

DAY 1

Policy Forum Group Discussion 1: Transforming Education Quality

6th World Assembly

16th November 2018, Kathmandu - Nepal 2:00 - 03:30

Objective

The Policy Forum Discussion aims to facilitate a debate on the meaning of quality education from the human rights perspective and its application to the national, regional and international advocacy actions.

Expected Outcomes

1. Key notions on education quality as pre-condition for an emancipatory role of education.
2. Ideas for promoting a progressive policy change on education quality.
3. The GCE role on building transformative education.

Background

For the Committee on the Rights of the Child, education transcends access to formal schooling and embraces the right to a specific quality of education, including a broad range of life experiences and learning processes that enable children, individually and collectively, to develop their personalities, talents and abilities and to live a full and satisfying life within society¹.

Ensuring quality education requires innovative approaches and insights taking into account: the emancipatory role that education can play as well as school governance models, teaching systems, and the educational curricula and textbooks; the respect of human rights within the education system, in particular the obligation that school's discipline procedures respect children's rights²; and among other often contested issues, the parents' right to choose for their children the education best matches with their personal, moral, and religious convictions (Tomasevski, 1999).

What is learned and taught in school is as important as how people learn, teach and relate each other in the education environment. A comprehensive assessment of education quality should also include the financial and material resources, along with the teachers' training and working conditions.

The notion of transformative education is an alternative framework for understanding the purposes of education and in particular the ways education quality is conceptualised and assessed. This

¹ General Comment N° 1 (2001): The aims of education (CRC/GC/2001/1)

² Corporal punishment within the school is one of the critical challenges in terms of acceptability. It affects children's opportunities to learn and even continue in the education system in different countries. However, it has been often overlooked in education policy agendas (see Gershoff, 2017).



concept primarily refers to the notion of change. Envisioned as a catalyst for change, education aims to challenge unfair social structures and promotes knowledge as the way to expand individual and collective freedoms, opportunities to enjoy their civil and human rights and contribute to a democratic and fairer society.

The concept of transformative education covers a wide range of elements of focus related to the content of education, the language of instruction, the provision of qualified and well remunerated teachers and education workers and the role of education in the transformation of societies. This translates into how high-quality education for all is expected to create the necessary conditions to build a fairer society in which the life and rights of every person are effectively respected, protected and guaranteed.

**Policy Forum Group Discussion: Transforming the financing of public education
6th World Assembly
16th November 2018, Kathmandu – Nepal; 2: 00 – 3:30 PM**

Background

The implementation of policies to remove the obstacles which prevent millions of people around the world, especially children and youth, to enjoy their right to education, requires financial resources from states and the international community.

Transforming the financing of education can have a profound impact in reshaping economic dynamics. Global Partnership for Education acknowledged that 90% of the funds needed to finance education would need to come from domestic resources - though to date many States have a tax base which is too narrow to support educational needs.

GCE will continue campaigning for a strong public-funded education and in achieving this overarching aim will promote tax justice and education financing laws as critical instruments to financing public education. Specifically, GCE will draw on the 4 S's framework on education financing: share of national budgets that governments spend on education; size of budgets; sensitivity of public spending on education, given special consideration to equity and inclusion; and scrutiny of education budgets.

By strengthening coalitions' advocacy capacities to engage in policy debates on education financing at all levels, States and the international community will be encouraged to demonstrate that they are using the maximum available resources to realize the right to education for every individual in every context.

Objectives

The theme of this forum reflects GCE's fundamental belief that education is a human right, and that quality education for all is achievable if governments and the international community have sufficient political will to focus and invest in education.



This policy forum aims to explore how to achieve systemic change in financing of public education. Specifically, the debate will explore the steps needed to transform the financing of public education and the required shifts at the international, regional and national levels to ensure enough funds are available to guarantee the right to a free, public and quality education for all.

Expected outcomes

The forum is a unique opportunity for education civil society organisations to engage in emerging debates on the challenges for financing public education and setting priorities and paths of action for shaping education financing policies at local, regional and global levels.

