

9th Collective Consultation of NGOs on Education 2030



Educating for an Inclusive and Sustainable Future

2-5 December 2019, Hammamet, Tunisia



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Introduction

Background

Transforming our World: The 2030 Agenda for Sustainable Development, adopted at the UN General Assembly in September 2015, is one of the most ambitious development agendas to date. The year 2020 will mark the beginning of the last decade for achieving the SDGs. Alarming “despite some progress, on current trends, the world is not on track to achieve the Education 2030 Sustainable Development Goal and targets with the potential to leave hundreds of millions of children, young people and adults behind on every continent in 2030” (SDG-Education 2030 Steering Committee High-Level Political Forum HLPF 2019 submission).

Civil Society Organisations (CSOs) played a crucial role in **shaping and bringing to life** the 2030 Agenda, and their involvement remains key in its successful **review and implementation**.

The **Education 2030 Framework for Action** (FFA), which provides guidance for the implementation of the Sustainable Development Goal 4, recognizes **UNESCO’s Collective Consultation of NGOs on Education 2030** (CCNGO-Education 2030, previously known as CCNGO-EFA) network, as one of the five mechanisms for coordination of the Education 2030 Agenda, effectively mandating the CCNGO to lead CSOs’ involvement in the achievement of the education related targets. The Education 2030 Framework for Action stipulates the following:

Civil society organizations (CSOs), including representative, broad-based coalitions and networks, play essential roles. They need to be engaged and involved at all stages, from planning through to monitoring and evaluation, with their participation institutionalized and guaranteed. CSOs can:

- *promote social mobilization and raise public awareness, enabling the voices of citizens (particularly those who face discrimination) to be heard in policy development;*
- *develop innovative and complementary approaches that help advance the right to education, especially for the most excluded groups;*
- *document and share evidence from practice, from citizens’ assessments and from research to inform structured policy dialogue, holding governments accountable for delivery, tracking progress, undertaking evidence-based advocacy, scrutinizing spending and ensuring transparency in education governance and budgeting.*

Education 2030 Framework for Action, Article 80

9th Global meeting of the Collective Consultation of NGOs on Education 2030

The 9th Global meeting of the Collective Consultation of NGOs on Education 2030 (CCNGO 2019) was organized by UNESCO from 2-5 December 2019 in Hammamet, Tunisia and generously hosted by the Global Campaign for Education (GCE), alongside the Arab Campaign for Education for All (ACEA) and the National Association of the Right to Education (ANDET). The Global CCNGO 2019 brought together 131 participants, including international, regional and national civil society actors from 85 organizations, including the teaching profession and student organisations. The CCNGO 2019 aimed to build on CSOs experiences and strong commitments to strengthen collective initiatives towards the realisation of the SDGs and education related targets.

The Meeting provided a **space for discussion** on where civil society stands since the last CCNGO Global Meeting (May 2017), **activities** undertaken, key **challenges** encountered, **progress** achieved, and **opportunities** identified for the way forward.

The focus and major theme of the Meeting was the **role and engagement of civil society organizations** in supporting **equity and inclusion** in the **implementation of SDG4-Education 2030** at national, regional and global level. This included:

- **Opening** remarks by Ms Stefania Giannini, UNESCO Assistant Director-General for Education, Mr Refat Sabbah, President of the Global Campaign for Education and the General Director and founder of the Teacher Creativity Center, and His Excellency Mr Hatem Ben Salem, Minister of Education, Republic of Tunisia, moderated Ms Golda El-Khoury, Director of UNESCO Cluster Office in Rabat;
- **Six plenaries:** Inclusion imperative; Meeting our Commitments; Report of the CCNGO-ED 2030 Coordination Group; Joint initiatives; Outcome debate and recommendations; and Elections of the Coordination Group;
- **Eight parallel panels:** The right to quality education; The provision of education in conflict or crisis; Teachers, curriculum, assessment, and learning environments; Adult learning and education for active citizenship decent work and sustainable development; Effective governance, accountability, democratic participation, minimising fragmentation through partnerships, and cross-sectoral collaboration; Advocating for increased, effective, innovative, and accountable financing; Data collection, research, review, monitoring, and reporting; and Changing mind sets - eliminating cultural and social barriers to quality education, advocating, and raising awareness.

Noting the education crisis, the participants called for strengthening the critical role of civil society in ensuring the right to education for all. They affirmed that this requires the setting up of institutionalized mechanisms for meaningful civil society participation at national, regional and international levels, including in the global education architecture, leveraging collective dialogue and action. Participants further called for protecting and advancing the right to full participation of students, youth, teachers and parents associations, communities and civil society organizations in education policy making and monitoring, with particular attention to involving marginalized groups.

CCNGO Members committed to building the capacity of civil society organizations to engage with different stakeholders and lead collective action to defend the right to education as a human right, public good and State responsibility. They expressed deep concern about the growth in education privatization and commercialization and affirmed that all private provision must be well regulated and aligned with human rights principles.

They stressed the need to strengthen partnerships with other social sectors, parliamentarians and the media to promote inclusion and equity. They also highlighted the importance of building the capacity of civil society actors to collect and analyze evidence-based data on the most marginalized groups.

The Outcome Statement

The outcome statement [Annex B] was adopted on 4 December 2019 and calls on governments to:

- Ensure **legal, policy and planning frameworks** that adopt an inclusive rights-based approach.
- Develop **curricula and pedagogical practices** that respect intercultural and linguistic diversity, promote human rights, global citizenship and gender equality.
- Ensure that **teaching** is a **valued profession with decent working conditions**¹. Teachers must be **adequately trained, recognized, remunerated and supported** to promote a culture and a

¹ As spelt out in SDG8 and ILO Conventions

practice of inclusion, ensuring, among other things, the fulfillment of the right to education for children with disabilities. It is important they reach out to the broader community. Teachers' **autonomy** regarding curricula and developing critical thinking must be ensured.

- Improve the collection and availability of **disaggregated and reliable data** to inform action, monitoring and the assurance of accountability. **Credible data from multiple actors** including government, multilateral organizations, development partners, academia and civil society should be taken into account.
- Build safe, inclusive **learning environments** free of harassment, violence and discrimination, and **support mechanisms** that offer access to services and information for those affected, including refugees and displaced people.
- Recognize democratic student governments as politically legitimate institutions within education systems and support the inclusion of **student representation within education decision-making structures**.
- Engage in wider **inter-ministerial and parliamentarian dialogue** and policy making in order to address the full SDG4 agenda and linkages with other SDGs.
- Meet the agreed education **financing** benchmarks for education.

1 - Key points from the plenary panels

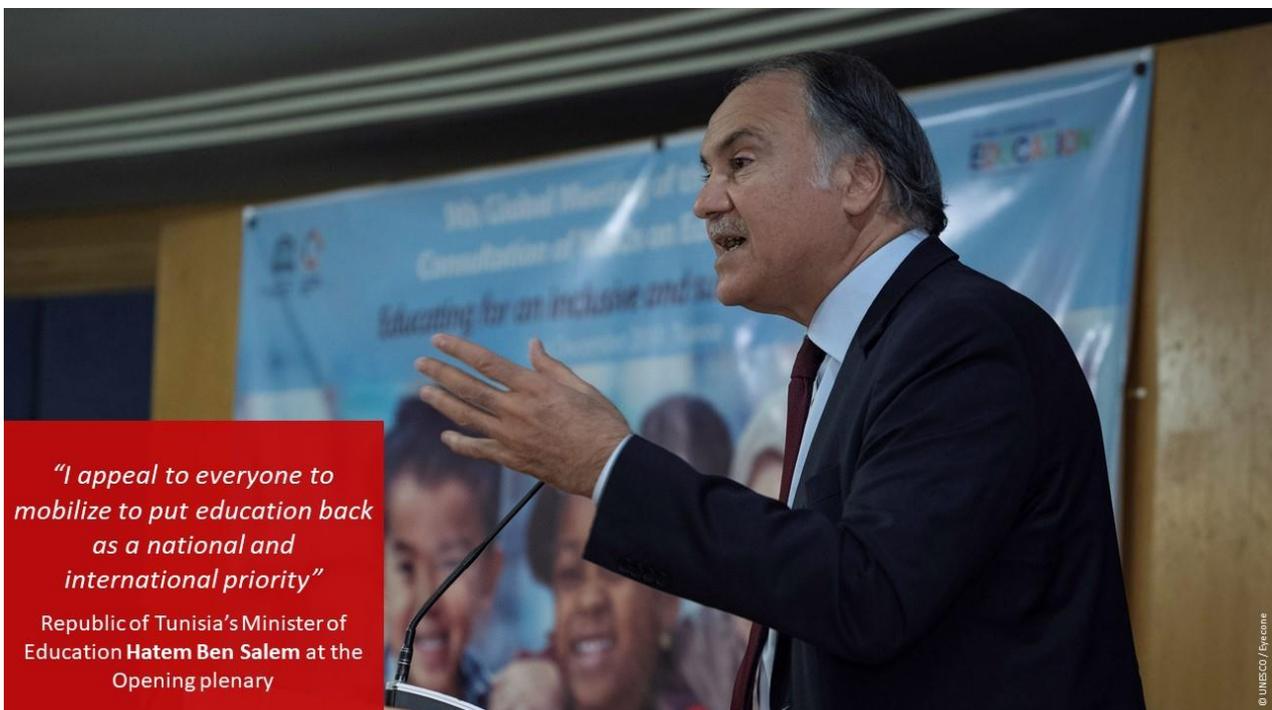
I – Opening



The meeting was opened by a diverse panel representing the highest education authority from each of the key constituencies: UNESCO, Civil Society represented by the President of the Global Campaign for Education and Conference co-host, and the host country, Tunisia, sending a **clear united message on the importance of Civil Society for the achievement of the Education Global Goal**.

“There could be no more important time for civil society to be at the forefront of advancing the right to education,” asserted UNESCO’s Stefania Giannini. “The upcoming SDG decade requires stronger political buy-in, reinforced partnerships and wide societal mobilization beyond the education community to ensure that we deliver on the promise of Agenda 2030 to leave no one behind.” Ms Giannini stressed **three connected priorities for action and acceleration: prioritizing inclusion in all legal, policy and planning frameworks, empowering teachers and financing education as a public good.**

Minister Ben Salem urged that **education regain its place as strategic choice for all nations, with civil society playing a lead role in this mobilization.** “As soon as education is weakened, extremism is reinforced” he said, warning that investments in security and infrastructure are happening at the expense of the education sector where results only become visible in the longer term but are essential for humanity’s future. “I appeal to everyone to mobilize to put education back as a national and international priority,” calling on UNESCO to lead in realizing this and shaping a new vision for education.



