8th Global Meeting of the Collective Consultation of NGOs on Education for All (CCNGO/EFA)

Implementing SDG 4- Education 2030

8 – 9 May 2017, Siem Reap, Cambodia

Background Paper

Education
2030

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Background paper prepared by Clinton Robinson

Overview

Acronyms of NGOs

AAR	ActionAid Regional
AC	Agenda Ciudadana
AFKAR	AFKAR for Educational & Cultural Development
AILA	International Association of Applied Linguistics
ALER	Asociación Latinoamericana de Educación y Comunicación Popular
AMI	Association Montessori Internationale
ANHRE	Arab Network for Human Rights Education
ANLAE	Arab Network for Literacy and Adult Education
ASO	Coalition Nigérienne des Associations, Syndicats et ONG de Campagne EPT
ASPBAE	Asia South Pacific Association for Basic and Adult Education
ATD	International Movement ATD Fourth World
BLCC	Bunyad Literacy Community Council
CADE	Campaña Argentina por el Derecho a la Educación
CAMPE	Campaign for Popular Education
CCDE	Coalición Colombiana por el Derecho a la Educación
CLADE	Campaña Latinoamericana por el Derecho a la Educación
CLADEM	Comité de América Latina y el Caribe para la Defensa de los Derechos de las Mujeres
CNBF	Coalition Nationale pour l'Education pour Tous du Burkina Faso
CNT	Coalition Nationale Togolaise pour l'Education pour Tous
CON	Coalition Nationale de l'Education pour Tous en République Démocratique du Congo
COSYDEP	Coalition des Organisations en Synergie pour le Développement de l'Education Publique
CSAN	Civil Society Action Coalition on Education for All
CSNER	Civil Society Network for Education Reforms (E-Net Philippines)
DAM	Dhaka Ahsania Mission
DDB	Didibahini
DVV	DVV International
DYS	Dyslexia International
EPEP	Ecumenical Popular Education Program
FDE	Foro por el Derecho a la Educación
FDH	Foro Dakar Honduras
FSE	Foro Socioeducativo
FYA	Federación Internacional Fe y Alegria
GCE	Global Campaign for Education
HFD	Society for Family and Environment Development
IAUPL	International Association of University Professors and Lecturers
ICAE	International Council for Adult Education
ICE	Incidencia Civil en la Educación
ICEVI	International Council of People with Visual Impairment

INQ	International Network for Quality Assessment Agencies in Higher Education
JNNE	Japan NGO Network for Education
KDG	Kindergarten Development Center
MSS	Mother's School Society
NCEN	National Campaign for Education Nepal
NCSC	"All for Education!" National Civil Society Coalition
OCLAE	Organización Continental Latinoamericana y Caribeña de Estudiantes
OIDEL	Organisation internationale pour le droit à l'éducation et la liberté d'enseignement
OIEC	Office International de l'Enseignement Catholique
PCE	Pakistan Coalition for Education - An Initiative of Society for Access to Quality Education
PILCD	People's Initiative for Learning and Community Development
REPEM	Red de Educación Popular entre Mujeres de América Latina y El Caribe
RMEPT	Réseau Mauritanien pour l'Education pour Tous
SACE	Singapore Association for Continuing Education
TCC	Teacher Creativity Centre
TICEP	Tamer Institute for Community Education Palestine
TLCE	Timor-Leste Coalition for Education
UMEC - WUCT	Union Mondiale d'Enseignants
VSO	Voluntary Service Overseas International
WOECE	World organization of early childhood education
WSA	Women and Society Association
YMU	Yemen Women's Union

Other acronyms

CCNGO	Collective Consultation of NGOs in Education
EFA	Education for All
ESD	Education for sustainable development
NGO	Non-governmental organisation
SD	Sustainable development
SDG	Sustainable development goal
UNESCO	United Nations Educational, Scientific and Cultural Organization

A. Executive Summary

In preparation for the 8th Global Meeting of the UNESCO Collective Consultation of NGOs in Education (CCNGO), UNESCO asked the CCNGO members to respond to a questionnaire on civil society engagement in implementing the SDG4-Education 2030 agenda. 60 NGOs responded and interviews were also conducted with seven of them. The current analysis seeks to extract salient and common themes, nuanced with regard to particular organisations or contexts. This gives the clearest picture of the current and potential impact of civil society.

With regard to engagement in the **development of the SDG4-Education 2030 agenda**, the CCNGO provided a civil society voice to advocate for UNESCO to be pro-active in giving a clear and strong place to education in the SDGs. CCNGO members also took part directly in the international negotiations, and worked to ensure that education was specifically and strongly articulated as a human right and to represent civil society in the formal institutional processes.

At national, regional and international levels, **civil society was active in disseminating and implementing the SDG4-Education 2030 agenda** in the four areas of building awareness, shaping national planning, taking sustainable development perspectives on board, and developing new kinds of networking. **Building awareness** ranged from campaigns with other NGOs and among the population, special events, and engagement with government committees. **Shaping national planning** involved organizing workshops and consultations with stakeholders from government and civil society, working to give input into the national sector plan or into new legislation on education. Some international NGOs provided support to strengthen the voice of civil society in these processes. In order to **bring sustainable development perspectives into the strategies and policies of civil society and government**, NGOs produced guides and studies and sought to develop the capacity of civil society. Central to these efforts was the aim to promote linkages between education and the other 16 sustainable development goals. From the start of the formulation of the SDGs, civil society **networked** within the international processes, as well as building relations at national and sub-national level for increased participation of communities and citizens in implementing and monitoring the SDG4-Education 2030 agenda.

Civil society faced **challenges in implementing this agenda**, both in terms of NGO processes and operation, and in terms of the promotion of education as such. Across all regions, civil society faces **shrinking space**, with the rise of populist and authoritarian regimes and a consequent restriction of the space for the voices of the poor and marginalized. It has also resulted in fewer opportunities for broad-based dialogue on education and more limited involvement of civil society in government planning processes. The perceived reasons for this are: weakening democracies, growth of mistrust, the passing of repressive laws, restrictive conditions, criminalization of peaceful protest, difficulties in participating in regional fora, or decreasing access to information. In addition, external factors in the **social and political environment**, in particular conflict, war, violence, and the insecurity that citizens experience in such situations exacerbated this challenge.

As indicated, civil society has made considerable efforts to **adopt the new perspectives of the SDG agenda**, and faces a **twofold challenge** in doing so. First, governments may not be ready or willing to integrate new perspectives into their processes, and second, NGOs themselves may be slow to do so. Governments may be unresponsive or slow to act, and civil society organisations themselves may be reluctant to adopt new SD perspectives into the promotion of the right to education or equity. The also face the challenge of linking education with other SD projects, developing new curricula, producing materials in relevant languages, or addressing key equity issues. New gender challenges emerge in some contexts where conservative forces may wish to limit transparent discussion of gender issues in schools.

Funding for civil society engagement is a perennial challenge, and survey respondents noted the trend of decreasing funding at national level. Also, with the growth of budget support, NGOs must look increasingly to their national governments rather than donors for support. The Global Partnership for Education, however, continues to fund international advocacy and networking by civil society.

Respondents listed **challenges to the implementation of education as such**, within the new agenda. Challenges of policy, budgets, privatisation, and data limit equitable and quality delivery, while challenges in implementing key aspects of the SDG4-Education 2030 agenda – equity, quality and lifelong learning – mean that vulnerable and marginalized groups, as well as adults, continue to lack adequate learning opportunities.

Survey data showed that many NGOs now include education for sustainable development and global citizenship in their activities, but it is not clear whether this is an entirely new phenomenon. Priority activities continue to include advocacy/communication and capacity development.

Respondents listed a range of **actions that civil society should engage in** in order to support implementation of the SDG4-Education 2030 agenda. **At national level**, these included giving voice to excluded and vulnerable groups and more generally broadening public debate to greater citizen participation (parents, teachers, children/learners). Civil society must strengthen its advocacy role, for example by undertaking and drawing on solid research evidence of realities on the ground, by coordinating campaigns to mobilise public opinion and developing the capacity of national NGO coalitions. Further civil society roles at national level include giving input into national educational planning in the framework of promoting the right to education. Long experience of monitoring educational achievement and strengthening the accountability of government is another area of civil society contribution, fulfilling an observatory function and building budget and performance tracking capacity at local level.

At regional and international levels, civil society should promote participation and networking. Participation includes fora and consultations – particularly policy-making arenas – and presenting the perspectives of local-level educational actors. Integrating global, national and local agendas will be part of this. Increased networking among civil society will focus on increased gathering and sharing of experience and data, and cooperation in building capacity to link monitoring with evidence-based advocacy; it is also crucial to develop partnerships for advocacy and awareness-raising, since joint action carries more weight.

Some **regional perspectives** emerge from the survey data, but they are indicative and intended to stimulate further debate; they are necessarily partial and they do not claim to represent the full reality of the region concerned:

Africa: needs greater awareness of the SDG4-Education 2030 agenda in government and among the population, for greater responsiveness from government in adopting the agenda; building the capacity of civil society to leverage impact and greater exchange across the continent are also critical.

Arab region: The need to face conflicts and violence shape civil society's role and voice, with varied capacity across the region. Stressing new or renewed values is critical, with education being a key means to do this. In this context, civil society seeks to reinforce connections with the wider world and to better integrate the global agenda in the regional context.

Asia/Pacific: Changes and developments in the political landscape are increasingly shaping – and indeed restricting – the scope of civil society's role and activities. Educational provision is still deficient in some parts of the region, requiring urgent attention to the quality and relevance of education, with flexible learning strategies, including non-formal education. Civil society faces the challenge of creeping privatisation of education, a disquieting trend with regard to fulfilling the right to education.

Latin America/Caribbean: shrinking space for civil society in education means restriction on engagement with education, resulting from certain forms of privatisation, focusing not so much on the growth of fee-paying schools, but on the encroachment of private companies into policy-making and decision-making. Emerging new forms of gender discrimination do not affect equitable access so much as deepening gender stereotypes, through the influence of socially conservative groups which do not wish to see issues of gender-related rights discussed by children in school. Claims by countries that they are 'free from illiteracy' misconstrue the nature of literacy competence as defined in relation to the value of written communication for purposes defined in local contexts and at varying levels. Civil society also has concerns that teaching to the test and using standardised international norms reduce education to what can be tested and promotes a 'paradigm of competition', neglecting the need to see education as a way for human beings to develop their full potential.

The wide range of **suggestions for the role of the CCNGO** in SDG4-Education 2030 covered representation, advocacy and lobbying, accountability, technical exchange and input, and linkages with UNESCO. As a fairly unique structure in the UN system, it enables **representation** in other UN processes by NGOs that would otherwise remain invisible and is thus an important space in the SDG follow-up architecture, and is well-placed to link national, regional and global networks. The CCNGO should serve the purpose of amplifying the **advocacy and lobbying** in which its member NGOs engage, building it into a global lobby and bringing it to the highest level, projecting the views of 'primary actors' into policy-making fora. Messages of equity and inclusion should be the focus. For stronger **accountability** of governments, the CCNGO should provide a platform and network to monitor fulfilment of the SDG4–Education 2030 agenda, improve data, and focus on the right to education. CCNGO members collectively have long expertise in promoting, implementing and assessing education, and so the CCNGO has an important role as a **platform for exchange and learning**, for extending knowledge, and projecting it into wider debates. Strong **links with and support from UNESCO** will make the CCNGO effective as a global platform, and the CCNGO is a means to give voice to civil society perspectives within UNESCO.

In conclusion, the survey showed that **civil society addresses both governments and local communities**, pushing the former to make the education system work better, and, in the latter, working for inclusion of the diverse groups currently not well served. As an outflow from these two facets, there is a clear need for cross-sectoral engagement in order to give education the priority it needs in every area of development. **Structuring the CCNGO as a network** requires clarifying its added value, role, and the relative responsibilities of UNESCO and the CCNGO members; respective expectations must the subject of ongoing negotiation. **Four critical questions emerge from the survey** for debate in the Global Meeting: 1) how can civil society counter shrinking space of operation; 2) how can civil society have maximum impact in 'leaving no-one behind'; 3) how can educational NGOs best promote intersectoral linkages across the SDG agenda, and 4) what is the role of the CCNGO in responding to these issues and how can it maximize its impact?

B. Context and purpose

Eighteen months after adoption by the international community of SDG agenda in general and SDG4–Education 2030 in particular, it is an appropriate moment to take stock of civil society's role and to assess how it will add further value in the future.

In preparation for the 8th Global Meeting of the Collective Consultation of Non-governmental Organisations in Education (CCNGO), UNESCO undertook a survey in order to establish the nature and range of civil society engagement in the implementation of SDG4–Education 2030. This paper analyses the data obtained, examining the actions and roles that civil society plays, the changes that the new international

agenda has brought, and the ways in which civil society may respond as a partner in global educational development.

This analysis provides a perspective on the current action by civil society in pursuing the SDG4–Education 2030 agenda and highlights both the potential and the challenges of civil society organisations which may be subject of debate at the 8th Global Meeting.

Civil society faces the challenge of shaping its role in the achievement of the sustainable development goals (SDGs) adopted by the international community in 2015. In particular, civil society organisations (CSOs) active in education seek to define their role in addressing SDG4 and its further elaboration in the Incheon Declaration and Framework for Action, and the SDG4–Education 2030 Framework for Action adopted by the member states of UNESCO in November 2015. The Global Meeting in partnership with UNESCO takes as its aim:

> *…to discuss and agree on the role and engagement of civil society organizations in supporting the implementation of SDG4–Education 2030 at national, regional and global level, identify challenges and gaps as well as capacity building needs and agree on key strategies and actions for the future*. (8th Global Meeting of the CCNGO/EFA Draft Concept Note and Agenda, p.3)
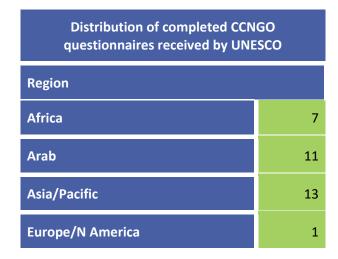
CSOs represent a vast range of diverse action, in large measure because they have a sensitivity to context which the large institutions of government and the international community find it hard, or impossible, to capture. It seemed therefore judicious to present, in as clear a manner as possible, an analysis of actions, priorities, perceptions and positions of civil society.

C. Method and approach

The data on which the following analysis is based were collected through a survey and follow-up interviews. Data collection was subject to certain limitations of the nature and timing of the process.

1. Survey

The Education Sector of UNESCO prepared a questionnaire (see Appendix 4) and distributed it to the NGOs which are members of the CCNGO, approximately 300 in number, across all regions of the world. This analysis is based on the 60 responses received by UNESCO, as of early April 2017. The 60 questionnaires represented the regions and types of NGO as follows:

Distribution of completed CCNGO questionnaires received by UNESCO	
Region	
Africa	7
Arab	11
Asia/Pacific	13
Europe/N America	1

Latin America / Caribbean	13
Non-specific region (international)	15
Type of NGO	
National	32
Regional	13
International	15

Beyond the identification data on each responding organisation, the survey asked for three types of information in eight questions:

- Lists from which to select relevant items in relation to existing domains of activity and those that the respondent developed since the adoption of the SDG4–Education 2030 agenda;

- Lists to rank in order of importance, in relation to the dimensions of each respondent's work, and the dimensions shown in the SDG4–Education 2030 Framework for Action since its adoption;

- Open-ended questions asking for a narrative response, in relation to actions to promote the SDG4–Education 2030 agenda, the challenges faced, the potential role of civil society, and actions that the CCNGO might undertake in the period 2017-2019.

The questionnaires produced a rich variety of data, particularly in the four open-ended questions. Difficulties arose in interpreting the data supplied in response to the ranking of items (questions 2.2 and 3.1) because respondents interpreted the ranking scales in a number of different ways – the following interpretations were used:

- by ranking the list from 1 (most important) to 8 or 9 (least important), assigning a single value to each item in the list (this is probably what was intended in the questionnaire design);

- by ignoring the ranking aspect and simply marking/ticking those items that apply;

- by using the scale in different directions, assigning the highest, or the lowest importance to number '1' ;

- by assigning a single number to all items (eg all items marked as '1' or '9');

- by using the numbers as a weighting, not a ranking, giving high numbers to important items in the list and lower numbers to the less important items. This means that several items may be given the same number/value.

These inconsistencies meant that no overall ranking of activities, dimensions or priorities was possible; these data are therefore integrated into the broader analysis based on the open-ended questions. We may note that questionnaire design is all the more hazardous when it addresses a wide diversity of social and cultural contexts, as was the case with this global survey.

2.   Interviews

In addition to the survey data, a number of interviews were undertaken in order to obtain additional and more in-depth information on how civil society engages with the new agenda. On recommendation of UNESCO, the members of the CCNGO Coordination Group and one or two other organisations in each region were to be interviewed. All the Coordination Group were contacted, and suggestions requested as to other organisations to be interviewed. Six of Coordination Group members agreed to an interview, although only five could be carried out owing to unforeseen circumstances. A further two organisations also participated in interviews (see Appendix 2). Other requests for interview received no response.

The interviews requested additional information where the organisation had already filled in a questionnaire, and a brief overview of the organisation's engagement was requested from those who had not previously filled in a questionnaire. In addition, all interviewees were asked for further comment on the role of the CCNGO, and on the dimensions of equity, quality and lifelong learning which are key elements of SDG4.

The analysis of the interview data is integrated into the overall discussion of each section below.

3.   Limitations

The survey generated large amounts of data, based on the questionnaires which produced, as it were, a 360° view of civil society engagement in the SDG4–Education 2030 agenda. From these data, the current analysis seeks to extract salient and common themes, nuanced with regard to particular organisations or contexts. This gives the clearest picture of the current and potential impact of civil society. In the time and space available for this paper, it is neither possible nor desirable to attempt to represent the full detail of the action or intentions of civil society organisations. While every effort has been made to avoid repetition, in some cases, answers to questions overlapped in such a way that some repetition was the only way to remain faithful to the data.

In the following sections, the sources of the data and views are shown at the end of the relevant paragraph(s), by listing in parentheses the acronyms of the NGOs from whose questionnaires the information was harvested. All the acronyms are explained in the list at the beginning of this paper. Note that some of the acronyms have been created for the purposes of this paper as official acronyms were not shown in every case on the questionnaire.

It is important to note that if a particular NGO is not listed with respect to particular aspects of the theme, it should not be taken to mean that the NGO is not active in that area. It indicates rather what the respondent NGO selected as relevant information in response to the questions posed. As with any survey, the information is limited to the purposes of the survey and to the interpretation of those purposes by the respondents.[1]

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[1] Extracting, systematizing and analysing these data was a complex and necessarily somewhat selective task, during which it is possible that misrepresentations may have occurred. The writer would be grateful to learn of any such

D. Engagement with SDG4–Education 2030 implementation

1. NGO engagement in developing the SDG 4–Education 2030 agenda

Before examining the engagement of civil society in the dissemination and implementation of the SDG4–Education 2030 agenda, it is worth noting how civil society was part of the development of the agenda, as it emerged in the survey and the interviews.

Building on involvement in the previous EFA movement, civil society was very actively engaged in the processes which led up to the adoption of a separate SDG on education. As part of this and as from the early consultations, the CCNGO provided a civil society voice to advocate for UNESCO to be pro-active in giving a clear and strong place to education in the SDGs – along with some national governments. NGOs took part directly in the international negotiations, and worked to ensure that education was specifically and strongly articulated as a human right and to represent civil society in the formal institutional processes, attending relevant sessions of the UN General Assembly, and Open Working Group on the SDGs. Moreover, members of the Coordination Group of the CCNGO were members of the Incheon drafting group and the drafting group of the SDG4-Education 2030 Framework for Action, (ASPBAE, CAMPE, CLADE, EI, GCE, REPEM, WSA).

2. NGO dissemination and implementation of the SDG 4–Education 2030 agenda[2]

Before detailing the data on NGO activity shown in the questionnaires, it is worth recalling the important place that the SDG4-Education 2030 Framework for Action gave to civil society as one of the implementation modalities for SDG4–Education 2030, with an emphasis on building networks, social mobilisation, innovative approaches particularly for reaching excluded groups, and generating and exchanging evidence to inform the policy debate and hold governments to account.[3] Moreover, the CCNGO is recognized as part of the global coordination mechanism of SDG4-Education 2030[4].

