



GLOBAL CAMPAIGN FOR
EDUCATION
www.campaignforeducation.org



Fund the Future: Education Now Campaign Pack

Securing a Financing Breakthrough for SDG 4: Campaigning for Increased Domestic Finance to Education

USING THIS CAMPAIGN PACK: WHO IS IT FOR, AND WHY HAS IT BEEN LAUNCHED NOW?

This pack is launched as part of the Fund the Future: Education Now campaign, and the ongoing efforts to secure new pledges of finance, from developing and donor countries alike, to public education systems. It aims to equip civil society actors in the global south to press developing countries for ambitious new pledges towards financing quality, inclusive, equitable, and free public education for all. The campaign pack is launched with just over 3 months to go before the Global Partnership for Education's 2020 replenishment pledging conference in Dakar, with a view to galvanising civil society behind this unique opportunity and securing a financing breakthrough for education. In this pack,

there is an overview of the campaign, there are tools to help activists plan their own campaigns, and there are a number of links for further reading on topics.

GCE has prepared it primarily to support its members; however, we also hope that it has use for other allies and partners. We believe that if we work together with a unified voice and combined messages we will make our campaign stronger. Join the 'Fund the Future: Education Now' campaign and help to turn the tide on the education funding crisis. Together, we can make quality, equitable, inclusive education for all a reality.

For more information, to ask questions, or to let us know what you are planning, please feel free to email Henry Malumo, GCE's Education Finance Campaign Manager, on: henry@campaignforeducation.org

Section 1. CAMPAIGN BACKGROUND & INFORMATION

1.1 The Fund the Future: Education Now campaign

The right to education is embedded in numerous international treaties and instruments – and in most national constitutions. In 2015, Heads of State around the world agreed to SDG4, committing to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030. Critically, they also agreed to the Education 2030 Framework for Action, which included both financial commitments and a call to action for financing from the international community.

Yet, currently, we have a global education crisis. The Global Education Monitoring (GEM) Report estimates that reaching universal pre-primary, primary and secondary education – of good quality – in low- and lower-middle-income countries will require a total of US\$340 billion per year. The 2017/2018 GEM Report, *Accountability in Education: Meeting Our Commitments* notes that between 2013–16, one in four countries spent less than the international recommendation of 4% of GDP on education, and allocated less than recommended minimum of 15% of total public expenditure to education. At the same time, the report also stated that aid to education in low- and lower-middle-income countries needs to be six times above the 2012 level. However, total aid to education in 2015 was 4% below 2010, despite an overall increase in aid of 24% in the same period. Worse still, low-income countries received 19% of total aid to education and 23% of aid to basic education in 2015, down from 21% and 29%, respectively, in 2014. Regionally, sub-Saharan Africa, with over half the world's out-of-school children, received 26% of basic education aid in 2015, less than half the 2002 level. Humanitarian aid to education increased by more than 50% in 2016 to US\$303 million, but funding for education in emergencies remains insufficient at 2.7% of the total.

Unless we see a radical shift in financing for education, the bold ambitions of the SDG4/Education 2030 agenda will continue to be at least 50 years off track for achieving inclusive and quality education for all by 2030.

GCE has identified 2017 and 2018 as critical to redouble our collective efforts to realise the ambitious vision of the Education 2030 Framework for Action. **That is why, in 2017, in order to marshal the resources for delivering SDG4, the Global Campaign for Education**

has launched an education finance campaign – Fund the Future: Education Now.

Through the Fund the Future: Education Now campaign, GCE is calling for action to secure significant shifts in education financing – through increases in aid and domestic finance – to achieve the SDG4/Education 2030 goals. We call for governments to work harder to meet the huge financing gaps in education, to tackle the stagnation of aid to education, and a lack of domestic financing for education in low- and middle-income countries.

The Fund the Future: Education Now campaign has issued a global Call to Action, which contains three major components (or campaign 'pillars'), with linked objectives and targets. These three campaign pillars aim to secure:

1. increased domestic resources;
2. increased bilateral and multilateral contributions; and
3. global action on tax reform and justice.

All three pillars require governments, donors, and the international community to take bold action, to pay for the bold ambitions of the SDG4/Education 2030 agenda. GCE is committed to working across the movement to help secure commitments on these three areas, with campaign actions aimed at different targets, to be taken up nationally, regionally, and globally, at different times, focused on different opportunities.

The campaign explicitly seeks to take a multipronged approach, and be adaptable to different national or regional contexts, while uniting multiple 'mini' campaigning activities or actions under one umbrella. It also seeks to bring together the GCE movement with other civil society actors, including new partners (i.e. global tax justice partners). As well as civil society actors, GCE will be working with partners such as the Global Partnership for Education to strengthen joint advocacy efforts and ensure demands are aligned. **This campaign pack aims to specifically support delivery of the first strand – that is, increased domestic finance – using the Global Partnership for Education's 2018 replenishment conference, in particular, as a campaign 'hook' to press for accelerated action.**

READ MORE: To read the GCE's global campaign framing document [English](#) | [French](#) | [Spanish](#) | [Arabic](#) | [Portuguese](#)

Box 1. Actions already taken under the Fund the Future: Education Now campaign...

