how marginalised children can be educated to become active members of society, and the GCE should issue statements in a language that everyone can understand. Current education systems contribute to global inequality and injustice, so increased openness, flexibility, and adaptability are needed. Transformation of systems is necessary to transform education, including climate, peace, and gender issues in curricula. Strong nations and centralised states need to ensure public participation and policy resilience. It is now up to each country to determine its own unique roadmap.

Dr. Tawil highlighted the need for working conditions for teachers and teacher shortage in Sub-Saharan Africa and Arab countries, and urged members to consider whether the GCE addresses political and policy concerns related to transformation of education. Local languages must be officially recognised for them to be taught and spoken in schools. Ms. Wulff concluded by noting that the transformation of education was political.



Group Discussion 2: Decolonising Education Financing and Aid to Education

The primary objective of the session was to reach a common understanding of decolonizing education financing and identify critical areas for GCE's advocacy and campaign work. A video titled 'Africa for Norway' was played to mock the North-South direction of international aid, the power of international donors, and white saviourism. The narrative portraying Africa as one country harmed fruitful cross-border collaboration, as it was the prioritisation of spending and who determined how governments spend revenue that impeded the provision of a high-quality public education.



Key takeaways, lessons, and recommendations on decolonising education financing

It was argued that decolonizing education financing was essential, and the UN Transforming Education Summit (TES) agenda emphasised the importance of tax in education financing. However, there was no pressure on Ministers of Finance to reform tax systems. To shape tax policy and stem the illicit outflow of funds to tax havens, a global review of how tax rules are set and a change to the UN tax convention are required. The IMF often recommends reducing public spending and freezing public sector wages to service international debt, which often exceeds spending on health and education. This has impacted teachers, the largest public sector group, as the debts incurred are enforced, unlike climate debts, which are unenforceable. Ministers of Finance are urged to adopt a long-term strategy of investment in education, replacing short-term projects with long-term thinking to change legislation and national budgets.

Further to the above, tax revenue is the only way to fund education independently and sustainably and decolonize education. It provides a stable, reliable source of revenue and can be used to redistribute wealth and achieve equity, as well as regulate the consumption of goods. Donors prescribe how aid should be invested, but it has been shown how ineffective it is, to focus on only one stage of a child's education while ignoring the others. In addition, it was noted that creditors pressured countries to cut expenditure during the COVID-19 pandemic crisis in social services sectors. However, debt repayments continue to consume most of the government's budget that could be better allocated to social services. There is a need to pursue debt alleviation mechanisms to relieve highly indebted countries. Public-private partnerships increase the cost of projects, resulting in fewer jobs and lower returns. Therefore, in light of these considerations, the main recommendation is that domestic tax mobilisation is suitable for decolonizing education financing.

Additionally, the mobilisation of domestic resources is important for decolonising education financing, but illicit flows and tax evasion need to be addressed to increase the tax revenue pool. The recommendation is that national governments spend 15-20% of their budgets on education, and international aid should be proportional. Governments should use international aid to pay teachers' salaries, and countries should employ progressive taxation, focusing on high taxes for the rich and multinationals. Ministers of Finance should be invited to participate in key education decision-making processes and policy discussion forums. The Global Education Coalition (GCE) should partner with existing debt and tax coalitions in various countries to advocate for progressive taxation and increased tax revenue.

Most African countries could adequately fund their education budgets if foreign mining companies paid fair corporate tax. Developing skills through education will allow countries to add value by processing their minerals rather than exporting them in raw form.

Further recommendations on the importance of decolonising education financing and how GCE should address this at a global level.

The GCE should collect and share data regarding international debt, engage in policy dialogue with governments on financing education, seek debt cancellation and conversion, and redirect international loan repayments to education. It should advocate for governments to refuse education aid conditions that are unfavourable, coordinate a campaign to target multinational tax havens, and find ways to engage with the IMF and world donors to relax the conditions attached to education aid. The link between decolonisation and education funding must be

understood, as the example shows when Israel appealed to the West for support in changing Palestine's History curriculum. The GCE should strengthen tax justice campaigns, advocate for all countries to ratify the tax justice agreement, and advocate for adequate funding for all levels of education. Partnerships between INGOs and local NGOs should be encouraged to extend the influence of GCE.

GCE should develop country-level expertise through training on budget tracking. Decolonising financing, advocacy, and aid are critical issues, and a global shift is needed. Taxes are also an important revenue stream, and progressive and just tax policies are needed to ensure fair taxation of wealthy MNCs and individuals. The GCE should support coalitions through data collection and analysis and engage in policy dialogues. Poor and low-income countries should be encouraged to take out loans for productive investment in the education system, and funding should be earmarked for soft skills such as curricula development and teacher training to transform education. To ensure dignity, the GCE needs to ensure that the voice of civil society is strengthened and there is a shift in the balance of power from the global North to empower the global South.

