

**GCE 3 Year Strategic Plan:
2008 – 2010**

**DRAFT for
consultation**

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Introduction

Education is at the Cross-Roads. Halfway to the 2015 EFA goals, despite some progress, the world is way off track. Even on primary education many countries will not have universal completion by 2115 let alone 2015. We have already missed the targets on girls' education and gender equality. Education campaigners in countries across the world are faced with governments who can't or won't fulfil their own promises.

The next three years will be critical – Governments will either step up to the challenge and make the big breakthroughs that are necessary or they will cement their failure and condemn millions more to a life without the hope and empowerment a quality education brings. The 2008-2010 period will be decisive if the EFA goals are to be achieved by 2015 especially given the time it takes for people to move through the education system – we need to see results now for the promise of EFA to be kept by 2015.

This challenge is one that faces the GCE. We too are at the cross-roads. We have had a successful start – we have grown from scratch a unique coalition that is mobilising millions across the world and uniting civil society to demand Education for All. We have seen discernable progress and some stunning victories for campaigners, but the fact the goals are being missed means that we have not yet run a campaign that is big enough or strong enough to force decision makers to act.

The GCE contends that the main barriers to achieving the goals are political. The technical and financial barriers to achieving universal education can be overcome – if, but only if, there is sustained and substantial public pressure on leaders to take the steps necessary.

In the next three years the GCE and wider education movement need to achieve our own breakthrough in the level of civil society campaigning and influence on education, so we can secure new political spaces and build a mass movement backed by millions, in order to amplify our demands so loudly that they cannot be ignored. From this position of strength, we can secure progressive education policies, backed by abundant and predictable resources.

This plan sets out a strategy for 2008-2010 that will take the campaign to the next level so that we have so much public pressure and support that we are forcing rather than asking decision makers to act.

The GCE has just completed our own Mid-Term review – to assess the impact of our campaigning so far and make recommendations for the next phase. This draft 3- year strategic plan builds on the feedback from GCE members and the independent reviewers and is for the consideration of the 3rd GCE World Assembly in Sao Paulo.

Background

The Global Campaign for Education started in 1999 with the campaigning in the build up to and immediate aftermath of the Dakar World Education Forum. By working together under common demands, campaigners and organisations across civil society had far more impact on the conference than they would have had apart - and due to the pressure six Education for All Goals were set.

Afterwards campaigners realised that if we were to return to our individual organisations and only work together around the next conference in 2015, we would be just as guilty as Governments if the targets were missed and we would be failing the millions denied a quality education. It was agreed that the pressure and joint campaigning should continue every year until 2015 to keep the maximum pressure on Governments to live up their promises on Education for All.

This commitment to work together culminated in November 2001 in the inaugural GCE World Assembly in Delhi, which developed the GCE constitution and agreed the GCE membership of organisations who were united in demanding a quality, public education for all and a rights-based approach to education provision.

The period from 2002-2004 after the Delhi World Assembly concentrated on alliance building both at the global level but also at the regional and national levels and initiating the April Global Action Week. By the time of the Johannesburg World Assembly in December 2004 the number of active coalitions had grown to over 80 and 3 million people were being mobilised during the Global Action Week.

At that Johannesburg World Assembly, it was agreed to establish an independent secretariat and finances for the GCE and to grow the campaign, both in terms of numbers but also in terms of the strength of the advocacy and policy demands. This 3-year period from 2005-2007 has seen the establishment of the secretariat, the growth of the Global Action Week to over 5 million people in over 100 countries and numerous policy changes have been secured by GCE and our members at all levels of government.

At the upcoming World Assembly in Sao Paulo, the Global Campaign for Education will be debating and determining the policies and strategies which will guide its work for the next three years. The GCE Board, with the support of the Secretariat, has developed this DRAFT 3 year strategic plan for 2008-2010 for the consideration of the World Assembly. The plan is based on the feedback from the Mid-Term review of GCE and it proposes an integrated advocacy strategy, incorporating both policy advocacy and mass campaigning, for the GCE for the next period.

We know 2008-2010 will be a critical period if the EFA goals are to be achieved by 2015 especially given the time it takes for people to move through the education system – we need to see results now for the promise of EFA to be kept by 2015. GCE and the wider education movement 2008-2010 also need to achieve a step change in the level of civil society campaigning thus increasing our influence, so we ultimately force a breakthrough in the policy and practice change on education in Governments across the world. Education is at the cross-roads and we need to redouble our efforts to deliver real change for the millions around the world who are denied a quality education.

Strategic Themes

With a growing movement, the improved organisation and capacity of GCE secretariat, the advantages of new technology, and the greater potential for acquiring resources for all levels of education campaigning– this next period provides the opportunity for the GCE and its members to achieve a real advance in the struggle for universal education.

There are three main goals proposed for GCE in 2008-2010:

- 1) *To make measurable progress towards the achievement of Education For All at the National Level in Developing Countries*
- 2) *To Secure the 'Fair Share' Investment and\Conducive Policies from all Donor Countries and International Institutions*
- 3) *To Grow the Scale and Strength of the GCE, GCE Members and the Education For All Movement*

There are also three key strategic themes for GCE which run across all the goals. These three strategic themes are specifically highlighted in this section but are recurrent throughout the proposed 3-year strategic plan and in the formulation and prioritisation of the goals and indicators.

