

## Education Financing Learning Community Terms of Reference

### 1. Background on Education Financing Learning Community

The following terms of reference document outlines the GCE Learning Community on education financing. It is intended for circulation within the GCE network to outline what is meant by a GCE Learning Community on financing, and to seek members to join the learning activities and discussions.

Learning Communities serve as organized groups of people who have a common interest in a specific thematic area covered by GCE. They will collaborate regularly to share information, improve their skills, and actively work on advancing the general shared knowledge of the membership. The learning community will enable practitioners, Civil society organizations, GCE members and external stakeholders and experts to exchange knowledge and skills with people across the entire organization. The Education Financing Learning Community aims to bring together individuals, constituencies, associate members of the GCE with common interests and expertise on a wide range of issues related to **education financing**. The Learning Community aims to engage in permanent discussion around financial barriers and challenges that public education systems face and the opportunities that contribute to the advancement of free, inclusive, quality education. The education financing Learning Community focuses on the thematic areas around Education Financing including privatisation of education and domestic and international financing.

Education Financing is one of the key priorities of GCE in its current strategy. From advocacy for increased budget allocations, to tracking budgets to school level, to campaigning for increased allocations for marginalised groups, to increase equity, the GCE membership have a breadth and depth of advocacy experiences to share, and have expressed a desire to exchange experience, learn from others and coordinate research and advocacy in this area. This is also an area where there is a large amount of knowledge which can contribute towards building collaboration around critical advocacy processes, building linkages from local through to regional and global advocacy on financing issues – and some members are keen to collaborate more in this area. Finally, it is also important that the membership is responding to the new 2030/ SDG4 financing agenda, and are collectively shaping how our advocacy responds to that.

The Global Campaign for Education launched a global, multi-layered education financing campaign, spanning over several years. It originated in 2011 and ran again in 2014 and 2017 with a targeted objective at the Dakar replenishment conference in February 2018 – Fund the Future: Education Now. GCE is calling for action to secure significant shifts in education financing – through increases in aid and domestic finance – to achieve the SDG4/Education 2030 goals. We call for governments to work harder to meet the huge financing gaps in education, to tackle the stagnation of aid to education, and a lack of domestic financing for education in low- and middle-income countries. The campaign aimed to secure: 1) Increased domestic resources, 2) Increased bilateral and multilateral contributions and 3) Global action on tax reform and justice.

The implementation of policies to remove the obstacles which prevent millions of people around the world, especially children and youth, from enjoying their human right to education, including early childhood development, requires sufficient and sustainable financial resources from states and the international community.

## 2. Purpose of the Education Financing Learning Community

### 2.1 Goals and Objectives of the Learning Community

The Education Financing Learning Community aims to bring together individuals, constituencies, associate members of the GCE with common interests and expertise on a wide range of issues related to education financing. Within the thematic areas of focus,

This Learning Community aims to:

- a) engage in permanent discussion around financial barriers and challenges that public education systems face and the opportunities that contribute to the advancement of free, inclusive, quality education,
- b) suggest to the GCE Board, as well as to the entire GCE membership, the strategic approaches the movement should follow regarding education financing,
- c) act as a consultative body for setting out the political statements and the implementation of advocacy actions and campaigns,

Appointed representatives from the Education Financing Learning Community agree to be consulted on an ad hoc basis in case a rapid position is needed on financing issues, or a media, consultative, or speaking opportunity arises.

### 2.2 Individual and Organization Benefits of the Learning Community

Through the sharing, creation and management of knowledge around Education Financing issues,

The community enables individuals to	The community benefits the organization by
<ul style="list-style-type: none"><li>Continue learning and developing professionally</li><li>Access expertise</li><li>Improve communication with peers</li><li>Increase productivity and quality of work</li><li>Network to keep current in the field</li><li>Develop a sense of professional identity</li><li>Enhance professional reputation</li></ul>	<ul style="list-style-type: none"><li>Reducing time/cost to retrieve information</li><li>Reducing learning curves</li><li>Improving knowledge sharing and distribution</li><li>Enhancing coordination, standardization, and synergies across organizational units</li><li>Reducing rework and reinvention</li><li>Enabling innovation</li><li>Benchmarking against influencing industry standard</li><li>Building alliances</li></ul>