Group Discussion 3: Gender, inclusion, and intersectionality

The primary objective of the discussion was to identify priority areas of work on gender, disability inclusion, and intersectionality to inform GCE's policy positions for advocacy and campaigns on equality and inclusion. Dr. Versluys highlighted the gender gap in education, and lessons and experiences were shared from the Arab Network for Civic Education project implemented in Jordan. Ms. Rigg presented on Inclusive and Early Childhood Community and Practice, which aims to share knowledge, to advocate for rights, accelerate progress, inspire change, and provide educational assistance to children and youth with disabilities. To ensure inclusive education for all, global commitments need to translate into immediate ground-level action and the identification of best practises.



Key takeaways, lessons and recommendations relating to the three following questions:

1. *Is your coalition, organisation, or you as an individual actively working on the identified critical areas? Are there any organisations GCE should target to associate with as allies and collaborators for joint advocacy and campaigns on transforming education?*

Global advocacy for education must concretely conceptualise, monitor and evaluate education policies against both desired outcomes. A five-year plan is suggested, and quantitative and qualitative measures of gender equality and inclusion should be developed. Common tools to collect accurate data should include joint sector and peer reviews, and further training is needed to use tools, analyse data and report against measures. Disability and gender are distinct policy areas, and GCE members should roll out gender-responsive educational sector plans that are localised and contextualised.

2. *How should the GCE movement enhance gender equality with a special focus on women's participation in decision-making processes, with women as change agents within institutional governance processes?*

The GCE should include more people with disabilities, women, and young voices in leadership structures, ensure the inclusion of under-represented groups in policies and decision-making, strengthen its advocacy, and include boys, men, parents, and caregivers of children with disabilities in the conversation. Less tokenism, fewer assumptions, more mainstreaming, and increased decision-making are needed to identify areas that need focus and addressing of gaps.

3. *How will the GCE movement enhance the participation of people with disabilities and disabled people's organisations in decision-making processes with people with disabilities as change agents within institutional governance processes?*

Inclusion is key and should be publicly visible. Each constituency should include a champion for inclusion, gender and disability issues. GCE should use existing networks to identify and target groups that include the GCE's goals and vision in the day-to-day approach. Integrating community goals in the GCE is needed to engage in decision-making, consultation, and deriving different approaches to participation. Context, culture, social norms, and the approach to participation must be localised and contextualised.

Mainstream campaigns should include gender and disability and link with other networks to leverage their skills and experience. All disabilities, including sensory, mental and physical, need to be addressed.

Attendees ranked the GCE's involvement and action in four areas relating to gender and disability on a scale of 1 (poor) to 4 (best): gender transformative education: 2.8, disability inclusion: 2.4, intersectionality: 2.2, and LGBTQI+: 2. On observations on how the COVID-19 pandemic has had a profound impact on school dropouts globally, the GCE must advocate for lifelong learning to enable a second chance at education and take open and transparent advocacy actions on LGBTQI+.

The GCE must counter increased discrimination and racism against asylum seekers and refugees by prioritizing equality, equity, and acceptance in to ensure all children have equal educational opportunities to reach their full potential. Transformative education is essential to build critical thinking skills and for students to become responsible global citizens.

The attendees in the group discussion shared the following input:

The group highlighted the need for second chances in education, especially for women, girls and people with disabilities, and encouraged regions to roll out Gender Responsive Educational Sector Planning (GRESPE). GCE must include positive male voices and role models, focus on high-quality adult education and lifelong learning, and identify change-required areas and common tools to analyse qualitative and quantitative data. Migrant communities deserve consideration for inclusion, and increasing representation and participation would necessitate the inclusion of people with disabilities in national, local, and global level leadership positions. GCE should focus on including champions for inclusion in each constituency, localize and strengthen capacity for inclusion and gender transformation, identify target groups that share its vision, and integrate and define gender and disability objectives in all campaigns and activities. Consultation at the outset of campaigns would increase ownership and buy-in.

Group Discussion 4: Digital Learning and Transformation

The primary objective of the discussion was to reach a common understanding and identify key advocacy and campaign priorities on digital learning and transformation. The guest speakers provided insights from research in seven African countries and a study in Burkina Faso. The main topics discussed included education during the pandemic, the situation of schools, and the role of technology in the school environment.

The pandemic has caused learners to be unable to attend school, particularly for female learners in low to middle-income countries. Digital education accessibility is a global challenge, and data on technology adoption is lacking. To improve education equity, governments must ensure that appropriating technology does not lock them into systems and solutions, and schools need to collaborate and become centres of multi-modal technology adoption.

