

Submission to The Education Commission

Global Citizen's vision for the education landscape in 2030 and how we can get there through collaborative effort and advocacy.

Global Citizen and other diverse players in the civil society sector have come together in past years to convince global leaders and financiers to prioritize the right of education for every child, especially including those who are often left out - such as children in emergencies and girls. We have campaigned, in particular, for renewed and increased funding for the Global Partnership for Education and have held World Leaders, such as the Foreign Minister of Denmark, to account when they reneged on these commitments.

This is because we truly believe that global education and adequate funding for quality global education is central to ending extreme poverty and building a resourceful and resilient population of Global Citizens. While envisioning the SDG 4 education landscape for 2030, steps were also made in designing how the world can get there and whose voices are an important contribution.

This report will provide an overview of Global Citizen's three main requests for the Commission and our offer to support the Commissioners and the sector in making progress on these areas. Global Citizen recently led a hackathon challenge on education at the World Humanitarian Summit and participated in C2 Montreal. We also led a Masterclass and Workshop with private sector and creative sector attendees about innovative ways of addressing critical barriers to education. Some of the outcomes and learnings from these 'crowdsourced' platforms are also included in this submission.

Finally, there is a common thread between our requests that have been addressed separately because of their cross-cutting nature - a need for smart investment by and engagement of the private sector. We note that the private sector has been successfully engaged on issues such as health in the past and believe similar progress can be made in education with the input and collaboration of the private sector. Global Citizen is committed to working with its existing private sector partners and through new partnerships to facilitate positive changes and support for the Commission's recommendations that build on areas addressed in this submission.

We commend the following to you as potential indicators and targets for the Education Commission's report and recommendations to the UN Secretary General. We also invite the Commissioners to announce or drive progress on any of these targets at the 2016 Global Citizen Festival in Central Park on 24 September.

Background issues

As a preliminary matter we would like to acknowledge and add our support to other submissions

that have been made to the Commission and take this opportunity to reflect on the following themes:

Why have people not been investing in education?

- In addition to a limited visible link between education and future opportunity, we believe that comparatively low funding and vocal strength in education, compared to other sectors are also a key reason why education is not invested in as strongly.
- The World Humanitarian Summit was a good example of the ways in which Education can stand out and be showcased as a high return on investment proposition through collective sector action, and high visibility.
- We believe there is scope for elevating education through discussions, indicators and targets within other multilateral and sectoral processes such as the G7, G20, and COP. By making clear links between investment in education and improvements in financial prosperity, wellbeing, climate change and security outcomes, education will become more of a mainstream and cross-cutting conversation-piece within the SDG agenda.
- Showcasing the private sector as one of the largest beneficiaries of education and the scope for education to increase the existing consumer base are also prospects to encourage diverse investment into the education sector.

Key barriers and obstacles to obtaining education

In addition to considerations around teachers and teacher training, sustainability and financing, contextual training, data and monitoring being key barriers, we also consider gender, cultural norms and related legislative/policy barriers to be significant barriers to education that the Commission should consider addressing. Further information is included below around suggestions on addressing barriers to girls' education.

Global Citizen will submit a separate blog on the ideas generated during our masterclass and workshops at C2 Montreal and during the Hack for Humanity in Istanbul, as a means to address other barriers to education, particularly teachers and financing.

Concepts raised included retraining staff in other humanitarian response fields to also be teachers, mobilising technology to deliver remote teaching, teacher training as well as leveraging taxes and consumer driven markets to finance education.

What are the critical factors for success? What has led to successful delivery and practice?

We believe that, complementary to identifying critical factors for success is to amplify these factors and making sure they are present within education systems around the world.

- Global Citizen would encourage financing:
 - Governance support,
 - Sharing learnings on efficiency of resources and strong learning materials,
 - Incentives for innovative ideas and learning systems such as the [Vidya India](#) concept, which was presented to Global Citizen in early 2016 and

- Creating media campaigns promoting the importance of teachers (to bolster recruitment and retention) and learning (to bolster community buy-in and participation). Global Citizen has seen success around campaigns that involve media personalities and are promoted through mainstream media outlets and social media. Global Citizen is able to support the Commission through these channels and our Global Citizen Festival.