- April 2017: GCE launches the global [Call to Action](#) and the campaign framing after discussions with multiple partners – north and south – in the development of the campaign.
- May 2017: GCE launches the advocacy paper “Increasing Global Education Financing: Bold and Credible Pledges to Achieve Sustainable Change” at the GPE’s Developing Country Partner (DCP) global meeting in Accra.
- May 2017: GCE members from across the Arab world and Eastern Europe meet to plan their national and regional education finance campaign actions – [read](#) all about it.
- May 2017: GCE members from Europe and North America meet with civil society partners and GPE in London and DC, to plan national-level advocacy actions and opportunities, with regular fortnightly calls following the meeting.
- 10-23rd June: GCE partners with the Global Alliance for Tax Justice Public Services International, ITUC-Africa, ActionAid, Oxfam, and more partners in the #TaxJustice for #Public Services Global Week of Action, 19-23 June 2017. This is timed around World Public Services Day, commemorated on June 23rd. The GCE collaborates on [materials](#) and a [campaign toolkit](#) to support campaign actions.
- July 2017: GCE consults with European and North American members to input into civil society submission to the G20 Declaration, with education being included in the [final statement](#).
- July 2017: ANCEFA, GPE and GCE Friends of Education side event mobilises CSO voices during the 29th AU Summit.
- August 2017: Joint ANCEFA, ActionAid, Education International and GCE embassy actions and Southern African Development Community (SADC) CSO forum consultation to lobby President Mutharika and SADC Leaders to increase domestic financing to education. [Read GCE’s post-SADC conference blog](#)
- September 2017: Latin America and the Caribbean week of action is launched by CLADE, on “fiscal justice to fund free public education for all” (¡Financien Lo Justo! Por Una Educación Pública Y Gratuita Para Todas Y Todos) –takes place from 18 to 24 September 2017, to coincide with the UN General Assembly. This mobilisation of national coalitions focused on financing education through tax justice. Read more [here](#).
- September 2017: GCE, EI, and the Global Alliance for Tax Justice, in alliance with ActionAid, RESULTS Educational Fund, Light for the World, Open Society Foundations, the International Council for Adult Education, and Oxfam host ‘Sustainably Financing Education’ during the UN General Assembly, to build momentum for action on domestic resource mobilisation. [Read GCE’s blog for more](#).
- October 2017, ASPBAE hosts a regional meeting and plans action ‘from Hanoi to Dakar’. [Read more](#)
- October 2017. – with just 3 months to go to the GPE Financing conference, GCE launches the [‘Compact on Domestic Financing of Education’](#).

...where next...?

In the coming months GCE national, regional and global coalitions are ratcheting up their collective campaigning towards the GPE replenishment conference in February 2018.

1.2 GCE's domestic finance policy agenda

At the core of the Fund the Future campaign strategy is the demand for more ambitious developing country pledges towards financing SDG 4, to ensure quality, equitable, inclusive education for all becomes a reality.

While aid has an important role in delivering SDG 4, over 97% of resources for education must come from the domestic budgets of low- and lower-middle-income countries. Yet, currently, domestic financing for education is much lower than it needs to be, owing to insufficient prioritisation of education from domestic resources, and weak or regressive tax systems that fail to mobilise sufficient domestic resources for education. In other cases, financing is simply not directed to where it is most needed, which can lead to inequitable

education systems, where the poorest or most vulnerable gain little from education budgets. In most cases, there is insufficient information about current budget allocations and financing levels for civil society (and other actors) to hold governments to account for the right to education.

As a result, GCE calls for action on several fronts: this includes expanding domestic tax bases, spending more (in a more progressive¹ way) on education, and ensuring that governments are held to account for delivery. **This is linked to GCE's long-term policy change agenda and campaign to increased domestic financing for delivery of the right to education and SDG – namely, GCE's '4Ss approach' to domestic financing.**

READ MORE: To read more about the 4Ss, the Global Campaign for Education published a toolkit in 2016 dedicated to helping education advocates understand more about this approach: *Financing Matters: A toolkit for on domestic financing for education* [English](#) | [French](#) | [Spanish](#) | [Arabic](#) | [Portuguese](#)

1.3 Fund the Future domestic finance campaigning approach: securing ambitious, credible pledges for more and better financing

Following the development of the overarching Fund the Future: Education Now campaign, GCE has been working to develop the domestic finance campaign pillar, through consultation with national, regional and international partners.

To ensure accelerated action on SDG 4, it is vital that we push governments to be bold in making new commitments to education. To raise ambition and contribute towards a SDG 4 financing breakthrough, GCE is calling for developing countries to make bold new pledges to education.

Every country is different, but (based broadly on one or more of the 4Ss) all countries should be called on to make pledges to do one – or more – of the following:

- increase their share of budgets

- focusing on greater equity in financing
- be more transparent in budgeting
- be clear on how they will be financed (i.e. though tax justice).

It will also require citizens and civil society organisations to play a role in scrutinising budgets to make sure governments are spending their resources wisely. This will mean that the pledges made by developing countries must be fully transparent and have solid baselines from which CSOs can track progress.²

GCE and its partners will use national, regional and international moments and events to call for new pledges or commitments towards education, notably, but not exclusively, before and during the upcoming GPE Financing Conference.

For more background read the Fund the Future campaign plan: [English](#) | [French](#) | [Spanish](#) | [Arabic](#) | [Portuguese](#)

¹ When GCE uses the word 'progressive' in terms of education spending, we use this to denote an approach which ensures that the poorest and most marginalised are a focus in all spending, and funding is targeted in a way which ensures greater equity in education.

