



CALL TO ACTION

Second Replenishment

June 25-26, 2014



Ensuring Accountability for Delivery of our Collective Commitments through Citizen Action

The Global Partnership for Education (GPE) is a powerful example of collective action to ensure the right to education for all. Governments have the primary responsibility for delivering quality education to citizens in their countries, and successful governments need to be active, efficient, responsive and accountable. In turn, this requires the participation and engagement of citizens – and in particular of teachers, parents and learners – to inform and influence government policy, and to demand and secure responsiveness and accountability. Civil society that is organized, knowledgeable and active, and that operates through broad and representative structures, is an important accountability mechanism, and is thus crucial to effective delivery of quality education for all.

The GPE's evolution over the past ten years has shown an increased emphasis on bringing together developing country governments with donor country governments, civil society, and the private sector, to pool resources and knowledge in support of public education, both globally and nationally. Civil society, including youth and the teaching profession, plays a crucial role in ensuring accountability by representing the voices of citizens in demanding high quality education for all, and documenting the experiences both of learners of those on the frontline of delivering that education. Since its inception, the Global Partnership has significantly improved the capacity of civil society to play this role, especially through the Civil Society Education Fund (CSEF) and support to social dialogue with teachers.

At the GPE's Second Replenishment Pledging Conference, civil society, including youth and the teaching profession alongside many other civil society stakeholders, is calling on all partners to improve and strengthen the engagement of civil society in global, national and local education processes. During the new GPE replenishment period from 2015 to 2018 and in the context of the development and adoption of post-2015 frameworks, it is crucial to re-affirm and build on principles of citizen participation and accountability, drawing on the achievements and lessons of the last decade. There are, furthermore, a number of steps that members of the partnership can and should take in order to strengthen these accountability relationships.

We call on all partners to:

- **Ensure genuine engagement of national civil society**, especially those representing the most marginalized, youth and teachers, in policy processes including GPE country-level processes, through governments ensuring that all Local Education Groups include civil society representatives, especially from the aforementioned categories, and responding to civil society inputs; through civil society structures engaging actively in such processes, in consultation with their various and broad constituencies; and through donors supporting national ownership in developing country plans and championing civil society, including teacher, participation in Local Education Groups and in education sector planning and GPE applications.
- **Ensure that civil society engagement is representative and legitimate**, through government and donor efforts to include broad-based and informed civil society structures and teacher organizations in relevant processes; and through civil society efforts to build strong collaboration and partnerships within

civil society, including teachers and teachers' unions as well as the most marginalized; and through all partners striving to engage young people more actively in decision-making processes.

- **Enhance transparency and accountability in education planning and financing**, including national budgets and aid commitments, through governments and donors ensuring relevant information is made available in regular and timely fashion for independent scrutiny by citizens; through civil society structures, including teachers organizations, publicizing and sharing such information, in accessible forms, with citizens; and through donors striving to engage in dialogue with citizens in the developing world and genuinely consider their demands and asks when developing aid plans and budgets.
- **Support the data revolution**, through governments and donors committing to gathering relevant data, working with other partners as appropriate, and ensuring this data is available to citizens in a user-friendly way; and through civil society, including teacher organizations independently gathering and analysing data on education, particularly in relation to GPE's strategic focus areas of disability, teachers, and those out-of-school, and disseminating their findings broadly.
- **Support accountability for government commitments including on EFA and in post-2015 frameworks**, through governments and donors sharing full and clear information on their commitments and progress towards these, including commitments relating to the post-2015 education framework, and bringing civil society into EFA review processes feeding into the post-2015 agenda; and through civil society monitoring delivery of commitments made in post-2015 education frameworks, as well as national policy commitments.
- **Support accountability for financing pledges** through governments and donors sharing full and clear information on their pledges and their spending; and through civil society, including teacher organizations, continuing to monitor both government domestic financing commitments and aid pledges, maintaining pressure to ensure that at least 20% of domestic budgets are allocated to education, with at least half of this for basic education (where necessary), maintaining pressure for new aid financing, ensuring equity of spending by tracking expenditure down to the community level, and engaging young citizens in the developed world to actively show solidarity as global citizens in supporting education for all.
- **Strengthen civil society capacity to act as an accountability mechanism** through donors actively supporting the engagement of national civil society, including teacher organizations, with funding and technical support; through civil society continuing, including teacher organizations, to share best practice and learning; and through all partners continuing to support the Civil Society Education Fund to enable civil society to play its role in GPE long-term.

Signed:

Title:

Representative of:

Date:
