

The Collective Consultation of NGOs on Education 2030 a platform of the Global Cooperation Mechanism,

Discussion summary background

The **Global Education Cooperation Mechanism (GCM)**, was coined after an 18-month consultation process (including the **Collective Consultation of NGOs on Education 2030 - CCNGO**) that led to the **SDG4-Education 2030 High Level Steering Committee** and supporting structures.

The Global Education Cooperation Mechanism (GCM) builds on the 2015 Incheon and Framework for Action, which envisaged a cooperation and monitoring mechanism with the Global Education Meeting (GEM) at its centre.

The GCM is best understood as the ecosystem consisting of all global education actors that participate in the Global Education Meetings and work cooperatively in support of SDG 4.

It also comprises the joint platforms (including the CCNGO) and initiatives developed by these global education actors in pursuit of SDG 4. At the heart of the GCM is the commitment to a shared global education goal and the incentives for stronger collective action and joint accountability to achieve this goal.

The Global Cooperation Mechanism (GCM) consists of all global education actors. These actors all participate in the Global Education Meetings and agree to work cooperatively in support of SDG 4. It also comprises of joint platforms and networks including the CCNGO.

The Global Cooperation Mechanism creates an environment of greater unity to act more effectively, better mobilize existing partners and initiatives.

Structures and functions for the Global Cooperation Mechanism (GCM)



Two supporting structures have been created to support the Leadership Group representatives of the High-Level Steering Committee:

- the Sherpa Group; and
- an Inter-Agency Secretariat.

These supporting structures will provide technical expertise and work around three core areas of functional areas:

- Evidence-based education policy formulation and implementation
- Expanded and quality focused data gathering and assessment
- Protection, innovation and advocacy for more efficient equity focused education financing

The cross-partner structure will draw on the capabilities and resourcing of all education stakeholders: CCNGO, SDG4Youth, Multilateral Education Platform, Global Education Forum.

The High-Level Steering Committee will be the governance engine of SDG 4, with responsibility to create and sustain positive incentives for coordinated international action and to improve accountability for results.

It is composed of 28 Members in the Leadership Group, who will meet once annually to provide leadership on the global education agenda.

Of this group:

18 represent the 6 regions of the world, with two Member States per region; and

1 inter-governmental regional organization per region.

Other key constituencies of the global education community are represented, namely:

civil society organizations through the CCNGO;

teaching profession;

banks and funds;

foundations and private sector;

youth and students;

development cooperation or donor constituency; as well as,

multilateral organizations.

The Collective Consultation of NGOs on Education 2030 (CCNGO) is an integral part of the Global Cooperation Mechanism for education: with seats on the SDG4-Education 2030 High-Level Steering Committee (HLSC), the Sherpa Group of the HLSC, the Technical Cooperation Group on SDG4 indicators (TCG) (led by UNESCO's Institute for Statistics)

The meeting called all CCNGO members to actively participate through the community Teams space and via their elected representatives

There are 10 Coordination Group members: 2 international, 5 regional, 2 members "at large" representing national NGO and the NGO-UNESCO Liaison Committee as ex-officio member. Through this space their voices will be heard at the global level (2-way communication and contribution)

The CCNGO-Education 2030 is the CSO voice of the Global Education Cooperation Mechanism:

- SDG4 Education 2030 High-Level Steering Committee
- Sherpa group of the Steering Committee
- Technical Cooperation Group
- Regional SDG4 Education 2030 committees

The **2022-2023 Coordination Group** of the CCNGO members are:

- Africa representative: Solange Koumbon Akpo, Regional Coordinator, Africa Network Campaign on Education for All (ANCEFA)
- Arab States representative: Fotouh Mahmoud Younes, Executive Director, Arab Network for Civic Education (ANHRE)
- Asia and the Pacific representative: Maria Helen Dabu, Secretary-General, Asia South Pacific Association for Basic and Adult Education (ASPBAE)
- Europe and North America representative: Christoph Jost, Director of DVV International, European Association for the Education of Adults (EAEA)
- Latin America and the Caribbean representative: Nelsy Lizarazo, General Coordinator, Latin American Campaign for the Right to Education (CLADE)
- International representative: Refat Sabbah, President, Global Campaign for Education (GCE)
- International representative: Mercedes Mayol Lassalle, World President, World Organization for Early Childhood Education (OMEP)
- Membership at large representative: Andressa Pellanda, General Coordinator, Brazilian Campaign for Right to Education (BCRE)
- Membership at large representative: Waleed Saad, General Manager, Woman and Society Association (WAS)
- Liaison committee representative: Marie-Claude Machon Honore, NGO-UNESCO Liaison Committee member

Key take aways

Suggested key strategic take aways to guide the work of the CCNGO's wider membership and its Coordination Group, to strengthen progress towards the fulfillment of the SDG4 Education Agenda and further contribute towards a gender-transformative, climate-saving and resilient recovery from the pandemic are as follows:

First, the CCNGO coordination Group elected representatives should attempt to fully optimise the CSO seat in the strengthened SDG4 High-Level Steering Committee, both in the Leadership Group and the Sherpa Group. In particular, be attentive in bringing about the CSO perspectives and inputs in the three functional areas of the strengthened global architecture as follows:

- FA1: On the promotion of evidence-based policy formulation and implementation – CSOs need to ensure that policy leadership and priority actions to accelerate progress towards the achievement of SDG 4 are framed within the 'leave no one behind' principle of SDG4; and that

no SDG4 target should be left behind in education policy and financing commitments. Grounded evidence and knowledge generation from the national and regional levels should inform the direction at the global level.

- FA2: On monitoring progress and improving the availability or use of data – CSOs need to consistently call attention to further enriching monitoring indicators and data sets which have been historically left behind. This includes indicators and data around gender, equity and inclusion, youth and adult learning and education and SDG 4.7.
- FA3: On driving financing mobilisation and improving alignment – CSOs need to strongly and powerfully advocate for the protection and progressive increase of education financing, especially through domestic resource mobilization that is supported by tax justice policies and mechanisms. CSOs should all continue to engage the international community, especially those from developed countries, to raise their financing commitments, including their overseas development aid (ODA) to education and support developing countries in accelerating progress for the full SDG4 agenda and support the strengthening of public education systems.

Secondly, the CCNGO Coordination Group should strive to continue to be accountable to its respective constituencies, bringing them up to speed on key SDG4 processes happening at all levels. More can be achieved in disseminating information and consultation documents, and to this end, the membership should also be called on to get in touch with its elected representatives on the coordination group through the CCNGO official email address posted in the UNESCO website to update their respective contact details and send in their inputs and recommendations to enrich our work. This can complement the outreach efforts of the CCNGO national, regional and international focal points.

The coordination group should continue to offer a platform for the CCNGO members to voice out their concerns through the different CCNGO tools especially those working in political contexts where spaces for CSOs or people' engagements have been restricted or threatened due to the weakening or threats to democratic systems in a number of countries.

Thirdly, cognizant of the reality of very limited time, the CCNGO Coordination Group should attempt to review consultation documents requested by the GCM structures, the CCNGO Coordination Group should endeavor to offer timely analysis and recommendations, attuned to the realities and contexts of our diverse constituencies. Key consultation documents should also be accessible to members which can be circulated by the respective constituency focal points, and to work with the UNESCO colleagues to make these key documents accessible to UNESCO communication platforms for CCNGO members.

Major points for CG 2022 workplan

- Actively involved with the HLSC, Sherpa group and TCG and participate in its official meetings
- Transforming Education Summit – voice of CSOs on the advisory group (proposed by UNESCO to DSG office – awaiting response)
- Participate in the knowledge/capacity building in evidence, data, financing.
- Providing (supported by the GCE) a seconded staff member to the Inter-Agency Secretariat