² We know that action only targeting developing country governments in increasing their domestic financing will not

secure the financing breakthrough required for SDG 4, and that is why GCE is calling for bold international actions that are required to support developing countries to expand the domestic tax base.

1.4 Opportunities to secure increased domestic financing for education

The 2017 to 2018 period presents civil society with some major opportunities to secure financial commitments from governments and international bodies: already the Fund the Future: Education Now campaign has supported major global and regional actions and events (see Box 1). The next big global campaign moment for GCE, and our partners, is the Global Partnership for Education's Financing Conference. On 2nd February 2018 the Global Partnership for Education (GPE) will hold an historic financing conference, as a critical part of its Replenishment 2020 campaign, in Senegal, co-hosted with France: this is the first time that the financing conference for such a global fund will take place in a

developing country. This offers an incredible and unique opportunity to secure new commitments from developing countries, and call for new donor funds to flow to countries that commit to maintain or expand their own domestic resources for education.

The remainder of this pack, outlines how to make the most of this remarkable opportunity, while linking to ongoing advocacy efforts to ensure this is not a one-off activity, but helps to bring about sustained change.

Section 2. USING THE GPE FINANCING CONFERENCE AS AN ADVOCACY HOOK

2.1. The GPE Financing Conference: a hook for accelerated action on financing SDG4

At the GPE Financing Conference, all developing country partners will be asked to make a pledge at the conference, as part of their commitment to the Partnership. This offers a unique opportunity for civil society and education activists to publicly hold their governments to account for ambitious pledges made towards financing their education sector from 2018 to 2020. If, together, we can apply enough pressure on 2nd February 2018, this could be a landmark day for

beginning to secure a breakthrough in financing – one that marks the beginning of a transformation of the right to education for hundreds of millions of people around the world!

Across the GCE movement, and beyond, actors will be calling on donors and developing country partners of the Global Partnership to make pledges before or during the Dakar conference.

READ MORE: To read more on the current financing backdrop and the opportunities for action download this short media/lobby brief by GCE [“Fund the Future: Funding the Global Partnership for Education”](#).

Box 2. GCE’s policy demands for domestic finance pledges (based on the 4Ss approach to domestic financing)

GCE has developed the following global-level policy demands which would steer all national asks to developing country governments linked to the GPE Financing Conference (and beyond):

- Make benchmarked and credible pledges to increase education spending in line with international benchmarks of 4-6 % of GDP to education and/or 15-20 % of their total government expenditure on education by 2020.
- Expand their tax bases in progressive ways to at least 20% tax to GDP ratio (for example by ending harmful tax incentives, challenging avoidance, raising new earmarked taxes), and allocate a fair share of those funds to education.
- Ensure a robust pledging baseline, improve data on education financing, and provide annual reports on progress against their pledge.
- Prioritise sensitive allocation and spending of education resources in ways that focus on increasing equity and supporting the most marginalised groups; or in terms of ensuring greater budget for the poorest.
- Increase scrutiny of education spending in practice, cutting waste and corruption, including through budget tracking by citizens/independent bodies.

2.2 Southern advocacy linked to the GPE Replenishment conference

GCE has developed a specific advocacy plan for southern coalitions, aligned to the GPE replenishment process. This aims to capitalise on the distinct moment that the Dakar financing conference offers to push for all developing country partners to make a commitment to their own financing in a public international forum. The overarching aim of this southern advocacy plan is to

secure more ambitious and credible domestic finance pledges, in as many DCPs as possible, in or before the 2017 Financing Conference. This in turn can also support CSOs in donor countries leverage larger commitments to GPE. This plan has linked objectives, targets and tactics to achieve this.

READ MORE: To read more the download the summary document of the GCE CSEF-Southern Replenishment advocacy plan. [English](#) | [French](#) | [Spanish](#) | [Arabic](#) | [Portuguese](#)

The Global Partnership for Education has put in place a robust system to encourage developing country governments to make credible pledges to maintain or increase their spending on education towards the benchmark of 20% of national budgets (see Box 2 for more on GPE’s replenishment targets). This is in line with the GPE’s own ‘results framework’, which commits

all developing countries to work towards meeting the 20% finance target.

But we believe the coming months can be used for much more than this; this is a unique opportunity to press for accelerated action on GCE’s own domestic financing agenda – such as action on tax to finance education, as well as new spending allocations.

READ MORE: To read more about the policy background download GCE’s [“Fund the Future: Funding the Global Partnership for Education”](#).

Box 3. The Global Partnership for Education and Replenishment 2020

Established in 2002, the Global Partnership for Education is the world’s only multilateral partnership exclusively devoted to improving the provision of quality education for children. GPE brings together governments, multilateral agencies, international organisations, foundations, the private sector, and civil society to mobilise technical and financial resources towards the areas in greatest need. At the heart of GPE is a belief in the value of bringing together developing country governments with donor country governments, civil society, the teaching profession and the private sector, to pool resources and knowledge in support of education, both globally and nationally.

GPE’s official 2020 replenishment targets

The Global Partnership for Education has launched its replenishment campaign with the goal of reaching US\$2 billion annually by 2020. For the upcoming three-year replenishment period of 2018 to 2020, GPE is asking for:

1. Donor governments to provide US\$3.1 billion
2. Developing country governments to allocate 20% of government expenditure to education.
3. Philanthropic foundations and private sector donors to step up their targeted contributions

The Global Partnership for Education Domestic Financing replenishment objective is *“to receive pledges from Developing Country Partner governments (Heads of State, Ministers of Education or Finance) which set out increases in general government expenditure on education up to or above 20% by the replenishment conference on early 2018”*.³

For more information see GPE’s Case for Investment: [English/French/Spanish/Arabic/German/Italian](#)
This is a GPE document, which is why it is not in Portuguese.