Theme 1 - Focus on Impact and Results

The first strategic theme is to focus the GCE's strategy and planning on the actual policy and practice decisions we are trying to change and to measure the GCE on the results and impact our work is having.

The GCE's combination of education activists, teaching unions, child rights groups and NGOs make it a truly unique alliance. After two three-year periods of growth since the inaugural GCE World Assembly in Delhi, we now need to be more ambitious and to judge ourselves more on the results of our campaigning. In the next 3-year period we will increasingly judge ourselves on the impact and the change we are actually achieving rather than simply the scale of our activity and campaigning (though this will of course remain as an indicator).

Campaigners are united in our common purpose and desire to change the lives of those who do not receive a quality education – and our strategy and plan must concentrate first and foremost on achieving this. In this next period the GCE will judge ourselves on whether we have forced decision makers at all levels to make the big breakthroughs required for EFA to be achieved.

To do this effectively we will also have to become more effective at measuring policy change around the world. This does not just include changing the inputs but also the need to include the outputs of good quality education for all such as literacy rates and standard of exam results. We also need to assess the degree to which our campaigning has secured policy change so we can learn from the tactics and strategies that have had most impact on decision makers and increase the pressure where it has most impact.

Theme 2 - More focus on Developing Countries, Quality and the Full EFA agenda

A second strategic theme in this plan is to achieve a better balance between North and South in the lobbying and advocacy work – both in terms of the level at which it takes place and the issues targeted. There has been much justifiable focus on the global level by GCE given the lack of resources mobilised for education by northern countries and the negative impact of the policies pursued by International Financing Institutions. However the GCE needs to ensure it is also focussed to the same degree on supporting national and local level campaigning and change in Developing Countries. This will require the GCE and member coalitions to be clearer about the policy and practice changes being targeted at the regional, national and local level.

The GCE mainly works with independent national coalitions, but can play an important part too in supporting the regional campaigns and networks when invited to help enhance their capacity and strengthen their voice. This should include providing strategic advice, sharing experiences, developing practical and flexible materials and helping to source some funding. Strengthening the role of its regional members is a vital contribution from GCE both in increasing the pressure on regional governmental forums and bodies and the impact of the national coalitions that these regional organisations support.

The GCE has always campaigned for Quality and Access issues, however there is a perception that the overall balance of work carrying ‘GCE’ messaging in recent years, such as the Global Action Week activities and international level lobbying, has been focussed more on the Access side than the Quality. This needs to change and the GCE should explicitly and consistently advocate ‘Quality Education for All’ as an indivisible demand in all its work. Our mantra must be ‘*Everyone has the right to a Quality Education*’, recognising that the right to education is not realised if all it means is a place in an over-crowded classroom in an under-resourced and neglected school.

A campaign that is perceived to focus merely on enrolment will achieve little as millions will still miss out and drop out because the quality is too poor for them to even learn to read and write. The right to education is not merely the right to a place in the school-room, but the right to learn real skills and develop critical abilities in a safe, conducive and caring environment. This does not imply stepping back on the financing work though, as many dimensions of Education Quality, such as qualified and motivated teachers, require increased finance to be implemented.

The GCE also needs to ensure that the campaigning tackles the full Education for All agenda not just the issue of education at the primary level, we must look beyond the MDGs. This has always been the GCE policy position, but the strategy for each element of the EFA agenda has not always been clear. The GCE needs to fully integrate the EFA goals in all of its work and projects in the next 3-year period and develop specific plans for each of the goals setting out what GCE is going to do in areas such as Early Childhood and Adult Literacy.

Finally the GCE must be clear and consistent in campaigning for **public** education in developing countries. Only the state can guarantee the rights of all, even the most marginalised, to have an education.

Theme 3 - Bolder messaging and actions all year round

Thirdly, on top of the policy content of our messaging, the final strategic theme within this workplan is to adopt a bolder approach in both our political tone **and** the scale of our campaign activities. We need to be stronger in what we say and more critical of governments who after seven years are way off track. Our 'insider' advocacy work needs to be complimented with a more effective 'outsider' strategy.

Only by mobilising public opinion at a huge scale will education command the political attention needed to ensure expansion and reform of systems in the next 7 years. Those changes that have occurred since 2000 – such as the elimination of user fees in 14 countries and the increase in primary enrolment – have occurred because such a shift in political priorities has taken place. It is therefore equally crucial that we say our message louder with more people behind us. To become more effective at reaching the key decision makers – we need to be bolder in the scale of our actions as well as our words.

The public mobilisation work is important in ensuring that GCE has an effective 'outsider' strategy. Too often our 'insider discussions' with education specialists and officials in ministries and donors gets over prioritised at the expense of the more vital public efforts to reach a wider audience, including finance ministries, the general public and the media, with the campaign. It is vital that GCE and its members avoid the trap of only making the case for education to the education community. We must take the campaign out to those who do not currently support education but who are needed to achieve EFA.