The responses to the survey indicate that civil society is active in multiple ways to put the SDG4–Education 2030 agenda in the centre of educational development and to mobilise key actors around it; four kinds of action emerged:

- Building awareness
- Shaping national planning
- Taking SD perspectives on board
- New networking

a. Building awareness

Networks of civil society organisations took the initiative to build awareness among their member organisations at national, regional and international levels, and to bring the agenda down to the grassroots level. Civil society also engaged with government, seeking to raise their awareness of their commitments to the global agenda, and to initiate dialogue. Initiatives at national level included fora, workshops, weeks, and special events. A wide range of activities served to promote awareness of the new agenda, among which were the following:

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[2] Data for this section are drawn from the responses to Section 2.4 of the questionnaire: *Describe briefly how your organisation has contributed/supported the implementation of SDG4-Education 2030 since its adoption and what concrete activities have been undertaken so far.*
[3] *Incheon Declaration and Framework for Action*. 2015. Paris: UNESCO p.58, paragraph 80
4 Ibid p. 62, paragraph 93

- Promotion at school level across 100 countries;

- Theme of Global Action Week;

- Fora and workshops for parents academics, government officials, other CSOs;

- Engaging with government committees;

- Organising an event with the participation of the Special Rapporteur for Education;

- Radio and print campaigns;

- Providing professional education.

(AILA, ASO, CAMPE, CNT, CON, CSAN, CSNER, DDB, EPEP, GCE, ICE, JNNE, MSS, OIDEL, OIEC, TCC)

Raising awareness of the SDG4–Education 2030 agenda in Bangladesh

There are more than a thousand NGOs active in education in Bangladesh, and over 900 of them adhere to the national network, the Campaign for Popular Education (CAMPE). Fulfilling its national role, CAMPE took the initiative to organise 12 consultations across the country as orientation for NGOs to the SDG4–Education 2030 agenda, and to give possibility to assemble NGOs and listen to NGO voices and demands. Local government and education officials attended as observers. Participants were not so much interested in the global processes, but rather in what their government was going to do in response to SDG4. These collected voices were presented to the national Planning Commission, enabling stronger connections to be made between community-level realities, perceptions and demands, and the policy-making level.

Gathering and documenting evidence on the dimensions and need for the new agenda resulted in reports and information brochures, disseminated through civil society and government channels. This information served in some instances to underpin awareness of SDG4–Education 2030 indicators, and in part to define them (CSNER, DVV, FDH, UMEC).

Other approaches to building awareness revolved around raising concerns about particular aspects of the SDG4–Education 2030 agenda, such as the need for government budget commitments and the financing of public education, or working with communities to promote, protect and finance inclusion and the right to education, seeking to mobilise citizens directly in support of these causes. Awareness-raising also centred around particular targets of SDG4, such as early childhood education. (AC, AFKAR, ALER, FYA, GCE, WOECE)

b. Shaping national planning

Civil society took the initiative to become involved in national planning process in order to integrate the global agenda into education plans, either by organising workshops and consultations in which government actors took part, or by responding to invitations to be part of the formal planning processes, such as an Education Sector Review Committee (Palestine), or by working directly on input into the national education sector plan (and in some cases new legislation) alongside government officials, the local donor group or the forum of UN agencies. (CAMPE, CSAN, FDE, FDH, FSE, TCC, TICEP, WSA)

European and international networks provided support for civil society involvement in local, national and regional planning as part of support to government commitments to deliver education in the framework of SDG4–Education 2030 (DVV, VSO).

c. Taking SD perspectives on board

Implementing the SDG4–Education 2030 agenda requires ownership of its fundamental principles and objectives. This includes not only adoption of the targets, but also appropriation into strategies and plans of equitable and inclusive quality education in a lifelong learning perspective. In one sense, this approach to education is not new, having found at least partial expression in the EFA goals; in another sense, however, the perspectives of sustainable development are new because they put education – and learning more generally – in a much wider context and thus require a commitment to promoting the linkages with other sectors and other goals of the SD agenda. It is therefore pertinent to note what efforts civil society has made to move into this new approach.

Internally within NGOs, work on education for sustainable development (ESD) pre-dated the adoption of the SDGs, having taken place in some cases under the Decade for ESD. However, efforts now focus on mainstreaming SD and taking it out of its 'ghetto' of environmental protection and disaster preparedness where it had previously been largely located. This has required the revision of education programmes and a new focus on equity (access and participation of the most excluded in a lifelong learning framework), quality (pedagogical innovation and thus teacher training and parent education), inclusion and a renewed gender perspective. (AMI, ASPBAE, FYA, ICEVI, VSO)

With regard to the external impact in putting SD perspectives on the agenda of other organisations, civil society has engaged in capacity building. This has involved activities such as the following:

- Supporting policy revision, with the organisation of consultations for students and members of parliament;

- Producing and distributing documents to clarify concepts in the new agenda;

- Producing a guide for an observatory on education policies for school personnel, educational authorities and NGOs;

- Undertaking and distributing studies on key educational issues and quality assessment;

- Advocacy for including diverse groups and mainstreaming gender in education;

- Local-level workshops to promote early childhood education, girls' education, education for children with disabilities, and education for global citizenship and on climate change;

- Developing the capacity of national social accountability platforms of Community Watch and Public Accountability committees, and of civil society organisations more widely in accountability.

(CLADE, CLADEM, CNBF, CON, DYS, EPEP, FSE, GCE, HFD, INQ, VSO)

d. New networking

Some survey respondents noted the necessity of developing new networks to address the broad linkages between education and the other SDGs. At the international level, liaison with the broader civil society community to promote intersectoral linkages was seen as a priority, leading in 2016 to the establishment of the Education and Academia Stakeholder Group currently developing its membership among civil society organisations. The High-Level Political Forum is the UN's "central platform for follow-up and review of the

2030 Agenda for Sustainable Development and the Sustainable Development Goals"[5] and thus a key forum for civil society voices in a cross-sectoral perspective; an 'E2030 Monitoring Report' on Latin America will be presented at the July 2017 meeting. At a national level, this has translated into support for national NGO coalitions in education, citizen-led monitoring, and building the capacity of national SDG fora, as well as support for local groups advocating for non-discrimination in education. (AAR, CAMPE, CLADE, GCE, VSO)

3. Challenges of NGO engagement in SDG 4–Education 2030[6]

From the survey responses, it is clear that the challenges of NGO engagement in the SDG4–E2030 agenda are of two kinds: on the one hand, challenges that civil society/NGOs face in operating in the current socio-political and economic contexts at global, regional and national levels, and on the other hand, challenges facing the implementation of the education agenda more broadly. These challenges represent an up-to-date perception on the part of civil society, and education-related NGOs more specifically, of what they face in today's world. However, many of the challenges are not new and attempts to address them are longstanding. This presentation of the challenges gives a fresh opportunity to assess their relative importance and so to reflect on what the best priority actions may be to address them in the context of realising the SDG4–Education 2030 agenda.

a. Challenges for NGOs

Shrinking space

Survey respondents laid considerable emphasis on the serious phenomenon of the shrinking space for civil society in many countries, across the regions of the world. Political developments, with the rise of authoritarian or populist regimes, were cited as a huge challenge which gives civil society and NGOs ever less opportunity to express the views and concerns of vulnerable or marginalized sections of the population. In particular, it becomes increasingly difficult to develop space for the voices of the 'poorest of the poor'. From the wide range of NGOs shown below, it is evident that the challenge of shrinking space is a global phenomenon, faced by NGOs in every region of the world.

The manifestations of shrinking space are seen in fewer opportunities for dialogue with education personnel, low or zero tolerance for the expressions of positions that criticise government policy or action, more limited involvement of civil society in government planning processes or in developing new educational solutions and reforms, or in the lack of a clear government focal point or dialogue partner to ensure ongoing interaction with civil society. (AAR, ASO, ASPBAE, ATD, BLCC, CADE, CAMPE, CLADE, DAM, DVV, EPEP, FSE, GCE, MSS, NCEN, NCSC, PC, PCE, RMEPT, TLCE, VSO)

In practical terms, as one survey respondent indicated, the phenomenon of shrinking space results in a highly ambivalent relationship with government. NGOs may well have space when it comes to supporting or implementing programmes that are in line with government policies and in fact enable the government to claim that it is implementing new policies, such as, for example, inclusion of children with disabilities in education. However, space is restricted or denied when NGOs criticise governments on policy gaps, for example, the status of and education for minorities, or on discriminatory practices, such as for example, unregulated private or religious schools.

The survey data indicated that NGOs attribute shrinking space to a number of related reasons: weakening democracies, growth of mistrust, the passing of repressive laws, restrictive conditions, criminalization of

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[5] https://sustainabledevelopment.un.org/hlpf
[6] Data for this section are drawn from the responses to Section 2.5 of the questionnaire: *Given the context of a more ambitious, universal and broad global education agenda, as well as the current political landscape, briefly describe what new challenges your organisation has encountered since the adoption of SDG4-Education 2030.*

peaceful protest, difficulties in participating in regional fora, or decreasing access to information. In some contexts, restrictions on access to and use of funding from external or foreign sources are used to limit the scope of civil society expression and advocacy (ASPBAE, CAMPE, CLADE, FDE, GCE, OIDEL, PCE, WSA).

Shrinking space is not perceived to be only a result of the increasing restrictions targeting civil society directly, but also as a consequence of external factors in the social and political environment, in particular conflict, war, violence, and the insecurity that citizens experience in such situations. While this was highlighted particularly for certain contexts in the Arab region, it was also noted to a lesser extent in the other regions of the world. (AFKAR, ASPBAE, CLADE, DYS, EPEP, FYA, MSS, TCC, TICEP, WSA, YMU)

> **Impact of conflict on education and girls in Yemen**
>
> Wars and armed conflicts in Yemen have had a disastrous impact on the education sector. Migratory movements, lack of funding, difficulties caused by roads and means of communication, remoteness and the destruction of schools through bombing have all prevented women and girls from accessing education and thus gender equality. (YMU)

0Integrating SD perspectives

As indicated earlier (see §C.2.c above), civil society has made considerable efforts to adopt the new perspectives of the SDG agenda. Nevertheless, NGOs face a twofold challenge in integrating these perspectives into the planning and implementation of educational policy and delivery. First, governments may not be ready or willing to integrate new perspectives into their processes, and second, NGOs themselves may be slow to do so.