The moderator, Mr. Gaire, asked attendees to consider the following questions to enrich the discussion:

- *What are the critical areas or issues of concern relating to digital learning and transformation that should be a priority for GCE's advocacy and campaign work on education financing in the next four years.*
- *Are coalitions, organisations or you as individual attendees actively work on the identified critical areas and whether there any organisations that GCE should target to associate with as allies and collaborators for joint advocacy and campaigns on digital learning?*
- *What country-level experiences, lessons, and practices on how a specific country has introduced policy changes and accountability mechanisms on digital learning and transformation?*



Reflections and highlights of the group discussion:

In Burkina Faso, learners continue to experience home-based challenges due to the ineffective usage of EdTech. Radio and television have proven useful, but limited internet access is often a serious impediment for engaging in web-based learning technologies and tools. Solutions must be contextually and culturally relevant, and the preference for a multi-modal approach to technology-based education should be based on universal adoption. GCE is well-positioned to exert influence, and a people-based digital design should prioritise designing for the most vulnerable learners in society. Teachers need to be empowered to ensure they are not threatened by technology, and intercultural opportunities can help to promote diverse and rich curriculum content. Additionally, privacy and security need to be considered.

The attendees also noted that the challenges faced by schools in Burundi during the pandemic. Digital learning and technology in education were beneficial for learners but could pose a challenge for parents. Governments can keep education accessible by using multiple approaches, establishing mobility, transitioning from paper to paperless (electronic documents), and utilizing mixed media such as radio and television. Three levels of education are affected by COVID-19 technology: basic, secondary, and higher education. Infrastructural deficiencies and a lack of power supply were among the disparities observed. Other challenges included the limited capacity of children and lack of training for monitoring and evaluation. Access for vision and hearing-impaired learners was limited or non-existent. It is necessary to plan better for school closures in the future and deal better with challenges such as natural disasters. Teamwork between parents and teachers is important and accountability is important. Education needs to be provided during pandemic periods and a mindset of equality, when considering financing and budgeting, is required. Budgets need to reflect research and information to avoid duplication of efforts and initiatives.

Key takeaways, and lessons

- The digital reality is here to stay, but ICT policies do not address the practical application of digital resources in the classroom. Accessibility in rural areas requires specific policies to address digital learning, teaching, and training requirements. A delegate from Burkina Faso noted that one million students were affected by the closure of 22 percent of schools in their country due to the pandemic. Technology should allow for delivery of the curriculum in remote areas, and ways to teach visually impaired children using WhatsApp should be considered.
- While technology had a positive impact on education, economic disparities meant that not all learners would benefit equally. 'Teaching with Impact' solutions could enhance advocacy, but human interaction remained essential. The state failed to assist schools to obtain digital tools, and teachers had to find ingenious mechanisms to overcome the obstacles. The state should be pressured to assist visually and hearing-impaired learners, and consideration should be given to learning differences based on gender, accessibility, technology, and the cost of data and ICT devices. Universal access to the internet and connectivity must be considered, and strong government leadership is needed to provide updated ICT services and a blended education strategy.
- Education in Bangladesh had been disrupted by the pandemic, and without training, teachers had to adapt to technology. Urban children had access to digital learning, whereas rural children lost two years of education due to inadequate funding and lack of technology. Private sector solutions are being promoted, but the poor will continue to face challenges and remain marginalised.



DAY 2: VISION AND PRIORITIES

The GCE Board Chair, Mr. Samuel Dembele, opened the plenary with the presentation of the 2023-2027 strategic plan, the announcement of the newly elected board and group discussions on how to strengthen the movement's work beyond 2022. The session started with recorded messages from GCE's strategic partners, Education Cannot Wait and Global Partnership for Education.

ECW Recorded Message: Director of Education Cannot Wait, Yasmine Sherif



Ms. Sherif emphasized the need to strengthen bridges between governments and regional and global education movements. Education policies must reflect the multi-faceted issues of climate change, digital transformation, areas of conflict, and disability inclusion. Governments must allocate 10% of their budgets to pre-primary education and raise teacher salaries. Global campaigns are needed to lobby for this financing. To preserve human dignity and ensure a sustainable future, the right to education must be central to policy.

GPE Recorded Message: Acting CEO of Global Partnership for Education, Charles North



Education is essential for achieving sustainable goals and realising the potential of children. Global talent is needed to address challenges such as rising cost of living, erosion of living standards, and tighter and declining education budgets. Learning poverty is estimated at 70%, and COVID-19 caused a massive loss of learning and accelerated dropout rates. Girls are particularly affected by early marriage and teen pregnancy. Bold action is needed to prioritize education and transform the educational system. Civil society groups, education activists, and teacher unions are key to transforming transformation into action.

ANNOUNCEMENT OF THE NEW GCE BOARD

Mr. Weavers announced the new GCE Board and congratulated the incoming Board members, who were nominated by each GCE constituency to serve as constituent representatives.