In increasing the scale of our campaigning we need to identify the barriers faced by GCE coalitions at all levels of education campaigning and then to remove and mitigate the barriers. Creating the conditions that will strengthen the national and regional level campaigning is essential for the campaigning at the global level to achieve breakthroughs.

The momentum and pressure achieved in the Global Action Week needs to be translated into action all year round and in particular during key political processes, proven to influence national and local decision-making. This work will not necessarily be branded as GCE – the GCE should simply support the activities of the national and regional members at these other moments.

One of the key areas to unlocking activity at other times in the year and to building the grass roots popular support is to develop a clear approach to supporter management. Millions identify themselves every year as supporters of Education For All but our ability to interact with them is very low. Opinion Polls show there are millions more who support universal education but who have not heard about our campaigns or learnt how they can influence decision makers. GCE should support the supporter development plans of GCE members to strengthen their ability to mobilise popular support year-round not just in the Global Action Week.

These three strategic themes are present throughout the document and are a key part of achieving the three proposed campaign goals.

GOAL 1 - TO MAKE MEASURABLE PROGRESS TOWARDS THE ACHIEVEMENT OF EDUCATION FOR ALL AT THE NATIONAL LEVEL IN DEVELOPING COUNTRIES

The majority of changes required to achieve Education for All need to be made at the national level or lower in developing countries. This is best achieved in a lasting and sustainable way by effective joint advocacy by campaigners within that country.

Whilst continuing to grow and build the Global Action Week, the GCE in its next stage of work should help strengthen year-round campaigning at the national level in developing countries. The GCE should tackle some of the challenges and barriers that national coalitions face, and in conjunction with the regional organisations, support the policy demands that the national coalitions are working on and assist with campaigning at the moments of importance to national coalitions not just the international ones.

1.1 Tackle the challenges and barriers faced by national coalitions

The challenges at the national level are numerous including the difficulties of building alliances, the challenges of communication internally to individual supporters and externally to achieve media penetration, the difficult political environments faced by many and the lack of resources available for campaigning despite the crucial role it will play in the achievement of EFA.

In conjunction with the regional networks, the GCE needs to help change this situation. The GCE needs to:

- Support the growth of broad based national coalitions, including the inclusion of teaching unions where this has not yet happened and by assisting national coalitions with their planning processes when invited to do so. The building of trust between unions and CSOs at the national level is key to the long term strength of education campaigning, and it is crucial that the alliance at the global level is strong at the regional and national levels too.
- Provide capacity-building and case studies for coalitions on matters of internal communication to supporters and on securing media impact. Media support and adaptable tools should be provided to national coalitions.
- Provide an instant response when education coalitions face harassment from authoritarian governments. We need to bring the full weight of international pressure from the education community when attempts are made to silence or intimidate those standing up for the right to education.
- To support and track the involvement of CSO in national education plans as agreed in Dakar. Even in many countries where the government is not authoritarian, access to this crucial process is denied directly contravening the Dakar promise. GEC needs to assert the

importance of country level processes being open and to vigorously expose situations where that space is denied to national coalitions.

- The GCE should support the increase of both the right to and the practice of involvement by civil society at all levels of education as envisioned in the Dakar declaration.
- Directly tackle the resource constraints faced by coalitions, by attempting to increase the resources available, as this is crucial in assisting the coalition growing from making demands of Governments to the scale required to force decision makers to act. This will entail a two-pronged approach:
 - Securing core funds including supporting the establishment and the funding of the Civil Society Education Funds. This will aim to raise core funding to be spent as directed within the country. Donors will be asked to give a small additional percentage to civil society whenever they make grants to the government on education in order to strengthen monitoring and quality on education.
 - Project Funds should be sought for some of the particular areas of campaigning in Developing countries including work on corruption, quality education models, elections, budgets, justicibility and national education plans (and other ongoing areas of campaigning as identified by national education coalitions). These would be available for coalitions who are working in this area to enable them to scale up if they want. GCE not core function – encourage direct funding or through regional coalitions.

We will concentrate our support where we feel we have the potential to make significant impact. This may mean focusing on high-population countries with large overall numbers of children out of school such as India, Pakistan, Nigeria and Ethiopia, or it could imply particular attention to regions or countries which are furthest away from EFA, such as Francophone Africa and fragile states.

1.2 Provide support for the issues national coalitions are working on

It is vital the GCE re-orientates its policy work to provide support for national coalitions on the issues that they have prioritised. There is already a good fit between GCE policy and the issues at the national level as GCE policy has been developed by national coalitions in the Delhi and Johannesburg World Assemblies. However the practical support and briefings are in the main provided on the issue most relevant to the current international level opportunities. The GCE should, in conjunction with the regional networks, provide additional research summaries, key facts, policy synopsis and best-case country studies for all of the main issues that national coalitions work on.

The GCE should support the key demands required from developing country governments as defined by campaigners on the ground who know the particular areas of the EFA agenda most in need of most focus and the

appropriate tone and campaigning tactics for their country. They will then be able to draw down the support for the policy areas that are most relevant to them in their national context.

The key demands will be determined by requests from national coalitions over the three years, but an initial priority list for GCE to provide support and briefings are given in APPENDIX 1.