What will education look like in 2030? What will schools look like?

- In both the recent Hack for Humanity and our consultations at C2 Montreal, and complimentary to the Brookings Institution's recent *Millions Learning* report, flexible and innovative learning through technology is a likely and impactful trend. Global Citizen supports the use of technology as an education medium and for remote learning, with the right checks and balances in place to ensure integrity of approach and sustainable, quality outcomes.
- Global Citizen sees a role for the telecommunications industry in bridging the digital divide between rich and poor between now and 2030 to ensure technological solutions and connectivity are accessible to all children.
- Finally, Global Citizen sees a key need and gap for financing pathways to vocational and skills training that lead to job opportunities, higher education and well-paid, meaningful non-skilled employment. Again, this may be a role where the private sector could play a role in bridging the financing and actual gap between training and job-readiness within businesses and industries
- Global Citizen understands the private sector role as complementary to, but not displacement of existing education systems and institutions, to ensure that learning outcomes are better regulated. However, we encourage flexibility in learning approaches and outcome measurements to ensure the best results and geographically appropriate learning environments and curriculum (based on climate, remoteness, local industries and accreditation standards). Public Private Partnerships and Charter Schools have demonstrated positive results of a happy medium between private sector and government engagement.
- We believe domestic finance will and should continue to play a major role in strengthening education systems and opportunity and that this should be facilitated in countries with poor educational outcomes by providing:
 - Debt relief in exchange for higher internal resources and taxation dividends being applied to education within government systems
 - Incentives and infrastructure through aid that enable governments to fund local scholarships and initiatives encouraging education and finance additional infrastructure needed.

Global Citizen's Top 3 Priorities for the Commission

In our view, the effort to come together and create a world where every child has the access to education by 2030 will involve a central focus on girls, emergencies, youth and new ideas as follows:

1. **Girls Education - 12 full years of quality, financed education for girls**

- a. Globally, twice as many girls as boys will never start school. If you were born a girl in Sub-Saharan Africa, you'd have a 75% chance of entering primary school. **But there's only an 8% chance you'll finish secondary school.** This highlights a critical issue in the transition to and completion of secondary school for girls.
- b. Global Citizen believes that this is unacceptable and so we have started the [#SheWill campaign](#) in partnership with CHIME FOR CHANGE to call on eminent leaders and influencers who could change this.
- c. The Education Commission is uniquely placed to publish a report making recommendations on how to ensure every girl child and adolescent gets the education they need and to ensure adequate financing and initiatives to support this aim.
- d. Central to this is addressing the barriers to girls' education, including cultural and religious gender discrimination and inequity, barriers to completion and poverty. Global Citizen is currently targeting child marriage laws and policies that prevent ongoing learning when girls are forced out of school at an early age because they marry, fall pregnant or are not allowed back to school once they have had a baby during school age. We believe the social and attitudinal shifts that these legislative and policy changes will generate are critical to encourage families to send their daughters to school and for girls to remain in school.
- e. Funding not just an education, but a quality education for girls, that ensures girls have the same opportunities as their brothers to access higher education, training and job opportunities, is also critical. Ideas that have resulted from Global Citizen's consultations with the private and education sector to produce these outcomes include:
 - i. Creating free, or relatively inexpensive girls-only schools, particularly at the secondary school level, to incentivise girls and boys in the same family continuing their education. Curriculum could include health, rights-based and specialist teaching or skills-training, relevant to girls in the respective communities.
 - ii. Making schooling for girls available at a different or earlier time of the day, to allow poverty-affected families to balance their needs and work at home.
 - iii. Offering private sector and other scholarships for girls to attend secondary school that are linked, in the long term, to job prospects and training opportunities at and through local or international companies.
 - iv. Providing modified curriculum and/or skills-based training opportunities for girls who have missed out on school for prolonged periods to ensure job-readiness or access to further learning opportunities in a shorter period of time.