By bringing together grassroots organisations teachers' unions, children's and youth rights organisations, NGOs, parents' associations and community groups from about 90 countries to discuss the future of financing public education the forum is expected to contribute in setting the steps needed to transform the financing of public education. Moreover, it is expected to contribute regarding the identification of the required shifts at the international, regional and national levels to ensure enough funds are available to guarantee the right to a free, public and quality education for all.

As a starting point, participants in this policy forum are encouraged to consider the following question:

What are the priorities and paths of action for transforming the financing of public education and shaping education financing policies at local, regional and global levels?

Policy Forum Group Discussion: Transforming equity, gender and inclusion

6th World Assembly

16 November 2018, Kathmandu – Nepal; 2: 00 – 3:30 PM

Background

Inequalities, including gender inequality, access and educational systems that ignore the peoples' right to learn in their mother tongue or are insensitive of ethnic, cultural, political and religious diversity are critical reasons for millions of children to be left behind.

In terms of gender imbalances, global figures show that net enrolment in primary school is being reduced in recent years. However, considerable disparities prevail at local and regional levels and girls and women are still amongst the most excluded. Several obstacles need to be removed to reduce the roots of such gender disparities. Girls and women who never attended school or who abandoned it at early stages, are often amongst those who find themselves doing domestic work, caring for other children and relatives. Child marriage and early pregnancy are considerable barriers for girls and woman's right to education in several contexts. Boys and men's right to education are also affected in several regions of the world. In some contexts, boys and men can be affected by sexist stereotypes against schooling and in context of conflict they are in high risk of school abandoned.



Children and youth with disabilities are often excluded from education and society due to physical, ideological, systemic, or communication barriers, but they are also faced with stigma and prejudice. The need for more inclusive societies requires considerable financial investments and social policies which transform often negative system beliefs towards disabilities and people with disabilities.

Fighting against poverty would make a significant impact on overcoming inequalities in education. People living in low-income countries and regions are consistently amongst those out of school or abandon it at early stages.

Objectives

The theme of this forum reflects GCE's fundamental belief that every person has unique characteristics, interests, abilities and learning needs and that those learners with special education needs must have access to and be accommodated in the general education system. By considering the diversity among learners, inclusive education seeks to combat discriminatory attitudes, creates welcoming communities, achieves education for all as well as improves the quality and effectiveness of education of mainstream learners. Education systems should respond positively to pupil diversity and approach individual differences as opportunities to enrich learning for all.

In line with this conviction, this policy forum aims to provide new ideas on how to transform education systems to reduce inequalities and promote truly inclusive educational systems for all.

Specifically, the debate will explore the types of social, cultural, political and legal barriers that need to be overcome to guarantee the right to a free, public and quality education for all.

Expected outcomes

The forum is a unique opportunity for education civil society organisations to engage in emerging debates on the challenges for overcoming inequalities and discrimination within education systems and setting priorities and paths of action for shaping education policies from an inclusive perspective at local, regional and global levels.

By bringing together grassroots organisations teachers' unions, children's and youth rights organisations, NGOs, parents' associations and community groups from about 90 countries, the forum is expected to contribute in setting the steps needed to make education systems inclusive for all. Moreover, it is expected to contribute regarding the identification of the required shifts at the international, regional and national levels to ensure inclusive policies to guarantee the right to a free, public and quality education for all.

As a starting point, participants in this policy forum are encouraged to consider the following question:

What are the priorities, challenges and paths of action for making education inclusive for all people at local, regional and global levels?

Gender: how to we address the gender disparities globally and regionally, without creating new distortions?
How to overcome challenges to deliver a disability inclusive education?



Policy Forum: Transforming decision making and governance
6th World Assembly
16th November 2018, Kathmandu - Nepal - Nepal; 2: 00 – 3:30 PM

Objective

The Policy Forum Discussion aims to facilitate a debate on the changes GCE needs to make for improving decision-making processes and governance.