1. Africa region: Faraja Kota Nyalandu and Gnelou Paul,
2. Latin America and Caribbean: Ms. Nelsy Lizarazo and Mr. William Thelusmond
3. INGO: Tony Baker and Mercedes Mayol Lassalle, were elected.
4. Asia Pacific: Ram Gaire and Jose Roberto Guevarra were re-elected,
5. Europe and North America: Beathe Ogard was re-elected while a vacancy exists for the second seat.
6. Middle East: Refaat Sabbah and Elsy Wakil were re-elected.
7. Teaching profession: Antonia Wulff was re-elected. A vacancy exists for the other seat.
8. Youth and Students: Ester Simon was re-elected, and Carmen Romero was nominated as a new representative.

GCE BEYOND 2022: PRESENTATION OF THE 2022-2027 DRAFT STRATEGIC PLAN

The Global Coordinator, Grant Kasowanjete, presented a draft strategic plan to GCE members which responds to their demands for realistic, measurable, and achievable goals, through a short and simple strategic plan. Members identified requirements for inclusion in the plan, which were successfully met, such as an analysis of key issues surrounding education, clear advocacy and campaign priorities, a logical framework, monitoring and evaluation, a membership engagement plan, a defined learning and accountability framework, and a detailed description of the roles of the Secretariat and GCE members.

The new strategic plan focuses on movement capacity growth, resource sustainability, membership diversity, visibility and reputational growth, and strength of campaigning and advocacy. It also encourages greater leadership of members in regional constituencies and equitable participation in advocacy and campaigning, and increased accountability of all GCE movement structures through monitoring and evaluation.

Mr. Kasowanjete acknowledged that COVID-19 reversed the gains made by the GCE in recent years and lamented that shrinking forums have a negative impact on campaigning and civil society participation. With the global economic effects of COVID-19 and limited resources, SDG-4 targets might not be achieved.

The new strategic plan identified three priorities for global campaigns and advocacy areas: transforming education, education in emergencies and crises, and education financing. These themes will be based on lifelong learning, equality and inclusion, and a focus on teachers and teaching. The GCE has identified four strategic objectives to reignite the global education movement: increasing influence through advocacy and campaigns, diversifying and growing the membership network, strengthening the collective ability to influence, improving peer support, and learning, and strengthening GCE sustainability and accountability. These objectives require resource mobilisation to guarantee support, joint, inclusive and youth intergenerational inclusion, strengthening accountability globally, and making all accountable for the delivery of the strategic plan.

Roles

GCE members are responsible for advocacy and campaign work in these thematic areas, while constituencies contribute to the realisation of the strategic plan through membership engagement and participation, peer support, using GCE's tools and resources, monitoring, reporting, and learning from results. The Board is responsible for mobilising resources, coordinating regional chapters, ensuring effective strategy implementation, and monitoring and overseeing the Secretariat. The Secretariat will develop and campaign tools, materials, and resources to GCE members, and oversee advocacy, capacity building, and knowledge dissemination.

The strategic plan identified intermediate outcomes such as reputational growth and increased influence, mobilising people through advocacy to claim their right to education, increased media attention and visibility, and increased collective power to influence policy.

Key areas for monitoring and evaluation of the strategic plan include annual reporting, mid-term review in the second year, measuring achievable goals and outcomes, and ensuring each objective has measurement indicators to help achieve results.

A detailed and measurable milestone plan for the years 2023 to 2027 has been developed and will be available to members. Risk management and mitigation strategies have been implemented, but the link between the theme 'education reimaged' and the strategy must be clarified. The GCE should prioritize the obtaining of alternative data for benchmarking, identify global benchmarks of good practice, and remove any unclear and ambiguous language from the strategic plan document. Africa should take precedence in GCE campaigns, and measures to reinforce support in medium-income countries such as Namibia and Botswana are in progress.

GROUP DISCUSSIONS - STRENGTHENING THE WORK OF THE MOVEMENT BEYOND 2022

Group 1: How to work more effectively through Sharing, Learning and Membership Engagement. Diversifying and Growing Membership, Network and Reputation.

The following three key questions guided the discussions in this session:

- 1. How do attendees rate the collective effort and progress made by GCE and its constituencies in conducting and delivering collective work of the movement, and why?*
- 2. How can GCE best strengthen the cohesion, coordination, and sense of ownership of its initiatives by current members and the exchange of knowledge and learning?*
- 3. How can GCE use technological advancements to diversify membership and create alliances with similar interest groups?*



Attendees noted the following points in the discussion on the question of rating GCE’s collective efforts and reflections on the progress made:

- The Global Action Week for Education (GAWE) is a significant initiative that brings all GCE constituencies together to rally behind the theme and facilitate joint actions. The GCE World Assembly was a good opportunity for collective work, but there is still room for improvement. Attendees should be more engaged and less passive, there was insufficient time for consultation, and the Arab region was making better progress than others. Implementation should be measured in the form of a comparative study, and GCE should measure the engagement rate and effort of its members in its processes to ensure that GCE actions reach and are informed by targeted members. There is also a need to strengthen the GCE support to constituencies to enhance the movement’s impact.