Funding for common areas should be sought as highlighted in section 1.1 to scale this support up including work on:

- **Transparency.** Allowing further monitoring and tracking of education budgets, particularly within rural communities and providing the resources to enable campaigners to hold decision makers to account at all levels.
- **National Education Plans.** Providing resources for advocacy staff to critique national education plans and produce alternative funding estimates and gaps for both domestic and external resourcing. This work would be linked to the UNESCO (and where applicable FTI) processes to ensure donors to not use unambitious plans to scale back on their commitments.
- **Quality Education Models.** To explore and research areas of improving the quality of education, including curriculum, developing child-friendly schools with safe and caring environments, combating the rise of non-professional teachers, participatory pedagogical methods, class and school sizes etc. The campaigning should then be targeted at the levels required to enact the change, be they school, district, regional, national or international – e.g. eliminating the shortage of professional teachers will require analysis of the national teacher training capacity as well as the internationally influenced public sector wage caps.

The GCE also needs to expand its support for this work at the regional and international levels. Though the vast majority of decisions are taken at the national level or lower, there is some very useful peer pressure and influence that can be exerted on national governments through regional and international events.

The GCE should therefore work in conjunction with the regional members to strengthen the education lobbying and presence at relevant international and regional inter-governmental meetings. GCE will only get involved in regional events when encouraged to by regional members.

For all of this work, the GCE needs to ensure it embraces the full EFA agenda. At the national level, the work on national education plans must be based on the 6 EFA goals and not just the UPE objective – which dominates most of the current plans. Furthermore in the regional and international arenas GCE needs to support the demands from national coalitions on areas such as early childhood care and education and building the adult literacy benchmarks.

1.3 Providing support around the key national political events and milestones

As well as supporting policy areas most relevant to national level coalitions, it is important that the GCE supports campaigning at the moments most likely to achieve impact at the national level – currently GCE is very focussed on internationally significant events. This will involve supporting its members at the national and regional level who run campaigns and advocacy on EFA around key moments in their national calendar.

Funding should be sought for expanded support for projects around key moments including:

- **Justiciability.** Providing support to coalitions which wish to challenge the right to education through the courts. Examples could include materials, other country examples, technical support. Support should be provided around the timing of any legal process.
- **Elections/Budget Cycles.** Providing funds, adaptable campaign ideas and successful case studies of campaigns that have used the election and budget process to secure a breakthrough in education for all. Virtually all quality and access decisions have a resource implication and securing new policies without the resources to back them is unlikely to lead to any change on the ground.

To support GCE national coalitions in running specific campaigns will require a more coalition-focussed approach. GCE needs to assist and help support effective campaigning including providing adaptable materials and case studies where countries have successfully achieved a breakthrough in EFA in their country.

Working with the relevant regional organisation, GCE will aim to provide support to a growing number of countries for campaigning around budget / election processes.

1.4 Continuing to grow GCE Global Action Week.

Though the main part of the goal is to support the growth of year round campaigning it is vital for the movement that the Global Action Week (GAW) continues to go from strength to strength. As well as being a crucial moment of global solidarity, it is often the moment when national education coalitions are able to demonstrate the popular support they have. It is important that the GCE helps coalitions have an effective strategy for how they can contact the supporters engaged in action week all year-round.

GAW has succeeded in making real progress both in raising the importance of engaging decision makers and the potential impact of calling for specific policy changes through the mobilisation. GAW has afforded many coalitions access to government that is unachievable at other times. Indeed most of the policy changes since GCE's inception have been through GAW. However this needs to be deepened and strengthened – a few countries have achieved real breakthroughs and there is no reason that the scale of popular support and the influence exerted on decision makers cannot be replicated in other countries.

The GCE should grow the GAW to reach 10,000,000 people mobilised across 140 countries by 2010. It should also concentrate on increasing the impact of the action week; by making them more focussed on involving decision makers with a target of 20 heads of State involved in 2010 and an increased number of immediate policy successes. Furthermore the GCE should develop more immediate methods for estimating global mobilisation numbers in order to secure greater media impact.

GOAL 2: TO SECURE THE ‘FAIR SHARE’ INVESTMENT AND CONDUCTIVE POLICIES FROM ALL DONOR COUNTRIES AND INTERNATIONAL INSTITUTIONS

In the past three years the GCE has seen a strengthening and spreading of national coalitions in donor countries. This is a vital trend if we are to have an impact on the external financing gap on EFA. Countries such as USA, Japan, Germany, Italy and France need to dramatically increase the quality and quantity of their aid to education. However to achieve a step change in these countries we need to engage the national decision making processes and politics. We cannot leverage the big changes required through engaging with these countries at global or regional events alone and therefore GCE needs to concentrate more of its efforts on supporting the national campaigners.

2.1 Growing the campaign at the national level in donor countries

Ensuring that donors fulfil their promises to provide resources (where domestic funds are insufficient) to ensure the achievement of EFA will require a concerted effort, particularly in the biggest economies, which are also the main culprits according to the analysis in the GCE school report.

Success in freeing up the resources from donor countries will be in large part down to the strength of the national coalitions in those countries. The GCE secretariat should support the growth of the national campaigns and assist them with more ambitious and effective campaigning and advocacy to force change.