Expected Outcomes

4. Identification of key barriers and strengths of the movement regarding decision-making and governance.
5. Ideas for promoting a progressive change on the matter.

Background

The construction of a civil society movement that defends and promotes the right to education is an ongoing task, based on the conviction that citizens have the right to participate actively in decision-making and that governments are accountable for facilitating people's engagement in the adoption of education policies and governance.

Participation should include all actors, especially those who have been historically discriminated against. GCE is committed to working for the rights of women, people with disabilities, youth, ethnic minorities, migrants and refugees, indigenous peoples and those who have been denied the right to education. We think that the diversity of voices strengthens our movement and by amplifying them we create the necessary conditions to build fairer societies.

Traditionally, GCE has focused much of its work on political mobilisation so that public authorities comply with their educational obligations. However, the right to education has encountered many obstacles put by regressive forces that are looking for short-term, easy solutions and question the credibility of civil society organisations to contribute to the implementation of the human rights based global educational agenda.

These negative changes in the international context force GCE to strengthen its organisation and coordination strategies, to look for more innovative solutions in order to guarantee its political sustainability and deepen its impact.

A renewed **Vision** of the movement therefore proposes that:

“GCE will strengthen capacity to act at the global, regional and national to influence governments and the international community to guarantee



equitable, inclusive, quality and free of charge public education for all, on a lifelong basis”

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

- A. **Communities of Practice:** For each of relevant topics (for example: Youth, Gender, Inclusion, with especial emphasis on disability-inclusive education, Financing, Emergencies, etc.), communities of practice will be set up, gathering activists from national, regional and INGO members, who share the interest and expertise on these issues.
- B. **Ad-hoc Committees:** They will plan, organize and implement specific activities or events, including participatory research, monitoring and evaluation.
- C. **Communication networks:** The communication strategy will seek to shift the global narrative and offer up-to-date and accessible information to members, by turning the web site into a mobilising and learning tool. In addition, information systems and alerts will be established to engage membership around concrete action.
- D. **Campaigning:** Campaigns will be opportunities for massive participation of GCE members, based on common objectives, shared strategies and global impact. They will be designed with SMART objectives and with a strong monitoring and evaluation background.



DAY 2

Reflection on the movement: Panel discussion - Transforming our movement - What did we achieve so far?

6th World Assembly

17th November 2018, Kathmandu – Nepal. - 10:15-10:45

Objective

The Panel Discussion aims to facilitate a debate on the achievements of the movement and on the changes that the current times impose on GCE, in order to respond to the needs and rights of all people.

Expected Outcomes

1. The common challenges and differences between the regions have been identified.
2. Successful strategies have been recognized to advance the realization of the right to education.

Background

The construction of a civil society movement that defends and promotes the right to education is an ongoing task, based on the conviction that citizens have the right to participate actively in decision-making and that governments are accountable for facilitating people's engagement in the adoption of education policies and governance.

Participation should include all actors, especially those who have been historically discriminated against. GCE is committed to working for the rights of women, people with disabilities, youth, ethnic minorities, migrants and refugees, indigenous peoples and those who have been denied the right to education. We think that the diversity of voices strengthens our movement and by amplifying them we create the necessary conditions to build fairer societies.

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A renewed **Vision** of the movement therefore proposes:

GCE will strengthen capacity to act at the global, regional and national to influence governments and the international community to guarantee equitable, inclusive, quality and free of charge public education for all, on a lifelong basis.

GCE's capacity for strategic planning, campaigning and servicing its members should be enhanced in order to strengthen the civil society movement for education. In doing so GCE will strengthen communications capacity for local and regional members developing a shared communications toolkit, regional workshops and training.

Communications needs to be strengthened across the board and members. This should be seen as a strong push towards strengthening internal systems that not only collect data but incorporate collective processes to monitor the impact of communication efforts.

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

Reflection on the movement: Transforming our movement - how to project ourselves in the future

6th World Assembly

17th November 2018, Kathmandu – Nepal. 11:15 – 12:00

Objective

The Panel Discussion aims to facilitate a debate on the achievements of the movement and on the changes that the current times impose on GCE, in order to respond to the needs and rights of all people.