In response to the question, “How can GCE best strengthen the cohesion, coordination and sense of ownership of its initiatives by current members and the exchange of knowledge and learning:” the following points were raised by the attendees:

- Cross-coalition engagements and debates would strengthen cross-national collaboration, global participation and a sense of ownership over GCE’s learning activities. Fair treatment of all members and adherence to the GCE constitution will enhance cohesion at all levels. Regional coalitions and GCE constituencies should be functionally interconnected, and coordination improvements are needed to enable members’ full participation and ownership of the space in GCE initiatives. Organisations with similar issues should collaborate through the Secretariat or a dedicated platform. GCE was tasked with enhancing communication and feedback channels to enable effective collaboration and information sharing.
- A feedback mechanism is needed for GCE members, and GCE should continuously update the mailing list. In consideration of the diversity of membership, GCE needs to be sensitive to in-country struggles experienced by GCE members operating in different countries.

Attendees noted the following suggestions in the discussion of diversifying GCE membership and creating alliances:

- The GCE must form partnerships with external bodies that are focused on or interested in education, but these partnerships must be governed by guidelines for upholding GCE's principles. Suggested alliance partners include parent-teacher organisations, learner associations, tertiary associations, research bodies and media organisations. GCE must evaluate its capacity to service both new members and existing members. Economic empowerment must play a role in consideration of capacitation and diversification of membership/partnerships with external bodies. Temporary partnerships with organisations can raise the profile of GCE without interfering with each organisation's objective.

Group 2: How can we strengthen the credibility and legitimacy of the GCE movement at the national, regional, and global levels and strengthen our accountability and sustainability?

The session sought to identify strategies to strengthen the alignment and organisational processes necessary for GCE structures to become active agents of change through strong governance, transformation, and revived organisational work. It also sought to identify and disseminate best practises to counter GCE's organisational challenges that affect its credibility and legitimacy.

Group Discussion:

The most important details are the challenges to the credibility, legitimacy, and sustainability of GCE as a movement. These include coordinating efforts across the three levels of governance and organisational structures, communication between members and civil society, engaging the public, youth activists, and social movements, developing and implementing monitoring and evaluation that fulfils peer accountability, and monitoring and evaluating the transformation of education with appropriate measures. Collaborative resource generation supported by members and support of members is also needed.

The challenge of credibility, legitimacy and sustainability depends on many aspects, including the strength and credibility of all parts and levels of the movement holistically. Leaders' values, integrity, and moral equity are important, and the alignment of leaders' values with the principles of the movement is critical. Members consist of more than just coalitions, youth and other sectors are also important. To ensure relevancy, the global education agenda should be localised, and resources should be broad. GCE profiling is ineffective, and achievements need to be marketed. Some organisations lack sufficient funds and resources, and CLS is limited by the many challenges faced in Angola.

Evaluation of GCE performance:

Delegates were asked to evaluate GCE's performance in eight key areas of credibility, legitimacy, and sustainability influence. These included coordination across national, regional, and global levels, demonstrating strong leadership, consulting and communicating with GCE members, engaging youth voices in all structures and processes, engaging other movements, and facilitating collaborative resource mobilisation. The survey results showed that the GCE has done a good job engaging youth, but it is necessary to develop a theory of change in

thematic streams with a documented action plan. The visibility of GCE needs to be improved by improving the synergies between members at all levels, and resources need to be reinforced and mobilised to ensure the support and capacitation of member organisations.

Discussion Group 3: How can the movement strengthen its representation and engagement in international bodies and fora to step up our influence and grow our collective voice?

The primary objective of the discussion was to reach a consensus on GCE's approach to international advocacy and the contributions of various GCE structures at the national and regional levels. The discussions focused on analysing opportunities and constraints, exploring strategies to leverage diversity, and creating effective linkages to increase the movement's influence.

- 1. How should we ensure better alignment of these key actions undertaken at national, regional, and international levels and ensure that they feed into GCE's global advocacy agenda?*
- 2. What obstacles need to be overcome to align levels of campaigns between organisations?*
- 3. What measures should be taken to bring reporting levels closer to standard to ensure accountability?*

The GCE is globally connected and needs to include issues of social concerns, climate, and environment in its strategic plan to influence global policy and step-up advocacy. Action is needed to achieve its objectives, otherwise advocacy will stagnate.

Education movements must fight to extend and defend their spaces, and the GCE serves as an umbrella body to protect individuals and members advocating for the right to education. To achieve objectives together, civil society, teachers, governments and GCE members must be united.