The barriers to growth include the lack of resources, the difficulties of internal co-ordination of a coalition, a very competitive media environment, the sensitivities around supporter management and impenetrable government departments. As with the national coalitions in developing countries, it is vital that northern national coalitions have a broad base of membership from a wide range of organisations including teaching unions.

The GCE should work with the coalitions, in particular those countries whose governments are most off track and who should be paying the biggest ‘fair share’ of the external funding gap and whose education aid is poor quality including USA, Japan, Germany, Italy and France.

2.2 Targeting national processes

The pressure from campaigners needs to target national process. The GCE needs to support the development of a national plan to increase the quality and quantity of aid to education from each donor countries.

The GCE Secretariat should in particular support action in countries which are missing their ‘Fair Share’ by the biggest amount. The GCE should work with the coalitions to help them develop a 3-year plan with clear national policy demands and targets. The plan should include identifying those who support education for all and engaging them in the year round action plan, developing online and offline communication plan. It should also contain a national influencing strategy based around the governance and parliamentary systems and timetable. Furthermore it is important to have links into where decisions

are taken within Aid institutions particular in the country and regional offices they may have in developing countries.

2.3 More effective presence at regional and international level

Though domestic political will in all donor countries on education is the most important target, there are lots of opportunities for peer pressure and influence to be exerted to national governments through regional and international events and targets. The GCE should therefore work to achieve more impact in their education lobbying and campaign presence at relevant international meetings. These need to be tailored to the different international opportunities.

For 2008-2010 GCE should ensure that it takes a critical approach to its engagement in such process and institutions and consider withdrawal if they are deemed to be ineffective or reactionary. Furthermore GCE should develop its presence to ensure that the issues from the local and national level in developing countries are informing its regional and international work.

○ **UNESCO**

The World Assembly will be debating an updated position for GCE on UNESCO which will define the plan in this area.

If it can raise resources, the GCE should produce an regular Global School Report that grades governments on their progress on achieving Education for All. This report will come out in December and be based on the latest figures in the UNESCO GMR. This will mainly be a tool for national campaigners to secure media coverage on the performance of their government. As with the 2007 Global School Report – the text on the country cards needs to be written by the national coalitions to ensure this is reinforcing the messaging and demands of the national campaign.

The GCE should continue to sit on the independent GMR Editorial board (hosted by UNESCO) and on the International Advisory Panel for High-Level Group. Learning from the Global School Report the GCE should try and influence the Global Monitoring Report to ensure better and more relevant data are collected.

○ **G8/FFD**

Successive G8 communiqués have committed G8 nations to improve and increase aid to basic education, and as such have provided a useful basis for coalitions to call for accountability for promises made. The G8 is also the forum in which the Education For All Fast-Track Initiative was agreed.

Although we increasingly realise the limitations of global mechanisms and institutions in influencing the domestic decision-making of rich country governments, GCE coalitions should nevertheless exploit the opportunities that are available by getting involved in meetings with their Sherpa to try and influence the drafting of the G8 communiqué to include specific promises on quality and quantity of aid to basic education, with a particular focus on low-income countries. Support should be provided to coalitions before and after these meetings.

The coalitions should also target the G7 finance ministers meetings and other relevant gatherings of development ministers when they occur. The Financing for Development conference in September 2008 provides a campaigning opportunity to see overall ODA volume and quality issues discussed – and within that a focus on education financing. It is much easier to secure the ‘Fair Share’ of aid to education when the aid budget is increasing. The campaigning work should be done in conjunction with other development campaigns and with GCAP.

○ **IMF/World Bank.**

More than 18 million teachers are required worldwide by 2015 but many governments will not be able to spend more on teachers owing to the conditionalities affecting the "public sector wage bill" imposed by the IMF. These conditionalities are either placed directly on the wage bill by the IMF capping the number of civil servants the Government can hire, or indirectly by setting restrictive inflation and borrowing targets that limit overall public spending, including spending on teachers' wages. The GCE needs to put challenging these policies high on its international campaigning and lobbying agenda, demanding that Finance Ministries have the space to develop and pursue macro-economic policies that will facilitate increased investment in education. This will be critical to expanding sustainable domestic financing. At the same time, GCE needs to help campaigners challenge the related policies of the World Bank - for example, challenging where the World Bank supports the large scale use of non-professional teachers as a cheap-labour solution. The exact policy position is being debated and will be set by the World Assembly Motions process.

GCE should continue to organise activities at the spring and annual meetings. GCE should define its demands vis-à-vis the World Bank. This should include taking a clear position on whether we want IDA loans to increase (IDA has been the largest single donor in basic education in low-income countries since 2000) or whether we want it to decrease given the damaging nature of the projects funded under IDA. It may be necessary to undertake research in order to determine this position.

○ **National Education Plans (inc. FTI)**

The GCE should fundraise for a project on National Education Plans. This could provide support to national coalitions to do a critique and an alternative costing for national education plans. Whilst in some cases there is a question of absorption in the short term - in the main the problem is that the national education plans are not ambitious enough. They have often been written to the amount of money donors indicated was available and they are not necessarily a true reflection of the costs of achieving EFA in that country.