Expected Outcomes

1. Good practices have been identified at national, regional and global levels.
2. There have been known proposals to improve and deepen policy and advocacy work in the coming years

Background

The construction of a civil society movement that defends and promotes the right to education is an ongoing task, based on the conviction that citizens have the right to participate actively in decision-making and that governments are accountable for facilitating people's engagement in the adoption of education policies and governance.



Participation should include all actors, especially those who have been historically discriminated against. GCE is committed to working for the rights of women, people with disabilities, youth, ethnic minorities, migrants and refugees, indigenous peoples and those who have been denied the right to education. We think that the diversity of voices strengthens our movement and by amplifying them we create the necessary conditions to build fairer societies.

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



GCE Beyond 2018: Strategic Plan 2019-2022

6th World Assembly

18th November 2018, Kathmandu - Nepal 02:00-02:30

Background

GCE's next strategic plan will set out the movement's core aims, priorities and objectives for the four-year period from 2019 to 2022. The GCE Secretariat, with direction from the GCE Board, has convened a consultative process to inform a draft plan, which also included a survey open to the full membership. As the movement governing body, one key objective of the World Assembly is to debate and adopt the proposed draft, which will be submitted for comments before the events in Nepal. The World Assembly debates and work sessions, including the policy forum, will give members the opportunity to discuss and influence the content of the draft strategic plan, thus defining what the movement will focus on in the coming years.

The new proposal builds on GCE's previous Strategic Plan, 2015-2019, and it is based on the increasing experience that its members, Board and Staff have accumulated during the last years. The evaluation of the past strategic plan, which was conducted between June and July 2018, has offered important lessons that we intend to harvest in the coming years.

From this evaluation, we learned that the implementation of the SDG4/E2030, the civil society participation in the education policy processes and the strengthening of the public education systems remain crucial for GCE's membership. Increasing public transparency and accountability are expected to be the key for advocacy work, including education financing, teacher's professionalisation, civil society participation in decision-making and protection of marginalised populations, among others³. The evaluation also shows how GCE offers a rich corpus of research materials which enables members to learn from practices across regions but recognises that lack of funding and capacity are key challenges for the future.

Many of these challenges have been expressed in several GCE World Assembly resolutions, and they have impacted the projects and programs of advocacy, communication and campaigns, especially

³ The evaluation is based on a survey conducted by GCE with its local coalitions. Results are classified by the language data that was collected and results can be consulted through the following links:
English: <https://www.surveymonkey.com/results/SM-QCQ5JTTWL/>
French: <https://fr.surveymonkey.com/results/SM-8JBSRTTWL/>
Spanish: <https://es.surveymonkey.com/results/SM-P8XSNTTWL/>
Portuguese: <https://pt.surveymonkey.com/results/SM-JYD33TTWL/>
Arabic: <https://www.surveymonkey.com/results/SM-7CZTMTTWL/>



the Global Action Week on Education (GAWE). However, this strategic plan aims to focus on specific issues and objectives, which require urgent attention during the next period.

Purpose of the Strategic Plan

- Build critical mass around priority issues in which the right to education can find strategic leverage for its full realisation.
- Strengthen the global civil society movement for the right to education.
- Gather, systematise and disseminate relevant information to support GCE membership.
- Set out global advocacy and campaign agendas.

Key Areas

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

Strategic Area 1: Equality and non-discrimination

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

Strategic Area 2: Transformative education

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

Strategic Area 3: Education in emergencies

GCE aims to support the development of comprehensive frameworks to assess and support the right to education of people living in areas potentially or already affected by emergencies.



Strategic Area 4: Education financing

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

Delivering the Strategic Plan

GCE will work and combine the different aspects of advocacy, justiciability, public campaigning and communications, based on sound research to achieve change.

For each strategic area, the outcomes and actions are organized according to the different aspects of GCE's work.

