

FINANCE FOR DEVELOPMENT SUMMIT, Addis Ababa, July 2015

KEY MESSAGES from the GLOBAL CAMPAIGN FOR EDUCATION

Ahead of the Addis Ababa Finance for Development summit, GCE is sharing this document with members and key allies, highlighting important messages on education financing that have emerged through consultation and debate among members over recent months. It proposes key recommendations for the Addis Action Agenda in order to ensure consistency with the proposed SDG 4 on education, and reflects the concerns of education activists within the GCE movement in relation to financing for SDG 4.

1. The Addis Action Agenda should set forth a financing agenda that is time-bound, actionable, consistent with human rights, and that will ensure full financing for the SDGs in full.

The Addis Accord should include time-bound commitments to reform the global economic system in support of people's right to development. In so doing, it must recognise that the transformative power of the SDGs lies in their ability to integrate social, environmental and economic needs – hence, the Addis Accord must commit itself to finding the resources to implement the full agenda and means of implementation.

2. The Addis Action Agenda must include a robust, participatory monitoring mechanism.

In order to ensure accountable delivery, there must be a robust mechanism for monitoring and accountability of Addis commitments – and related financing commitments for the SDG agenda. The Action Agenda should therefore clearly set out a commitment to a follow-up review and include a monitoring and accountability mechanism that fully integrates citizen and civil society participation.

3. The Addis Action Agenda must encompass the full agenda for education set out in SDG4.

The latest available drafts of the Action Agenda suggest that adult literacy, adult education and lifelong learning, despite being core components of the post-2015 education goal (SDG 4), have not been included in the Addis declaration. In the preceding 15 years, adult literacy – out of all the Education For All goals – has received the least emphasis and seen the slowest progress: this critical element of the education agenda requires focus and attention. None of the SDG education targets should languish in the absence of adequate resources.

4. The Action Agenda should reiterate the role of the State in delivering education and other essential services and make clear that the private sector's role in these sectors is to support the State.

GCE is deeply concerned over the central role that private finance has taken over the course of FFD negotiations, when evidence on its sustainable development impact remains weak. Human rights law has consistently reiterated the prime responsibility of the State in delivering education. Increasing privatisation and commercialisation of education have been recognised as undermining the achievement of the right to education, as is reflected in the last two reports of the UN Special Rapporteur on the Right to Education; recommendations passed in national reviews of several countries;ⁱ and the UN Human Rights Council resolution passed in June 2015. The new financing agenda must safeguard education and other essential services against commercialisation, which often advances in the guise of enhancing private sector participation and partnerships. Private sector contributions to education and other essential services should be maximised through effective taxation mechanisms. Developing countries lose US\$160 billion each year of tax revenue to the manipulations of multinational corporations – considerably more than they receive in aid.ⁱⁱ The funding gap for education

amounts to the collected net profit of the world's five biggest companies.ⁱⁱⁱ Government funds must not be used to subsidise for-profit education and the growth of private provision must not be allowed to create or entrench existing social and economic inequalities.

5. The Agenda should commit to a significant increase in education financing.

The Addis Action Agenda must commit to a significant increase in education financing, including for the recruitment, development, training and retention of the education workforce in all countries. The Incheon Declaration^{iv} agreed that governments should allocate at least 15-20% of their national budget to education, and/or an amount equivalent to 4-6% of GDP. GCE believes that meeting the SDG goals will require financing at the upper end of these ranges as a minimum; that many countries will need to spend more; and that no country should fall behind. Donors should allocate at least 10% of ODA to basic education, with particular attention given to education in emergencies. According to the 2015 EFA Global Monitoring Report (GMR), an additional US\$139 billion is needed to fund primary and lower-secondary education (US\$22 billion from aid or other external resources and US\$117 billion from domestic resource mobilisation). This funding gap is significant, but can be filled: it amounts to the net worth of the world's two wealthiest individuals^v and is less than 1 dollar in 20 that the world lost to tax evasion in 2012.^{vi} However, GCE advocates for 12 years of education, and the GMR calculation of the gap in external resources to achieve this is a minimum of US\$39 billion.

6. The Agenda should commit to efforts to increase tax revenue, linked to increasing the progressiveness of taxation.

The Action Agenda must commit to set up a strong UN tax body, widening the tax base, ending harmful tax incentives, preventing tax evasion, and bringing about appropriate reform in the global taxation regimes to minimise tax avoidance. While ODA, and reaching the long-standing commitment to allocate 0.7% of GNP to ODA, remain critical, this must be complemented by efforts to increase and sustain domestic revenue to reduce poverty and meet new development challenges.

7. The Agenda should affirm a role for a stronger Global Partnership for Education.

The Addis Action Agenda should retain the reference to the role of the existing multilateral mechanism for education financing – the Global Partnership for Education – which must be strengthened and brought into alignment with the new and wider post-2015 framework.

ⁱ The UN Committee on the Rights of the Child (CRC) on Chile, Ghana and Morocco; the UN Committee on Economic, Social and Cultural Rights (CESCR) on Chile, Morocco and Uganda; and the UN Committee on the Elimination of all forms of Discrimination Against Women (CEDAW) on Ghana.

ⁱⁱ Christian Aid (2009) False Profits: Robbing the Poor to Keep the Rich Tax-Free.

ⁱⁱⁱ <http://www.forbes.com/global2000/list/>

^{iv} <https://en.unesco.org/world-education-forum-2015/incheon-declaration>

^v <http://www.forbes.com/sites/chasewithorn/2015/03/02/forbes-billionaires-full-list-of-the-500-richest-people-in-the-world-2015/>

^{vi} http://www.tackletaxhavens.com/Cost_of_Tax_Abuse_TJN%20Research_23rd_Nov_2011.pdf