It is therefore vital that a critique is done by national education coalitions and that alternative national education plan is produced – (for example with the true number of professional teachers required, the appropriate figures for adult literacy provision which are often completely absent from national plans). We should not attempt to replicate the work of the education

department but we do need to produce a critique and alternative proposals that can support efforts to close the in-country funding gap on education.

Though the money is not yet on stream the recent G8 commitments on FTI, means that there is a danger that the lack of ambition of the national education plans – might also end up acting as a ceiling in attempts to close the external funding gap we know is needed to achieve EFA.

The GCE needs to continue to pressurise the FTI to mobilise more funding and to improve its processes. FTI has still not realised its potential to mobilise donor finance to support ambitious planning to achieve Education For All. It has brought about improvements in the quality of aid, and has in some individual country cases such as Kenya and Madagascar, unlocked vital funding to achieve real results. Nevertheless, it remains for the moment a partial and unsatisfactory solution to the problem of donor inaction on EFA.

Furthermore, at the global level GCE should make a clear case to the FTI Partnership that involvement of civil society should be strongly advised/a condition of FTI endorsement. GCE should also develop tools to assist in the analysis of plans and financing behind them – including domestic and donor financing, and the constraints imposed by IMF advice.

GCE will also work with Southern coalitions to enable them to effectively challenge donors and international institutions at country and regional level. Our experience suggests that there is a significant disconnect between the rhetoric of these targets at international level, and their actual practice on the ground. We need to develop better evidence of the impact of aid and macroeconomic conditionality in order to hold powerful global actors accountable for their promises.

○ **Progressive Donor and ‘Champion’ Government Strategy**

The GCE should target the planned conference of Progressive Governments in the 2nd half of 2008. This provides a good opportunity to promote more progressive education policies for countries already committed to EFA.

If enough of the southern ‘champion’ governments agree to jointly promise some new educational targets (e.g. close the gap in professional teachers by Dec 2010) then there is a good chance of getting funding promised from northern ‘champion’ governments and a good chance of other southern governments being pressured into making the same pledge.

As the biggest education donors are likely to be there it is an ideal moment to raise issues of education quality, particularly the unpredictability of aid flows, the poor focus on countries most in need and the huge amounts that go back to the donor country (for example paid to universities in rich countries). The GCE needs to expand its work on quality of education aid – as increased donor budgets on education aid without an improvement on quality will have a fraction of the impact required. Unlocking aid for expenditure on recurrent education costs including professional teacher training and salaries is essential to have any chance of achieving EFA goals and class sizes under 40:1.

The GCE should continue to forge strong links with the Netherlands and UK governments and encourage them to be champions on education –praising aspects of their efforts (when merited) and holding them up as examples of what can be achieved where political will is strong. This should not, of course, undermine the efforts of the national coalitions in these countries to ensure accountability of politicians to stick to their commitments. The GCE should also engage in the 2008 conference in Ghana following up the Paris aid harmonisation process.

○ **Forums and international institutions promoting privatisation**

There is a significant looming threat to quality public education in that a number of institutions are actively promoting private sector participation in education. GCE should vigorously resist such forces, and should engage with such institutions to understand and confront them. This may include research and advocacy work on the proposed General Agreement on Trade in Services under the WTO, or representation in the UNESCO/World Economic Forum Multi-Stakeholder Partnerships Initiative.

○ **Regional Intergovernmental Meetings**

When invited, the GCE should support the regional networks (including ANCEFA, ASPBAE, LAC and CEEAL) in targeting relevant regional Government meetings including gatherings at the head of State, Finance Minister and Education Minister level - to ensure civil society voice is present and that they are held to account. This should included realising the EU pledges as a donor from 2005.

2.4 More effective co-ordination across GCE members at international forums and dates

There is also a need for GCE to improve co-ordination amongst members working in this area especially to have a combined presence at international forums and in developing lobby strategies around key issues. \By working together we can have a more significant impact than working separately and there is a need for greater co-ordination of the civil society voice at international forums.

The GCE should fulfil its convening role by bringing together its members for regular teleconferences under both key events & thematic issues to propose campaign plans, develop policy positions and advocacy schedules **for the GCE Board to consider**. The key event groups would be for meetings such as the G8 and the High Level Group and they would be led by the secretariat as directed by the GCE Board. Thematic issues should include specific EFA goals such as early childhood and adult education but also other areas of specific focus including Fragile States and Disabilities in Education. The groups will be supported by the secretariat but will only be formed on request from the GCE membership and if a GCE member offers to convene the group and at least two other members wish to join.

The GCE should work with relevant members to develop clear plans for international moments like World Teachers Day, Day of the African Child and International Literacy Day.

GOAL 3. TO HAVE GROWN THE SCALE AND STRENGTH OF THE GCE, GCE MEMBERS AND THE EDUCATION FOR ALL MOVEMENT

To achieve the two previous objectives it will be necessary to grow the scale and strength of the GCE and its members especially when it comes to popular mobilisation.

It is vital in the three-year plan to be clear about the proposed growth in scale and strength of GCE so that there is a clear mandate to put in place the conditions to achieve the desired big breakthrough on Education for All by 2010.