Additionally, in line with the Monitoring, Evaluation and Learning Model (MEL), simple but coherent instruments should be developed for this aim, as well as the implementation of a resource mobilisation and fundraising strategy.

The main aims of the fundraising and resource mobilisation strategy are:

- To maintain and expand GCE Secretariat services to its members;
- To decrease dependency of the Movement on a single source of income and secure sustainability;
- To develop partnerships to allow the Movement to work on its four identified strategic areas.

**GCE Beyond 2018 - Group discussion 1: Strategic communications session –
6th World Assembly
17th November 2018, Kathmandu - Nepal**

Background

The Global Campaign for Education is a movement of more than 100 coalitions worldwide. The diversity of the network is both an opportunity in terms of representativeness, and a challenge in terms of structuring the movement together. Communications from GCE to its members have mainly been unidirectional. Little space has been given to horizontal dialogue (from coalitions to coalitions) and no structured processes have been implemented for members to communicate with GCE. In addition, part of GCE's mission is to enhance the movement externally, to share its members successes to an international audience, and to create a strong global media space to give a voice to the education civil society organisations the movement represents. In order to achieve this mission, new ways of working and developing information flows within the movement need to be agreed on and implemented. The World Assembly is a key moment for all coalitions to meet



together; it is an ideal space to reflect on processes, exchange learnings and ways of working that will help strengthen the whole movement.

In that context, it has been observed that, as the movement grew over the years, a need arose to strengthen strategic communications within members.

Objectives and outcomes

Objectives:

- To improve internal communications processes within the membership.
- To facilitate experience sharing and shared learnings.
- To foster a collaborative environment between coalitions from different countries.
- To ensure the visibility and dissemination of GCE's members successes to the whole network and externally.

Expected outcomes:

- Communications gaps and weaknesses are assessed, both internally and externally.
- New tools and ideas are proposed and debated; and sharing activities/stories, knowledge and collaborative processes are improved and agreed on.
- Key communication focal points are confirmed or identified within coalitions/ regional secretariat.
- A way forward and next steps are agreed on.

**GCE Beyond 2018 - Group discussion 2: How to adapt to external threats -
Renovation of the movement - strategic partnerships/ allies/ intersectionality
6th World Assembly
17 November 2018, Kathmandu – Nepal; 3:00 – 4:30 PM**

Background

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

The construction of a civil society movement that defends and promotes the right to education is an ongoing task, based on the conviction that citizens have the right to participate actively in decision-making and that governments are accountable for facilitating people's engagement in the adoption of education policies and governance.

Participation should include all actors, especially those who have been historically discriminated against. GCE is committed to working for the rights of women, people with disabilities, youth, ethnic minorities, migrants



and refugees, indigenous peoples and those who have been denied the right to education. We think that the diversity of voices strengthens our movement and by amplifying them we create the necessary conditions to build fairer societies.

Traditionally, GCE has focused much of its work on political mobilisation so that public authorities comply with their educational obligations. However, the right to education has encountered many obstacles put by regressive forces that are looking for short-term, easy solutions and question the credibility of civil society organisations to contribute to the implementation of the human rights based global educational agenda.

In view of the growing threat of privatisation and commercialisation of education, the regressive policies that we witness in different countries and regions to restrict the scope to the right to education in several contexts and the criminalisation of the right to protest and contest for the right to education, GCE believes that the movement needs to be renovated in order to be able to address emerging external threats which limits people's right to education.

Objectives

This group discussion aims to identify emerging external threats that limit GCE's opportunities to influence policy and contribute to the expansion of people's opportunities to enjoy the right to education. It also aims to identify key priorities and paths of action to address those threats.

Expected outcomes

The group discussion will provide a picture of the emerging external threats that limit the GCE's opportunities to influence policy and contribute to the expansion of people's opportunities to enjoy the right to education

The group discussion will also provide key ideas for identifying the movement's priorities and paths of action to address those threats.

As a starting point for the discussion, participants in this workshop are encouraged to consider the following questions:

What are the overarching threats which are limiting GCE's opportunities to influence policy and contribute to the expansion of people's opportunities to enjoy the right to education?