Inclusion calls for transformation in the practice of education. “We need to move away from the beaten track and find new solutions,” said GCE’s Refat Sabbah. “Inclusion requires cooperation between governments and representatives of the education sector in the broadest sense, not least civil society, to modernize our curricula to respond to modern day challenges before us.”



“Inclusion requires cooperation between governments and representatives of the education sector in the broadest sense, not least civil society, to modernize our curricula to respond to modern day challenges before us”

Global Campaign for Education’s
President **Refat Sabbah** at the Opening
plenary

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The panel showed how important it is to **keep bringing key stakeholders around the same table to work together**. It is only when national governments, and civil society are aligned with the rest of the global community that real change can happen.

II - Setting the stage: The inclusion imperative

From left to right: Arab Institute of Human Rights’ President **Abdelbasset Ben Hassen**, Plan International’s Global Technical Lead for Inclusive Quality Education **Helen O’Reilly**, UNESCO’s Assistant Director-General for Education **Stefania Giannini**, Global Campaign for Education’s President **Refat Sabbah**, Save the Children Norway’s Senior Advocacy Adviser for international development policy **Beathe Oegaard**, former UN Special Rapporteur on the Right to Education **Vernor Muñoz**



Setting the stage: The inclusion imperative

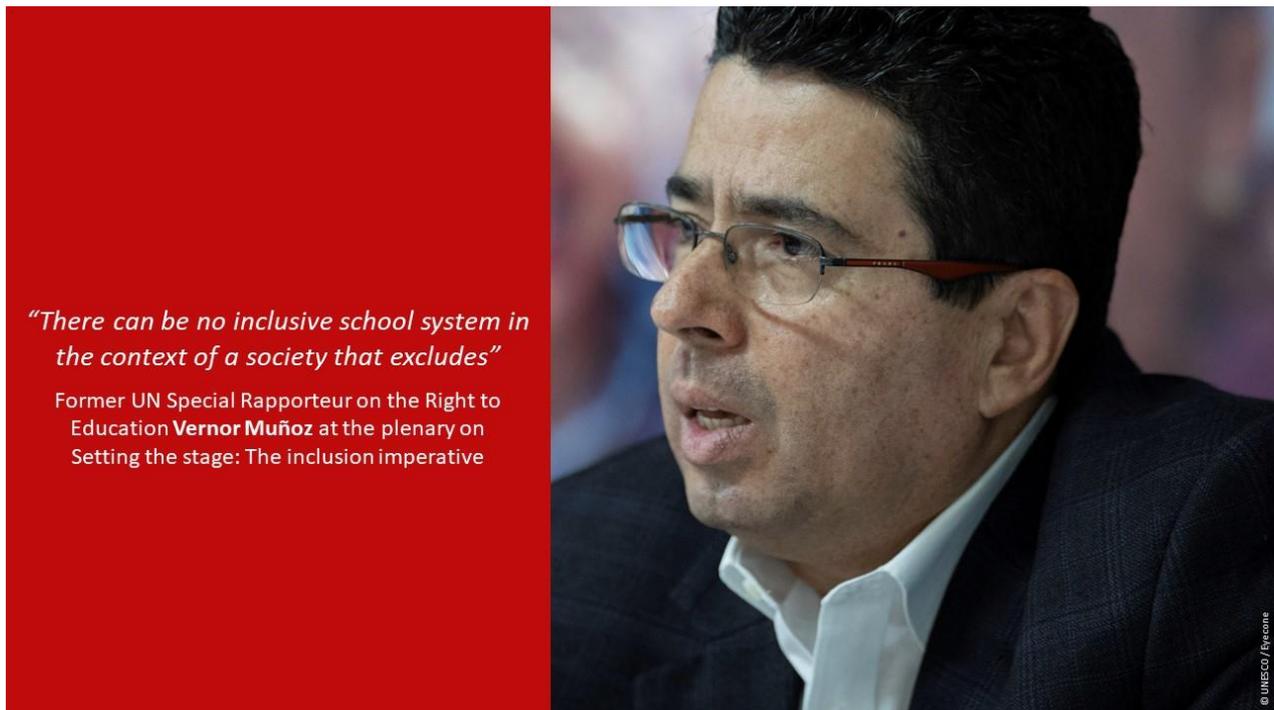
What do we mean by inclusive policies and how are Civil Society Organisations (CSOs), governments and international organizations working to promote inclusion in education?

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Inclusion permeates every aspect of society and is the hallmark of any successful public policy. Panelists shed light on the many facets of inclusion and highlighted some of the most challenging barriers to inclusion in education and solutions to overcome these and drew on outcomes from the UN High Level Political Forum and the Sustainable Development Goals (SDG) Summit.

Inclusion is an integral part of policies

There was common agreement during this panel discussion that **inclusion must be at the center of public policy**. This calls for **supporting teachers** to implement inclusion daily, a priority emphasized by all speakers, especially in the context of the digital revolution. It also calls for the **meaningful engagement of children, students and learners on education policies** that apply directly to them, whether they are in school or out of school, **paying special attention to the most marginalized**. Equating inclusion to access to school is inadequate, especially when obstacles to learning persist in schools due to gender, language and other forms of discrimination. Echoing this, the former UN special rapporteur on the right to education Vernor Muñoz sounded out the dilemma: “there can be no inclusive school system in the context of a society that excludes.”



The panel brought attention to **two facets of inclusion that require global solidarity and action – migrants and gender**, in line with the Brussels Declaration.

Changing mindsets to build a culture of inclusion in education

Changing mindsets is part of building a culture of inclusion, which is a long-term endeavor. Helen O’Reilly of Plan International stressed the importance of **working with both boys and girls to change the status quo** and make them advocates **for gender equality** in their communities and to promote **environments for learning that are free from violence**.



Making **children agents of change** is part of changing mindsets. In this view, Beathe Oegaard of Save the Children Norway advocated for **children themselves to be made aware of their rights to and through education.**



The inclusion imperative for refugees, migrants, and internally displaced persons

In the face of deep inequalities and forced displacement, panelists stressed the need to reflect on **education as an ethical tool and a way out of crisis**, including in the Arab region. Abdelbasset Ben Hassen explained how the Arab Institute of Human Rights is partnering with the Ministry of Education and UNESCO, to make education a key pillar in the democratic transition in Tunisia, through **analyzing curricula from a human rights perspective, training policymakers and introducing citizenship clubs in schools.**



“With the Ministry of Education and UNESCO we have made education a key pillar in the democratic transition in Tunisia, through analyzing curricula from a human rights perspective, training policymakers and introducing citizenship clubs in schools”

Arab Institute of Human Rights’ President
Abdelbasset Ben Hassen at the plenary on
Setting the stage: The inclusion imperative

Building the capacity of civil society to take positive action

In the face of the multitude of obstacles facing the realization of inclusive education, those who work on the ground need to be empowered to push for action. Refat Sabbah assured that the Global Campaign for Education is working to **strengthen civil society’s capacity to implement SDG4**. “We need to broaden the scope of cooperation to reduce gaps in education systems. Only through networking can we ensure free compulsory education for all and have a real impact on development.”



“We need to broaden the scope of cooperation to reduce gaps in education systems. Only through networking can we ensure free compulsory education for all and have a real impact on development”

Global Campaign for Education’s
President **Refat Sabbah** at the plenary on
Setting the stage: The inclusion imperative

Wrapping up the opening panel, Stefania Giannini reaffirmed Civil Society as key partners for UNESCO and called on the Collective Consultation of NGOs on Education 2030 (CCNGO-Ed2030) “to **partner around advocacy, to show the cost of educational deprivation and build capacity to influence policy.**”



II - SDG4-Education 2030: Meeting our commitments

This plenary provided a global update of progress towards SDG4, showcasing the role of CSOs in data, monitoring and reporting, particularly through the production of independent civil society reports—which are also referred to as “spotlight reports.”



The panel highlighted how data from the **UNESCO Institute for Statistics (UIS)** and findings from the global follow-up and review of education provided by the **UNESCO Global Education Monitoring Report** and **spotlight reports produced by Civil Society Organizations (CSOs)** all point to the **same conclusion** that **we are far from reaching our promise to “leave no one behind”**.

Spotlight reports are key CSO contributions to SDG4 review process

Panelists agreed that **CSO spotlight reports are key contributions to the SDG4 engagement processes and demonstrate the growing commitment of CSOs to engage in formal review processes such as the Voluntary National Review (VNR)** for reporting on country-level progress on the SDGs. However, **civil society is given limited opportunity to engage in official VNR processes at the national level, hence spotlight reports provide alternative perspectives on SDG implementation.**

Spotlight reports provide a reference point for CSOs to engage with governments and the global education community, and their findings tend to showcase a range of critical issues and challenges. While different reports showcase unique national/regional trends, they point to the same **broad challenges of persisting inequality, inadequate financing, insufficient reliable data, and lack of adequate representation of large pockets of the population.**

At the same time, panelists point to the **shrinking civil society participation space, and inadequate attention given to these spotlight reports.**

III - Report of the CCNGO-ED 2030 Coordination Group

The Coordination Group “facilitates the coordination of the work of the CCNGO-ED2030 and communication and cooperation with the UNESCO Secretariat”² over a period of two years. This session showcased highlights and main results of action taken by the 2017-2019 CCNGO Coordination Group, including their roles in global and regional processes for the implementation of SDG4 such as the SDG - Education 2030 Steering Committees, Global Education Meetings and High-level Political Forums.



The panel opened with a presentation of preliminary findings from the ongoing SDG4 Education 2030 **CCNGO survey**, launched by the UNESCO Secretariat to find out more about the work of CCNGO members. This exercise aims to better **prepare the workplan** for the CCNGO for the next biennium as well as **identify opportunities** to enhance the CCNGO platform for members.

² CCNGO Working Procedures 2019

The outgoing Coordination Group (CG) reflected on their **participation in global UN processes**, including the 2019 High-level Political Forum (HLPF), where SDG4 was reviewed. The CG saw value in being present at such UN processes in order to **interact with Member States** and **champion inter-sectorial dialogue** in negotiations. The VNR review exercise at the HLPF is also seen as important for CSOs in advancing their contributions. On the **way forward**, the CG recommended **working more with parliamentarians** and their representatives, as well as other groups of the UN put **more attention on CSO spotlight reports**, to open the possibility of **influencing the VNRs** presented by Member States.

