

GCE 7th WORLD ASSEMBLY

22 - 24th November 2022
Johannesburg-South Africa

The Future of Education Re-Imagined

#EducationReImagined

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Discussion Paper 14

Stepping up our influence through advocacy and campaign

Introduction

Scaling-up GCE influence requires, on the one hand, a close alignment with the right to education conceptual and legal frameworks and, on the other, a clear understanding of the political, social and cultural contexts in which our members operate.

Given that GCE is a movement with more than twenty years of history, the accumulated experience allows us to review, transform and set up our influence with the necessary agility and evidence-based criteria to respond to the current times.

A combination of flexibility, sense of reality and political determination is essential to adopt plans, strategies and campaigns, so that GCE can aspire to contribute significantly to the struggles for the right to education and lifelong learning.

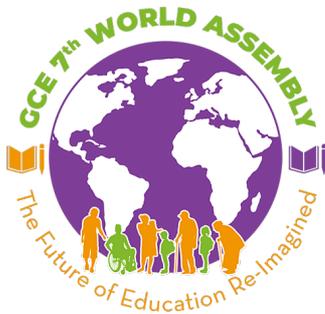
New challenges have been taken on in recent years, such as the incorporation of youth and students to the GCE Board and the whole movement, the adoption of a Gender Strategy and our meaningful participation in new spaces of international governance.

These have allowed GCE to renew its efforts and, above all, establishing strategic actions aiming at responding to global challenges. Thus, for example, the development of campaigns on education in emergencies and education financing, has given new energy to the movement. Similarly, the growing interest on adult education and in early childhood education and care allowed new alliances to be built and GCE's range of action to be expanded.

We are not starting from scratch! The accumulated experience allows us to build stronger impact and broadening our movement with new actors: youth, refugees, people with disabilities, LGTBIQ+ populations, etc. We know that human rights cannot be learned by exhortation, but by example, and that is why GCE always seeks to renew its political and methodological proposals, putting its long-lasting experience into renewed practices.

a. Context analysis and how this relates to GCE

The diversity of spaces in which the GCE members work coincides with the emergence of the mentioned new actors. In this diverse context, advocacy actions and specific campaigns have a place. The fight for debt relief and/or cancellation and against privatization and commodification of education has found new lights in recent years and we hope that the movement will also find opportunities to contribute to the demands for tax justice, ecological and environmental justice, climate change and right to health.



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Working for the right to education should not be isolated from other human rights areas, understanding that many of the problems facing education originate outside the educational field.

This is why GCE reaffirm its political nature and remain open to alliances with other sectors and movements.

b. Key issues GCE members are to consider

This diversity also poses organizational challenges. The spaces in which the GCE members participate are often competitive, because given the scarcity of resources we sometimes witness a sort of institutional cannibalism, totally unjustified, in which it is usual to find some known and non-conventional actors disputing the attention of different counterparts. Philanthropic organizations, foundations, corporate NGOs and businesses all claim a piece of the pie.

However, often times community-based organizations get the worst of it and remain weakened, lacking the financial muscle that the large NGOs and INGOs have.

This fact is especially relevant for GCE, because we must not forget that our movement arose from popular demands for justice, freedom and equality. Those demands were born within organized communities and continue to inspire our work. That is where the mandate of the GCE comes from, and not from the agreements of small groups of good will individuals, often detached from people's suffering and struggles.

c. Leading questions to support the discussion

Which missing elements should be considered to strengthen GCE advocacy and campaigns?

How should we proceed to mainstreaming gender perspective in our work?

What steps should be taken to strengthen intergenerational dialogue in the movement?