Governments may have low awareness of the SDG4–Education 2030 agenda, such that they do not use its principles or vision as a basis for educational reform. Even where governments are aware and are in dialogue with civil society on implementing the agenda, they may be unresponsive or slow, making it difficult for NGO proposals to move forward. (CAMPE, CON, CSAN, CSNER, ICE)

Civil society networks and coalitions have the task of sensitizing their member organisations to the new agenda, but this also presents challenges, with reluctance to incorporate the new agenda into platforms promoting the right to education, or national member organisations not (yet) integrating SDG4 as a principle of strategy and partnership. (FDE, WOECE)

A further aspect of this challenge concerns specific implications of the new agenda: developing new curricula, linking education with SD projects, producing materials in relevant languages, or addressing key equity issues. On the last point, it is noteworthy that some survey respondents raised the issue of gender equity, although not principally from the point of view of access, where significant progress is being made. Rather, current obstacles to achieving gender equity in education (cf SDG 4.5) are perceived to lie in the realm of including gender perspectives in education and their treatment in schools in an open and transparent manner. NGOs have observed increasing tendencies to restrict debate on gender issues, based on conservative religious or cultural attitudes. Exploring life chances for women in and through education also presents challenges, particularly where social norms are negative towards women, as well as developing opportunities for unschooled women, through ICTs or in other ways. In this and other areas, a further challenge is to strengthen the research that can provide evidence for monitoring and policy input, in particular by revealing gaps in educational provision. (AFKAR, CCDE, CLADE, CLADEM, EPEP, FYA, REPEM, TCC)

Funding for civil society engagement

Funding for civil society engagement is a perennial challenge, and it is therefore no surprise that it surfaced once again in response to the survey. However, it is important to note the observations made on the trends of such funding.

In general, a decrease in funding for NGOs at national level appears to be a trend. This is in part attributed to the move of external donors to budget support mechanisms with the result that NGOs must look increasingly to their national governments for support. In this regard, there are calls for governments to have institutionalised mechanisms for consultations in education that include civil society, giving support to NGOs to take part – but this happens less and less. Furthermore, NGOs identify a trend for governments to fund NGOs that are developed as a spin-off from political parties or are closely allied with government positions or policies – a sort of GRINGO ('government-run and initiated NGO' – cf Fowler 1997). (AAR, CLADE, CON, FSE, FYA, GCE, ICEVI, KDG, TICEP, UMEC)

More positively, funding for international advocacy and networking through civil society has come from the Global Partnership for Education, as part of its commitment to giving civil society a voice in the international arenas of educational policy development. (EI, GCE)

b. Challenges for education

As part of the picture of the challenges facing civil society in the implementation of the SDG4–Education 2030 agenda, survey respondents raised a number of issues relating to education in general, thus presenting some of the key areas that civil society feels need urgent attention from governments and the international community. The areas identified include policy, budgets, privatisation of education, and data. Further, other areas are directly linked to central pillars of SDG4: equity, quality, and lifelong learning.

Policy

Governments range from having no clear public policies on education to having inclusive policies in place, but in the latter case, the capacity to implement them may be lacking. Planning, project management and evaluation were cited as examples of areas of low capacity. With regard to grounding policies in the SDG4–Education 2030 agenda, lack of common definitions of concepts may hinder the process and make for vague links with educational strategy and integration into the education sector plan. Some specific areas of low policy priorities were also mentioned: early childhood education and technical and vocational education and training. On the basis of civil society's proximity to the local-level educational delivery, the challenge of establishing bridges between policy-makers and service providers also needs addressing. (ASPBAE, ATD, FDH, CAMPE, CNBF, COSYDEP, EPEP, ICEVI, PCE, RMETP)

Budgets

The challenge of adequate government funding and achieving internationally recommended benchmarks in budget allocations is an ongoing focus of civil society advocacy. Respondents expressed this in terms of obtaining genuine government budgetary commitments and realising free and equitable education opportunities for all in a lifelong learning perspective. There is also concern that donor support to education is now more narrowly conceived with, for example, a strong focus on early grade reading and numeracy, and a corresponding lack of funding for fulfilling the SDG principle of 'leaving no-one behind' which risks being neglected. (AC, ALER, ASO, CAMPE, FDH, ICAE, VSO)

Privatisation

The privatisation of education, and particularly its provision on a profit-making commercial basis, is observed as a trend which counters the fulfilment of the universal right to education and raises cost barriers to vulnerable populations. In such a climate, the defence of publicly available, free education becomes a priority for civil society advocacy. (AAR, ASPBAE, CLADE, GCE, OCLAE, PILCD, VSO)

The particular case of higher education was cited, giving the label 'Uberisation' to an observed trend: the completely digital coordination of studies for qualifications and research, based on a worldwide virtual network identifying individuals involved, enabling a virtual networking, but not grouping them or teaching them physically – a potential threat to the notion of a university. (IAUPL)

Data

Calls for better and expanded collection of educational data and access to them were expressed, and the lack of a solid framework of indicators and data for monitoring SDG4–Education 2030 was bemoaned. (GCE, ICAE)

Equity

The concern of civil society for equity in education encompasses a number of areas: *access, participation, quality learning, outcomes and post-school opportunities*, and is rooted in the grassroots focus on population groups which are vulnerable or marginalized. The understanding of context, diversity and the lived realities of such groups is a key comparative advantage that civil society brings to the SDG4–Education 2030 agenda, as the Incheon Framework for Action clearly acknowledges.[7] NGOs foster equity by:

- Working to ensure **all** children are in school, and making school a place of hope and full human development;

- Advocating for adequate resourcing to meet the extra cost of reaching the most marginalized and vulnerable groups – this situation is worsening with the growing privatisation of education, since where schooling costs money, the most vulnerable are the first to be excluded;

- Advocating for more and more reliable data for the most marginalized groups – such data is often not available on these groups;

- Working to promote a deeper and more accurate understanding of the circumstances of extreme poverty;

- Working to build effective links between the education system and the grassroots, which are frequently disconnected;

- Fostering retention of learners in early childhood education, primary and secondary education, particularly those groups most likely to drop out of school.

(AC, ASPBAE, ATD, BLCC, OIEC, VSO)

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[7] "CSOs can […] develop innovative and complementary approaches that help advance the right to education, especially for the most excluded groups." (p.58)

Quality

Achieving quality in education is seen, in both governmental and non-governmental circles as critical to social and economic development. While the debate continues as to how exactly to define quality in education, survey respondents observed that the promotion of quality is dominated by a concern to measure learning outcomes. This approach risks reducing quality to the items measured, ignoring other important aspects of the educational process, such as the learning environment or the social/relational and communicative aspects of learning, as well as the 'soft' competencies. This dominant approach is part of the focus on developing a set of adequate indicators for the SDGs – a process around which the SDG follow-up appears to be centred. Since national governments are the ones who will determine what counts in education, a push for a more robust appreciation of quality is necessary, with attention, for example, to increasing teacher qualifications and performance, and to eliminating assessment based on memorisation, which does not support problem-solving. (AC, AKFAR, ASPBAE, EI)

Lifelong learning

Equity and quality were part of the EFA agenda, but lifelong learning is a new perspective in the SDG4–Education 2030 agenda, gaining prominence as part of the title formulated for SDG4; it is further explicated in the Incheon Framework for Action.[8] In spite of the increased profile of lifelong learning, survey respondents considered that this perspective continues to be neglected, with adult education, adult literacy (including new forms of literacy) and non-formal education occupying a weak place in the agenda. This results in the need to further develop adult education indicators, and – crucially – to make sure that it does not continue to be neglected in the SDG4–Education 2030 financing framework – governments and donors appear to be blind to the targets on lifelong learning. Lifelong learning, as an approach, must be more deeply appropriated and underpin the provision of equitable learning opportunities – the principle of non-discrimination means that education must be available to people of all ages, throughout life. CCNGO members have extensive knowledge of ground-level practice in lifelong learning and expertise in working with communities, and so can provide input to the policy debate on implementing the lifelong learning goal, so that governments can take it up and provide resources for it – civil society can show what is possible and how it can be done. The CCNGO provides a space where civil society can speak with a unified voice to raise the visibility of the lifelong learning target and demonstrate the centrality of this perspective. (AILA, ASPBAE, DVV, GCE, IAUPL, ICAE, OIDEL)

c. Are priorities changing?

Two sets of questions in the survey questionnaire give a limited insight into whether civil society priorities are changing:

- Comparison 1: Comparing the question (2.1) on the main areas of activity of the organisation, with the question (2.3) on the thematic areas (reflecting the SDG4 targets) that the organisation has worked since the adoption of the SDG4–Education 2030 agenda. The two lists are not identical, rendering a comparison rather hazardous and allowing only general remarks to be made;

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[8] All age groups, including adults, should have opportunities to learn and to continue learning. Beginning at birth, lifelong learning for all, in all settings and at all levels of education, should be embedded in education systems through institutional strategies and policies, adequately resourced programmes, and robust partnerships at the local, regional, national and international levels. This requires the provision of multiple and flexible learning pathways and entry points and re-entry points at all ages and all educational levels, strengthened links between formal and non-formal structures, and recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education. p.23.

- Comparison 2: Comparing the question (2.2) on the dimensions of the work of the organisation, with the question (3.1) on the areas that have become increasingly important for civil society action since the adoption of the SDG4–Education 2030 agenda. These questions requested a ranking, and it was noted earlier that the ranking was interpreted in different ways and that as a result the data cannot be used to show any ranking across organisations; however, the data can show perceived changes within each organisation.

Comparison 1

In comparing responses to these two questions, in almost every case, NGOs have maintained their existing focus after the SDG adoption, with a preponderance of activity in the areas of basic education, including primary, secondary and young people/adults. However, two areas are identified separately in the SDGs, which were not distinguished in the same way previously and were not shown in the list (2.1 on the questionnaire) of current areas of activity – these were:

- Education for sustainable development and global citizenship (SDG target 4.7), and

- Teachers and educators (SDG target 4.c).

In the relevant section of the survey (2.3), 67% of the responding NGOs indicated that they are actively engaged in education for sustainable development and global citizenship, while 63% indicated activities relating to teachers and educators. However, since no question was asked about these areas under current activities (2.1), there can be no certainty that this engagement is entirely new or a direct result of SDG4–Education 2030 implementation; we may nevertheless assume that these areas received greater and more deliberate emphasis in the current context.

Comparison 2

Comparing current and SDG strategies in terms of dimensions marked as priority (across questions 2.2 and 3.1) in each organisation, little change could be seen. The respondents, many of them networks and coalitions or international NGOs, showed a preponderance for advocacy/communication, and capacity development.

Service delivery was low on most agendas, using as a yardstick whether an organisation had placed it in the top half of its activities. On this basis, no African respondent gave priority to service delivery, only 1 (of 13) in Latin America, 3 (of 13) in the Asia/Pacific region, and 6 (of 11) in the Arab region. Rather more surprisingly, 7 (of 15) international organisations gave some priority to service delivery, of which four address particular needs, such as extreme poverty, adult education, visual impairment and innovative pedagogies (ATD, DVV, ICEVI, MON).