IV – Opportunities for joint initiatives

Sharing of opportunities on major projects and campaigns on education.



Futures of Education

The **Futures of Education: Learning to Become** is a 2-year endeavour initiated by UNESCO to bring together a global reflection to rethink education and shape the future. The report will be published in 2021. There are two tracks for the development of the report (i) International commission of appointed eminent figures to steer the direction of the project, and (ii) Global consultation via an online platform. The **CCNGO is invited to** participate actively in the project and **prepare a CCNGO joint submission to inform the work of the International Commission from a civil society perspective.**

International Education Day, 24 January 2019

The United Nations General Assembly proclaimed **24 January** as **International Day of Education**, in celebration of the role of education for peace and development.

The **2020 celebration** will position education and the learning it enables as humanity's greatest renewable resource and reaffirm the role of education as a fundamental right and a public good. It will celebrate **the many ways learning can empower people, preserve the planet, build shared prosperity and foster peace.**

Major celebrations are envisaged around the world including in UNESCO's Learning Cities, all are invited to either set up their own celebrations or join local events.

Global Action Week for Education

Global Action Week for Education (GAWE) is a campaign that has been led annually since 2003 by the GCE uniting GCE members, UNESCO and organizations of the UN system and partners, around the same education theme. Moving forward, GAWE aims to reconnect with citizens and individuals and regain its citizen-driven perspective. The **2020 edition from 21 to 28 April will focus on “10 years left to 2030: Civil Society Solutions, Recommendations and Plans of Action to Reach SDG4”**.

2 - Highlights from the parallel panels

Eight thematic parallel panels were held over the course of the meeting, each led by a member of the CCNGO Coordination Group who shaped their sessions' contents and moderated. The panels explored lessons learned and ways forward to strengthen inclusion in areas of legislation, learning, and situations of fragility.

Making the right to education for all a legal reality



The panel focused on the challenges and strategies to overcome persistent barriers for vulnerable and marginalized groups excluded from equal education opportunities on the grounds of gender, ethnicity, ability, socio-economic status or other parameters. It explored the root causes of the inequalities, disparities and diverse forms of exclusion and discrimination affecting children and youth as well as the policies and strategies to increase access, reduce dropout, repetition and failure rates and to eliminate the gender gap in education. Securing the rights of disabled, female, and ethnic minority learners was highlighted during the panel.

Innovative approaches to reach all learners

The panel highlighted innovative and promising educational policies and strategies to reach all learners, respecting their diverse needs, abilities and characteristics and to eliminate all forms of discrimination in the learning environment. The importance of communicating effectively on success stories of implementation was highlighted as a way to demonstrate the impact of efforts made towards realizing SDG4 in the long run.

Panellists also highlighted successful instances of teaming up with governments to encourage innovation. Indeed, Helen O'Reilly shared how Plan's partnering with governments is a good example on how to scale up innovations. Similarly, Tunggalag Dondogdulam shared how the National Coalition holds discussions with the Mongolian government and parliamentarians, at the sub-council level such as the child rights council, to achieve changes towards greater inclusion in legislation. Panellists also highlighted

social media as a key tool to make the voices of right-holders heard. Pairing pop culture with policy work is needed to encourage more youth and youth-led activism.

Building partnerships and alliances to increase advocacy effectiveness

Building alliances is critical to holding governments accountable and filling capacity gaps within civil society, be it with fellow CSOs, donors, or other strategic partners. Nafisa Baboo shared Light for the World's strategy in working with local education groups (LEG) to rally support around the same cause and directly influencing bilateral donors to education. CSO advocacy also needs to find more allies in other key ministry portfolios apart from education, such as finance and treasury. The same applies to collaborating more with other development sector partners such as maternal and child health and nutrition.

Key policy messages:

- On advocacy: Increase the pressure and remind duty bearers of their commitments. Governments need to create legal framework as the basis for the realization of commitments. Ways to increase pressure include budget tracking, litigation instruments (where political space is open), work with governments constructively and help them in putting legal instruments in place and make sure these are applied.
- On implementation: Tell stories on successful implementation, demonstrate the impact of efforts towards SDG4 in the long run, on peace and learning to live together. Use social media and make the voice of right holders better heard as the expression of many different stakeholders.

Leaving no one behind

From left to right: Campaign for Popular Education's Deputy Director **K M Enamul Hoque**, Tamer Institute for Community Education's General Director **Renad Gubbaj**, Global Campaign for Education's President **Refat Sabbah**, Arab Network for Literacy and Adult Education's Secretary General **Ekbal Elsamalouty**, National Education Coalition for Education for All of Burkina Faso Coordinator **Tahirou Traore**



Leaving no one behind

The provision of education in conflict or crisis as well as the recognition and validation of qualifications for migrants, refugees, and vulnerable groups

This panel discussion underscored the importance of ensuring inclusive and equitable education and promoting lifelong learning opportunities for all, including for migrants and forcibly displaced persons as

a key to achieving SDG4, building on the recommendations of the 2019 Global Education Monitoring Report.

Working with governments to rethink solutions for refugee learners

Panelists highlighted the need to join forces with governments and other CSO actors to rethink solutions when working with refugees. The panel suggested the creation of a “third place” for refugee children that could serve as a space between school and home. Children need safe and child-friendly spaces for collaborative and creative interaction where they can learn, develop their own skills, attitudes and resources.

Priority on child and youth refugees

Interventions for children and youth must be immediately prioritized. A first step is to provide them with a safe learning environment where they can acquire knowledge, skills, and attitudes enabling them to grow and integrate in society. Children and young adults must be involved in all processes of protection. Programs should be innovative in order to build the capacities of children and families and enable them to identify issues of concern as well as appropriate solutions and actions.

Focus on psychosocial support and community building

Discussions pointed to the need to care and educate at the same time. Psychological and wellbeing support is needed to achieve quality education. Refugees, displaced persons, and migrants are suffering from many different types of problems in their new environments. They face barriers such as lack of protection and language difficulties in interacting in their new environment. In order to achieve quality education, they must be integrated at all levels. Innovative approaches are required to help those who have missed out on part of their education to catch up.

It is equally important to engage them in activities that will create spaces for more interaction with their host communities.

Teachers are crucial elements and must be trained and supported in providing inclusive education.

Key policy messages:

- The right to education for migrants, refugees and other displaced populations must be ensured. However, psychosocial support and care is needed alongside quality education.
- Innovative approaches are needed to help children and youth catch up with their peers and need to be integrated at all levels of their society. Communities, families, and teachers are crucial elements of the education process, and they need to be involved, and where necessary, trained on their role in supporting inclusive education.

Inclusion for quality learning



This panel reflected on the changing role of teachers in meeting new and emerging labour market and societal challenges. It looked at how teacher education can be reformed to better prepare learners to meet future challenges as well as what countries can do to increase the global supply of qualified teachers.

Teachers are increasingly facilitators of learning and require new and better training

The panel posited that the changes that are taking place in the world demand a change in the role of the teacher who must be, increasingly, a facilitator of learning rather than the one who has the knowledge and transmits it. As such, there is an urgent need for reforms in teacher training curriculum to respond to these changes. The panel identified forward-looking and promising policy measures to support the sustainable reform and financing of teacher education, with a specific focus on low-income countries where the shortage of quality teachers is the greatest.

Teachers must be supported by learners, community and families

Teachers must go beyond schools to families, and communities. Learners especially youth, families and communities should all have a say in the future direction of teaching and learning.

Key policy messages:

- Teachers' fundamental leadership role is irreplaceable in guaranteeing inclusion and their actions must go beyond the classroom to engage with the community. Their skills and job descriptions should respond to changing needs.
- Teacher training and development, working conditions and better salaries should be part of a comprehensive intersectoral policy that guarantees teachers' autonomy in managing flexible curricula and developing critical thinking in their students.

Making lifelong learning a reality

From left to right: Coalición Colombiana por el Derecho a la Educación's Secretary **Blanca Cecilia Gomez**, Asia South Pacific Association for Basic and Adult Education's Regional Coordinator **Bernie Lovegrove**, ASPBAE's President **Nani Zulminarni**, Ecumenical Popular Education Program's Secretary General **Zahi Azar**



Making lifelong learning a reality
Adult learning and education for active citizenship, decent work and sustainable development

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This Panel focused on the barriers to achieving adult education and lifelong-learning given the specific impact of labour market changes on jobs and the demand for skills. It also discussed policy measures and solutions that can simultaneously equip the current and next generation of the workforce with the skills they will need for a not-yet-imagined future.

Socio-economic and rural-urban gaps to learning

The panel discussed the rural-urban gap in education. The average duration to complete the basic education cycle in rural areas is much longer than in urban areas. While public education is provided with differing quality standards, governments tend to equate education with labour market demands. Lack of proper education leads to the marginalisation of adults. As a result, strengthening literacy programmes for adults is vital.

Lack of quality data on the value of adult education, coupled with an inadequate budget for education makes the situation more complex

The lack of reliable data is a challenge to providing evidence on how adult learning changes society for the better. As such, CSOs need to acquire knowledge on how to work with different sources of data, better understand government schemes for financing skills development programmes such as for women, promote non-traditional training, showcase good practices of adult learning initiatives and strengthen research initiatives.

Civil society should engage with different partners, within and outside the education sector

CSOs need to bring different movements to work together (e.g. education, environment, human rights, NGOs, INGOs and others), to promote lifelong learning for people, prosperity, and the planet. Demands for financing should likewise go beyond the education sector: for example, there are resources available under employment and training, women's empowerment, and agriculture portfolios.

Challenge the low political will through mapping exercises to hold governments accountable

CSOs need to learn to track government money and understand how that money is being used, carry out mapping exercises, in order to identify gaps and to conduct rights advocacy campaigns. They need to reclaim the right to education, challenge weak political will, push for adult learning, show the gaps, raise awareness and advocate for the strengthening of lifelong learning.

Key policy messages:

- Public education must strengthen adult and lifelong learning opportunities e.g. literacy, numeracy, analysis, synthesis, critical thinking, problem-solving, promoting citizenship, leadership, values and ethics.
- Enhancing CSO capacity for generating grassroots evidence and data, analysis of budget and tracking resource utilisation, power mapping and advocating for the right to education covering the full SDG4 agenda including lifelong learning is critical.

Inclusion, make it collective

From left to right: International Association for Political Science Students' Secretary General **Justin Patrick**, ActionAid International's Education Programme Manager **Julie Juma**, Latin American Campaign for the Right to Education's Coordinator **Camilla Croso**, National Campaign for Education-Nepal's President **Diliram Subedi**, World Organisation for Early Childhood Education's President **Mercedes Mayol Lassalle**



Inclusion, make it collective
Effective governance, accountability, democratic participation, minimising fragmentation through partnerships, and cross-sectoral collaboration

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This panel looked at how CSOs can contribute to achieving SDG4 through their activities and partnerships against the backdrop of increased privatization in education, the erosion of human rights, and the closure of civil society spaces and procedures, and in some cases, the weakening of multilateral efforts and architectures. Policies are still not sufficiently coordinated and social movements from different sectors do not always work together on common problems. Ensuring more meaningful education for children, youth and adults, increased levels of equality and inclusion, peaceful resolution of conflicts and environmental sustainability, for example, all require concerted efforts that include but go beyond the education sector.

Collaboration and partnerships are key, including with governments and parliamentarians

The panel agreed that education advocacy and policymaking needs to be multi-sectoral in nature and requires collaborating with other sectors, including with academia, media, and multiple levels of governments in order to provide more holistic perspectives to policymakers. Working with groups and activists outside of education, including to advance policy goals can lead to greater advocacy success.

Parliamentarians are also important partners for CSOs. Investing in capacity building for parliamentarians can help them make more informed decisions and be more effective actors in initiating change.

Regulation and governance of private education actors

Private education institutions need to be regulated and held accountable. Panelists discussed that in addition to their direct role in education provision, private interests also play indirect roles in making accountability in governance harder, undermining the government's power and the policy visions of its leaders.

Key policy messages:

- Multi-sectoral coalitions with academia, media, and sectors that intersect with education can help build capacities of advocacy efforts and help better inform policymakers.
- Public education is threatened by private interests and countries' financial limitations, but there are ways that multi-sectoral advocacy partnerships can overcome this by devising strategies for tax reform to increase overall national budgets.

Inclusion, make it free

From left to right: Global Initiative for Economic, Social and Cultural Rights' Research and Campaign officer **Oceane Blavot**, GPE's Education Specialist **Tanvir Muntasim**, African Network Campaign on Education for All's President **Samuel Dembele**, Nigerian Coalition's Coordinator **Braham Mougouni**



Inclusion, make it free
Advocating for increased, effective, innovative, and accountable financing

This panel reflected on funding accompanied by the implementation of public policies to leave no one behind.

Appropriate resource mobilization and allocation

The panel agreed that the fulfilment of international commitments on education financing must rely primarily on domestic resources. National governments are the main custodians of the realization of SDG4 and the majority of funds that finance public education systems must be provided by domestic resources. Allocating sufficient domestic resources (15-20% of public expenditure) to the education system can yield important benefits not only in terms of educational outcomes but can also be a driver to meet all the Sustainable Development Goals.

When it comes to international aid, countries with the greatest needs should be given a larger share of aid. 65% of global education spending goes to high income countries. There is a funding gap of US\$39 billion in low and lower middle-income countries. Added to this in low income countries households bear the largest financial burden, accounting for approximately 30% of the education expenditure share (source GEMR 2019).

The panel suggested the strengthening and empowerment of local authorities in financing inclusive education as a means to improve the implementation of SDG4.

Improvement of the institutional framework and effective application of legal instruments

Civil society must rely on international and national legal mechanisms to uphold the right to education and guide funding for education in an appropriate manner. The Abidjan Principles are an important and innovative tool for civil society advocacy work and for guiding governments in respecting the right to education.

The Abidjan Principles can be used to compel states to respect the right to education.

Civil society must fully play its role as watchdog for the respect of commitments and the use of resources allocated to education.

Key policy messages:

- CSOs must advocate for credible financial commitments to increase spending on education in line with international benchmarks and legal instruments for the provision of free, quality adult education and lifelong learning for all.
- Citizen monitoring of education resource allocations and expenditures must systematically prioritize equity and support for people with special needs, the marginalized and the poor.

Inclusion, make it known



This panel looked at how civil society's advocacy initiatives as well as data collection and analysis play a critical role in the implementation of SDG4.

Data collection, analysis and use

The panel explained the numerous initiatives taken by governments, UN agencies and civil society platforms to provide data and evidence including administrative data, Education Management Information System (EMIS), Global Education Monitoring Report (GEM), UNESCO's Institute for Statistics (UIS), Voluntary National Reviews (VNRs), research initiatives and CSOs community score cards, alternative reports, and spotlight reports based on the grassroots evidence.

The panel reiterated the need to look beyond averages, access, basics, and formal schooling. It urged for sharpening the focus on equity and inclusion, quality and learning, review of curricula, teacher preparation and assessment, lifelong learning and non-formal education, and cross-sector cooperation. It highlighted that reliable data facilitates policy formulation, planning and implementation, and strengthens advocacy initiatives.

Capacity development

Civil society could contribute further to data collection, analysis and use. National, regional and international actors should help CSOs inform their approach to tackling issues in education. There should be a focus on context-specific issues which affect marginalized populations, and partnerships with community-based monitoring initiatives as well as the media to bring about concrete examples of good practices in information generation and monitoring that could help decision makers at all levels.

The panel urged participants to be prepared to challenge data if it is not in accordance with the reality of the situation on the ground.

Key policy messages:

- There needs to be investment in reliable, disaggregated data that is systematized, periodic, and gathered by multiple actors: government, academia, and civil society.
- Civil society should develop the capacity to generate credible alternative data and conduct research to generate evidence in addition to government data.

Inclusion, make it for all

From left to right: International Association of Educators for Peace's **Lisbeth Gouin**, Leonard Cheschire's Global Programmes Technical Lead **Marie Schoeman**, Liaison Committee for NGOs in partnership with UNESCO's President **Marie-Claude Machon-Honoré**, Voluntary Service Overseas' International Global Policy Lead **Raj Kumar Gandharba**, Bridge 47 Project Manager **Nora Forsbacka**



Inclusion, make it for all
Changing mind sets, eliminating cultural and social barriers to quality education, advocating, and raising awareness

This panel highlighted the need for Inclusive education systems to remove the barriers that limit the participation and achievement of all learners, respect diverse needs, abilities and characteristics and eliminate all forms of discrimination and stereotypes in the learning environment.

Engaging families and communities

Marie-Claude Machon-Honoré highlighted the Cali Inclusion Forum's discussion paper that stated "engaging families and communities are crucial efforts to improve learning outcomes in areas of disadvantage through approaches that are characterised as being 'doubly holistic'. That is to say, they seek to develop coordinated efforts to tackle the factors that disadvantage children and enhance the factors that support them, across all aspects of their lives and their life spans from conception through to adulthood."

Transformative education teachers play a key role

The panel supported the need to mobilise society broadly to realise inclusive education for all children in formal and non-formal settings, with transformative education as described in target 4.7 of SDG 4 being a means to achieve this change. Inclusion of those with disabilities should be recognised as a good practice model towards realising the fundamental right education and to ensure that discrimination and harmful stereotypes are eliminated, and diversity recognized. The panel highlighted the key role of teachers that

need initial training, continued professional development and support in their endeavour to provide inclusive education daily.

Key policy messages:

- Teacher development and training policies and curricula (both initial teacher education and continued professional development) should give more attention to attitudinal change in teachers and their ability to ensure that every child, especially those from marginalised groups, is able to achieve his or her full potential by removing the barriers that hinder their full participation.
- Multiple and inter-sectoral partnerships with communities, families, civil society organisations and governments should work together to achieve this systemic change.

3 – Coordination Group 2020-2021

The Coordination Group (CG) is elected every two years. The CG facilitates the coordination of the work of the CCNGO-Ed 2030 and communication and cooperation with the UNESCO Secretariat. The CG is composed of ten NGO representatives.

From left to right: ASPBAE's President **Nani Zulminarni**, ANCEFA's President **Samuel Dembele**, Ivorian Network for the promotion of Education for All's Executive Secretariat Coordinator **Paulin Junior Kouame**, Teacher Creativity Center's Inclusion Coordinator **Rawan Shwaikeh**, CAMPE's Executive Director **Rasheda Choudhury**, Liaison Committee for NGOs in partnership with UNESCO's President **Marie-Claude Machon-Honoré**, OMEP's President **Mercedes Mayol Lassalle**, GCE's President **Refat Sabbah**, DVV International's Director **Christoph Jost**, Coalición Colombiana por el Derecho a la Educación's Secretary **Blanca Cecilia Gomez**



Coordination Group 2020-2021

UNESCO NGO liaison Committee is represented by its President Marie-Claude Machon-Honoré.

International focal points

- **World Organisation for Early Childhood Education and Care**, Organisation Mondiale pour l'Éducation Préscolaire (**OMEP**) represented by its President Mercedes Mayol Lassalle
- **Global Campaign for Education (GCE)** represented by its President Refat Sabbah

Membership at large focal points

- **Campaign for Popular Education (CAMPE)** represented by its Executive Director Rasheda K. Choudhury
- **Ivorian Network for the Promotion of Education for All** represented by its Executive Secretariat Coordinator Kouame Paulin Junior

Regional focal points

- **Africa Network Campaign on Education For All (ANCEFA)** represented by its Chair Samuel Ndembele
- **Teacher Creativity Center (TCC)** represented by its Programme Director Hala Gubbaj
- **European Association for the Education of Adults (DVV International)** represented by its Director Christoph Jost
- **Asia South Pacific Association for Basic and Adult Education (ASPBAE)** represented by its Secretary General Maria Lourdes Almazan Khan
- **Campaña Latinoamericana por el Derecho a la Educación (CLADE)** represented by its Colombian Coalition member Blanca Cecilia Gomez

4 – Modified working procedures of the CCNGO

1. Introduction

Since its creation, UNESCO considers Non-Governmental Organizations key partners in fulfilling its mandate. In 1984, the Education Sector created the Collective Consultation of NGOs (CCNGO) on Literacy as the mechanism to facilitate dialogue between UNESCO and NGOs on the theme. Since the launch of the Education for All movement in Jomtien (1990), -reaffirmed in Dakar (2000), -the civil society organizations' (CSOs) involvement in education has considerably expanded and CSOs are today considered a key partner along Governments and Regional Bodies, UN agencies and the private sector.

With the adoption of the 2030 Agenda for Sustainable Development (September 2015) and its 17 Sustainable Development Goals (SDGs), the international community committed to a new global agenda. At the core of the agenda is the **Sustainable Development Goal (SDG) 4 - Education 2030 (ED 2030)** with the objective: **“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”**. This goal, together with its associated targets, sets an ambitious universal education agenda for the next 15 years (2016-2030). The implementation of SDG 4 – ED 2030 will be guided by the Framework for Action (FFA³), in which civil society organizations' (CSO) role is clearly outlined⁴. The FFA provides guidance on how to translate into practice at local, national, regional and global levels the commitment to the SDG 4 - ED 2030.

All education partners are called to work closely together and intensify their efforts in view of achieving the SDG 4 – ED 2030. The CCNGO-ED 2030 will remain among the key SDG 4 – ED 2030 mechanisms for strengthened dialogue, common reflection and revitalized partnerships.

These working procedures set out the role and functioning of the CCNGO-ED 2030 in this respect.

2. Purpose of the CCNGO-ED 2030

The CCNGO-ED 2030 is UNESCO's key mechanism for dialogue, reflection and partnerships with NGOs for the implementation of the SDG 4–ED 2030. It is taken into account in UNESCO's regular programme. Recognizing NGOs as key partners in SDG4-ED 2030 and as a source for innovation and knowledge, especially in reaching the marginalized, the purpose of the CCNGO-ED 2030 is to:

- Facilitate NGO participation and their collective expression in SDG4-ED 2030 related programmes, meetings and mechanisms, including regional and global ED 2030 coordination structures (e.g. regional meetings, the Global Education Meeting, the SDG4–ED 2030 Steering Committee);
- Facilitate the collaboration of the CCNGO-ED 2030 as a network, and of individual CCNGO-ED 2030 members, with education specialists at UNESCO Headquarters, regional bureaux and field offices and institutes;
- Foster exchanges and cooperation among the NGOs and in the framework of the wider SDG4-ED 2030 partnership;
- Facilitate the participation of NGOs in monitoring and evaluating SDG4 targets;
- Contribute to the development of a global vision of SDG 4 –ED 2030, to the concept of lifelong learning and to the definition of international education agendas;
- Contribute to building the knowledge base on ED 2030.

³ <http://unesdoc.unesco.org/images/0024/002456/245656E.pdf>

⁴ Clause 80: CSOs including representative, broad-based coalitions and networks, play essential roles. They need to be engaged and involved at all stages, from planning through to monitoring and evaluation, with their participation institutionalized and guaranteed.

3. Membership

The CCNGO-ED 2030 membership consists of (1) NGOs with official partnership status⁵ (consultative status or associate status) with UNESCO and (2) organizations and networks of organizations not maintaining official relations with UNESCO provided that:

- They are non-governmental and not-for-profit;
- They work in the field related to the objective of the SDG 4 – ED 2030
- They have been in existence for a minimum of two years;
- They supply a written request to UNESCO’s contact team for the CCNGO-ED 2030 with the following documents and information: statutes, instrument of legal recognition, latest activity report, list of members of the organization, and contact persons and contact details;
- The request is validated by UNESCO⁶.

CCNGO-ED 2030 members are encouraged to work in a spirit of cooperation, tolerance and solidarity while respecting cultural diversity, UNESCO’s mandate as defined by its Constitution and the working procedures of the CCNGO-ED 2030.

4. Functions of CCNGO Members

General Principles⁷

CCNGO Members shall:

1. Endeavour to promote the work of the CCNGO through their organization and networks;
2. Keep the Coordination Group and UNESCO Contact Team regularly informed of their activities, particularly those carried out in the field of SDG 4 Education 2030 goals and targets;
3. Inform UNESCO and the CCNGO of meetings and initiatives that are of interest and related to SDG 4 Education 2030;
4. Send representatives, as far as possible at the highest level, to the CCNGO Global Meeting provided for in section 6 below;
5. Contribute to the work carried out in the framework of the CCNGO, including participating in consultations and surveys;
6. Foster exchanges and cooperation among the NGOs and in the framework of the wider SDG4-ED 2030 partnership.

5. Termination of CCNGO Membership

1. Absence of collaboration, within the context of the CCNGO, for a period of two years between a CCNGO member and UNESCO contact team shall result in the termination of the former’s membership.
2. When the UNESCO Focal Point and Contact Team deems it necessary to terminate the membership of an NGO, he/she shall refer the matter to the CCNGO Coordination Group for decision. Before doing so, he/she shall inform the organization concerned of the grounds for his/her proposal, and shall communicate any observations that the organization may wish to make to the Coordination Group before any final decision is taken.

⁵ Partnership status: institutionalized partnership established between UNESCO and NGOs. The criteria for establishing official partnership status can be found in the most recent version of the Directives concerning UNESCO’s partnership with non-governmental organizations, adopted by the General Conference at its 36th session in 2011 (Resolution 36C/108)

⁶ Membership requests are processed twice a year: those received before end of June are processed in July and those received before end of December are processed in January.

⁷ These principles are non-exhaustive and serve as a general guide for CCNGO members

6. Global Meetings

The CCNGO-ED 2030 may be convened by the UNESCO Director-General, every two years, in turn at UNESCO headquarters and in the regions⁸. To prepare for this meeting, regional and global consultations of the NGOs will be undertaken. The purpose of the biennial meeting is as follows:

- Evaluation of past and present work;
- Consultation and reflection on specific ED 2030 themes;
- Constitution of the CCNGO-ED 2030 Coordination Group;
- Adoption of thematic priorities for joint activities;
- Adoption of recommendations concerning ED 2030;
- Interaction with UNESCO.

7. UNESCO contact team

UNESCO's Education Sector designates a focal point and a contact team responsible for the following tasks:

- Providing conceptual, technical and administrative support to CCNGO-ED 2030 activities and meetings;
- Connecting UNESCO's regional bureaux, field offices and Education Sector units with the CCNGO/ED 2030 namely through facilitating the nomination of regional CCNGO focal points within UNESCO's Regional Offices for substantive cooperation (e.g. policy consultations, information sharing, joint advocacy, studies);
- Maintaining a website, a CCNGO-ED 2030 membership list and global and regional emailing lists for communication with and among the CCNGO-ED 2030 membership;
- Regularly sharing information on UNESCO's activities, the ED 2030 partnership, other education-related developments and opportunities for NGO participation.

8. Coordination Group

8.1 Purpose and Mandate

A *Coordination Group* will facilitate the coordination of the work of the CCNGO-ED 2030 and communication and cooperation with the UNESCO Secretariat.

The role of the Coordination Group is to:

- Propose a biennial work plan;
- Collaborate with UNESCO in the coordination and follow-up of the work plan and CCNGO-ED 2030 activities;
- Report regularly on activities, including at the biennial CCNGO-ED 2030 meeting;
- Support UNESCO to mobilize additional resources for activities of the CCNGO-ED 2030;
- Promote the CCNGO-ED 2030 and strengthen its membership and action within the different regions and internationally;
- Encourage CCNGO members to strengthen relations and undertake joint activities with UNESCO;
- Facilitate the monitoring and sharing of information on ED 2030-related issues and activities between UNESCO and the CCNGO-ED 2030 members;
- Identify opportunities for joint action and advocacy between UNESCO and the CCNGO-ED 2030;
- Ensure representation of the CCNGO-ED 2030 in global and regional ED 2030 Meetings convened by UNESCO (in which also other CCNGO-ED 2030 members and NGOs might participate);
- Facilitate consultations on candidatures for the functions of regional and international focal points;
- Collaborate with UNESCO in preparing the biennial CCNGO-ED 2030 meetings;

⁸ The regions as defined by UNESCO are as follows: Africa, Arab States, Asia and the Pacific, Europe, Latin America and the Caribbean

- Select two members among the Coordination Group to represent civil society organisations in the SDG 4-ED 2030 Steering Committee;
- Ensure that the recommendations formulated by the CCNGO-ED 2030 are voiced at the sessions of the UNESCO governing bodies (General Conference and Executive Board) in accordance with the rules of procedure (representatives of NGOs in official relations and of the UNESCO-NGO Liaison Committee); and
- Approve proposals on terminating inactive members put forward by the UNESCO focal point and contact team as provided for in section 5.

8.2. Composition of the Coordination Group

The Coordination Group is composed of ten NGO representatives, including five regional focal points, two international focal points and two further representatives of the CCNGO-ED 2030 membership at large seeking to ensure the presence of national entities. Ex officio, one representative of the UNESCO/NGO Liaison Committee will also be a member. The other nine members will be elected every two years, in connection with the global meeting. The candidates must:

- Be nominated by their respective NGO which commits to mobilize and put at disposal of their representative the necessary means for the fulfilment of her/his mandate;
- Have expertise and experience in the area of ED 2030;
- Commit to actively engage in the work of the Coordination Group for the full two-year term and to participate in its virtual meetings or designate a replacement if they are unable to attend;
- Commit to be accountable to the group of CCNGO-ED 2030 members (regional or international) which they represent and to regularly consult with them and report to them;
- For regional focal points: candidates must work at the regional level for a regional NGO or network which has members or outreach capacity in at least one third of the countries in their region;
- For international focal points: candidates must work at international level for an NGO with official partnership status with UNESCO.

8.3 Establishment of the Coordination Group

The Coordination Group is established through a procedure of consultation and consensus- building. Organizations may submit only one candidature.

1. Prior to the biennial CCNGO-ED 2030 meeting, UNESCO invites interested members of the CCNGO-ED 2030 to submit their candidate for becoming regional or international focal point, or for representing the CCNGO-ED 2030 at large, by filling in a form.
2. UNESCO shares the candidatures for regional and international focal points with the Coordination Group who facilitate the pre-selection of candidates by consensus or elections in their respective region/international constituency.
3. UNESCO circulates the results of the selection process to the CCNGO-ED 2030 membership for final comments.
4. The pre-selected candidates/candidate organisations introduce themselves to all member organisations at the CCNGO/ED 2030 biennial meeting which validates the selection.
5. The two additional “general” candidates will be elected by consensus or by show of hands by the participants during the biennial meeting, on the basis of candidatures received by UNESCO.

9. Modification of the CCNGO-ED 2030 working procedures

The present working procedures may be modified at the CCNGO-ED 2030 biennial meeting with the approval of UNESCO. Member NGOs may propose modifications to the CCNGO-ED 2030 Coordination Group and UNESCO for consideration at least three months prior to the meeting. If accepted, such modifications would be discussed during the biennial meeting. UNESCO can also propose modifications to be discussed by the Coordination Group. The latter will disseminate the proposal to the CCNGO-ED 2030 membership for advice.

5 - The way forward

Over the next biennium the CCNGO, supported by its Coordination Group and UNESCO, will draw up a road map which will involve consultations and submissions, advocacy efforts (campaigns and events) and community building through the [Microsoft Teams space](#).

Social and political action call

The CCNGO will call for social and political action for education through the 7 priority areas agreed upon at the Global CCNGO meeting:

- Strengthen evidence-based policy dialogue to raise awareness and influence government policy through dedicated mechanisms;
- Ensure that legal, policy and planning frameworks adopt an inclusive rights-based approach;
- Guarantee education and psycho-social support for refugee, displaced and migrant children and ensure that teachers are trained to be sensitive to their cultural identities;
- Support teachers with training to promote a culture of inclusion and to help students open their minds through critical pedagogies. Adequate salaries, decent working conditions and more autonomy are essential to support and value the profession;
- Allocate dedicated budgets to adult learning, the least supported part of the lifelong learning;
- Invest in disaggregated data to capture the full reality of exclusion and to hold governments accountable;
- Encourage citizen monitoring of public budgets on education to ensure resources are directed to support equity and inclusion.

Papers, campaigns and events

Papers

The CG informed by the SDG4 Survey will map opportunities for 2020-2021.

The CCNGO CG will encourage contribution of the CCNGO on the Future of Education project from a civil society perspective.

Campaigns and Events

Targeted communication campaigns will be considered around main events as well as joint celebrations.

Annex A: List of moderators and rapporteurs

Thank you to the leads, moderators and rapporteurs.

Leads and moderators

- Ms Golda El-Khoury, Director of UNESCO Cluster Office in Rabat
- Mr Jordan Naidoo, Director of Division for Education 2030 Support and Coordination at UNESCO
- Mr Lassad Yaccoubi, President of the National Association of the Right to Education
- Ms Mercedes Mayol Lassalle, World President and Regional Vice President for Latin America of World Organisation for Early Childhood Education
- Ms Ekbal Elsamalouty, Secretary General of the Arab Network for Literacy and Adult Education
- Mr Christoph Jost, Director of the International Institute of the German Association for the Education of Adults, DVV International
- Mr Refat Sabbah, President of the Global Campaign for Education and the General Director and founder of the Teacher Creativity Center
- Ms Madeleine Zuniga National Coordinator of the Peruvian Campaign for the Right to Education and Vice-President of the Global Campaign for Education
- Mr Bernie Lovegrove Asia Pacific Regional Coordinator, Civil Society Education Fund programme of the Asia South Pacific Association for Basic and Adult Education (ASPBAE)⁹
- Ms Camilla Croso Coordinator of the Latin American Campaign for the Right to Education
- Mr Samuel Dembele, President, African Network Campaign on Education for All, and Chairperson, Global Campaign for Education
- Ms Marie-Claude Machon Honore, President of the Liaison Committee for NGOs in partnership with UNESCO

Rapporteurs

- Ms Nashwa Salah Ayoub Manager of Resources Development Department at the Hawaa-al-Mostakbel Society for family and environmental development
- Ms Héla Nafti, President of La Ligue Tunisienne de l'éducation
- Mr Oleg Curbatov, International Association of University Professors and Lecturers (IAUPL)
- Ms Elsy Wakil, Coordinator of the Ecumenical popular Education Program
- Mr Wolfgang Leumer, Head of the Civil Society Education Fund Programme, Global Campaign for Education
- Ms Mirvat Shomaly, Project coordinator at the Teacher Creativity Centre
- Ms Lucia Rodriguez, responsible for Political Advocacy at the Federación Internacional Fe y Alegría
- Mr K M Enamul Hoque, Deputy Director of Campaign for Popular Education (CAMPE)
- Mr Justin Patrick, Secretary General of the International Association for Political Science Students
- Mr Egzon Gashi, Chief Executive Officer of Teach Kosovo
- Mr Paulin Junior Kouame, Executive Secretariat Coordinator of the Ivorian Network for the promotion of Education for All
- Ms Lisbeth Gouin, member of the International Association of Educators for Peace
- Ms Shila Bajracharya, National Resource Center for Non-Formal Education, Nepal
- Mr Mahmoud Zarati, member of the International Pharmaceutical Students Federation (IPSF)
- Ms Saba Saeed, Senior Program Manager, Idara-e-Taleem-o-Aagahi
- Ms Aissata Ndiaye, Global Advocacy Advisor, Sightsavers

⁹ Representing Ms Maria Khan, Secretary-General of ASPBAE

Annex B: Outcome statement

9th Collective Consultation of NGOs on Education 2030

Educating for an Inclusive and sustainable future

We, the representatives of national, regional and international non-governmental and civil society organizations and members of the Collective Consultation of NGOs (CCNGO) for Education 2030 gathered in Hammamet, Tunisia, on 3 and 4 December 2019, on the theme “Educating for an inclusive and sustainable future.”

Recalling the 8th CCNGO Declaration¹⁰, we reaffirm our commitment to the United Nations’ 2030 Agenda for Sustainable Development, in particular SDG 4, and its recognition of education as a fundamental human right, public good and state responsibility.

We recognize the need and urgency to provide inclusive and equitable quality education for all from early childhood care and education through compulsory schooling, youth and adult learning and education, including tertiary education and lifelong learning.

We share the definition of inclusion as a transformative process that ensures access to and participation in quality learning opportunities for all children, young people and adults, respecting and valuing diversity and eliminating all forms of discrimination in and through education. We note that adult learning and education (ALE) is the least supported dimension of lifelong learning.

We note with concern that the **High-Level Political Forum (HLPF)** in July 2019 highlighted that the world is not on track to meet its commitments on SDG4 –Education 2030 and in particular to deliver on its promise of inclusive and equitable quality education and lifelong learning opportunities for all.

On current trends, 220 million children and youth will still be excluded from school in 2030 and one in three young people will not complete secondary education.¹¹ Despite progress, many countries are failing to eliminate enduring multiple forms of discrimination in and through education and are still far from achieving gender equality at all levels of education.¹² According to the most recent data from UIS, there are 192 million girls who do not have the chance to get an education. Furthermore, on average one in three children with disabilities of primary school age is out of school.

Clearly, we have an education crisis, fuelled by lack of political will, low prioritization of education and inadequate financing as well as a rising trend in education commercialization, contributing to increasing inequality. To different degrees, education systems worldwide are not responding to the 2030 Agenda’s commitment to “leave no one behind” and are failing to address multiple exclusions related to social and economic disadvantage, gender, disability, LGBTQI, race and ethnicity, migration, refugee status, displacement and remote and rural location.

We note that we live in an interconnected and interdependent world bringing with it enduring and new environmental, economic, social, cultural and political challenges. Additionally, there are challenges related to artificial intelligence and rapid technological innovations, leading to uncertainty regarding work, as well as a demand for new skills and knowledge for sustainable livelihoods. The current context is marked by increased migration and massive displacement, rising extremism, threats to democracy and freedom of expression,

¹⁰ <https://unesdoc.unesco.org/ark:/48223/pf0000248929>

¹¹ Some other gaps: 750 million youth and adults who cannot read and write; 262 million children, and youth who do not attend school; 617 million or 58% of children and adolescents are not able to read and do basic mathematics, many of whom are in school; Half of pre-school age children are not enrolled in early childhood education; only half of all adolescents and youth complete secondary school, with only 18% in low-income countries – and 1% of poorest girls.

¹² GEMR and UIS

shrinking spaces for civil society participation and action and increasing threats brought about by climate change.

Moreover, we meet in the Arab region, the most affected by population movements due to conflict and crisis, with a high percentage of school-age refugees missing out on their right to education.

In line with the Political Declaration of the 2019 United Nations General Assembly SDG Summit, we call for a bolder policy focus on inclusion as an imperative to ensure the realization of a world where “all children, youth and adults are empowered with the relevant knowledge and skills to shape more resilient inclusive and sustainable societies”.

We call on governments to embrace the full SDG4 agenda and to counter initiatives that aim to limit it¹³. We also call on governments to give systematic priority to ensuring that the poorest and most vulnerable and marginalized groups have access to quality education and lifelong learning opportunities, in settings that are accessible, safe and free from discrimination, stigmatization and all forms of violence, in particular related to early marriage and teenage pregnancy as well as gender and school-based violence and actions against children and teachers in crisis affected regions.

We express our deep concern about the growth in education privatization and commercialization, the persistent violation of the right to 12 years of free education and the push for debt as a means for overcoming the current financing gap. We urge that public education systems be strengthened to uphold the right to education and donor support must be channelled to this end. Furthermore, all private provision must be well regulated and be aligned with human rights principles¹⁴.

Drawing on the Cali Commitment¹⁵, we agreed on key conditions and actions to strengthen inclusion at all levels of education, and furthermore call on governments to:

- Ensure legal, policy and planning frameworks that adopt an inclusive rights-based approach
- Develop curricula and pedagogical practices that respect intercultural and linguistic diversity, promote human rights, global citizenship and gender equality
- Ensure that teaching is a valued profession with decent working conditions¹⁶. Teachers must be adequately trained, recognized, remunerated and supported to promote a culture and a practice of inclusion, ensuring, among other things, the fulfilment of the right to education for children with disabilities. It is important they reach out to the broader community. Teachers’ autonomy regarding curricula and developing critical thinking must be ensured.
- Improve the collection and availability of disaggregated and reliable data to inform action, monitoring and the assurance of accountability. Credible data from multiple actors including government, multilateral organizations, development partners, academia and civil society should be taken into account.
- Build safe, inclusive learning environments free of harassment, violence and discrimination, and support mechanisms that offer access to services and information for those affected, including refugees and displaced people.

¹³ Recent examples that undermine the full SDG4 Agenda are the launch of the World Bank’s Global Learning Target, based on their newly coined concept of “Learning Poverty” and the Global Partnership for Education’s (GPE) current strategy which predominantly focuses on children’s learning outcome and equity.

¹⁴ These are outlined in numerous human rights instruments as well as the Abidjan Principles
<https://www.abidjanprinciples.org/>

¹⁵ <https://unesdoc.unesco.org/ark:/48223/pf0000370910>

¹⁶ As spelt out in SDG8 and ILO Conventions

- Recognize democratic student governments as politically legitimate institutions within education systems and support the inclusion of student representation within education decision-making structures.
- Engage in wider inter-ministerial and parliamentary dialogue and policy making in order to address the full SDG4 agenda and linkages with other SDGs.

We urgently reaffirm that acknowledging education as a fundamental human right implies and requires increased financing. Accordingly, we call on governments to meet the agreed education financing benchmarks for education– namely at least 4 to 6% of GDP and 15% to 20% of public expenditure towards education, including through national and global tax justice mechanisms. To bridge the financing gap, donors must fulfil the commitment of 0.7% of gross national product to aid, allocate at least 10% of that to education. Education's share in humanitarian aid must be increased.

Acknowledging the state as the duty bearer, we call for strengthening the critical role of civil society in ensuring the right to education for all. This implies setting in place institutionalized mechanisms for meaningful civil society participation at national, regional and international levels, including in the global education architecture, leveraging collective dialogue and action. We furthermore call for protecting and advancing the right to full participation of associations of students, youth, teachers and parents, communities and civil society organizations in education policy making and monitoring, with particular attention to involving marginalized groups.

As we enter the last decade of SDG realization, we reaffirm our commitment to the right to education through collective action across all continents. We furthermore commit to strengthen partnership between education stakeholders, other social sectors, the media and the broader community to promote inclusion and equity. We commit to building civil society capacities, including to engage other stakeholders more effectively and to collect and analyse evidence-based data on the most marginalized groups. We acknowledge UNESCO's leadership in coordinating the SDG4 agenda and the Education 2030 architecture. We reaffirm that CCNGO is a key mechanism for increased information-sharing, capacity building and collaboration amongst CSOs in the pursuit of SDG4.

We call on UNESCO to ensure that CCNGO is strengthened, including through core funding, to enable it to play a central role in UNESCO's leadership and coordination of SDG4. This must include continuing to recognize civil society as a fully-fledged partner in debates and decisions in the implementation of SDG4-Education 2030.

The 9th CCNGO meeting expresses its deep solidarity and profound concern with the human rights violations of the people living in the occupied Palestinian territories, especially children and teachers, and call for urgent measures in accordance with international human rights laws, in particular to ensure their right to education.

We thank UNESCO, the GCE, ACEA and ANDET for organizing this 9th CCNGO Meeting on Education 2030 in Hammamet, Tunisia.

Annex C: Agenda of the 2019 Global meeting of the CCNGO

Evening welcome - Monday, 2 December 2019	
14:00-22:00	Meeting registration and badge distribution next to the reception area of the hotel
Day 1 - Tuesday, 3 December 2019	
9:30-10:00 Sidi Bou Said room	<p>Opening remarks by</p> <ul style="list-style-type: none"> Ms Stefania Giannini, Assistant Director-General for Education, UNESCO Mr Refat Sabbah, President of the Global Campaign for Education and the General Director and founder of the Teacher Creativity Center His Excellency Mr Hatem Ben Salem Minister of Education, Republic of Tunisia <p>Master of ceremony: Ms Golda El-Khoury, Director of UNESCO Cluster Office in Rabat</p>
10:00-11:10 Sidi Bou Said room	<p>Plenary: Setting the stage: the inclusion imperative</p> <p>What do we mean by inclusive policies and how are Civil Society Organisations (CSOs), governments and international organizations working to promote inclusion in education?</p> <p>This session will provide perspectives on CSO engagement in leaving no one behind since the Siem Riap global meeting in 2017 and highlight some of the most challenging barriers to inclusion in education drawing on outcomes from the UN High Level Political Forum and the Sustainable Development Goals (SDG) Summit.</p> <p>Panelists:</p> <ul style="list-style-type: none"> Ms Stefania Giannini, Assistant Director-General for Education of UNESCO Mr Refat Sabbah, President of the Global Campaign for Education and the General Director (and founder) of the Teacher Creativity Center Mr Vernor Munoz former UN special rapporteur on the right to education Ms Helen O'Reilly Global Technical Lead for Inclusive Quality Education at Plan International Mr Abdelbasset Ben hassen President of the Arab Institute of Human Rights Ms Beathe Oegaard Senior Advocacy Adviser for international development policy at Save the Children Norway <p>Moderator: Mr Jordan Naidoo, Director of Division for Education 2030 Support and Coordination at UNESCO</p> <p>Rapporteur: Ms Nashwa Salah Ayoub Manager of Resources Development Department at the Hawaa-al-Mostakbel Society for family and environmental development</p>
11:10-11:20	Coffee break
11:20-12:30	Plenary: SDG4-Education 2030 - Meeting our Commitments

Sidi Bou Said room	<p>This session will provide a global update of progress towards SDG4 and an overview of global and regional coordination mechanisms, showcasing the role of CSOs in the latter as well as in data, monitoring and reporting</p> <p>Panelists:</p> <ul style="list-style-type: none"> • Mr Jordan Naidoo, Director of Division for Education 2030 Support and Coordination at UNESCO • Mr Daniel April, Researcher and communication consultant, Global Education Monitoring Report at UNESCO • Mr Rene Raya, Lead Policy Analyst Asia South Pacific Association for Basic and Adult Education • Ms Andressa Pelanda Executive Coordinator of Brazilian Campaign for the Right to Education <p>Moderator: Mr Lassad Yaccoubi, President of the National Association of the Right to Education</p> <p>Rapporteur: Ms H�la Nafti, President of La Ligue Tunisienne de l'�ducation</p>
12:30-14:00	<p>Lunch</p>
14:00-14:45 Sidi Bou Said room	<p>Report of the CCNGO-ED 2030 Coordination Group (May 2017 - December 2019) Presentation of highlights and main results of action taken by the CCNGO Coordination Group, including their role in global and regional process for the implementation of SDG 4 such as the SDG - Education 2030 Steering Committees, Global Education Meetings and High-level Political Forums.</p> <p>Presentation of survey How civil society is engaged in the implementation of SDG 4 - Education 2030</p> <p>Panelists:</p> <ul style="list-style-type: none"> • Ms Camilla Croso Coordinator of the Latin American Campaign for the Right to Education • Ms Madeleine Zuniga National Coordinator of the Peruvian Campaign for the Right to Education and Vice-President of the Global Campaign for Education <p>Moderator: Ms Mercedes Mayol Lassalle, World President and Regional Vice President for Latin America of World Organisation for Early Childhood Education</p> <p>Rapporteur: Mr Oleg Curbatov, International Association of University Professors and Lecturers (IAUPL)</p>
<p>Thematic Parallel Panels – Ways Forward, Building on Lessons Learned</p> <p>Discussions will review ways to strengthen inclusion in areas of legislation, learning, and situations of fragility.</p>	
14:45-15:45 Sidi Bou Said room	<p>Parallel Panel: Making the right to education for all a legal reality The right to quality education - provision of 12 years of compulsory free education as well as adult and lifelong learning.</p> <p>Panelists:</p> <ul style="list-style-type: none"> • Ms Nafisa Baboo Director of Inclusive Education for Light for the World • Ms Helen O'Reilly Global Technical Lead for Inclusive Quality Education for Plan International • Ms Tunggalag Dondogdulam National Coordinator for 'All for Education!' National Civil Society Coalition of Mongolia

<p>14:45-15:45 Sousse room</p>	<p>Lead: Mr Christoph Jost, Director of the International Institute of the German Association for the Education of Adults, DVV International</p> <p>Rapporteur: Mr Wolfgang Leumer, Head of the Civil Society Education Fund Programme, Global Campaign for Education</p> <p>Parallel Panel: Leaving no one behind The provision of education in conflict or crisis as well as the recognition and validation of qualifications for migrants, refugees, and vulnerable groups</p> <p>Panelists:</p> <ul style="list-style-type: none"> • Mr Tahirou Traore Coordinator of the National Education Coalition for Education for All of Burkina Faso • Ms Renad Gubbaj General Director of Tamer Institute for Community Education • Mr Enamul Hoque Deputy Director of Campaign for Popular Education <p>Co-leads: Ms Ekbal Elsamalouty, Secretary General of the Arab Network for Literacy and Adult Education and Mr Refat Sabbah, President of the Global Campaign for Education and the General Director and founder of the Teacher Creativity Center</p> <p>Rapporteur: Ms Mirvat Shomaly, Project coordinator at the Teacher Creativity Centre</p>
<p>15:45-16:00</p>	<p>Break</p>
<p>16:00-17:00 Sidi Bou Said room</p>	<p>Parallel Panel: Inclusion for quality learning A focus on teachers, curriculum, assessment, and learning environments</p> <p>Panelists:</p> <ul style="list-style-type: none"> • Mr Vernor Munoz former UN Special Rapporteur on the Right to Education • Ms Atinuke Latifat Member of the Curriculum and Programs Unit of One African Child • Mr Tarek Chehidi Senior Director of Multilateral Global Engagement of Teach For All <p>Lead: Ms Madeleine Zuniga National Coordinator of the Peruvian Campaign for the Right to Education and Vice-President of the Global Campaign for Education</p> <p>Rapporteur: Ms Lucia Rodriguez responsible for Political Advocacy at the Federación Internacional Fe y Alegría</p>
<p>16:00-17:00 Sousse room</p>	<p>Parallel Panel: Making lifelong learning a reality Adult learning and education for active citizenship decent work and sustainable development</p> <p>Panelists:</p> <ul style="list-style-type: none"> • Mr Zahi Azar Secretary General for the Ecumenical Popular Education Program • Ms Nani Zulminarni President of Asia South Pacific Association for Basic and Adult Education and Executive Director of Women Headed Family Empowerment PEKKA Indonesia • Ms Cecilia Gomez Secretary of the Coalición Colombiana por el Derecho a la Educación <p>Lead: Bernie Lovegrove Asia Pacific Regional Coordinator, Civil Society Education Fund (CSEF) programme of the Asia South Pacific Association for Basic and Adult Education</p> <p>Rapporteur: • Mr Enamul Hoque Deputy Director of Campaign for Popular Education</p>

