GCE-US Coalition Meeting Minutes
February 1, 2022

Introduction to [2021/2 UNESCO Global Education Monitoring (GEM) Report, Non-state actors in education](#) and the panelists by Katie Malouf Bous, Senior Policy Advisor, Oxfam International

- Impact of COVID-19 related school closures on public and private education
- Current and upcoming austerity for public education
- Growth of rising concerns surrounding growth of private actors in education, especially for-profit actors, and the negative impacts on equity and inclusion
    o Global institutions (GPE, IFC) have limited funding for for-profit schools because of stratification concerns
    o Oxfam has conducted research on impacts of public-private partnerships (PPP) and found serious concerns relating to equity and inclusion and a lack of evidence on positive learning outcomes in PPP schools

Dr. Priyadarshani Joshi, Senior Project Officer, Global Education Monitoring Report, UNESCO

- New [2021/2 UNESCO Global Education Monitoring Report, Non-state actors in education](#)
    o Highlights the role of non-state actors in education (what are the contributions of non-state actors and what these contributions should be), guided by equity and inclusion
    o Civil society organizations have diverse views on non-state actors and reflect diverse realities. CSOs are critical advocates for oversight on non-state actors in education.
    o 9 out of 10 people in 34 middle- and high-income countries said that the primary responsibility for providing education lies with the government
    o Highlights from the United States
        ▪ Serious concerns about equity and systemic challenges.
        ▪ The segregation of low-income students grew by 15% in large school districts between 1998 and 2015.
        ▪ 7 of the 10 biggest for-profit education companies in the US guilty of deceptive business practices.
- GEM Report Recommendations
    o Fulfill commitment to make 1 year of pre-primary and 12 years of primary and secondary education free - No profit-making in education
    o Establish quality standards that apply to all state and non-state education institutions, and cover inputs, processes, and results

- - Apply common monitoring and support processes to state and non-state institutions to ensure equity and inclusion; have a clear vision on how to engage with non-state actors
  - Help innovation spread throughout the education system; share, test, and adopt good ideas in all schools
  - Maintain transparency and integrity of public education policy processes: monitor and safeguard against lobbying

Jitu Brown, National Director, Journey for Justice (J4J) Alliance
- Origins of J4J Alliance
  - Mid-South Plan - Closing of 20 out of 22 schools in South side of Chicago neighborhood
  - Alliance that is committed to equity in education agenda
- Key question: What does education mean to us?
  - "Education is inspiration and information that prepare young people to impact the world." – J4J Alliance
- Biggest problem: America has never honored her equity mandates.
  - "School-choice movement" was organized as a resistance to Brown vs. Board of Education - wherein white families pulled their children out of unsegregated schools
- Death by a Thousand Cuts: Racism, School Closures, and Public School Sabotage by Journey for Justice Alliance captures voices of community members who have been subject to school closings and school privatization
- Failing Brown v. Board: A Continuous Struggle Against Inequity in Public Education examines and compares opportunities (technology, extracurricular activities, class options, etc.) in schools
  - Report shows that white children have far more of these resources
  - Denying children access to inspiration is a sabotage on their future.
- Impact of school privatization
  - In the United States, the number of Black teachers is in decline.
  - Only 1 out of 5 charter schools outperform non-charter public schools
- Importance of grassroots demand for public education
  - Societies that focus on equity do better than societies that privatize.
  - Calling for massive expansion of Sustainable Community Schools
  - Quality of Life Festival on Sept. 20-21, 2022, in Washington, DC
  - We must have faith in the power of people to shape and envision their own future.

