

## **“Breakthrough in 2017”**

### **Report from Global Campaign for Education Northern Coalition meeting, London 22<sup>nd</sup>-23<sup>rd</sup> February 2017**

#### **BACKGROUND**

The Global Campaign for Education commenced in 1999 to secure progress in the implementation of the Millennium Development Goals in Education. The founding members were Education International, the Global March against Child Labour and international NGOs. Today, the Global Campaign for Education (GCE) is a broad-based civil society movement working to end the global education crisis. Its mission is to make sure that States act now to deliver Sustainable Development Goal 4 - *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*. Specifically, the Campaign focuses on the Education 2030 Agenda, which encompasses SDG 4 and Incheon Declaration. The London meeting of the national Coalitions in the northern hemisphere was hosted by ActionAid.

#### **OPPORTUNITIES IN 2017**

2017 is regarded as a “breakthrough” year in terms of securing financing for the Education 2030 Agenda resulting from:

- 3<sup>rd</sup> round of replenishment of Global Partnership for Education
- Creation of the Education Cannot Wait fund for education in emergencies
- Work of the Education Commission on mobilising multi-lateral funding for education
- First-ever World Bank Development Report dedicated to education in October

For national Coalitions, the calendar of events for these developments represents opportunities for advocacy and campaigning. The core messages are:

- Current funding trajectory is inadequate to meet population growth
- Aid to education has stagnated – its share of ODA has fallen from 13% in 2002 to 10% in 2017
- Low income countries receive only 24% of education ODA
- Focus on increased mobilisation of multi-lateral development banks to change funding for education
- Tax justice is central to achieving adequate funding for education

## CHALLENGES AT GLOBAL LEVEL

In addition to financing, other challenges to the Education 2030 Agenda include:

- growing ideological contestation on the concept of education as a human right and a public good – contrary to the rights-based approach of the Education 2030 Agenda
- deviation from commitment to public education provided by the state in favour of market-led 'affordable' provision (notwithstanding the 2016 UN Human Rights Council Resolution (HRC.32/L.33))
- disputes over what is meant by quality education – metrics Vs more humanistic concepts
- focus on a narrow range of SDG 4 targets, typically to the neglect of youth, skills and adult education
- shrinking space for civil society involvement in developing national education plans – contrary to the spirit of the Education 2030 Agenda
- endemic problem on un-qualified teachers undermines the concept of quality education

Underpinning these challenges, are the global developments which are under-mining consensus on multilateralism and solidarity.