A Collective Vision
The Global Campaign for Education consists of a diverse and extensive group of stakeholders from around the world, and our members in more than 100 countries together represent hundreds of thousands of individuals. We share a common vision and belief in the right to and the power of education. As such, we have been advocating for a broad, rights-based, overarching education goal within the post-2015 development agenda and the continuation of an aligned, revitalised Education For All framework, fully integrated with this goal.

Over the last 18 months, our members have been sharing and discussing their views on current education goals and future priorities. This consultation process has included surveys, debates, and a discussion paper, building up to a draft proposal for education goals post-2015, shared for consultation (in five languages) with the whole GCE membership in March 2014. The diversity of rich and helpful feedback received from GCE members around the world has informed the new and fully articulated proposal below.

An education goal for the post-2015 sustainable development framework
Education is a fundamental human right and a public good, key to ending poverty and building an equitable and sustainable future. As such, education has a unique role within the new development agenda: it has the power to underpin transformative change, providing opportunity, hope and protection to the lives of hundreds of millions of people worldwide. Quality, rights-based education empowers individuals, strengthens communities and helps fuel development. It is transformative and provides people with the critical knowledge, abilities and skills that are needed to question, conceptualise and solve problems that occur both locally and globally, and to contribute actively to the sustainable and democratic development of society. Quality education is also fundamental to the achievement of all other development objectives, including gender equality, health, nutrition, peace, the strengthening of democracy and environmental sustainability. Therefore, a credible global development framework must have the right to education at its core.

Time for change
While there has been welcome progress in increasing access to education since the MDG and EFA goals, for millions of children and adults the promises made by the international community in 2000 have delivered too little and too slowly. Since 2000, hundreds of millions of children have missed out on their right to quality education – whether because they have had no access to schooling, or education of only poor quality – and hundreds of millions of adults still face the challenge of illiteracy. It is time for increased ambition and a radical change of pace to ensure that by 2030 all children and adults enjoy their right to education. Transformative education must be at the heart of of the post-2015 agenda if a sustainable and equitable future is to be realised.

Quality education requires quality inputs and processes
Every student must be taught by a qualified and well-supported teacher, and learn in safe educational institutions with adequate infrastructure, facilities and resources regardless of where they live, including in conflict and humanitarian emergencies. Quality processes and practices are needed to ensure that children leave school with the knowledge, skills and values necessary to be active members of their society and contribute to resolving the local, national and global challenges of the 21st century.

Transformative education is equitable education
The post-2015 education goal within the sustainable development framework must include concrete steps to overcome all forms of discrimination, including those based on disability, gender, race, ethnicity, religion, language, sexual orientation and/or socio-economic status.
Governments must take responsibility
Education is a recognised fundamental human right, and governments are duty-bearers. In particular, governments have a responsibility to provide sufficient funding for equitable inclusive quality education and lifelong learning for all, including through fair and progressive taxation.

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The Global Campaign for Education’s proposed goal, objectives, targets and indicators
GCE has set an overarching goal for education with three key objectives and eight specific targets. Each target has a set of indicative indicators against which progress can be tracked.

*All indicators should be* disaggregated by disability, race and ethnicity, rural-urban location, areas affected by conflict and humanitarian crisis and socio-economic status, among others) and by gender in each of these categories. Progress should be measured not only against aggregate indicators but also in terms of narrowing in gaps between most and least advantaged groups.

Goal:

By 2030, ensure equitable, free and inclusive quality education and lifelong learning for all

<table>
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<tr>
<th>Objective 1: By 2030 the right of every child to complete a full cycle of continuous, free, quality pre-primary, primary and secondary education is fulfilled</th>
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<td><strong>Target 1:</strong> All children are enrolled by in school by 2020, and completing a full cycle by 2030.</td>
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Indicators*:\n- Number and percentage of children* who are enrolled in ECCE by 2020, and by 2025
- Number and percentage of children* who have completed at least one year of free pre-primary education by 2020, and by 2025
- Number and percentage of children* who enrol in and complete a full cycle of free primary education:
  - Net enrolment* rates and completion* rates at 2020, 2025 and 2030
  - Percentage of children* enrolled in primary educational institutions that are publicly financed, do not charge fees and are not for profit
  - Percentage reduction in number of out-of-school children* of primary school age by 2020, and 2025
  - Percentage reduction in number of out-of-school children* of primary school age in conflict-affected and fragile states by 2020 and 2025
- Number and percentage of children* completing free quality secondary
  - Percentage of children* of secondary school age enrolled in educational institutions that are publicly financed, do not charge fees and are not for profit
  - Percentage reduction in out-of-school children* of secondary school age by 2020, 2025
  - Percentage reduction in number of out-of-school children* of secondary school age in conflict-affected and fragile states by 2020 and 2025