In view of the challenges identified above, it is clear that civil society is making strenuous efforts to adopt the SDG4–Education 2030 agenda, to adapt their own strategies and to shape relations with other stakeholders, particularly government, on that basis. This struggle began in 2015, and it is urgent to continue to shape and communicate priorities that will give the best chance of realising the agenda in the next 12.5 years.

E. Potential role and focus of civil society action in implementing the SDG4–Education 2030 agenda[9]

As the formulation of the question makes clear, survey participants were asked to propose key areas of civil society at different levels and across a specific set of topics and functions. Respondents chose to point to those areas which, in their estimation, represent the value that civil society can add to the collective effort towards realising the SDG4–Education 2030 agenda. These areas differ by level, with a more concrete orientation at national level, and a stronger focus on broad cooperation at regional and international levels.

This section is formulated in the language of what civil society *'should'* do, and therefore represents hopes and aspirations, grounded in observed challenges and realities.

1. At national level

At national level, respondents proposed a wide range of functions which may be grouped as follows:

- Voice: providing a platform for excluded population groups;
- Advocacy: for stronger efforts to meet the goal;
- Input: into national educational planning and strategy;
- Monitoring: progress and resources

a. Voice

Civil society should make the voice of its constituencies heard, particularly those of excluded populations, with the aim of strengthening inclusiveness in the process and outcomes of realising the SDG4–Education 2030 agenda. In this regard, civil society should keep the needs of communities, the grassroots and citizens at the forefront – 'localize the global education agenda' – and bring this perspective to governments. (ASPBAE, PCE)

It is important to increase citizen participation and widen the debate to involve parents, students and teachers at community level, in order to solve educational issues locally. This will mean giving more attention to the marginalised and vulnerable, and adopting a fine analytical grid in order to capture the implications of diversity and local contexts in educational design and provision. Civil society must continue to be a coherent voice and add value in diversifying educational opportunity, making it more inclusive based on the principle of fulfilling the right to education for all across all the areas of SDG4–Education 2030. (AFKAR, AMI, CCDE, CLADE, CLADEM, CON, COSYDEP, FDE, MSS, OIDEL, TICEP)

Part of giving voice to particular groups implies working to improve their visibility and status – teachers in school and in higher education fall into this category. (IAUPL, UMEC)

b. Advocacy

Respondents reinforced the need for the advocacy role of civil society at national level, stressing that advocacy must be based on evidence and solid capacity, in the following ways:

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[9] Data for this section are drawn from the responses to Section 3.2 of the questionnaire: *Given the changes in the global education agenda, what role should civil society play in the implementation of SDG4-Education 2030 at global, regional and national level, in particular as concerns advocacy and awareness raising, governance and accountability, partnerships and collaboration, research and innovation, supporting delivery, review, monitoring and reporting, and financing?*

- Linking research with advocacy, providing evidence and supporting innovation through investigation of the real situation of education on the ground and reports on gaps in educational provision and delivery;

- Advocating for the integration of SDG4 into public policies, across ministries, for example, engaging the Ministry of Social Welfare to support social safety nets for vulnerable/poor children in school by providing a midday meal;

- Communicating the messages and results of advocacy in empowering citizens to claim the right to education and call governments to account;

- Coordinating campaigns to mobilise public opinion and the education community at national level with those at regional and international levels, with mutually supportive advocacy mechanisms, such as Global Action Week;

- Developing the capacity of member of national NGO coalitions and networks for advocacy for education funding and its effective use, including the fight against privatisation.

(AAR, AC, CADE, CAMPE, CCDE, CLADEM, CNBF, CNT, CON, DDB, FDH, FSE, FYA, KDG, MSS, NCSC, SACE, TCC, TICEP, TLCE, YMU)

c. Input

Civil society should have input into national educational planning as a key partner in the sector, promoting public dialogue. This would include joint planning and implementation and participating in producing reports on progress. For some, this should go as far as 'co-management' of education where civil society fills gaps left by the state, but in collaboration with the state and ensuring that education is free and not commercially driven. (AFKAR, ANHRE, HFD, MSS, OIEC, OIDEL, PCE)

In terms of governance, input into achieving the right to education should include work on the legal framework, collaborating with the parliament/national assembly, and fostering inclusion in the public debate around education. (AFKAR, CCDE, CLADE, CLADEM, FDH, YMU, RMEPT)

NGOs should also provide – and be invited to provide – technical expertise and modelling on specific areas of education, such as teacher training for inclusive education, holistic education, or adult education (which can itself promote democratic space and participation). (DVV, DYS, ICEV, TICEP)

d. Monitoring

In line with its long experience of monitoring progress and performance in education, civil society should have a key role in maintaining the accountability of governments in fulfilling their commitments to the SDG4–Education 2030 agenda. Civil society should structure this process for maximum effect, deploying at least the following strategies:

- Developing an action plan for accountability, including how to monitor the alignment of national policies to the global agenda and the definition of indicators;

- Undertaking an observatory function to track commitments and hold governments accountable through solid evidence based on research;

- Building awareness among citizens of the SDG4–Education 2030 agenda so that they can track commitments at every level and participate in debates on the role of education in the social project;

- Monitoring budget allocations and disbursements, with a view to lobbying for increased financing to education.

(AAR, AFKAR, ANHRE, ASO, CADE, CAMPE, CCDE, CLADE, CLADEM, CSAN, FDH, FSE, FYA, GCE, ICE, MSS, NCSC, REPEM, TCC, TICEP, WSA)

2. At regional and international levels

Suggestions for effective civil society action at regional and international levels focus on cooperation and collective strength, in two broad and interrelated ways:

- Participation: in relevant debates and fora;
- Networking: for stronger advocacy and monitoring.

a. Participation

Civil society should participate in regional and global fora and consultations on all aspects of the SDG4–Education 2030 debate, bringing national and local contexts into the definition of goals, targets and strategies. To achieve this, there will be a need to advocate for formal spaces and processes, where these are lacking, and for participation in policy and decision-making arenas. In line with concerns already expressed, civil society participation must focus on the poorest and most marginalized and on the right to education in planning, budgeting, monitoring and reviewing the implementation of SDG4–Education 2030. (ALER, CLADE, CNT, GCE, ICAE, PCE, VSO)

Civil society participation should also focus on linking national, regional and global agendas, bringing its experience and concerns into the debate at each level, and promoting clarity in the concepts and indicators of SDG4–Education 2030. In order to leverage its expertise on the ground, civil society should support participatory approaches in research and the representation of 'primary actors', stressing the need to recognize the knowledge of people living in extreme poverty and engage them as partners, on the principle that SDG4–Education 2030 should 'leave no-one behind', and advising governments on the financing needs of excluded groups. (AAR, ALER, ATD, EPEP, ICAE, REPEM, VSO)

b. Networking

If participation is about civil society engagement in processes that others organise, networking signifies interaction among civil society organisations with the purpose of building stronger international cooperation for the realisation of SDG4–Education 2030. This will best be achieved by the following networking and partnership strategies:

- Facilitating understanding of what international partnerships mean and how they work;
- Gathering evidence from the grassroots, and in particular from marginalized communities across different national and regional contexts;
- Cooperating in building the capacity of civil society to undertake the research necessary for gathering evidence;
- Strengthening civil society capacity to link advocacy with monitoring, based on the evidence of research;
- Fostering the creation of mechanisms to provide a platform for the voice of the base (parents, teachers and students…) vis-à-vis governmental and multilateral bodies in policy debates;
- Working to develop partnerships for advocacy and awareness-raising, as joint action carries more weight, as well as partnerships for implementation and innovation.

(AMI, ASPBAE, EPEP, GCE, ICAE, RMEPT, VSO)

F. Regional perspectives

Information gathered in the course of the survey and interviews gives some insights into regional perspectives, illustrating both similar and contrasting features and painting a picture of the different contexts in which civil society works to promote the SDG4–Education 2030 agenda. These perspectives are indicative and intended to stimulate further debate; they are necessarily partial and they do not claim to represent the full reality of the region concerned. It is hoped that they will lead to discussions that cross-fertilize civil society action, enabling greater synergies and cooperation within and between different regions.

The regions are based on the UNESCO classification and presented alphabetically. Only one respondent (DVV) was categorized in the Europe/North American region, and its role was more international than regional. In consequence, no perspective for that region is included here.

1. Africa

The diversity of the African continent is axiomatic, and the seven responses to the survey represented only western and central regions. It is thus audacious, if not hazardous, to attempt to portray a regional perspective, but, within the sub-regional limits of the responses received, the following common issues emerged:

- Promotion of the SDG4–Education 2030 agenda will depend on much greater awareness of the ideas, concepts and strategies than is currently the case. Such awareness is low on the part of education stakeholders in government and at different levels of society, as well as among the population in general. Civil society sees its role as building this awareness, but would need greater resources and appropriate tools to do so. Access to information from the global level is also a challenge;

- Lack of awareness of the SDG4–Education 2030 agenda among the population at large is one reason why there is little popular advocacy or pressure on the government to provide greater funding for education. In general, education budgets are too low and at current levels are unlikely to lead to improvements in the quality of educational provision;

- Governments in some countries of the (sub-)region show themselves to be slow in moving towards the change necessary to integrate the SDG4–Education 2030 agenda in national policies and strategies. From the point of view of civil society, governments are unresponsive to efforts to develop consultation and dialogue mechanisms to move the agenda forward;

- Faced with the challenges of low awareness and response, civil society organisations actively foster national coalitions and networks, but feel the need for developing their own capacity to leverage their impact and further develop their role in monitoring the implementation of the right to education by governments;

- Greater networking and exchange across the continent for innovations and improvements in the quality of education are seen as critical means of strengthening the role of civil society.

2. Arab Region

Political factors dominate the landscape in the development of civil society in the Arab region, with the violent conflicts casting a dark shadow over current and potential action. In such a situation, civil society represents a critical voice, building, in some national contexts, on a strong tradition of civil society engagement, and in others, emerging from the period when NGOs were little more than extensions of

ruling parties or governments. In promoting the SDG4–Education 2030 agenda, which stresses new or renewed values of human cooperation and development, civil society in this region faces the situation where violence has become an accepted value, reflecting a loss of hope in the future. Education is a key vector of change, but does not receive the priority it should across the region, in part because of the high proportion of state resources devoted to security matters.

In this context, civil society seeks to reinforce connections with the wider world and to better integrate the global agenda in the regional context. This will require much greater access to materials in Arabic, as well as capacity development (in advocacy, communication and strategizing, for example), and more consistent approaches to issues of gender and diversity (eg minorities) in educational development.

3. Asia/Pacific

Once again, the scope and diversity of the region defined as 'Asia/Pacific' is vast, with huge differences of culture, history, geography and political processes. The following few regional perspectives that emerge from the survey must be understood at a very general level and are certainly not applicable across the whole region.

- Many countries of the region benefit from dynamic and experienced civil society organisations, engaging in dialogue with governments, making significant contributions to the provision of education, driving innovations and giving voice to excluded populations. This positive picture, not found everywhere, represents a strength and wealth of experience that is not only a national asset, but also a comparative advantage of the region;

- Changes and developments in the political landscape are increasingly shaping – and indeed restricting – the scope of civil society's role and activities. The rise of populist and authoritarian regimes in the region results in less space for citizens' views and for civil society; a number of countries have adopted laws and regulations that restrict NGO activity, particularly its advocacy role, criticizing government policies, and holding governments to account;

- In view of these changes, one challenge is to understand how they came about, and what the role of social media may be;

- Educational provision is still deficient in some parts of the region, where, as whole, millions have missed out on education, and millions of children are out of school. This requires urgent attention in many contexts to the quality and relevance of education, and to the design of flexible learning strategies that make education accessible to communities, including non-formal education.

- Civil society faces the challenge of creeping privatisation of education, a corollary of decreasing government funding and disquieting with regard to fulfilling the right to education. The struggle for the maintenance and expansion of free, public education is becoming a key focus of advocacy, building networks and lobbying;

- Civil society engages pro-actively with sub-regional groupings, in education and more broadly, with organisations such as SAARC, SEAMEO, and ASEAN. Given the role of these organisations in working with governments in building strategies for the SDG4–Education 2030 agenda, a civil society voice is crucial.

4. Latin America/Caribbean

As in the Asia/Pacific region, civil society in Latin America and the Caribbean notes a shrinking of democratic space with more authoritarian regimes taking power in certain national context. One

manifestation in the region is the increasing criminalization of protest by students, often seeking improvements in educational quality and provision. A further restriction on the public space for civil society engagement with education results from certain forms of privatisation. In this region, this focuses not so much on the growth of fee-paying schools, but on the encroachment of private companies into policy-making and decision-making. As governments delegate to private companies areas such as curriculum development, the debate is reduced; the private sector does not habitually debate in public its strategies in fulfilling contracts it has acquired.

Emerging new forms of gender discrimination are also of concern to civil society in the region. This discrimination does not affect equitable access so much as deepening gender stereotypes, through the influence of socially conservative groups which do not wish to see issues of gender and gender-related rights discussed by children in school.

Latin America and the Caribbean, with very few exceptions, enjoy a high level of literacy in their societies. This has led some countries in this region to believe they can achieve – and subsequently proclaim – that they are 'free from illiteracy'. This misconstrues the nature of literacy competence as defined in relation to the use and value of written communication for purposes defined in local contexts and at varying levels. Civil society faces the challenge of questioning pronouncements on literacy and addressing significant literacy needs at different levels of competence.

Ambiguities around the quality of education present questions to which civil society wishes to draw attention in the region. Beyond the issue of teaching to the test – attested in all regions around the world – governments in this region are increasingly adopting standardised testing along the lines of the PISA model, deemed to be an international benchmark of acceptable performance. Civil society has concerns that this reduces education to what can be tested and promotes a 'paradigm of competition', neglecting the need to see education as a way for human beings to develop their full potential. The ambiguity resides in the fact that some governments share this view, but are drawn by the status of performing well according to internationally visible standards.

G. Role of the CCNGO[10]

As the only mechanism of relations between civil society active in education and the UN specialist agency for education, UNESCO, the CCNGO is clearly perceived as a strategic means of promoting the SDG4–Education 2030 agenda. Survey respondents presented a long and varied list of aims and functions that the CCNGO should fulfil up to 2019 and beyond – these may be grouped into five major categories:

- Representation
- Advocacy and lobbying
- Accountability
- Technical exchange and input
- Linkages with UNESCO

The expression of the multitude of hopes and aspirations for the CCNGO in these five categories, as indicated in what follows, obviously begs the question as to how such a structure could possibly meet them, or at least some of them. The concluding section of this paper will briefly discuss what may be at stake in maximizing the impact of the CCNGO.

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[10] Data for this section are drawn from the responses to Section 3.3 of the questionnaire: *Given the changes in the global education agenda, what are some of the specific actions the CCNGO can engage in during the period of 2017-2019 and beyond?*

1. Representation

The CCNGO is a mechanism that enables civil society to be represented in the international arena, first in interacting with UNESCO and then providing a platform for wider global and reginal civil society representation.

The CCNGO is a rare structure within the international architecture – an institutionalized space to inform global policy based on organic links between national and regional processes, serving as a bridge between levels and between non-governmental and governmental bodies. It is fairly unique in the UN system – a collective platform for NGOs, offering a credible, recognised grouping on the basis of which NGOs can take part in other UN mechanisms; without the CCNGO, many of those NGOs would remain invisible and have no chance to participate.

As a principal mechanism for dialogue on the SDG4–Education 2030 agenda, it is important that the CCNGO should preserve this space in the SDG follow-up architecture, taking on the challenge of how to connect with the wider New York-based SDG architecture – particularly to give education a strong place and voice and to engage with governments which are genuinely committed to implementing SDG4–Education 2030. Similarly, the CCNGO can be a basis for greater participation in regional networks and serve to strengthen them.

The CCNGO is well placed to promote greater collaboration between national, regional and global networks and partnerships. In doing so, it needs to cooperate with other fora, such as GCE, which can give voice to NGOs that are not able to gain membership of the CCNGO, and the newly established SDG follow-up mechanism, the Education and Academia Stakeholder Group.

(AFKAR, AMI, ASPBAE, CAMPE, CCDE, CLADE, FDE, ICEVI, NCEN, PCE, WSA, TCC, TICEP)

To take full advantage of its representational role, the CCNGO should work with UNESCO to create further institutionalised spaces for greater and more diverse participation than currently. This will include developing, with UNESCO, a deeper knowledge of critical situations in countries, so that civil society can 'engage as a respected partner in implementing Education 2030'. Remaining close to the grassroots and to educators, the CCNGO has a role in promoting awareness of the SDG4–Education 2030 agenda, of the concept of SD and of fostering broad links with the other SD goals. (CLADEM, DVV, EPEP, FSE, FYA, GCE, OIEC)

With regard to representation within the CCNGO, survey respondents called for ways to be found to bring in a wider set of actors/constituencies in order to remain a credible force, and thus to engage more intensively with other mechanisms of the SDG4–Education 2030 agenda, such as the new stakeholder group. In addition, giving voice to a greater cross-section of society, and enabling children, youth and teachers to express themselves in regional and international fora would add value to the impact of the CCNGO. (AFKAR, AMI, ASPBAE, CCDE)

2. Advocacy and lobbying

The CCNGO should serve the purpose of amplifying the advocacy and lobbying in which its member NGOs engage, building it into a global lobby and bringing it to the highest level. For this, the CCNGO must create appropriate advocacy mechanisms, including those which focus on equity and which collect views of 'primary actors' and project them into policy-making fora. Given the action that CCNGO members conduct on the ground, it will be equally important to develop advocacy mechanisms which are active at the grassroots, 'avoiding mere talk in international meetings'. (AMI, BLCC, DAM, FSE, FYA, GCE, ICAE, OIEC, VSO)

Such advocacy should focus on messages on inclusion – children with disabilities, out-of-school children, girls, vulnerable/excluded populations – as well as on human rights, free public education, fighting privatisation, questioning standard examinations and the focus on results, and stressing the need for adequate financing. Respondents laid great emphasis on promoting gender equity in education through strengthening networks for girls' education and financing NGO projects aiming to improve girls' education and gender equality, as well as on identifying hidden financial barriers to education and lobbying for greater government and donor financing. (AC, AFKAR, ATD, FYA, ICE, PCE, TCC, TICEP, YMU)

In order to facilitate increased advocacy and lobbying, suggestions were made to engage strongly with media in order to push for change in policies, and to develop tools for awareness-raising and social mobilisation for SDG4 follow-up. (CON, TCC)

3. Accountability

The CCNGO is a locus for promoting the accountability of governments – and society more widely – for their commitments to the SDG4–Education 2030 agenda, building on the long experience of civil society in this area of activity, during the EFA period and indeed previous to it. Survey respondents identified the following ways of accomplishing this:

- Provide a platform to support greater social accountability for education, strengthening networks politically and financially to keep governments accountable;

- Participate in government monitoring and evaluation processes;

- Monitor the fulfilment of the SDG4–Education 2030 agenda and the quality of SDG4 implementation, particularly the inclusion of all;

- Monitor whether strategies hinder the realisation of women's rights, their participation in education and their place in society;

- Develop improved accountability processes in fragile states;

- Create an observatory of the right to education, including undertaking research on quantitative and qualitative indicators on quality;

- Increase collaboration in collecting and using better data for accountability, and in developing monitoring tools and data collection strategies.

(AAR, AC, AFKAR, CLADE, CLADEM, COSYDEP, DVV, FDH, FSE, FYA, GCE, ICAE, OCLAE, PCE, TCC, WOECE)

4. Technical exchange and input

The members of the CCNGO collectively have long and deep expertise and experience in promoting, implementing and assessing education. Survey respondents stressed the importance of the CCNGO as a platform for exchanging and learning from this accumulated wisdom, for continuing to extend knowledge, and for projecting it into wider debates:

- Share successful experiences for analysis and learning;

- Establish a global platform for sharing civil society experience, and the publication of national 'shadow' monitoring reports;

- Undertake surveys, studies and research, in cooperation with local, national and regional organisations, in order to improve prospects of achieving SDG4–Education 2030, and to provide solid evidence to claim the right to education;

- Facilitate participation, guidance and research on monitoring and setting up indicators on SDGs, rooting them in national contexts;

- Promote a broader and less ideological view of education, with pilot projects to enhance the spirit of cooperation among students and counter exacerbating competitiveness;

- Foster innovation to address illiteracy and failure in school;

- Strengthen innovation and improvement in the quality of public education systems, and promote lifelong learning and programmes to foster a culture of peace;

- Support the development of 'academic diplomacy' bringing scientific knowledge into building peace and cultural understanding;

- Capacity development in all of the areas listed, including; 'how-to' workshops to address SDG4 targets for minorities and other vulnerable groups.

(ANHRE, ALER, ANLAE, ATD, CCDE, CLADE, CNBF, CSAN, CNT, DAM, DVV, EPEP, FSE, FYA, GCE, HFD, IAUPL, ICAE, ICEVI, NCEN, OIDEL, OIEC, GCE, TCC, TLCE)

5. Linkages with UNESCO

Through responses to the survey (both questionnaires and interviews) the view was firmly expressed that the global community needs a strong CCNGO as a global platform where civil society can discuss and develop consensus on priorities and, through the networks associated with member NGOs, promote democratic processes of consultation. The CCNGO functions best when UNESCO gives strong support, backed by political will, and with adequate personnel and financial resources to ensure frequent and relevant communication (for example, online listservs) and meetings that facilitate the full participation of global civil society (with implications for making available interpretation into all relevant UN languages).

Survey respondents further stressed the importance of communication with CCNGO members on progress in SDG commitments and on innovations and experimentation in all aspects of education (with particular mention of mother tongue approaches, the use of ICTs, and teachers/pedagogy). This is one way in which UNESCO can help to build and extend the vision of NGOs on the SDG4–Education 2030 agenda.

UNESCO should make use of the CCNGO as a way of strengthening democratic, consultative processes in the work of the organisation, and as a means to give voice to civil society perspectives within UNESCO.

Stronger efforts by UNESCO to connect its national offices with CCNGO members and to promote collaboration at that level would be an important measure, as would the development of closer collaboration with UNICEF on the ground.

(ALER, AMI, ANHRE, ASO, BLCC, CAMPE, CNT, GCE, OIDEL, TCC)

H. Conclusions

1. Civil society roles in relation to the SDG4–Education 2030 agenda

The SDG4–Education 2030 agenda is set in the context of the 17 goals of sustainable development which were adopted as universally agreed and applicable objectives. Recognising that some people start from farther behind, the UN Resolution on the SDGs pledged that 'we will endeavour to reach the furthest behind first'. This puts both the focus and the experience of civil society front and centre in the work that lies ahead – their focus on marginalized and excluded groups, and their experience reaching them over many decades. Civil society must maintain this trajectory, calling on those with the power to implement change to shift their focus in the same direction, and investing with ever more determination in effective strategies on the ground. Thus, in the pursuit of the achievement of SDG4–Education 2030, the essential roles that civil society plays face in two directions:

- Towards governments and intergovernmental agencies: pushing the education system to work better for all;

- Towards communities: working for inclusion of the diverse groups currently not well served – or not served at all – by the current system.

a. Pushing the education system to work better for all

In relation to governments and international organisations, civil society plays a role in representing educational actors – teachers, learners, and other personnel – to advocate for the fulfilment of the right to education. In the NGOs surveyed, at national, regional and international levels, this advocacy role focuses on:

- Enabling all children to access quality education, with an emphasis on inclusion of all diverse groups, especially those excluded in certain contexts such as girls/young women, children with disabilities, minorities. Only a few NGOs focus on the rights of adults to quality lifelong learning opportunities;

- Pushing governments to adopt legal and administrative frameworks, strategies and plans in order to enshrine the right to education as both an enforceable right and a fundamental principle of educational policy;

- Pushing governments to allocate sufficient funding to realise the right to education, in line with internationally recognised norms, and tracking budget allocations to schools, as well as monitoring possible corruption;

- Holding governments to account for their political, strategic and financial commitments to funding and implementing equitable, quality education which is free to learners and their families.

b. Working for inclusion of the diverse groups currently not well served

In relation to children, young people, adults, communities, and families – the users of the educational system – civil society plays the role of giving close attention to diversity, context and special needs. In other words, civil society highlights the lived realities of users with the aim of working for full inclusion of all. This role includes:

- Designing, experimenting and implementing careful strategies to reach those whom the educational system excludes by the very nature of the way it operates; these learners may include linguistic and

cultural minorities and indigenous groups, children with disabilities, school dropouts, street children, young mothers, older adults, or migrants and refugees;

- Designing and producing learning materials of all kinds which are contextually sensitive and more locally relevant than the standardised materials of the education system; this will include materials in local languages, and materials appropriate for specific contexts or learning purposes;

- Working with teachers to introduce better pedagogical practice through close mentoring and capacity development, recognising that quality learning depends hugely on the quality of classroom interaction.

Representing, advocating for and lobbying on behalf of these civil society approaches and perceptions will be critical to fulfilling the right to education and thus the achievement of the SDG4–Education 2030 agenda.

As an outflow from these two facets of the roles of civil society, there is a clear need for cross-sectoral engagement in order to give education and learning the priority it needs in every area of development, across all the SDGs. The new Education and Academia Stakeholder Group for Agenda 2030 will be a significant partner in developing these linkages, and will benefit from, and bring benefit to, the work of the CCNGO.

2. CCNGO: structuring the network

In the light of the huge challenge of implementing the SDG4–Education 2030 agenda, what kind of architecture and resources does the CCNGO need? To break the question down into manageable proportions, we might ask the following:

- What value does the CCNGO add?

- Who is responsible to add that value?

- How would CCNGO best work as a network: internationally, regionally…?

In the scope of this paper, it is neither possible nor appropriate to develop full answers to these questions. Indeed, answers to the first question are already evident in the responses to the survey, and it is not part of the current remit to undertake a review of the CCNGO as an international mechanism.

For the sake of stimulating debate, there follow some issues that emerge from the survey and that will need careful attention as the CCNGO gears up for making a major contribution to the SDG4–Education 2030 agenda.

- The relative responsibilities of UNESCO, the Coordination Group and the members should be defined so that expectations are clear and maximum impact is achieved. Two remarks on this score:

  o Some of these responsibilities are already spelled out in the CCNGO's *Working Procedures*, so the question is: are the respective parties fulfilling their responsibilities or not? If not, why not?

  o In §F above, respondents made a large number of important suggestions as to what the role and activities of the CCNGO should be, but there was little clarity on whose responsibility these roles and activities are. For example, in proposing capacity development workshops, who exactly would organise, facilitate and fund these? How would they relate to existing similar initiatives of civil society? In association with the CCNGO, as a matter of branding, or of ownership by the network as a whole or regionally…? Indeed, should the CCNGO engage in such activities at all, or

rather focus on information, communication and networking? Similar questions should be asked for other proposals for the role of the CCNGO.

- The relations between the CCNGO as a network and other international networks could usefully be further defined – networks such as ICAE, GCE, EI and many others which have extensive connections/contacts at national and sub-national level. What kind of synergies can be established for maximum impact? What channels of communication will work best in terms both passing information to the networks and using the respective networks to full advantage to move information closer to the ground?

- Assuming that a focal point in UNESCO HQ (Paris) will continue to have an overview of the network and provide the kind of support that the *Working Procedures* speak of, what should be the roles of the regional and national offices of UNESCO? …in terms of communication, information flow, organisation of online consultations or physical meetings?

- Underlying these questions, is how to make use of electronic networks, bulletin boards, websites and social media for maximum impact. The amount of work involved in using such channels communication should not be underestimated, but their effective use will be a significant means of rendering the CCNGO visible and valuable to its members and to the larger world of those engaged in implementing the SDGs as a whole.

- A further fundamental issue is that of resources. The level of resources committed to the CCNGO by UNESCO and by its members will depend, on the part of UNESCO, on the priority it gives the role of civil society in pursuing the SDG4–Education 2030 agenda, and, on the part of CCNGO members, on the perceived importance of networking with UNESCO and with each other. The basic question is, as always, about political will and priority… resources follow.

3. Four critical questions

As the CCNGO meets for its 8th Global Meeting in Siem Reap, Cambodia in May 2017, four critical questions emerge from the data and analysis of this paper, and the Meeting constitutes a major opportunity for the education-related civil society organisations to debate them among themselves and with UNESCO;

- Civil society space: in view of the widely observed phenomenon across regions that the space for civil society in many countries is shrinking, what can educational NGOs do, individually and collectively, to reverse this process and expand the political and democratic space for the expression and validation of the positions and views of civil society, particularly in policy debates?

- Voices of the excluded: in light of the SDG pledge that 'no-one will be left behind' and to 'endeavour to reach the furthest behind first',[11] how can civil society best leverage its experience and expertise in marginalized communities to influence government policy in educational provision? What is the role of the CCNGO in this effort?

- Intersectoral links: in view of the comprehensive nature of the whole SDG agenda, on the one hand, and the fact that education (and learning more broadly) is an essential element of achieving all the other goals, how can educational NGOs best promote intersectoral linkages for effective dialogue and cooperation to facilitate the implementation of all the SDGs? What is the role of the CCNGO is this process?

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[11] Transforming our world: the 2030 Agenda for Sustainable Development: Resolution adopted by the UN General Assembly on 25 September 2015 (A/RES/70/1)

- CCNGO effectiveness: how can the CCNGO, as a civil society network in education in partnership with UNESCO, maximise its comparative advantage and added value? What would the CCNGO and UNESCO need to put in place to strengthen its collective impact?

Through the perceptions of civil society organisations themselves, this paper has served to highlight the commitment of civil society to the SDG4-Education 2030 agenda and its concern to make the agenda work for the fulfilment of the right to education. In that framework, the link with UNESCO that the CCNGO provides is a critical strategy in mobilising both the international community (governmental and non-governmental) and in strengthening the voice of civil society at all levels.

I. Appendices

1. List of questionnaires received

Acronym	Name	Nat/Reg/Int	Region	Country
AAR	ActionAid Regional	Regional	LAC	Brazil
AC	Agenda Ciudadana	National	LAC	Costa Rica
AFKAR	AFKAR for Educational & Cultural Development	National	Arab	Palestine
AILA	International Association of Applied Linguistics	International		
ALER	Asociación Latinoamericana de Educación y Comunicación Popular	Regional	LAC	Ecuador
AMI	Association Montessori Internationale	International		
ANHRE	Arab Network for Human Rights Education	Regional	Arab	Jordan
ANLAE	Arab Network for Literacy and Adult Education	Regional	Arab	Egypt
ASO	Coalition Nigérienne des Associations, Syndicats et ONG de Campagne EPT	National	Africa	Niger
ASPBAE	Asia South Pacific Association for Basic and Adult Education	Regional	Asia/Pacific	
ATD	International Movement ATD Fourth World	International		
BLCC	Bunyad Literacy Comunity Council	National	Asia/Pacific	Pakistan
CADE	Campaña Argentina por el Derecho a la Educación	National	LAC	Argentina
CAMPE	Campaign for Popular Education	National	Asia/Pacific	Bangladesh
CCDE	Coalición Colombiana por el Derecho a la Educación	National	LAC	Colombia
CLADE	Campaña Latinoamericana por el Derecho a la Educación	Regional	LAC	Brazil
CLADEM	Comité de América Latina y el Caribe para la Defensa de los Derechos de las Mujeres	Regional	LAC	Perú
CNBF	Coalition Nationale pour l'Education pour Tous du Burkina Faso	National	Africa	Burkina Faso

Education 2030

Acronym	Name	Nat/Reg/Int	Region	Country
CNT	Coalition Nationale Togolaise pour l'Edcuation pour Tous	National	Africa	Togo
CON	Coalition Nationale de l'Education pour Tous en République Démocratique du Congo	National	Africa	RDC
COSYDEP	Coalition des Organisations en Synergie pour le Développement de l'Education Publique	National	Africa	Senegal
CSAN	Civil Society Action Coalition on Education for All	National	Africa	Nigeria
CSNER	Civil Society Network for Education Reforms (E-Net Philippines)	National	Asia/Pacific	Philippines
DAM	Dhaka Ahsania Mission	National	Asia/Pacific	Bangladesh
DDB	Didibahini	National	Asia/Pacific	Nepal
DVV	DVV International	International		
DYS	Dyslexia International	International		
EPEP	Ecumenical Popular Education Program	Regional	Arab	Lebanon
FDE	Foro por el Derecho a la Educación	National	LAC	Chile
FDH	Foro Dakar Honduras	National	LAC	Honduras
FSE	Foro Socioeducativo	National	LAC	República Dominicana
FYA	Federación Internacional Fe y Alegria	International		
GCE	Global Campaign for Education	International		
HFD	Society for Family and Environment Development	National	Arab	Egypt
IAUPL	International Asscoation of University Professors and Lecturers	International		
ICAE	International Council for Adult Education	International		
ICE	Incidencia Civil en la Educación	National	LAC	Mexico
ICEVI	International Council of People with Visual Impairment	International		
INQ	International Quality Assessment Association in Higher Education	International		

Acronym	Name	Nat/Reg/Int	Region	Country
JNNE	Japan NGO Network for Education	National	Asia/Pacific	Japan
KDG	Kindergarten Development Center	National	Arab	UAE
MSS	Mother's School Society	National	Arab	Palestine
NCEN	National Campaign for Education Nepal	National	Asia/Pacific	Nepal
NCSC	"All for Education!" National Civil Society Coalition	National	Asia/Pacific	Mongolia
OCLAE	Organización Continental Latinoamericana y Caribeña de Estudiantes	Regional	LAC	Cuba
OIDEL	Organisation internationale pour le droit à l'éducation et la liberté d'enseignement	International		
OIEC	Office International de l'Enseignement Catholique	International		
PCE	Pakistan Coalition for Education - An Initiative of Society for Access to Quality Education	National	Asia/Pacific	Pakistan
PILCD	People's Initiative for Learning and Community Development	National	Asia/Pacific	Philippines
REPEM	Red de Educación Popular entre Mujeres de América Latina y El Caribe	Regional	LAC	
RMEPT	Réseau Mauritanien pour l'Education pour Tous	National	Africa	Mauritania
SACE	Singapore Association for Continuing Education	National	Asia/Pacific	Singapore
TCC	Teacher Creativity Centre	Regional	Arab	Palestine
TICEP	Tamer Institute for Community Education Palestine	National	Arab	Palestine
TLCE	Timor-Leste Coalition for Education	National	Asia/Pacific	Timor-Leste
UMEC - WUCT	Union Mondiale d'Enseignants	International		
VSO	Voluntary Service Overseas International	International		
WOECE	World organization of early childhood education	International		
WSA	Women and Society Association	Regional	Arab	Egypt
YMU	Yemen Women's Union	National	Arab	Yemen

2. List of NGOs interviewed

In addition to the questionnaires received, several in-depth interviews were conducted with 1) members of the CCNGO Coordination Group and 2) other NGOs proposed by the CCNGO Coordination Group. All the respective NGOs received a request for interview; the following responded positively:

CCNGO Coordination Group

- Asia South Pacific Association for Basic and Adult Education – ASPBAE
- Campaña Latinoamericana por el Derecho a la Educación – CLADE
- Global Campaign for Education – GCE
- Campaign for Popular Education – CAMPE
- Teacher Creativity Centre – TCC

Others

- Arab Network for Human Rights Education – ANHRE
- Education International – Internationale de l'Education – EI-IE

3. Other information sources

Fowler, A. 1997. *Striking a balance: a guide to enhancing the effectiveness of non-governmental organisations in international development*. London: Earthscan.

Sustainable Development Goals http://www.un.org/sustainabledevelopment/

UNESCO CCNGO. 2016. Revised Working procedures. Draft version.

UNESCO CCNGO. 2017. Draft Concept Note and Agenda. 8th Global Meeting of the CCNGO, Siem Reap, Cambodia, 8 – 9 May 2017.

World Education Forum. 2015. *Education 2030: Incheon Declaration and Framework for Action*. Paris: UNESCO.

Education 2030

4. UNESCO CCNGO Survey Questionnaire

<table>
<tr>
<td>UNESCO
United Nations
Educational, Scientific and
Cultural Organization</td>
<td>Collective Consultation of NGOs
ON EDUCATION FOR ALL
Consultation Collective des ONG
SUR L'EDUCATION POUR TOUS
Consulta Colectiva de las ONG
EN EDUCACIÓN PARA TODOS
المشاورة الجماعية للمنظمات غير الحكومية
بشأن التعليم للجميع</td>
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IMPLEMENTING SDG4-EDUCATION 2030

QUESTIONNAIRE FOR CCNGO/EFA MEMBER ORGANISATIONS

Deadline for responses: 17 March 2017

Please send your response (in Word format) to ccngo-efa@unesco.org

Introduction

In view of the preparations for the Global Meeting of the Collective Consultation of NGOs on EFA (CCNGO/EFA)[12] to be held in Cambodia, 8-9 May 2017, UNESCO and its CCNGO/EFA are carrying out a survey to assess progress and challenges related to the implementation of SDG4-Education 2030 by the civil society, 18 months after the adoption of the global education agenda. The results of this survey will serve as a basis for a background document for the upcoming CCNGO Meeting. The document will also be circulated to all members of the CCNGO/EFA.

The study will be mainly based on the current survey among the member organisations of the CCNGO/EFA. Sharing your experience and views by filling in this questionnaire will contribute to the formulation of civil society's future key strategies and actions for implementing SDG4-Education 2030.

Please note that **many questions only require a "tick-box" answer.** Submitted forms will be used for analysis only and will not be published as such. If you have any questions regarding the study or the questionnaire, please contact the CCNGO/EFA Secretariat at ccngo-efa@unesco.org.

1. RESPONDENT IDENTIFYING INFORMATION	
1.1 Organisation	
Name	
Address	
Telephone number as if phoning from abroad	
Fax number as if sending from abroad	

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[12] www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/coordination-mechanisms/collective-consultation-of-ngos/

Website	
Type of organization (national, regional, international)	
Name of president/chairperson/equivalent (please include exact title)	President / Chairperson/other
Name of secretary general/coordinator/equivalent (please include exact title)	Secretary General/ Coordinator/other
1.2 Person filling in the questionnaire	
Name	
Ms/Mr	
Position in the organisation	
Email address	
Telephone number as if phoning from abroad	

2. PARTICIPATIONIN SDG4-EDUCATION 2030 In this section, we want to understand what type of work NGOs are currently engaging in and how is this work contributing to SDG4-Education 2030	
2.1 What are the main areas (priority) of activity of your organisation? (please tick if appropriate)	
Early Childhood Care and Education	
Primary education	
Secondary education	
Girls' & Women's Education	
Higher education	
Adult Literacy, Numeracy and Lifelong learning	
Technical &Vocational Education and Skills Development and Training	
Other, please explain below	
2.2 What are the main dimensions of work of your organisation? Please rank the following options in order of importance (1-8).	
Service provision (such as implementing basic education programmes)	
Advocacy	
Communication and Public awareness raising	
Capacity building of civil society actors	
Research	

Monitoring & holding government/donors/other stakeholders accountable	
Participation in public policy development	
Other, please explain below	

2.3 In which thematic areas of SDG4-Education 2030 has your organisation undertaken concrete activities to contribute/support the implementation of SDG4-Education 2030 since its adoption in 2015? (please tick if appropriate)
Primary and secondary education
Early childhood development and pre-primary education
Technical/vocational and higher education
Gender equality and inclusion
Youth and adult literacy and lifelong learning
Education for sustainable development and global citizenship
Teachers and educators
Other, please explain below
2.4 Describe briefly how has your organisation contributed/supported the implementation of SDG4-Education 2030 since its adoption and what concrete activities have been undertaken so far. (max 300 words)
2.5 Given the context of a more ambitious, universal and broad global education agenda, as well as the current political landscape, briefly describe what new challenges your organisation has encountered since the adoption of SDG4-Education 2030. (max 300 words)

3. FUTURE ROLE OF CIVIL SOCIETYAND CC/NGO SPECIFICALLY The SDG4-Education 2030 Framework for Action clearly recognizes the significant role civil society plays in the implementation of the new education agenda. In this section we want to collect your views and ideas regarding the changing role of civil society's participation since the adoption of SDG4-Education 2030.
3.1 In your view, in which of the following areas has the role of civil society become <u>increasingly important </u>with the adoption of the global education agenda? Please rank the following options in order of importance (1-9)
Advocacy
Public awareness raising
Governance and accountability
Partnerships and collaboration
Capacity building of civil society actors

Research and innovation
Review, Monitoring and Reporting
Participation in public policy development
Financing
Other, please explain below

3.2 Given the changes in the global education agenda, what role should civil society play in the implementation of SDG4-Education 2030 at global, regional and national level, in particular as concerns advocacy and awareness raising, governance and accountability, partnerships and collaboration, research and innovation, supporting delivery, review, monitoring and reporting, and financing? (max 300 words)

3.3 Given the changes in the global education agenda, what are some of the specific actions the CCNGO can engage in during the period of 2017-2019 and beyond? (max 300 words)

THANK YOU for taking the time to respond to this survey! Your inputs are an important contribution to the CCNGO/EFA study on civil society participation in the implementation of SDG4-Education 2030.

**Education
Sector**