- v. Providing additional financing for female teachers and local female mentors to reduce safety concerns in some classrooms, where female students can be exploited by male teachers, and to provide strong female role models for communities of girls who wish to study.
 - vi. Providing avenues for remote learning and smartphone learning with specific content and curriculum developed to international standards, for girls to be able to learn remotely from their own homes if they are not able to attend school.
 - vii. Providing exchange programs with accredited schools in other countries for girls in the most impoverished areas.
 - viii. Funding an awareness-raising and attitudinal change campaign around the value an educated woman can bring to her community and the world.
 - ix. Working more closely with local religious leaders to encourage them to promote girls' education within traditionally patriarchal communities.
- f. Global Citizen action and support: Global Citizen can help you call upon the world to send strong messages of why they believe every girl should have the same right to education as her brothers. We are beginning to collect these messages in relation to our #SheWill campaign, which will culminate during at an event in London on 7 July. The messages will be collected into a book and can also be presented to the Commissioners before the September report launch.

2. The importance of the youth voice on education financing and target decisions

- a. When campaigning for education and financing, it is intrinsic to consider the youth voice in decision making that directly affects youth.
- b. At Global Citizen, we practice this by allowing youth from around the world access to campaigns and petitions in order to voice their support for causes that directly affect them. We are encouraged by the Education Commission's Youth Video Competition and also creation of the Youth Panel, but seek reassurance that youth representation will continue within any structures or decision-making bodies that result from the panel's recommendations.
- c. It is often the case that youth are the solution builders and so we must provide channels of opportunity. From events like the 'Hack for Humanity' Education Challenge that Global Citizen recently hosted, we realise that kids and youth around the world are able to contribute to the design plan of education leading up to 2030 and have sound ideas and interest in contributing.
- d. They can give input into where money is best spent when it comes to their educational needs, what they want their educations to lead to and what systems will be most effective for providing them the best chances to learn and thrive. During our consultations at C2 Montreal, one idea was that it would be helpful for a set of schooling outcomes (in addition to local standards) that are universal learning thresholds (ie. By X year all children can multiply in X multiples, or can read in full sentences). While we have some reservations about how these

universal standards may be achieved without strong oversight, we believe this is one area where it would be helpful for youth to provide input on what they believe minimum learnings from their schooling should be and how this can best be monitored.

- e. Global Citizen's platform reaches over 7 million Global Citizens between (primarily) the ages of 18 and 30 from around the world, including India, Africa, the Middle East and South-East Asia. One of the highest priority issues for this demographic is education. In fact, recently, when Global Citizen reported the outcomes of its Education in Emergencies [#BooksBuildLives](#) campaign and announced the launch of the Education Cannot Wait fund, we received the following from one of our young Global Citizens:

"I'm really proud of the fact that I have had an effect in this. Although only a small cog in a very significant movement means mine & everybody else who chose to do this had such a dramatic response. Being a humanitarian means I will always strive for equality all over the planet. A lofty impossible target but you get nothing without asking."

- f. It seems that the youth voice is particularly compelling in engaging governments, world leaders and the private sector alike, and demonstrating the importance of education and education financing, in a way that external advocacy simply cannot achieve. Activists like Malala, Mazoun, Nadia Murad and other young voices ring true, cannot be ignored and share a passionate, urgent and articulate plea for their generations and the decision-makers to follow.
- g. In order to target legitimate, impactful outcomes for education between now and 2030 in a constructive and sustainable manner, the youth voice must not be left out. We commend the involvement of young people and/or the creation of a global Youth Education Forum, to give input and have representation on both the Education Cannot Wait fund oversight body and any financing or decision-making body driving solutions, targets and indicators for 2030 education outcomes.
- h. Ensuring involvement at the decision-making level will also encourage a coalition of young voices buying into and helping to promote education solutions alongside and in support of the Commission's recommendations

3. Education in Emergencies

- a. Children's lives and opportunities are shaped by their educations however responses to humanitarian emergencies do not prioritize children's right to learn. Last year, less than 2% of humanitarian aid went toward education. This leaves a funding need of at least \$8.5 billion dollars per year to provide quality emergency education services.
- b. 75 million children are missing out on schooling in Niger, South Sudan, Afghanistan and beyond, affected by war, displacement, terrorism and natural disaster. Over half of these children are girls. Investment in education can prevent risks of forced labour, child marriage, extremism, lost income and opportunities. Books really can help save and rebuild children's lives. The World Humanitarian Summit provided a window of opportunity for world leaders to launch a global

humanitarian platform for education in emergencies and make new commitments to kick-start the funding platform and provide long-term support and solutions.