What are the key priorities and paths of action for addressing those threats?



**GCE Beyond 2018 - Group discussion 4: GAWE, VNR/ HLPF, 20th anniversary
6th World Assembly
17 November 2018, Kathmandu – Nepal; 3:00 – 4:30 PM**

Background

2019 is a milestone for the movement - its 20 anniversary marks the time for change and renewed impact. This session will draw on the momentum of the World Assembly to have a participatory discussion with the members on what the main campaigns for 2019 will be. It will be an opportunity for further exchange of ideas and brainstorm, and agree on a common vision for the movement in 2019.

Objectives & outcomes

The session aims at achieving 3 main objectives:

- an agreement of the membership around the theme for GAWE 2019 & designation of members for the advisory group;
- proposed ideas for activities around the 20th anniversary and designation of volunteers to coordinate them;
- proposed collective actions around HLPF / UNGA; and constitution of a coordinating platform.

1. As a point for discussion, the Board will have previously discussed and possibly agreed on a preferred theme for GAWE.

3 themes are proposed to the Board for review:

Making the right to education a reality

This proposed theme encompasses several of the draft strategic plan focus areas. It relates closely to the strategic focus area on 'Equality and non-discrimination', and has linkages with the strategic area 'Education in emergencies'.

This theme may blend different approaches depending on context and relevance to our members:

- A focus on children with disabilities, calling for adapted school infrastructures, dedicated teachers' training and support materials;
- A focus on gender disparities, and LGBTI rights;
- A focus on disadvantaged and poor communities;
- A focus on indigenous people;
- A focus on migrants/ refugees.



The Global Campaign will highlight all these groups and propose campaigning messages and policy proposals framed with the overarching right to education.

132 million reasons why

This theme is part of the of the strategic area, 'Equality and non-discrimination'.

The GAWE already focused on Girls education in 2003 for the very first Global Action Week "Girls' Education: The Biggest Lesson", and in 2011 with a rights-based campaign It's a "Right! Make it Right! Education for Women and Girls Now!".

Gender discrimination is still a major issue across the Movement, and we see this theme as an opportunity to leverage existing relationships and partnerships (UNGEI, Malala Fund) and create new ones (AWID, Girls not Brides) to launch an impactful campaign. The campaign will be more targeted at identifying and changing the belief systems, building on the grassroots experience and expertise of our members dealing with gender discrimination at the local level. As it is identified that, in some countries, boys are now lagging behind, the campaign will be mindful of righting the wrongs and not creating a new issue.

This campaign theme will also rely on youth-led organisations, and the GCE Secretariat would work with them to support them drive this campaign, as younger generations hold the key to changing global/ regional/local narratives in their communities.

Rethinking education, building the skills for tomorrow

This theme directly correlates with the proposed strategic area 'Transformative education'.

This theme may encompass sub-themes at the heart of the GCE movement, which can be different areas of focus depending on local context:

- A call for better recognised, trained and qualified teachers;
- The central role of education in transforming citizens and societies;
- Life-long education opportunities;
- Mother tongue as the first language for education.

The Global Campaign will highlight all these sub-themes and propose campaigning messages and policy positions framed with the overarching concept of transformative education.

2. The 20th anniversary discussion proposes to be more open, and to hear ideas from the membership on possible collective actions, linked to GAWE & HLPF/UNGA events. Ideally, the 20th anniversary events will build on GAWE to increase its reach and meaning.



3. As a basis for the HLPF/UNGA discussion, the proposed policy/discussion paper will be submitted to members. They will also be invited to share their plans so coordinating mechanisms can emerge, and needs for support can be identified.

DAY 3

GCE Beyond 2018: Strategic Areas - Workshops - Group 1: Equality, Gender & Inclusion

6th World Assembly

18 November 2018, Kathmandu – Nepal; 9: 30 – 11:00 PM

Background

Inequalities, including gender inequality, access and educational systems that ignore the peoples' right to learn in their mother tongue or are insensitive of ethnic, cultural, political and religious diversity are critical reasons for millions of children to be left behind.