*N.B. All indicators should be* disaggregated by disability, gender, race and ethnicity, rural-urban location, areas affected by conflict and humanitarian crisis and socio-economic status, among others) Progress should be measure not only against aggregate indictors but by narrowing in gaps between most and least advantaged groups)
**Target 2:** By 2025, all children are taught by qualified teachers who have training in pedagogy, rights and gender sensitivity, in an accessible and safe environment

Indicators*:
- Percentage of children* taught by trained and qualified teachers, with clear and transparent national benchmarks for qualified teacher status which includes training in pedagogy, rights and gender sensitivity;
- Ratio of qualified teachers to pupils, disaggregated by location (i.e. rural-urban, sub-national, district)
- Number and percentage of educational environments that have accessible, inclusive, safe and adequate infrastructure and facilities for all students, and are free from violence and attack.

**Target 3:** By 2030, all children complete full cycle of inclusive quality and gender-sensitive education with relevant learning achievements determined through multiple measures

Indicators*:
- Percentage of schools with teaching and learning resources (i.e. textbooks) that are non-discriminatory, and are available for all students from the beginning of the school year.
- Percentage of children* in pre-primary and grades 1 and 2 able who are educated in their mother tongue.
- Percentage of children* who demonstrate learning achievement in foundational competencies of literacy, numeracy, and global citizenship (human rights, sustainable development, peace, sexual and reproductive health and intercultural dialogue), according to national benchmarks that are relevant to the student.

**Objective 2:** By 2030, all young people and adults are literate and have the knowledge and skills to participate fully in society and the world of work.

**Target 4:** All young people (15-24) are fully literate by 2025, and all adults (15+) fully literate by 2030.

Indicators:
- Percentage of young people* (15-24) with full literacy by 2020 and 2025
- Percentage of adults* (15+) with full literacy by 2020, 2025 and 2030
- Percentage of youth and adults who have access to and complete second-chance education programmes (ensuring those who have missed out on education due to conflict, migration, gender, or other reasons, are able to gain an education)

**Target 5:** By 2030 there is an increase of at least 50% in the participation of people from disadvantaged groups in quality further education (technical and vocational education and training, and tertiary education), and a narrowing of the gap in participation rates between more and less advantaged groups.

Indicators*:
- By 2025, the percentage of people from different disadvantaged groups* participating in further education
- Ratio of trained teachers per student (relevant to subject)
- Percentage of learning centers that are safe, accessible and have adequate infrastructure
- Percentage of young people and adults with relevant knowledge, skills and competences for the world of work and active global citizenship.
Objective 3: By 2030, there are adequate and sustainable financing and governance structures for education, that are transparent and participatory

Target 6: Governments calculate and allocate adequate domestic finance to ensure equitable, free and inclusive quality education and lifelong learning for all, including by allocating at least 20% of national budgets to education and at least 10% to basic education.\(^2\)

Indicators:
- Percentage of the national budget allocated to education
- Percentage of the national budget allocated to basic education
- Development of a fully costed national education plan and a financing strategy
- Proportion of total education budget that is financed from domestic revenues (taxation, natural resource revenues, etc).

Target 7: Donors and the international community provide increased, sustained and adequate financing for education through overseas development assistance (ODA), including by allocating at least 10% of each donor’s ODA to basic education\(^3\) and at least 4% of humanitarian aid to education.

Indicators*:
- Percentage of ODA going to education
- Percentage of ODA going to basic education
- Percentage of humanitarian aid allocated to education
- Proportion of ODA for education that is harmonised behind national education sector plans (e.g. pooled fund, SWAp, given through GPE, etc);

Target 8: Citizens, represented through formal civil society structures, are fully informed of and engaged in the development and monitoring of education sector policies and programmes, at school, sub-national and national level

Indicators:
- Percentage of decision-making national and sub-national education sector committees and working groups that fully include civil society representatives and teachers’ representatives.
- Percentage of schools and learning centres with functional management committees that include teachers, facilitators, parents, students, and community and local CSO representatives;
- Publication of education budgets, plans, data, donor programmes and spending information for school, sub-national and national levels, in all national languages, within one month of finalisation.

\(^2\) We are defining “basic education” for financing purposes in the same way as the EFA-GMR: all spending on early childhood education, primary education, basic education, and half of the general education spending (i.e. not for a specific level).

\(^3\) We are defining “basic education” for ODA purposes in the same way as the EFA-GMR: all ODA for early childhood education, primary education, basic education, half of that for general education (i.e. not for a specific level), and 10% of general budget support.