



## Collective Consultation of NGOs

ON EDUCATION FOR ALL

Consultation Collective des ONG

SUR L'ÉDUCATION POUR TOUS

Consultación Colectiva de las ONG

EN EDUCACIÓN PARA TODOS

المشاركة الجماعية للمنظمات غير الحكومية  
بشأن التعليم للجميع



## Seventh Meeting of the CCNGO/EFA Santiago, Chile, 21-23 May 2014

### Final Declaration

## REALIZING THE RIGHT TO EDUCATION BEYOND 2015

### Preamble

1. This document represents the views of national, regional and international non-government organisations and networks from all parts of the world who gathered at the Seventh Meeting of UNESCO's Collective Consultation of NGOs on Education for All (CCNGO/EFA) in Santiago, Chile, from 21 to 23 May 2014.
2. The objectives of our gathering included taking stock of progress towards the six EFA goals, identifying key bottlenecks and looking into the future. Our core purpose was to strategize on civil society engagement in the definition of the post-2015 education agenda, to be approved at the World Education Forum in the Republic of Korea in May 2015, as well as in its promotion as an integral part of the global development agenda to be adopted at the United Nation Summit in New York in September 2015.
3. In our deliberations, we noted the status of EFA; examined civil society participation in related policy making; reviewed processes regarding the development of the post-2015 education agenda, including outcomes of the 2014 Global Education for All Meeting (GEM) in Oman; and identified opportunities as well as developed strategies for promoting the right to education up to 2015 and beyond.
4. We recall that education is a fundamental human right and is key to promoting social, economic, environmental and gender justice, and that States have the duty to secure free public quality education for all. We reaffirm the need for continuity of the EFA agenda after 2015 and agree that this agenda should reflect rights-based, universal, holistic and lifelong learning perspectives.
5. We remain fundamentally committed to civil society's active participation in effective policy dialogue, design and monitoring as a means for refining and legitimising public policy. We believe deepening democratic engagement promotes the development of more sustainable public policy.

### Stocktaking

6. At the Sixth CCNGO/EFA meeting in 2012, we deplored the negative impact on education of the global financial, economic and climate crises, increased inequalities and worsened conditions for migrants and indigenous people as well as the continued incidence of HIV and AIDs. We note with disappointment that little has changed.

7. In 2014, we note with concern the growth in violence against children and education personnel. We strongly condemn education being under attack. The recent abduction of over 200 girls from their school in Nigeria by terrorists is but one of numerous cases around the world. We reaffirm the right of every child, youth and adult to have protected access to schools and to learn in a safe and health-enhancing environment.
8. We recognise that war, conflict and natural disasters can deprive whole generations of access to education. Of the 57 million primary-school-aged children currently out of school, half live in countries affected by crisis. We acknowledge the disruptive influence of emergencies and the forced migration of populations on the full realization of the right to education.
9. We acknowledge that progress in access to early childhood and primary education has been made, as well as improvements in gender parity. We also acknowledge multilateralism and an EFA architecture with financing and civil society participation mechanisms as positive developments.
10. We express our deep concern that there are still 57 million children out of school, of which 17 million girls and 11 million boys are expected to never gain access to schooling; and that there are 69 million adolescents without access to effective basic education. Extremely low literacy levels among youth and adults are of serious concern to us, with still an estimated 774 million adults not being able to read or write, two thirds of whom are women. Despite the lack of specific data, we want to draw attention to the fact that children, youth and adults with disabilities and from ethnic minorities are particularly disadvantaged and often excluded from education opportunities.
11. We note that many countries have failed to allocate at least 6% of their GDP or 20% of their national budget to education, while aid to education has declined by 6.3% between 2010 and 2011, leaving an annual financing gap of US\$26 billion. Humanitarian aid for education has declined since 2010, leaving a funding gap of US\$229 million. Education remains one of the most under-funded sectors in humanitarian response, constituting just 1.9% of humanitarian appeals in 2013.

## **Bottlenecks**

12. *Financial:* We consider regressive tax systems, tax avoidance and evasion, corruption as well as spending on militarization as core obstacles to addressing the US\$26 billion financing gap in education. Developing countries lose US\$189 billion to tax havens every year while amounts given away as tax exemptions approach US\$3 billion per week. Estimates show that the cost of corruption exceeds US\$2.6 trillion annually. In 2013, addressing the financing gap within education could have been addressed by redirecting 1.5% of global military expenditure to education.
13. *Social structures:* We identify all forms of discrimination as factors that impede the realization of the human right to education and the development of just societies. We acknowledge the lack of awareness of discrimination based on ethnicity and against people with disabilities as a core barrier to education for all, and we emphasize the right to inclusive education. Additionally, we identify patriarchy as a major impediment for reaching gender equality in education and beyond.
14. *Teacher status:* We are deeply concerned over the widespread scale of trained teacher shortages, aggravated by less than favourable initial and continued teacher training, inadequate working conditions and salaries and low teacher status. We consider that these constitute major obstacles to the provision of quality education for all.
15. *Privatization:* We recognise increasing trends in privatization and profit making in and through education as serious threats to free and universal education as a fundamental human right, by weakening public education systems, fostering narrow perceptions of quality, reducing democratic governance and increasing social segmentation.