In terms of gender imbalances, global figures show that net enrolment in primary school is being reduced in recent years. However, considerable disparities prevail at local and regional levels and girls and women are still amongst the most excluded. Several obstacles need to be removed to reduce the roots of such gender disparities. Girls and women who never attended school or who abandoned it at early stages, are often amongst those who find themselves doing domestic work, caring for other children and relatives. Child marriage and early pregnancy are considerable barriers for girls and woman's right to education in several contexts. Boys and men's right to education are also affected in several regions of the world. In some contexts, boys and men can be affected by sexist stereotypes against schooling and in context of conflict they are in high risk of school abandoned.

Children and youth with disabilities are often excluded from education and society due to physical, ideological, systemic, or communication barriers, but they are also faced with stigma and prejudice. The need for more inclusive societies requires considerable financial investments and social policies which transform often negative system beliefs towards disabilities and people with disabilities.

Fighting against poverty would make a significant impact on overcoming inequalities in education. People living in low-income countries and regions are consistently amongst those out of school or abandon it at early stages.



Objectives

As a closing session of the policy discussions on equality, gender and inclusion, this workshop aims to bring a synthesis on the issues discussed on transforming equity, gender and inclusion in both the opening session of the forum and the policy forum. This workshop also aims to set a common vision for the movement to further reflect the challenges and paths of action to ensure inclusive education for all.

Expected outcomes

This is the closing session of the policy discussions on transforming equity, gender and inclusion.

The workshop will bring a synthesis on the issues discussed on transforming equity, gender and inclusion in both the opening session of the forum and the policy forum.

It will also set a common vision for the movement to further reflect on the challenges and paths of action to ensure inclusive education for all.

The synthesis of the workshop and identification of paths of action will be guided by the following question:

What are the priorities, challenges and paths of action for making education inclusive for all people at local, regional and global levels?

GCE Beyond 2018: Strategic Areas – Workshops - Group 2 – Education in emergencies

6th World Assembly

18 November 2018, Kathmandu – Nepal; 9:30 – 11:00 PM

Background

Despite international human rights law and international humanitarian law prescribing that States and the international community ensure the right to education in contexts of emergency, little has been done to do so. The gaps to secure education in contexts of natural disaster and conflict are evident not only in the early stages of an emergency but also in the provision of humanitarian aid.

In contexts of conflict and disaster, education is frequently interrupted or denied. Children and youth are usually the most affected, though emergency situations also affect teachers and adult learners.

Ensuring the right to education during an emergency is very context specific. It depends on the nature of the emergency and its scale, the existence or not of an early warning strategy, and the financial opportunities to put it in practice and invest in the recovery phase. In cases of conflict, the distinction between the emergency and the recovery phases is often much more blurred as it is difficult to predict the end of the conflict.



Guaranteeing education in contexts of emergency and fragility is one of the central challenges for the international community. Including education in the humanitarian response and increasing funding to restore educational provision is therefore an urgent matter.

Objectives

This workshop aims to identify the key challenges of securing the right to education in contexts of emergency. Specifically, it will identify key priorities and paths of action to secure the right to education for all in the different stages of conflict, violence and climate-change related emergencies.

Expected outcomes

The workshop will bring about new ideas on the challenges of securing the right to education in contexts of emergency. It will also provide a starting point for setting priorities and paths of action for shaping education policies in contexts of conflict and climate change related emergencies.

As a starting point, participants in this workshop are encouraged to consider the following question:

What are the priorities, challenges and paths of action for securing the right to education for all people in contexts of emergency?

GCE Beyond 2018: Strategic Areas - Workshops - Group 3: Financing Education

6th World Assembly

18 November 2018, Kathmandu – Nepal; 9: 30 – 11:00 PM

Conceptual background

The implementation of policies to remove the obstacles which prevent millions of people around the world, especially children and youth, to enjoy their right to education, requires financial resources from states and the international community.