³ This 20% domestic financing ask is aligned to the Education 2030 Framework for Action which recommends that governments will need to increase their investments to education up to 20% of public expenditure. This figure is also aligned to GPE’s results framework (specifically indicator 10, which monitors progress towards increased domestic financing for education, as a prerequisite for funding a country’s education plan), and the GPE funding model. The methodology for indicator 10 can be found here in [English](#) and [French](#).

2.3 Learning lessons from the 2014 replenishment conference: why are we calling for ‘more’ and ‘better’ pledges?

Before and during the Dakar conference GCE is calling for more ambitious – in terms of both an increased number of countries and more finance – and more credible (or ‘better’) pledges.

Our call is based on our analysis of the lessons to be learnt from the 2014 GPE replenishment round. In 2014 33 developing countries made a pledge towards financing during the 4-year period (2014-2017). Of the

total pledged, the vast majority was pledged by governments mainly in Africa, and to a lesser degree in Asia,⁴ which committed to increase their own education budgets by a total of US\$26 billion over four years – ten times more than the donors.

But as an ActionAid- and GCE-commissioned analysis of these pledges showed, most of these pledges were lacking in credible detail (see Box 3).

Box 4. ActionAid and GCE’s 2014 pledge tracking evaluation

During the 2014 replenishment conference, Developing Country Partners (DCPs) of GPE demonstrated ambition and clear leadership. In total, 33 countries pledged US\$26 billion over 2014 baseline figures, far exceeding all expectations, and ten times the amount donors pledged. Yet ActionAid’s recent analysis suggests that many countries remain off track in meeting the spending pledges they made in 2014, and progress is not clear in many countries due to a lack of a credible pledging baseline process.

Of the 33 countries analysed, only 4 (12%) are meeting their pledges while 19 (58%) are off track. In 10 cases, the situation is unclear (either because the government budget is not available or because there are contradictory figures). In other words, this analysis suggested that many countries remain off track in meeting the spending pledges they made in 2014, and progress is not clear in many.

READ MORE: The summary table of the pledges is available [here](#).

During the 2014 replenishment conference, Developing Country Partners (DCPs) demonstrated ambition and clear leadership. During this replenishment period, GCE is calling for the DCPs to lead the way again. But to overcome the problems identified by GCE with the 2014 pledges, this time, DCP pledges must be ambitious but also realistic, credible and trackable – they must be

commitments which governments fully intend to meet and to which others can hold them to account.

This time, we are calling on DCPs to not only raise the stakes of ambition, but also to commit to ensure they are able to show progress, on an annual basis, over the lifetime of the pledge.

READ MORE: A recent report commissioned by GCE, *Increasing Global Education Financing: Bold and Credible Pledges to Achieve Sustainable Change*, analysed the 2014 pledges, and outlined what more could be done to secure more credible pledges. [English](#) | [French](#) | [Spanish](#) | [Arabic](#) | [Portuguese](#)

A summary table of 2014 pledges is also available [here](#).

⁴ By comparison, only one country each from Latin America and Middle East made pledges. The full list of country pledges is available [here](#).

2.4 Bringing it all together: our campaigning approach and the CSO Compact on Domestic Financing of Education.

GCE and its members have been working with other civil society actors to bring together a strong approach to domestic finance campaigning, shared across all CSOs globally. This builds on our analysis of the 2014 replenishment conference, our global domestic finance agenda, and GPE's own approach.

This CSO 'Compact on Domestic Financing of Education' will form a shared approach to be used by all CSOs aiming to influence the upcoming GPE Financing Conference. It will be launched on 2nd November 2017 – 3 months before the GPE Financing Conference in Dakar – helping civil society actors to galvanise action on domestic financing of education from developing country governments, using GPE's Replenishment 2020 as a key opportunity. The compact sets out how, together, civil society campaigners, through a ten-point plan, will call on developing country governments to make a breakthrough in their own efforts to increase education financing:

1. **Making pledges early:** in advance of the GPE replenishment date of 2nd February - to leverage greater commitments from donors. Developing country governments can show dynamic and inspirational leadership by making their own commitments to finance education, and then call on donors to build on their efforts.
2. **Approving commitments at the highest level:** GPE is reaching out to both Education Ministers and Finance Ministers, as they know that ensuring support from Finance Ministers is equally important in terms of (who often) sets the budgets. We are also calling on high-level political buy-in to overcome the 'credibility gap' identified in our 2014 replenishment pledge analysis. This means that, ideally, pledges need to be approved by Heads of State and Ministers of Finance – to show serious political support. The commitments should be made explicit in relevant annual budget and medium-term expenditure documents, over the coming years, enabling scrutiny by the legislative and CSOs.
3. **Announcing domestically first:** new finance commitments to education should be heard first by national citizens *before* being made as formal pledges to the GPE. The context of the GPE Financing Conference offers a real rationale for countries to make pledges at this moment but the announcements should be made in national parliaments or in the media, as they are ultimately announcements of interest to the voters and citizens of the country concerned.
4. **Ensuring commitments are credible:** with clear baseline data, clearly expressed targets and a commitment to track and report on them over time in a fully transparent way.
5. **Increasing the share of budgets for education:** in line with the Education 2030 Framework for Action and the GPE benchmark / requirement. countries should pledge to maintain their budget share at or above 20% - and if present spending falls short of this the pledge should include ambitious steps to increase the share of the national budget spent on education.
6. **Increasing the size of budgets overall** – for countries which already spend 20% of the budget on education, financing commitments to education could be made in the form of ambitious steps to expand domestic revenues through action to expand the tax base in progressive ways (targeting a tax to GDP ratio of at least 20%). This could be achieved for example by ending what the IMF term as 'harmful tax incentives', removing tax loopholes, challenging aggressive tax avoidance or introducing new earmarked taxes for education.
7. **Increasing the sensitivity of budgets** – alongside pledges of increased resources some countries might frame a pledge to spend their education budgets with a greater attention to equity, inclusion and quality – increasing spending on basic education, including early childhood education, and targeting spending on what works effectively in respect of girls' education, the inclusion of children with disabilities, those from minority ethno-linguistic backgrounds, children living in poverty and those affected by conflict.
8. **Increasing the scrutiny of budgets** – too often money that is allocated to education does not get spent on education or does not arrive on the frontline in schools. Action to ensure budgets are transparent and funds are tracked independently (including with help from civil society) can help to ensure that new resources are converted into real delivery on the ground. The primary accountability for effective use of funding should always be governments to their own citizens.
9. **Adding to the collective voice for education** - we urge developing country governments to use any sub-regional, regional or international forums to come together and vocalise their support for greater investment in education – making a

collective call to donors to deliver on their side of the GPE compact.

10. **Adding to the collective call for global tax reforms** – global tax rules are presently set by the OECD and favour richer nations. There is a growing call for a democratic inter-governmental body that is fully resourced and empowered to set and enforce global tax rules. Developing countries

that prioritise spending on education in their own national budgets stand to gain enormously from making a collective stand calling for global progress on tax justice – which is why CSOs remain committed to continuing to work at a global level, way beyond replenishment.

READ MORE: The full Domestic Finance Compact: [English](#) | [French](#) | [Spanish](#) | [Arabic](#) | [Portuguese](#)

Box 5. Securing long term change for an education financing breakthrough and to expand domestic resource – before and beyond replenishment

Undoubtedly, the Dakar conference offers a unique moment to gain new commitments to financing education. But it is vital that civil society campaigners do not see the replenishment conference in a vacuum – as a single, standalone moment of activity. Rather, this is linked to wider and ongoing efforts to increase financing – both before, during, and beyond the Dakar conference. There are (at least) three ways in which GCE is encouraging CSO actors, especially national coalitions, to go beyond the Dakar conference in their planning:

- 1. Identify your own national moments to take forward actions on the broader goals of the Fund the Future: Education Now campaign domestic finance campaign pillar** (as outlined in section 1.2 above). Notably, we are keen to embed the developing country replenishment advocacy within ongoing advocacy work on domestic finance, using the replenishment as a 'hook' to advocate for more rapid movement on GCE country coalitions' own domestic finance advocacy goals. Therefore, the starting point for all campaigning linked to the GPE financing conference should be pre-existing plans and advocacy goals. Campaigning before, during, and after should also link to longer terms advocacy goals, and, ideally, will identify national hooks, such as national budget debates in the legislature, or debates around tax/resource revenue reform.
- 2. Ongoing scrutiny of pledges made at the Dakar Pledging conference will be vital for full delivery.** Pledges made at the Dakar conference must have strong scrutiny by CSOs to hold their governments to account for the delivery of them, over the lifetime of the pledge. The 2014 process demonstrated a lack of ability to follow-up, which has hindered the ability of CSOs to monitor and track replenishment promises. GCE is committed to working beyond the GPE conference in February to support all CSOs in tracking commitments made in Dakar. As outlined in the '4 Ss approach' to domestic finance, this will require pledges that are made are based on transparent data (see section 3.3 below).
- 3. Expanding advocacy on domestic finance to go beyond the Developing Country Partners of GPE and beyond the GPE as a target.** GPE has 65 low and middle-income countries which form part of the Partnership: while collectively these cover many of the lowest-income countries, with the largest gaps in ensuring basic quality education for all,⁵ this only goes some of the way to securing a domestic financing breakthrough in all countries in which this is necessary. For this reason, GCE is continuing to expand the 'Fund the Future' campaign beyond just the GPE countries, and to broaden the campaign to other with national/regional targets with a broader policy change agenda. We believe that we're stronger when we campaign together; therefore, we will continue to find collective campaigning moments to come together in ongoing regional or international moments into 2018, and past the February 2nd financing conference. We call on all regional and national partners to find ways to work together to secure national, regional and international moments for all developing country governments to deliver on expended national pledges to financing education. We will also continue to expand our partnerships to be able to campaign on tax justice to ensure greater domestic resource mobilisation (that can be directed towards education).

⁵ Read more on GPE's allocation framework and country selection - <http://www.globalpartnership.org/funding>

Section 3. Planning your own campaign: a step-by-step guide & tools

This section aims to highlight ways to bring the Fund the Future: Education Now campaign to life! These are only suggested steps to help civil society activists and campaigners with planning, we know that every context will necessitate its own unique approach, but we hope some of the content below helps you planning for national campaigns.