The GCE should support efforts for campaigning across sectors and in particular shall continue to support World Social Forum and the Global Call to Action against Poverty. It is vital for the breakthrough on education to be achieved that we also see a breakthrough in the fight against poverty, including national poverty plans, the quality and quantity of ODA, deeper debt cancellation and trade justice.

Specific Targets:

Increase Global Action Week Participation

Continue to support the GCE Global Action Week and grow participation to 10 million individuals, 140 countries, 20 heads of state and 5,000 decision makers by 2010. Half of the countries to be involving over 10% of schools in their country.

Growing the number of Individual Campaigners

Where technology exists, it is valuable for national coalitions to have direct contact with individuals and to have the ability to mobilise support at key advocacy moments during the year (rather than only mobilising around Global Action Week). This objective is also vital to support the 'outsider' strategy of mass public pressure that targets the key unconvinced decision makers of the case for action on education. It is crucial in the next period that we develop a strong 'outsider' engagement to complement the 'insider' engagement most coalitions have with the specialists and officials in the education ministries. This includes:

- *Developing a section on Website for individual campaigners– Globally & Nationally,*
(30 countries to have a general public facing information and section of their website by 2010), GCE website section by September 2008
- *E-Action list of individual campaigners – Globally & Nationally, (2010 30 countries to hold lists of supporters that they contact for year-round actions by 2010)*
- *Total number (including country lists) – (1,000,000 by 2010 – aiming for at least 80% on national level databases)*

Supporting Coalitions to Build Popular Support at Community Level

Growing the popular support of coalitions at the community level – is vital for the campaigns to achieve real change on the ground. Work on transparency, budget tracking and election cycles will be ineffective unless it includes a popular base.

- To assist national coalitions in developing their supporter base including improvements in their outreach to rural communities
- To increase the influence of civil society in local decision making by ensuring coalitions have strategies in place to mobilise campaigns at key moments in the year and to build the capacity of communities to take part in and monitor the effectiveness of, sub-national education reform processes
- There are several different methods required for this work to be effective. The politics, the technology or simply the size of the country means that regular direct contact with supporters at the community level is not realistic for many GCE members, however a growth in scale and regularity of outreach is essential and possible.

Growing the GCE Membership

The GCE should support the development of national education coalitions in the Middle East Region with a target of 12 country coalitions by 2010. The GCE should aim to increase the number of national coalitions in membership to over 100 countries by 2010 and the number of international Members to 35 by 2010

Securing Resources

The GCE needs to secure the resources required for this strategy and for the regional and national levels over the next few years. The GCE must develop at least one major new funding source each year and grow the overall income in order to implement this 3-year plan. Subject to the motions process of the World Assembly, the GCE should aim for Regional and National Civil society Education Funds get support of 8 Donor governments by 2010.

Infrastructure To Provide Support

The GCE needs to continue to grow its headquarters in Johannesburg. A long-term Staffing Plan to implement this 3-year GCE strategy should be developed after the Sao Paulo World Assembly for the new board to consider.

Improving Internal Communication

The GCE shall develop and grow its new e-newsletter increasing the content and relevance to the country coalitions. GCE should improve and develop its online contacts page to encourage more contact between national coalitions. There should be more regular interaction with the members about the planning process including more advance notice of key activities like Global Action Week and regular report backs to constituencies from elected Board members on a 6 monthly basis.

Summary Table

Section	Summary
Strategic Themes	<ul style="list-style-type: none"> • Focus on Impact and Results – including devising plans that will deliver impact and assess our progress on policy changes secured to key education inputs and key education outputs. • More focus on Developing Country campaigning – shifting the balance of GCE priorities towards the Global South. Concentrating on quality as well as access and all 6 EFA goals not just UPE. • Bolder messaging and actions all year round – more of an ‘outsider’ strategy including a stronger more critical voice and bigger public mobilisations. To achieve the big breakthroughs on EFA we need to be more ambitious in the scale of campaigning and our supporter base.
Goal 1	<p>To make measurable progress towards the achievement of Education For All at the National Level in Developing Countries:</p> <p>1.1 Tackle the challenges and barriers faced by national coalitions including defending civil society space, increased resources & communication capacity, broadening coalition membership & individual supporter base.</p> <p>1.2 Provide support for the issues national coalitions are working on – including when requested training, briefings, materials and assistance in sourcing resources including transparency, national education plans and quality education models.</p> <p>1.3 Providing support around the key national political events and milestones – targeting national elections, budget processes and test legal cases on the justiciability of the right to education.</p> <p>1.4 Continuing to grow GCE Global Action Week, with bigger mobilisations which are more effective at securing policy change.</p>
Goal 2	<p>To Secure the ‘Fair Share’ Investment and Conducive Policies from all Donor Countries and International Institutions</p> <p>2.1 Growing the campaign at the national level in donor countries – including training and support for longer term planning, better communications, more resources, broad coalition membership and supporter base.</p> <p>2.2 Targeting national processes – basing more of the work on the key national moments to influence the quality and quantity of education ODA from key countries such as USA, Japan, Germany, Italy and France</p> <p>2.3 More effective presence at regional and international level, including adopting a more critical presence where progress is slow and developing better links so that the presence is more informed by the local and national level learning. Targets include UNESCO , IMF/World Bank, FTI, G8 and FFD process, regional inter-governmental meetings, countering privatisation and aid quality.</p> <p>2.4 More effective co-ordination across GCE members at international level – including around main international meetings and setting up specific groups on individual EFA goals and key themes</p>
Goal 3	<p>Grow the Scale and Strength of the GCE, GCE Members and the Education For All Movement – to ensure that the we are operating at the level required to achieve a real breakthrough in EFA by 2010</p> <ul style="list-style-type: none"> • Increase Global Action Week Participation to 10 million people and 20 Heads of State • Growing the number of Individual Campaigners – GCE coalitions to have online supporter bases totalling 1 million by 2010 • Supporting Coalitions Build Popular Support at Community Level • Growing the GCE Membership to over 100 national coalitions. Particular focus in Middle East. • Securing Resources to implement this plan • Infrastructure To Provide Support – develop a staffing plan to implement the final version agreed in Sao Paulo. • Improving Internal Communication including increasing the distribution of the e-newsletter and introducing 6 monthly board report backs to the membership.