16. *Criminalization*: While we have noticed some progress in civil society participation in policy making at the different levels, we remain deeply concerned with the rise in criminalization of social movements, the closure of participatory spaces and the approval of legislation that reduces the freedom of expression.

## **The post-2015 education agenda**

17. Since the Sixth Meeting of the CCNGO/EFA, various initiatives contributed to the shaping of the post-2015 education agenda, including the Global Thematic Consultation on Education, the debates at the 37th session of UNESCO's General Conference, EFA Steering Committee meetings and the Global EFA Meetings. Other processes were put forward which informed the overall post 2015 Development Agenda and the place of education within it, notably the report from the High-Level Panel of Eminent Persons and the Open Working Group on Sustainable Development Goals.
18. We consider that the way the post-2015 education agenda is being established to be a challenging and complex process that created difficulty for civil society engagement at all levels. Nevertheless, the existence of institutionalised mechanisms of civil society participation in the EFA architecture has enabled us to actively participate in shaping the post-2015 education agenda.
19. We also acknowledge that until recently the participation of Member States was insufficient. We welcome increased involvement of Member States through the Open Working Group, the EFA architecture and processes which promote increased engagement and facilitate civic involvement and ownership.
20. We support the overarching goal: "Ensure equitable and inclusive quality education and lifelong learning for all by 2030" as the overall goal of the post-2015 education agenda. We also welcome the Joint Proposal of the EFA Steering Committee on Education Post-2015, especially its understanding of education as a fundamental human right, the vision and principles it sets out and the priority areas identified.
21. We furthermore support the Muscat Agreement adopted at the 2014 GEM and its reference to the need for improvement of the language of targets. We especially endorse the confirmation that the post-2015 education agenda will be approved at the World Education Forum 2015 in the Republic of Korea, and call for the continuation of a revitalised EFA process and structure up to 2030. We furthermore endorse that the global post-2015 development agenda, especially the central role of education in it, be strongly shaped by the post-2015 education agenda.
22. Considering the 2014 GEM Statement and its call for refinement of targets, we request that:
  - a. Early Childhood Care and Education (ECCE) be reinstated within target one, to be consistent with the Dakar Framework for Action and the 2010 Moscow Declaration, thus explicitly recognising this as the first stage of education;
  - b. The Youth and Adult literacy target reflect the current ambitious proposal put forward by the Open Working Group, which calls for 100% literacy by 2030;
  - c. Upper secondary and higher education be explicitly named in target 4, and the percentages not be different for youth and for adults;
  - d. A financing target be maintained as it is essential to the delivery of the education for all agenda. This includes introducing a clear commitment from donor countries to reverse the decline in aid and humanitarian relief towards education.
23. We call for increased transparency and commitment to democratic governance linked to decision making processes within the EFA architecture, to ensure that decisions resulting from such processes be fully respected.

24. We acknowledge that the development of indicators that will take place in the coming months is a political process that requires technical advice. Consequently, we believe the final decision-making on global indicators must lie with the governing bodies of the EFA architecture whereas every country can define additional context specific indicators. We recommend that indicators in the post-2015 education agenda be carefully designed to promote equity and reduce disparities. We suggest that countries adopt interim targets designed to reduce gaps between advantaged and disadvantaged groups in their national implementation plans.
25. We recognise that the Global Monitoring Report has played a key role in the independent monitoring of EFA goals. We recommend that it be maintained in the post-2015 scenario and used to further inform national level policies. We acknowledge the need for robust data that can be disaggregated, and for training in data interpretation, to foster sound policy making, implementation and analysis.
26. We regard the Global Partnership for Education (GPE) as a key financing mechanism for EFA and call on it to provide the necessary financial support for policy development and implementation that is aligned to the post-2015 education agenda.
27. We call upon UNESCO to secure funding for the sustained participation of the CCNGO/EFA in the global EFA architecture, the regional and global consultations on the post-2015 education agenda, the World Education Forum 2015 in the Republic of Korea, and the period up to 2030.
28. Considering the recent developments and our involvement in the EFA process, we commit to:
  - a. Maintaining the momentum of contributions towards the consolidation of the post-2015 education agenda and Framework for Action, especially through UNESCO-led regional conferences in all six regions scheduled to take place between August and December 2014;
  - b. Continuing engagement and dialogue with UNESCO and other key stakeholders around the development of the post-2015 education agenda, and its articulation with the UN post-2015 development agenda;
  - c. Mobilizing all governments at local, regional and central level to engage and commit to active participation in the development of the post-2015 education agenda and its subsequent implementation;
  - d. Fostering the active engagement of families, children, young people, teachers and communities, especially those most marginalised, so that their voices are heard in agenda-setting and policy-making;
  - e. Increasing our advocacy for education both within and outside of the education community and holding States and donors accountable for meeting their obligations;
  - f. Disseminating this outcome document throughout the CCNGO/EFA membership and the broader civil society at national, regional and international levels;
  - g. Engaging with UNESCO in the preparations for the World Education Forum 2015 and the related Civil Society Forum.
29. We thank UNESCO for organising the Seventh CCNGO/EFA Meeting in Santiago. We also congratulate and express our gratitude to our hosts, the Chilean Forum for the Right to Education and the Latin American Campaign for the Right to Education. Finally, we recognise and appreciate the contributions of all participants to the exchange and dialogue throughout the conference.