3.1 Call a meeting – with as many allies who support inclusive, equitable, public and free quality education as possible! – to plan your national pledge influencing campaign. To raise the bar and influence at the very highest levels of government – as outlined in the ten-point Compact on Domestic Financing of Education– national strategies must deploy smart tactics. As a first step, GCE is encouraging CSO coalitions to call a national Fund the Future: Education Now pledging campaign to map out opportunities and tactics. The broader the civil society actors that are involved in the campaign, and the more that all CSOs are able to speak with a unified voice, the more likely we are to secure ambitious and credible pledges. Therefore, GCE is calling for NECs and national allies to call a board-based planning meeting – including inviting new allies and actors which share the same vision for realising the right to quality education. We believe it is vital to engage teachers’ unions and as many national CSOs as possible (including, for instance, new allies such as tax justice campaigners). Several INGO actors have already made commitments to support national work and such planning meetings, so do get in touch to see who is signed up to being active in your country! It is also key to ensure that young people are part of the campaign and we encourage all coalitions to use this as an opportunity to bring youth activists into the campaign. It is also worth thinking about who beyond civil society can support your advocacy – maybe there are journalists, GPE LEG⁶ members, or parliamentarians who might support your call?

Get support: GCE has begun compiling a list of different INGO and national actors interested in joining campaigns (who may not already be national members) to find out more information on

who is planning to work in your country, email henry@campaignforeducation.org

3.2 Understand the request to your government sent out by the GPE, in order to inform your own CSO pledge. As part of their own outreach, ahead of the Dakar conference, the GPE Secretariat is asking all partners to prepare a pledge. In the case of Developing Country Partners, GPE has put in place a robust system to encourage developing country governments to make credible pledges to maintain or increase their spending on education towards the benchmark of 20% of national budget. This is in line with the GPE’s own ‘results framework’ commitments for developing country finance targets. GPE will be asking, as a bare minimum, all governments to make a pledge for how they aim to work towards achieving Indicator 10 of their results framework (as noted in section 1.4 above) which calls for all governments to aim towards meeting a 20% budget allocation to education by 2020. The GPE Secretariat has sent DCPs a domestic finance pledging package. This is accompanied by a technical note on Indicator 10 methodology. **It is important that any CSO advocacy should be cognisant of what the GPE themselves are asking of the DCPs, reinforcing the work being done by the GPE, while setting even higher ambition through the CSO credible pledge advocacy. But don’t forget,** as CSOs, we want to go one step further and push for even greater ambition!

READ MORE: To read the Global Partnership’s detailed methodology for the financing/results framework commitments, or more on their own plans for replenishment, they have produced some materials to support CSOs:

Information Packs: [English](#) | [French](#)
Not available in other languages

Microsite of resources: [English](#) | [French](#) | [Spanish](#) | [Arabic](#) *Not available in Portuguese*

⁶At the national level, GPE brings together all education partners in a collaborative forum called the local education group (LEG), led by the ministry of education. The LEG participates in the development, implementation, monitoring and evaluation of education sector plans and programs.

3.3 Demanding an ambitious and credible pledge: draft your civil society pledge demand! CSOs can play a proactive role in influencing their government’s replenishment pledge – infusing this with a degree of ambition and credibility to ensure ‘more’ and ‘better’ pledges. It is envisaged that each GCE member coalition will tailor specific asks that are credible, realistic, but ambitious. This must be context-driven, tailored to the national political context and opportunities, as well as embedded in ongoing national CSO domestic finance demands/asks and/or the opportunities for scaling up domestic finance in each context; not least, as ensuring ‘more and better’ or ‘credible’ pledges must be built on feasible advocacy asks to governments over the next four years, rather than singularly tied to replenishment. Using the 4 Ss approach (see box 2), coalitions may choose the most relevant to their context; for instance, in some cases governments may need to increase their

share of the budget, in others they may need to make explicit how they will finance any increases to education (i.e. through a new earmarked tax), and so on. This offers a ‘menu-based’ approach to setting national CSO pledge demands (picking and choosing what is most relevant to your context, as the examples of national CSO asks below in box 5 demonstrates).

Ensuring a credible baseline figure is an important starting point to ensure that CSOs are able to monitor, track and scrutinise the delivery of this over the four-year pledging period. It is critical that civil society engages the government around their own pledge setting and ensuring robust baseline data, based on their current situation and recent trends, as well as outlying a feasible ‘stretch’ for them over the coming years.

Box 6. Examples of CSO asks in different contexts

The Basic Education Network in Ethiopia has identified asks that are linked to their ongoing finance advocacy, including:

- Advocating for earmarked taxes for education to finance new commitments:
 - 5% tax from the extractive sector exclusively to finance education
 - 1% from the Value Added Tax (VAT)
 - 1% from the telecommunication sector
- Putting pressure on multinational companies to pay their fair share of tax
- An educational trust fund is proposed, to be established by the Ethiopian government, to manage all the proposed new additional sources of financing education.

The **Education Coalition of Zimbabwe (ECOZI)** is campaigning for free primary education in Zimbabwe and ensuring that the government adheres to 20% (or more) of the national budget going to education.

The **national coalition for education in Burkina Faso** (Coalition Nationale pour l’Education pour tous du Burkina Faso) is calling for 5% of GDP to be allocated to education.

The **National Campaign for Education Nepal** is calling for the government to allocate at least 20% of the national budget and 6% of GDP to the education sector.

The **Albanian Coalition for Child Education** is launching a ‘6% to education campaign’, to increase the percentage share of GDP allocated to education

In Nicaragua, given the already high allocations to education at 7% GDP, the Education and Human Development Forum Initiative is focusing on scrutinising budgets, to ensure accountability and efficiency of spending.

Get support. The Global Campaign for Education has been gathering its own data to use as a baseline to support country coalitions. We are aware that many national education coalitions collect and analyse information on their governments budget allocations. However, for those that don't, we have been putting together a database of current spending levels in each country as a percentage of budget expenditure and GDP: this also contains information on the tax to GDP ratios in order to support campaigning for increases revenues for education (in line with the policy demands set out in Box 2, including ensuring a minimum tax to GDP ratio of 20%). This is available [here](#) and on the [Fund the Future website](#). For more information email henry@campaignforeducation.org.

3.4 Building a simple and unified civil society pledge demand. The ability to influence your government's commitment to GPE's Replenishment 2020 will depend a lot on how targeted the CSO ask to its government is. It will also gain greater traction if a broad-based set of CSOs – education coalitions, youth activists, INGOs and teachers' unions – unite and develop a common CSO position. A clear and simple ask, backed with strong evidence, and broad civil society consensus and backing is most likely to achieve 'cut through'.

DOWNLOAD THE TOOL: To support work on this GCE has drafted a template two-pager 'credible pledge':

[English](#) | [French](#) | [Portuguese](#) *Spanish and Arabic to follow.*

This is a simple advocacy tool for using to develop a simple CSO pledge for sign on. For countries where data is available, we have added country-by-country information on 2014 pledges and a baseline figure. It is expected that countries would use the information as they see fit – deleting and adding in their own CSO pledge demand. We have provided national template pledges with national-level data and analyses for countries where there is sufficient data to do so. You can find these here:

[English](#) | [French](#) | [Portuguese](#) *Spanish and Arabic to follow.*

For help on filling this out email henry@campaignforeducation.org

3.5 Choose your targets, and arrange high-level lobby meetings with key players. Once a clear set of demands has been drafted, and shaped, it is crucial to

communicate these to your advocacy targets. The Global Partnership for Education Secretariat is reaching out to their Developing Country Partners (DCPs) in the coming months to negotiate their pledges. GPE has now sent a letter and accompanying 'pledging template' to all DCP contacts (for a full list of national DCP contacts [click here](#)), as well as to be addressed to the Ministry of Finance and the Ministry of Education. The pledge template further requests actual education expenditures for 2014-2016 to act as a baseline figure, and then budget projections for 2017-2020 (to act as the new commitments) ahead of the GPE Replenishment Conference (but only publicly announced at the conference). Given these negotiations are happening now, this is a perfect time to reach out to these targets and start to influence them.

DOWNLOAD THE TOOL GCE has drafted a template lobby/advocacy letter – [download and adapt](#) GCE's template advocacy/lobby letter. Be sure to attach your CSO Replenishment Pledge Demand

3.6 Roll-out public activities to keep up the pressure, including planning for a Replenishment Pledging 'send-off' event. Make sure you supplement all advocacy work with creative public actions along with op-eds, blogs, and social media to raise public awareness and add pressure for senior level engagement in agreeing the governments' pledge. Mobilising the public can be an effective means of drawing attention to the GPE pledging conference and adding pressure for the highest levels of government engagement and sign off on the pledge. In the weeks running up to the conference, organising a media event to announce the CSO demands just ahead of the conference, organising a 'send-off' event, or doing a media release, can all help to ramp up the pressure. We have developed a number of social media tools to support this. If we are going to achieve some of the calls to action in the domestic finance compact – including securing pledges at the highest levels, and early national pledges – then applying public pressure ahead of the summit will be key! GCE is also requesting that Southern coalitions who may be interested in attending the actual summit in Dakar – possibly joining their own government delegation – we are in the process of planning our events immediately before and during the Summit and would love to hear from you and if your coalition may be interested in attending.

DOWNLOAD THE TOOL: Download a [sample template media release](#), to use and adapt to your own context.

Section 4. KEY MESSAGES

These are top-line messages, based on the core demands of the campaign, to use in promotional materials, press releases, short advocacy documents and other 'punchy' communications tools you are planning to create. These can also be shortened for use in social media posts.

These are also focused on global and regional data and demands. Do use the tools provided elsewhere in this pack to tailor the messages for your national or local audiences.

- Education is the critical enabler for achieving the entire 2030 sustainable development agenda, towards a world of dignity, justice, prosperity, and peace.
- Two years into implementation of the global commitment to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030, the education targets remain alarmingly off track.
- By current projections, we won't achieve the Education 2030 promise until 2084 - over 50 years late. Currently, 42% of all African children will drop out before they complete their schooling, and only half of the world's children will go to secondary school. It is time to halt this education crisis.
- To turn the Education 2030 promise into reality, a radical shift in financing for education is required.
- The Global Education Monitoring (GEM) Report estimates that reaching universal pre-primary, primary and secondary education – of good quality – in low- and lower-middle-income countries will require a total of US\$340 billion per year. This will require low-income countries to spend 6.56% of GDP on education, which will still leave a funding shortfall of US\$39 billion.
- Aid has a crucial role to play in filling the US\$39 billion funding gap in the short term; especially in lower income countries. Yet, worryingly, recent analysis shows that aid to education has been stagnant since 2010, and the aid that is given often does not go to the country's most in need, worsening the prospects for achieving global education goals.
- Alongside the stagnation of aid, education fails to secure the level of priority needed in domestic budgets. By far the most important source of long-term sustainable financing for delivering quality education is domestic financing. The Education Commission report estimates that financing for education needs to steadily increase from \$1.2 trillion USD to \$3 trillion USD by 2030, with over 97% of the resources coming from the domestic budgets of low- and middle-income countries themselves.
- GCE has launched the #FUNDTHEFUTURE #EDUCATIONNOW campaign and issued a Global Call to Action, for governments, donors and the international community to work together to:
 1. increase domestic resources;
 2. increase bilateral and multilateral contributions;
 3. take global action on tax reform and justice.
- In early 2018 – on the threshold of the third year of SDG implementation - there is a unique opportunity to begin to reverse the education crisis, at the Global Partnership for Education (GPE) Financing Conference. The Global Partnership for Education is seeking to raise US\$2 billion per year from donors by 2020.