Main Takeaways from GEM Report - Katie Malouf Bous, Oxfam International
- Issue of profit-making in education - clear recommendation in the GEM Report against profit-making and to regulate/ban profit-making to ensure the protection of equity
- Cautions against educational markets and competition between providers as a good thing

- Education must always be free and school fees have no place in public education systems.
- Areas where further discussion is needed:
  - The harmful impact of PPP and their exacerbation of educational inequalities: the GEM Report acknowledges that vouchers can end up benefiting learners who are well off
  - Emphasis on the responsibility of governments in providing free public education

Discussion
- Q: Discussions on education equity primarily target Black communities. Can you provide insight on the impact of inequity in education for other minority groups, such as Hispanics?
  - Jitu Brown:
    - Black, brown, and Indigenous communities have been denied the right to self-determination.
    - The overall agenda is improving the quality of life for Black, brown, and Indigenous communities - the right to define, name, and speak for themselves.
- Q: Have you investigated boarding schools and inclusion/exclusion of children with disabilities and children living in institutions?
  - Sending First Nation children in Canada to boarding schools as an act of segregation/assimilation and sending students/children with disabilities to institutions
  - Many children in other locations as well are affected by the same problem, with access to education in this way being misused to segregate and institutionalize children.
  - The question of boarding schools has been covered in the spirit of inclusion in the 2020 GEM Report, and to highlight the dangers of boarding schools in the 2019 GEM migration and displacement report. All GEM reports can be accessed at: https://en.unesco.org/gem-report/allreports
- Discussion on free, quality education for all
  - Dr. Priya Joshi:
    - First issue is why education is becoming more regressive and why there is no effective tax system to supply quality education. The burden to pay is being shifted more to the poor.
    - Reducing for-profit activity in the primary and secondary sphere, such as private tutoring, technology, the for-profit textbook industry, are less front and center. Public education and financing have not been prioritized - this is a question of government capacity and intent.
    - Technology as the solution for all our [education] problems today does not compute with daily realities around the world.
    - We need free education, and the government has to fund this education - that is priority number one.

Introduction to new GCE-US coalition member [Humanity & Inclusion](#) (HI)
Casey Recabarren, Inclusive Education Policy Development Officer, Humanity & Inclusion
- HI works with local authorities to clear landmines and other war debris to prevent mine-related accidents and partners with local organizations to run programs in inclusive health, education, and economic empowerment
- HI-US has technical expertise in disability advocacy, inclusive food security, inclusive health, inclusive governance, and inclusive education, including the following types of interventions:
- Twin Track Approach is key to ensure overall goal: full participation of persons with disabilities in all aspects of society
  - Services: Developing and promoting an inclusive system of services
  - Person: Empowerment of children with disabilities, families, and organizations of persons with disabilities
- Direct support to school leaders, teachers, and children with disabilities
  - Providing assistive technology
  - Teacher trainings
- Improvement of community services
  - Barrier assessments - making infrastructure more inclusive
  - Caregiver trainings and support
  - Identification of out of school children with disabilities
- Policy development at the national level
  - Partnering with the Ministry of Education to update national curricula (example: worked with the government of Sierra Leone to develop its Inclusive Education Strategy)

Announcements
- [Global Disability Summit and Side Events 2/14-2/17](#):
  - Global Disability Summit side event on [Inclusive Education: Learnings from the GEM Reports and COVID-19](#) February 16, 12 PM ET
- [Please add edits](#) to the proposed FY23 appropriations advocacy report language via suggestion mode/tracked changes by **Friday, February 4**
- [Register here](#) for the next Global Campaign for Education-US coalition meeting: Wednesday, March 2, 9 AM ET: https://bit.ly/MarchCoalitionMeeting
- **Please register [here](#)** for the next Inclusive Education & Early Childhood Community of Practice meeting on March 30, 9 AM ET: https://bit.ly/MarchIEEC

Links & resources:
- UNESCO [Global Education Monitoring Report:](#) Non-state actors in education: Who chooses? Who loses?
  - Suggested [Social Media Messages](#) from the GEM Report team
- [Abidjan Principles](#) on the human rights obligations of States to provide public education and to regulate private involvement in education
- [Death by a Thousand Cuts: Racism, School Closures, and Public School Sabotage](#) by [Journey for Justice Alliance](#)

- [Failing Brown v. Board: A Continuous Struggle Against Inequity in Public Education](#) by [Journey for Justice Alliance](#)
- [Sept. 20, 2022 Quality of Life Festival Advocacy @ Black Lives Matter Plaza in DC](#)
- Highlights from the Global Disability Summit Thematic Workshop on Inclusive Education
  - [Event Recording, Slides, and Resources](#)
  - [Call to Action](#)