The following observations and suggestions were made by participants in response to the discussion question: *How should GCE ensure a better alignment of advocacy actions undertaken at national, regional, and international levels so that they feed into GCE's global advocacy agenda?*

Representation at global events must reflect a unified movement with a shared agenda and policy positions built on and informed by the views of GCE members. There is also a need to promote advocacy and lifelong learning to the global level with the UN as the main player. GCE should facilitate the participation of national coalitions in global advocacy processes while keeping governments and civil society informed. Visible representation at the G7 Leaders' Summit is needed to advocate for education, and GCE must be represented on a global scale by global finance bodies such as the World Bank and IMF. National-level partnerships need to be strengthened to open possibilities for increased financing, and there must be alignment between GCE's internal and external communications. Members sometimes require financial assistance to attend events.

2. What obstacles must be overcome to align levels of campaigns between organisations?

- The lack of coordination and communication is a challenge in every aspect. This results in weak information flow and poor coordination at national and regional level.
- Providing feedback at the grassroots level requires a greater understanding of processes at each level. Language, financial resources, and logistics pose significant barriers and constraints.

3. What measures should GCE take to bring reporting levels closer to standard to ensure accountability?

GCE should focus on national and regional reports that feed into concrete processes, establish benchmarks, and track progress, develop strong communication mechanisms to drive and strengthen partnerships, and develop the capacity to produce powerful advocacy tools and reports. Collecting evidence at a local level would drive dialogue and engagement.

In conclusion, the recommendations that emerged from the group discussion were that GCE must prioritize building transnational advocacy and taking joint actions to advocate for the right to education for everyone. Education must be prioritised in global, national, and regional budgets, and GCE must take tangible actions to protect and defend the budget for education as a public good. Reporting processes must begin at the beginning of the year, and national players should be brought into global-level forums. The partnership compact must identify priorities and provide evidence to increase education financing, and efforts should be made to build alliances across sectors in the Local Education Group and in the Education Clusters. GCE should also have visibility in the G7 and COP28, and link climate change advocacy to resilient education.

Group 4: How has youth and student activism changed and evolved? Strategies and the way forward in youth and student organising within the movement and beyond

The discussion aimed to highlight the findings and policy recommendations of the youth research report “Setting Spaces for Youth and Student Led Advocacy”. It also highlighted other youth and student research reports and the value of research in providing mechanisms for advocacy/emancipating members of marginalised groups. Finally, it identified ways of working for youth and student movements in the context of deep levels of fear and increased surveillance, criminalisation, and state violence.

The youth research report “Setting Spaces for Youth and Student Led Advocacy” highlighted the shift in organising tools and methods for youth and student activism to online platforms. Challenges included resource and funding constraints, but opportunities included the increased demand for genuine and meaningful participation in education fora and the facilitation of borderless solidarity. The report encouraged a shift from a passive role to an active role as change agents, and urged civic organisations to facilitate youth participation in education activism. GCE should diversify the membership of coalitions to allow for youth participation, provide a platform for youth to express themselves at the regional level in a safe environment, and share lessons learnt with each other.

Questions for consideration in the group discussion:

1. *What strategies are youth and students implementing in organising, advocacy and activism in different contexts across the movement?*
2. *How can the GCE movement hold policy makers accountable for policy recommendations on youth and student engagement?*
3. *What strides have been made by the movement towards mental health, and what more can be done?*
4. *How can the GCE movement leverage digital access for youth and student organising?*

Key takeaways, lessons and recommendations:

A youth representative from Sierra Leone shared educational challenges experienced during COVID-19, including a lack of technology and infrastructure in remote areas. A German youth representative noted that the Global North has a responsibility to assist the Global South. Stephanie Pena, a PhD candidate researching inclusive education in Grenada, previously served as a Peace Corp volunteer in Grenada and convened focus groups with Grenada teachers on the most effective transition to the digital platform. A youth representative from Tanzania noted how CSOs and INGOs collaborated to ensure that children attained equitable, quality education. Committees composed of police officers, social welfare workers and teachers had been formed to assist women and children in attaining their rights.

Youth-only events are essential for fostering unity within the youth constituency. Clubs were established to support sexual and reproductive health and rights, and future initiatives included a campaign to empower young people living with HIV. AASU supported youth engagement in key decision-making, increased investment in digital infrastructure, and developing partnerships for safe forums. Carmen Romero, GCE board representative for youth and student constituency from Global Student Forum, mobilised students to conduct their own research on education activism. Research by students for students on how they could advance their education rights was needed, as they should be viewed as drivers of change.

Additionally, youth voices are not included in emergency policies, leading to limited access to mental health and psychological support services for young people. Flexible funding can provide investment in youth organisations, but the current focus on primary education excludes students in tertiary institutions. Donors' selection of youth ambassadors who do not represent a constituency must be addressed, and strengthening existing youth and student-led structures is necessary. To close the digital divide, open up access and create safe digital platforms, governments should consult with youth to establish their needs and then continue via a monitoring process. Youth should be free to pursue their own agendas.