Transforming the financing of education can have a profound impact in reshaping economic dynamics. Global Partnership for Education acknowledged that 90% of the funds needed to finance education would need to come from domestic resources - though to date many States have a tax base which is too narrow to support educational needs.

GCE will continue campaigning for a strong public-funded education and in achieving this overarching aim will promote tax justice and education financing laws as critical instruments to financing public education. Specifically, GCE will draw on the 4 S's framework on education financing: share of national budgets that governments spend on education; size of budgets; sensitivity of public spending on education, given special consideration to equity and inclusion; and scrutiny of education budgets.

By strengthening coalitions' advocacy capacities to engage in policy debates on education financing at all levels, States and the international community will be encouraged to demonstrate that they are using the maximum available resources to realize the right to education for every individual in every context.



Aims

As a closing session of the policy discussions on funding public education, this workshop aims to bring a synthesis on the issues discussed on transforming the financing of public education in both the opening session of the forum and the policy forum. This workshop also aims to set a common vision for the movement to further reflect the challenges and paths of action to ensure enough funds are available to guarantee the right to a free, public and quality education for all.

Rationale and expected outcomes

This is the closing session of the policy discussions on funding public education.

The workshop will bring a synthesis on the issues discussed on transforming the financing of public education in both the opening session of the forum and the policy forum.

It will also set a common vision for the movement to further reflect on the challenges and paths of action to ensure enough funds are available to guarantee the right to a free, public and quality education for all.

The synthesis of the workshop and identification of paths of action will be guided by the following question:

What are the priorities and paths of action for transforming the financing of public education and shaping education financing policies at local, regional and global levels?

GCE Beyond 2018: Strategic Areas - Workshops - Group 4: Youth Engagement **6th World Assembly** **18th November 2018, Kathmandu - Nepal 9:00 – 9:30**

Objective

The Group Discussion aims to facilitate a debate on how to engage effectively with Youth-led Organizations, as active members of national coalitions, international organizations and global movement (GCE).

Expected Outcomes

1. Challenges and advantages on youth-led organizations engagement to GCE have been identified.
2. Critical assessment of the changes should be done to promote youth engagement at national, regional and global levels.

Background

The past ten years have witnessed a gradual increase in the recognition of the necessity of youth engagement on issues that concern young people. Young people between 15 and 24 years old, are



1.2 billion strong and hence constitute 17% of the world population. Young people's participation on the local, national, regional, and global levels and ownership over education, as legitimate stakeholders, is vital to building sustainable democratic, people-owned decision-making processes in all areas.

In 2015, the World Assembly of the Global Campaign for Education formally recognised the need to represent and include youth-led movements. Part of this is recognising the need to provide support for youth-led organisations on the local and national levels, including in national education coalitions. The GCE World Assembly adopted a Constitution amendment, which reserves for youth, a dedicated seat on the Board as part of the International networks/alliances working on child labour/child rights/youth rights and international youth-led organisations.

Integrating young people in the education movement's decision-making processes will generate new agendas and issues for the movement to take on. The process will foster young people's sense of having legitimate voices as well as enhancing their accountability, responsibility, and conscientiousness. Such engagement fosters the development of local, national, and global citizenship, providing young people with the opportunity to understand better the critical issues in advancing equitable access to education. Through their meaningful participation, young people experience increased levels of ownership over decisions taken and projects implemented. The quality of education policy decisions will always benefit from the novel and unique perspectives youth can provide based on their own experiences and analyses.

The Youth Caucus is a way to enhance visibility and impact of the youth agenda within the Global Campaign for Education (GCE), especially in the GCE World Assembly in November 2018. It is a way to enhance the participatory role for youth unions and youth movements in decision-making, which is often marginal either due to negligence, lack of funding and capacity or discrimination and stereotyping. Young people face systematic prejudice and are often seen as too inexperienced to contribute to education policy development. The GCE Youth Caucus is going to make sure that their perspectives, insights, and ability to contribute to education policy debates in a constructive manner will help to shape the education movement's positions over the coming years.