NEXT STEPS

The Draft plan will be discussed at the regional forums to gather feedback and input from GCE's full constituency during December 2007. After this a final proposal will be made by the GCE Board to the GCE Global World Assembly in Sao Paulo in Jan 2008.

The new GCE Board will have overall responsibility for implementing the final strategy agreed at the World Assembly – but as this is a plan for the whole GCE constituency, it is hoped all GCE members get involved over the next 3 years. As with any plan of this type – implementation will be resource dependent.

The motions process at the GCE World Assembly will set the policy and overall framework for GCE– and in several places this plan is awaiting the results of the motions process. The process being followed for this document aims to strengthen the strategic discussion and input from GCE members into the overall direction of the global campaign.

The strategic plan sets out the ambition required for the GCE campaigning to reach the level required to achieve a big breakthrough in the battle for Education For All by 2010. However this will only happen, if all GCE members work together to help make the strategic plan a reality after the World Assembly.

APPENDIX 1

The GCE should provide support to national coalitions on the issues that have been identified by national coalitions, not just those issues relevant to international opportunities. The following list is a sample based on national coalition campaigning over the last 3 years and is offered to get feedback at the GCE pre-World Assembly regional meetings.

Feedback is also sought on the degree of prioritisation required. The GCE would try to assist coalitions on any query, but it is only possible to provide more detailed support in a smaller number of areas. Which issues should the GCE be looking to prioritise in 2008 –10?

Producing resources to support action in these areas should be done by wider GCE membership not just the GCE secretariat. However in both cases the GCE Board should have an overview of all the resources developed.

Possible issues for GCE to support national coalitions on (for feedback)

Example demand for GCE to provide supportive materials to national coalitions	Sample Internal Targets by 2010 (not the demands we would make to governments but the change we would aim to achieve by 2010)
More Funding for Education. Min 20% budget, 6% GNI	<i>By 2010 - Increases amounting to \$5bn announced in developing country education budgets, 20 more countries pledge to reach target</i>
More Funding for Basic education (Primary and lower secondary). Min 10% Gov budget, 3% GNI	<i>By 2010 – 20 more countries reach the 10% minimum figure</i>
Abolition of all forms of User Fees and no hidden charges	<i>By 2010 - User fees abolished in 10 countries</i>
Stopping the non-professional teachers trend	<i>By 2010 – ‘X’ percent of teachers worldwide are professionally trained</i>
Teacher Recruitment and maximum Class Sizes	<i>By 2010– 1m new teaching posts created worldwide Increased capacity of teacher training colleges by ‘X’ thousand</i>
Literacy Standards – going beyond school attendance to measure school attainment rates	<i>By 2010 – X% of children have graduated from primary school literate.</i>
Funding for Adult Education (6% of Ed Budget with half on adult literacy)	<i>By 2010– 20 new countries meet this target</i>
Gender-sensitive practices within the education system (for girls and boys – the latter being the problem in Latin America and the Caribbean)	<i>By 2010– 10 countries introduce new gender policies</i>
Building more schools. To ensure physical access to a school within a certain distance.	<i>By 2010– ‘X’ new schools are built in countries with a shortage to limit distance travelled to school</i>
Mainstreaming of disabled students	<i>By 2010– 8 Countries announce new policies</i>

	<i>on mainstreaming</i>
A minimum package of social protection with special attention to working children	
Improving the responsiveness of education systems to HIV and AIDS; mainstreaming HIV/AIDS awareness into education	
Anti-discrimination policies to ensure equitable provision for children from minority ethnic and geographically remote communities	
Provision of quality inputs such as teaching and learning materials and relevant curricula	
Teacher management and supervision	
Improvements in processes of government planning with Civil Society being given genuine opportunity to input into planning at all levels including the national education plan.	<i>By 2010– 10 countries announce changes to their national plan as a result of campaigning. By 2010– GCE members in 30 countries are engaged in assessing their country education plan</i>
Conflicted Afflicted Fragile States.	
IMF Fiscal space and teacher salaries	
Aid Accountability – at the national level	
Transparency in the education sector (published education budget, legal right to information)	
Demand policy and practice change to protect children from having to work and for ratification of ILO Convention 138	
To increase the number of Child friendly schools	