DAY 3: PRORITIES AND POLICY DEBATES

Ms. Madeleine Zuniga, Vice-President and GCE Board representative for Latin America and the Caribbean, welcomed members and highlighted the importance of alliances and commended GCE members for their commitment to transformative education. She also recognised the youth and student members for challenging the status quo, raising awareness of injustices, and leveraging their unique position to propose solutions. A commitment was made to finalise the strategic plan with input from all members to guide the organisation's activities up to 2027.

Announcement of the GCE Presidential

The presidential nomination process was conducted according to the GCE by-laws.

These by-laws stipulate that the candidate must be nominated by their own constituent organisation and two seconding organisations from another constituency. The seconding organisation must not be represented on the newly elected Board. Nomination was submitted by email to the Board Chairman and the voting process was electronic. Members voted for Dr. Refat Sabbah to be the GCE President using a preferential voting system, and the members applauded his re-election.

Dr. Sabbah noted the importance of the right to education and renewed his pledge to fight for the rights of refugees, marginalised, the poor, those denied education, and people under occupation. He expressed his pride in his Palestinian identity and emphasized the need for collective efforts to protect the human right to education. The program director congratulated Dr. Sabbah on his re-election and commended all members of GCE for the responsible choice made in re-electing the President.

Intergenerational action panel debate (replacing panel discussion)

Robbie Guevara and Carmen Romero moderated a panel debate on mechanisms to integrate youth and students into the GCE governance structures and advocacy efforts at national, regional, and global levels. Mr. Romero appealed to adult members to participate alongside youth and students as equals in the organisation, while a video message from the youth representative in the Asia Pacific region emphasised the importance of mental health and wellbeing for marginalised individuals. Jordan's youth coordinator outlined the challenging situation in the Arab community, noting the disengagement of the youth. A theory of change with a targeted approach was necessary to defend the right to education in the Arab world.



GCE BEYOND 2022: Strategic Plan, Integration of Group Discussion and Closing Debate

The GCE Secretariat facilitated a process for members to submit written comments and proposed amendments to the 2023-2027 strategic plan. Twelve members submitted feedback, and the GCE Board established a committee to review and integrate the comments and amendments.

Before the strategic plan could be approved, it required proofreading to accommodate language nuance. The following sections were proposed for revision: two changes were proposed to privatisation and public disengagement. Two amendments were noted on continued discrimination. In terms of the civic space and engagement, digital spaces offer important platforms for organising and activism; a paragraph would be added regarding the rise of authoritarianism and criminalisation of protest and the erosion of academic freedoms. On the GCE position and added value section, changes have been made to reflect a more comprehensive view of the movement. Included among the amendments was a list of spaces associated with SDG-4. On the successes and learning section, an amendment was made on the removal of grant agent. Under the advocacy and campaign priorities, it was proposed that there be an additional reference in first paragraph and the text box changes were noted, including making distinctions that the Board will need to consider.

The plenary requested the addition of 'youth' to adults, also lifelong learning principle under foundational requests. On the transforming education theme, various amendments were noted, including that digital and technological solutions are not the only solutions; also sentence extension. There was an addition to the paragraph associated with the climate crisis and the responsibility of education. And an addition of climate to the strategic plan would be further considered in general. There were additions noted to the technology and digital opportunities and proposals would be combined as of similar sentiment. In the education leadership and civil space, there was a proposal for a new section Quality Climate Change Education incorporating several bullet points. Various amendments were noted under Exercise Pressure for Change conjointly and a new bullet point was noted. There was an addition to the first paragraph under Education in Emergencies and Crises. A change was noted under Our Requests to Government and Decision Makers .and new proposals were included. Plenary to include reference to Education Unions; but no process for amending the amendments although WA is the highest decision-making body.

The plenary's proposal to consider combining Human Rights and Peace Education was considered through the Global Student Forum and adopted. It was also proposed that the term commodification be added in the last bullet under Education Financing. The proposal on Foundational Requests noted to add a student aspect as part of the plan. The proposal regarding Students and Student Unions was read out and the use of the term 'unions' was problematic for Guatemalan, Spanish and French representatives. Student unions could be described as student associations or organisations. An addition of a new sentence was noted under the Strategic Goals and objectives. It was lastly proposed that repetitions be deleted under the Ky Strategic actions and page 19 was highlighted.

Proposal 1:

On education and climate change justice (Ms. Zehra Kaneez, National Coordinator of Pakistan Coalition for Education) presented the amendment proposed by the national and the regional coalition in Asi and the Pacific Region. A third of Pakistan was underwater due to flooding; Pakistan's carbon emissions were minimal, and it was suggested that the cost of rebuilding should be borne by nations that were high carbon emitters. Most votes were in favour, and the proposal was ADOPTED.

Proposal 2:

Student and Student Union (Carmen Romero, Global Students Forum) presented on the need for greater democracy in education and recognition of meaningful contribution of students. Most votes were in favour and the amendment was ADOPTED.

Proposal 3:

There was a plenary proposal for adding the topic to the Education Emergencies section, given that other organisations have this core focus and require alliances as well as COPE27. Reference to climate change in the context of educational justice does not require a separate theme; however, the various contributions need to be accommodated.

The Secretariat will compile a final version of the strategic plan for the period 2023-2027, including all amendments proposed, with input from all stakeholders.

PRESENTATION AND ADOPTION OF MOVEMENT AND FINANCIAL REPORTS

The GCE Board, Finance and Personnel Committee (FPC) reviewed the organisation's annual financial statements and recommended them to the GCE Board for approval. The Annual Financial Statements were presented to the World Assembly for adoption and the reports and AFS were available on the GCE World Assembly website. Most members voted in favour of approving the Annual Financial Statements and the AFS were approved by the World Assembly.

GCE BEYOND 2022: DISCUSSION ON GAWE 2023

The Global Action Week for Education proposed four themes, based on the organisation's strategic plan: 2023: Decolonising education financing, transformative education in 2024, education in emergencies in 2025, and digital learning and transformation in 2026.

A campaign advisory group will be assembled by GCE to discuss the 2023 theme based on survey responses. Members selected four from twelve topics suggested in the strategic plan. Save the Children proposed to include children, youth, and students in GAWE as an overarching or cross-cutting theme. The plenary suggested that a GAWE pack should be developed for use in schools, these packs could help to engage the public and civil society. The GAWE theme for 2023 should align with the digitalisation-focused GEM report for 2023.

GCE BEYOND 2022- POLICY MOTIONS DEBATE AND ADOPTION

The GCE World Assembly provides an opportunity to finalise and update GCE's policy framework, particularly in relation to the issues identified in the Strategic Plan. The GCE Secretariat facilitates the process of proposing policy motions prior to the WA, and two policy motions were presented and passed during the session.

1. GCE Policy Motion on Austerity and Public Sector Wage Bill Constraints
2. The National Campaign for the Right to Education (Brazil) submitted a motion with regards to the concept of "transforming education".

The GCE Board extended the submission deadline for policy motions until 21 November 2022, and ten policy motion proposals were submitted for consideration by the Assembly. The Assembly approved an extension of three weeks for the Secretariat to facilitate the process where the outstanding policy motions were invited to share their propositions with the Assembly for consideration and vote. The policy motions were presented as follows:

- Motion 1:** Follow-up to the Transforming Education Summit (TES) proposed by Education International, ENACE & Global Student Forum.
- Motion 2:** The role of education technology in education proposed by GCE Norway.
- Motion 3:** Support of quality climate change education for all proposed by the European Students Union
- Motion 4:** Comprehensive sexuality education for all proposed by GCE Norway, Campaña Latinoamericana por el Derecho a la Educación (CLADE), Zambia National Education Coalition (ZANEC), and Education Coalition of Zimbabwe (ECOZI)
- Motion 5:** Comprehensive school safety framework 2022-2030 proposed by Save the Children.
- Motion 6:** Meaningful school and university students' union engagement proposed by the Global Student Forum.
- Motion 7:** Protecting students as human rights activists, proposed by the European Students Union and the Global Student Forum.
- Motion 8:** Adult learning education and the Marrakech Framework for Action proposed by the Arab Network for Popular Education (ANPE), the Arab Network for Literacy and Adult Education (ANLAE), the Arab Campaign for Education for All (ACAE), the Arab Network for Civic Education (ANHRE) the Asian South Pacific Association for Basic and Adult Education (ASPBAE), and the Latin American Campaign for the Right to Education (CLADE).
- Motion 9:** Policy motion on anti-racism proposed by the GCE Board, Education International and Light for the World.
- Motion 10:** GCE to prioritise anti-racist education proposed by the GCE Board, ActionAid, Education International, Light for the World.

To conclude the review of the policy motion proposals, the 7th World Assembly was adjourned by three weeks to allow the ten policy motions to be reviewed, discussed, and agreed upon. The amendments were to be translated into four languages and circulated to members. The details relating to amendments and voting would be finalised outside of the meeting and led by the GCE Secretariat.

CLOSING REMARKS BY THE GCE PRESIDENT

Dr. Sabbah thanked the attendees, including GCE members, education partners, special guests, and speakers, for their contributions to the three days of productive discussions at the WA. He emphasised the need to protect human dignity and ensure freedom from harassment and urged GCE members to continue their efforts to decolonise education financing. He also expressed his gratitude to the Secretariat and Global Coordinator, Mr. Grant Kasowanjete, for their outstanding efforts in organising a successful 7th World Assembly.