Day 2 - Wednesday, 4 December 2019

Thematic Parallel Panels *continued*: Governance, Financing, Data, and Advocacy

<p>9:30-10:30 Sidi Bou Said room</p>	<p>Parallel Panel: Inclusion, make it collective Effective governance, accountability, democratic participation, minimising fragmentation through partnerships, and cross-sectoral collaboration</p> <p>Panelists:</p> <ul style="list-style-type: none"> • Mr Diliram Subedi General Secretary of the National Campaign for Education-Nepal • Ms Julie Juma Education Programme Manager for ActionAid International • Ms Mercedes Mayol Lassalle, World President and Regional Vice President for Latin America of World Organisation for Early Childhood Education <p>Lead: Ms Camilla Croso Coordinator of the Latin American Campaign for the Right to Education</p> <p>Rapporteur: Mr Justin Patrick, Secretary General, International Association for Political Science Students</p>
<p>9:30-10:30 Sousse room</p>	<p>Parallel Panel: Inclusion, make it free Advocating for increased, effective, innovative, and accountable financing</p> <p>Panelists:</p> <ul style="list-style-type: none"> • Ms Oceane Blavot Research and Campaign officer for Global Initiative for Economic, Social and Cultural Rights • Mr Tanvir Mohammad Muntasim Education Specialist, Civil Society and Mutual Accountability, Global Partnership Education • Mr Braham Moumouni Coordinator of the Nigerian Coalition <p>Lead: Mr Samuel Dembele, President, African Network Campaign on Education for All, and Chairperson, Global Campaign for Education</p> <p>Rapporteur: Mr Paulin Junior Kouame Ivorian Network for the promotion of Education for All</p>
<p>10:30-10:45</p>	<p>Coffee break</p>
<p>10:45-11:45 Sidi Bou Said room</p>	<p>Parallel Panel: Inclusion, make it known Data collection, research, review, monitoring, and reporting</p> <p>Panelists:</p> <ul style="list-style-type: none"> • Mr Rene Raya Lead Policy Analyst with the Asia Pacific Association for Basic and Adult Education • Mr Cheikh Mbow Executive Director of Coalition of Organizations in Synergy for the Defense of Public Education • Mr Alberto César Croce National Secretary of the Argentine Campaign for the Right to Education <p>Lead: Ms Rasheda Choudhury Executive Director CAMPE</p> <p>Rapporteur: Mr Egzon Gashi, Chief Executive Officer of Teach Kosovo</p>

<p>10:45- 11:45</p> <p>Sousse room</p>	<p>Parallel Panel: Inclusion, make it for all Changing mind sets - eliminating cultural and social barriers to quality education, advocating, and raising awareness</p> <p>Panelists:</p> <ul style="list-style-type: none"> • Ms Marie Schoeman Leonard Cheshire Global Programmes Technical Lead Inclusive Education at Leonard Cheshire • Ms Nora Forsbacka project Manager at Bridge 47 • Mr Raj Kumar Gandharba is Global Policy Lead – Education, Social Inclusion and Gender, and Resilience Voluntary Service Overseas International <p>Lead: Ms Marie-Claude Machon-Honoré, President of the Liaison Committee for NGOs in partnership with UNESCO</p> <p>Rapporteur: Ms Lisbeth Guoin , International Association of Educators for Peace</p>
<p>11:45- 12:30</p> <p>Sidi Bou Said room</p>	<p>Plenary debate</p> <p>How do we innovate and partner for inclusion in the last decade of the SDGs? Drawing on the 8 parallel panels, this session will look at CSO approaches at national, regional and global levels to advance inclusion in education through political mobilization, linkages between social sectors, advocacy and peer learning.</p> <p>Panelists:</p> <ul style="list-style-type: none"> • Mr Christoph Jost, Director of the International Institute of the German Association for the Education of Adults, DVV International • Ms Ekbal Elsamalouty, Secretary General of the Arab Network for Literacy and Adult Education • Mr Refat Sabbah, President of the Global Campaign for Education and the General Director and founder of the Teacher Creativity Center • Ms Madeleine Zuniga National Coordinator of the Peruvian Campaign for the Right to Education and Vice-President of the Global Campaign for Education • Mr Bernie Lovegrove Asia Pacific Regional Coordinator, Civil Society Education Fund programme of the Asia South Pacific Association for Basic and Adult Education (ASPBAE) <p>Moderator: Ms Cynthia Guttman, Chief of Section of Partnerships, Cooperation and Research</p> <p>Rapporteur: Mahmoud Zarati, member of the International Pharmaceutical Students Federation (IPSF)</p>
<p>12:30- 14:00</p>	<p>Lunch</p>
<p>14:00- 14:30</p> <p>Sidi Bou Said room</p>	<p>Plenary debate - <i>continued</i></p> <p>Panelists:</p> <ul style="list-style-type: none"> • Ms Camilla Croso Coordinator of the Latin American Campaign for the Right to Education • Mr Samuel Dembele, President, African Network Campaign on Education for All, and Chairperson, Global Campaign for Education • Ms Rasheda Choudhury Executive Director CAMPE

	<ul style="list-style-type: none"> Ms Marie-Claude Machon-Honoré, President of the Liaison Committee for NGOs in partnership with UNESCO <p>Moderator: Ms Cynthia Guttman, Chief of Section of Partnerships, Cooperation and Research at UNESCO</p> <p>Rapporteur: Ms Shila Bajracharya National Resource Center for Non-Formal Education, Nepal</p>
14:30-15:00 Sidi Bou Said room	<p>Joint initiatives Sharing of opportunities</p> <p>Panellists:</p> <ul style="list-style-type: none"> Ms Cynthia Guttman, Chief of Section of Partnerships, Cooperation and Research at UNESCO Mr Grant Kasowanjete, Global Coordinator at Global Campaign for Education <p>Lead: Ms Ekbal Elsamalouty, Secretary General of the Arab Network for Literacy and Adult Education</p> <p>Rapporteur: Ms Elsy Wakil Coordinator of the Ecumenical popular Education Program</p>
15:00-16:00 Sidi Bou Said room	<p>Internal governance Establishment of the CCNGO Coordination Group and modification of working procedures</p> <p>Moderator: Ms Cynthia Guttman, Chief of Section of Partnerships, Cooperation and Research at UNESCO</p> <p>Rapporteur: Ms Saba Saeed, Senior Program Manager at Idara-e-Taleem-o-Aagahi</p>
16:00-16:45 Sidi Bou Said room	<p>Outcome Document Presentation and adoption of the outcome document</p> <ul style="list-style-type: none"> Mr Jordan Naidoo, Director of Division for Education 2030 Support and Coordination at UNESCO Mr Refat Sabbah, President of the Global Campaign for Education and the General Director and founder of the Teacher Creativity Center <p>Rapporteur: Ms Aissata N'Diaye, Global Advocacy Advisor at Sightsavers</p>
16:45-17:00 Sidi Bou Said room	<p>Closing</p> <ul style="list-style-type: none"> Ms Cynthia Guttman, Chief of Section of Partnerships, Cooperation and Research at UNESCO Mr Refat Sabbah, President of the Global Campaign for Education and the General Director and founder of the Teacher Creativity Center

Annex D: List of Participants (non-nominal)

Arab Network for Literacy and Adult Education (ANLAE)
"All for Education!" National Civil Society Coalition
ActionAid International
International Association of Applied Linguistics
ANCEFA
ANDET
Arab Campaign for Education for All (ACEA)
Arab Network for Civic Education - ANHRE
Asia South Pacific Association of Basic and Adult Education (ASPBAE)
Asociatia Liber la Educatie, Cultura si Sport
Banlieues Du Monde Mauritanie
Brazilian Campaign for the Right to Education
Bridge 47 (Finnish Development NGOs Fingo)
Cameroon Education For All Network
Campaign for Popular Education (CAMPE)
Campaña Boliviana por el Derecho a la Educación
Child Resource Institute Liberia
CLADE
Coalición Colombiana por el Derecho a la Educación
Coalition Education Pour Tous "BAFASHEBIGE"
Coalition Francophone et Ouest Africaine Pour l'Alphabétisation et l'Education Non Formelle
Coalition Nationale de l'Education Pour Tous en République Démocratique du Congo "CONEPT RDC"
Coalition Nationale pour l'Education Pour Tous du Burkina Faso
Coalition Nationale Togolaise pour l'Education Pour Tous (CNT/EPT)
Coalition nigérienne des Associations, Syndicats et ONG de Campagne EPT (ASO-EPT Niger)
Coalition tunisienne de l'éducation
Colectivo de Educacion para todos y todas de Guatemala
COSYDEP (Coalition des Organisations en Synergie pour la Défense de l'Education Publique)
DVV International
Ecumenical popular Education Program (EPEP)
Education for All Campaign Network- The Gambia
Education International
Federación Internacional Fe y Alegría
Federation Generale de l'Enseignement de Base FGEB
Ficemea
Forum Tunisien pour les Droits Économiques et sociaux
FTDES
Fundacion ses
Fundación VOZ
Ghana National Education Campaign Coalition
Global Campaign for Education (GCE)
Global Education Monitoring Report (UNESCO)
Global Initiative for Economic, Social and Cultural Rights
Global Partnership for Education (GPE)
Hawaa Al-Mostakbel Society for Family and Environmental Development (HFD)
Idara-e-Taleem-o-Agahi
International Association for Political Science Students
International Association of University Professors and Lecturers (IAUPL)
International Pharmaceutical Students Federation
Leonard Cheshire
Light for the World
Ligue Tunisienne de l'Education
Mothers School Society
Movimento de Educação Para Todos
Mozambique Education Coalition for all
National Campaign for Education Nepal
National Resource Center for Non-Formal Education, Nepal
NGO-UNESCO Liaison Committee
OIDEL
OIEC
One African Child Foundation for Creative Learning
Organisation tunisienne pour l'éducation et la famille (OTEF)
Organization Mondiale pour l'Education Préscolaire - OMEP
OSF
Plan International
Regroupement Education Pour Toutes et Pour Tous (REPT)
Réseau des Organisations du Secteur Educatif du NIGER(ROSEN)
Réseau Ivoirien pour la Promotion de l'Education Pour Tous
Réseau Mauritanien Education pour tous
Save the Children
Sightsavers
Solidarité Laïque Tunisie
Sudanese Coalition for Education for All (SCEFA)
Tamer institute
Tanzania Education Network / Mtandao wa Elimu Tanzania (TEN/MET)
Teach for All
Teach for Liberia
Teach Kosovo
Teacher Creativity Center
The Arab Institute of Human Rights
Tunisian Forum for Youth Empowerment
Tunisian Union of secondary education
VSO
Women and society association
World Family Organization