- c. At WHS, among 20 leaders roundtables, plenary sessions and 'special sessions' and over 150 side events, Global Citizen's focus was on the issue of education in emergencies and we exercised our focus through four key objectives. These were to: secure funds for the Education Cannot Wait fund to get 75M kids in crisis into school, use storytelling as a tool in humanitarian response, highlight the voices and faces of children affected by crises and foster innovative solutions to humanitarian issues with a host of new players. We believe these focuses also apply to the Commission's recommendations
- d. The Special Session on education in emergencies marked the launch of Education Cannot Wait: a fund for education in emergencies, and this launch was the culmination of months of hard work and campaigning by Global Citizen and our sector partners. \$90M (USD) was committed on the spot by representatives from Dubai Cares, the Netherlands, Norway, the UK, USA, and EU to kickstart this fund, with a further \$100M committed by the Global Business Coalition for Education. It will be important for this momentum to continue by encouraging more funding specifically to the fund for education in emergencies, but also by ensuring that the Fund is integrated within the broader fabric of the Commission's recommendations.

Global Citizen supports a framework for financing education that does not duplicate but integrates and provides operational purpose to the Fund through existing funding mechanisms such as the GPE, which has a proven track record on educational outcomes.

The common thread-engaging new players and the private sector in education financing and planning

Education in emergencies, sustaining quality education for girls, and youth engagement in vocalizing where funds are most useful are three equally important factors for Global Citizen in thinking about education goals for the future. Though each topic isolates a different cause, there is a common thread that weaves them together. This would be the engagement of new players, such as the private sector in financing funds towards these three goals and in planning the education landscape into the future. Increasing the role of the private sector as a partner with organizations like the Education Commission and Global Citizen can have many advantages, but this all relies on how well each actor's role is designed. Crowdsourcing encourages new players to devise ideas on how education delivery may also promote new and better outcomes under the experience and guidance of existing experts and sector leaders.

- A quality education creates a generation of skilled people who will have rising incomes and demands for products and services – creating new markets and new opportunities for growth. Currently, business investments in education tend to be small, short-term and uncoordinated. They are often directed towards children and youth in middle-income societies with few investments benefitting the most marginalized.

- Studies show that business has been able to drive progress in other areas, like health. Business also has the potential for transformational impact in education and can be an effective partner in improving education systems and learning worldwide. Members of the private sector have the capacity to become a global thought leader on education.
- To this end, we believe the private sector's role in education is not and should not just be viewed in terms of financial contributions. This is a source of frustration for both businesses, and the CSO/NGO sector and leads to concerns around the privatisation of educational institutions.
- While there is a critical financial need for global education and a role for the private sector to play in this space, the individual and collective insight of senior business and corporate leaders is arguably of greater benefit and may have a longer term impact on approaches to education financing, implementation and strategic planning.
- There are many opportunities for the private sector to engage on global education including:
 - Investment and philanthropy, offering support to multilateral agencies, communities and NGOs for education and skills-building programs
 - Partnerships and collective action: contributions to education are more effective in partnerships
 - Strategic and lateral solutions and ideas to drive innovative funding models, sustainability and creative approaches to education.

Innovation examples

During our [Hack for Humanity challenge](#) at the World Humanitarian Summit, the team that won the Education challenge developed an online app called 'Anatolia.' The app is meant for refugee kids to not only 'learn' remotely but also for them to be able to teach their parents something new each week through a 'gamified' weekly challenge.

It was a novel and unique way to think about education and our 'crowd-sourcing' paid off. This and other education solutions 'Move-mentor' and 'Teach for Teachers' can be viewed on [devpost](#) if of interest to the Commission.

In order to design a productive and sustainable role for the private sector in ensuring that every child has access to education, it may be necessary to get innovative and creative and to appeal to the private sector in an innovative and commercial way. As an example of what is achievable by harnessing the insights of the private sector, Global Citizen has already received several brilliant ideas for apps, programs, etc. from those outside of the sector. We have also received 'pitches' to engage the private sector with the education needs of children around the world. These aspects will be the topic of a separate blog to the Commission.

We welcome the opportunity to discuss this submission with the Commissioners in further detail.

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