GCE has also provided a series of key messages for use on social media platforms [here](#), which can be shared directly on Facebook and Twitter. You can also download the resources [here](#).

Section 5: CAMPAIGN BRAND AND SOCIAL MEDIA TOOLS

5.1 Brand information and resources

In 2011, GCE developed the Fund the Future: Education Rights Now campaign identity for the first replenishment of the Global Partnership for Education. This identity was refreshed in 2014 for the second replenishment, and used again in 2016 for GCE's Global Action Week for Education. Based on feedback from a variety of members, and to ensure continuity across the financing work of GCE and its members, GCE has decided to maintain this identity, with a slight adaptation to reflect the 2017 Call to Action.

The campaign slogan is **Fund the Future: Education Now**. The original logo has been adapted to reflect this, and it is available to download in all GCE languages [here](#).

GCE is providing resources to members which features this logo and the GCE logo, but there is no compulsion for members to always use this, particularly if it is more appropriate to use national or regional logos for advocacy activities. On this basis, many of the resources provided as part of this pack are presented in Word format for easy adaptation to national contexts.

5.2 Social media resources

You will find a selection of image-based resources for use on your own social media platforms, and which we hope to encourage individual supporters/members of the public to use too. These are available to download as a pack [here](#).

French, Spanish, Arabic, and Portuguese will be available shortly.

They are also available as a public resource here. This link provides Tweets and Facebook posts which can be shared directly from the Fund the Future website.

5.3 Hashtags

GCE will be using the following hashtags for its work on financing:

#FundTheFuture | #EducationNow | #TaxJustice

These will usually be used in English but please let Henry Malumo know if you are using a translated version (henry@campaignforeducation.org).

We also use GPE's hashtag: #FundEducation

5.4 Sample Tweets

In 2013 #Senegal lost c.US\$1.1bn in tax – more than the #education budget. 20% would pay for primary school for every child. #EducationNow

Govts must raise min. 20% of GDP in taxes; #SierraLeone predicted just 11% in 2016. #TaxJustice for #EducationNow www.fund-the-future.org

#Kenya estimated to lose c.US\$1.1bn pa in tax, or c.3 x the #education budget. #TaxJustice for #EducationNow www.fund-the-future.org

#Education is critical to achieve a world of dignity, justice, prosperity, & peace #EducationNow #FundTheFuture www.fund-the-future.org

Current #education projections: #Education2030 won't be achieved until 2084. We must fund #EducationNow www.fund-the-future.org

Currently, 42% of all African children will drop out before they complete schooling. We must #FundTheFuture to deliver #EducationNow

Right now, only half of the world's children will go to secondary school. #FundTheFuture to deliver #EducationNow www.fund-the-future.org

#Tax funds #teachers & #schools, but governments lose out from unfair tax rules, tax dodging, & tax havens. We need #TaxJustice for #EducationNow

5.5. Useful Twitter accounts

We have created lists of useful Twitter accounts for your use, either just to follow or to Tweet directly from your accounts.

World Leaders 2017:

<https://twitter.com/globaleducation/lists/world-leaders-2017/members>

Please note that this is a list created by GCE; it is more up-to-date than the official Twitter list of World Leaders, and includes UN and other key figures. It is not exhaustive.

GCE Members:

<https://twitter.com/globaleducation/lists/gce-members/members>

Please note that this list includes global and regional members, national offices of global members, and key individuals. It is not exhaustive.

GCE National Members:

<https://twitter.com/globaleducation/lists/gce-national-members/members>

This list includes organisational accounts and accounts run by individuals from coalitions. It is not exhaustive.

Education individuals:

<https://twitter.com/globaleducation/lists/education-individuals/members>

This list includes individuals who tweet about education. However, GCE does not endorse the views of any individual on this list. It is not exhaustive.

Education organisations:

<https://twitter.com/globaleducation/lists/education-orgs/members>

This list includes organisations which tweet about education, but are not members of GCE. GCE does not endorse the views of any organisation on this list. It is not exhaustive.

Education ministers:

<https://twitter.com/globaleducation/lists/education-ministers/members>

This list includes ministers, ministries, and senior civil service officials for education. It is not exhaustive.

Finance ministers:

<https://twitter.com/globaleducation/lists/finance-ministers/members>

This list includes ministers, ministries, and senior civil service officials for finance. It is not exhaustive.

Development ministers:

<https://twitter.com/globaleducation/lists/development-ministers/members>

This list includes ministers, ministries, and senior civil service officials for development cooperation. It is not exhaustive.