<b>Problem solving</b>	“I am not sure how to collect the evidence to build my financing advocacy strategy does anyone have experience of this?”
<b>Requests for information</b>	“Where can I find a good training manual for school budget tracking?”
<b>Seeking experience</b>	“Has anyone advocated for earmarked taxation for education financing?”
<b>Reusing advocacy products</b>	“I have a good tool analyzing budgets. I can send it to you and you can easily tweak it for your national research. ”
<b>Coordination and synergy</b>	“Can we work together to build an advocacy strategy to influence the upcoming replenishment conference”
<b>Discussing developments</b>	“The Education Financing Commission has just launched its findings. How will it affect our national education financing, and what should our national response be?”
<b>Documentation projects</b>	“We have identified a number of countries who have been very successful in advocating for increased funds for inclusive education, especially through working with our parliamentary committees, we will write these up into good practice case studies to share with others to learn from , and share them with the learning community”.
<b>Mapping knowledge and identifying gaps</b>	“We need to work on a new learning tool on education financing. Who knows what on the issue, and what are we missing? What other groups should we connect with?”

### 3. Membership

The Education Financing Learning Community is chaired by the GCE Secretariat. Associates from all constituency groups and partners can also be invited in the group. Youth and persons with disabilities will particularly be encouraged to join. The Education Financing learning community will also be open to any person interested in the topic (ie. students, early career researchers, practitioners) and they can use the [Education Financing Learning Community sign up form found here.](#)

For questions members can email: [vicky@campaignforeducation.org](mailto:vicky@campaignforeducation.org)

#### 3.1 Recruitment of members outreach plan:

The learning community will aim to strategically reach out to potential members from all sides of the audience through existing mailing lists, regional coalitions, youth networks, a call to action and re-introduction of the learning community to members through regional networks and others.

### 3.2 Core Group Roles and Responsibilities

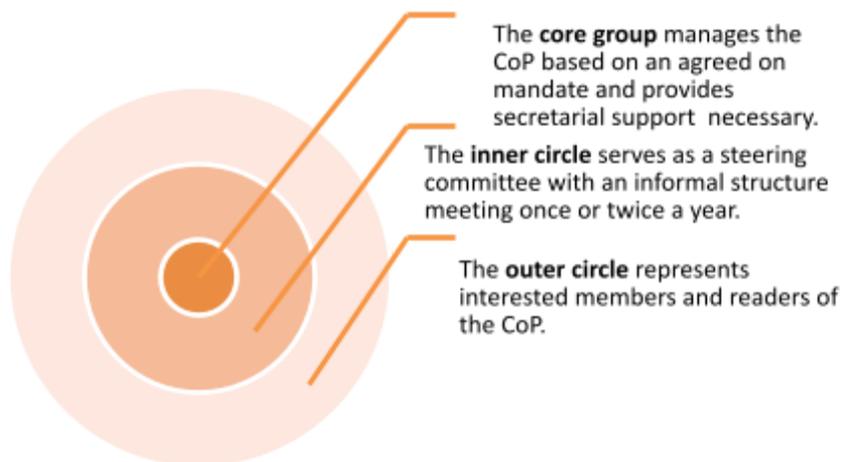
The Core group will be responsible for managing the learning community including administrative and secretarial tasks to ensuring knowledge generation and shared learning.

Name	Community Role	Community Responsibilities
	<p><b>1. Champion</b> (GCEUS/GCE Secretariat)</p>	<p>The Champion ensures support at the highest level, communicates the purpose, promotes the community and ensures impact.</p>
	<p><b>2. Secretary/Membership Manager</b> (GCEUS/GCE Secretariat)</p>	<p>Administrative role: sends out meeting invites, minute taker in order to ensure comprehensive minutes are taken and decision action points are recorded at meetings.</p> <p>Deals with registration and ongoing membership director.</p>
	<p><b>3. Facilitator/Discussion Moderator</b> (learning community Volunteers)</p>	<p>Responsible for making sure that everyone participates and that dissident views are heard and understood.</p> <p>The Discussion Moderator serves as conversation manager who helps keep discussions focused, injects new topics and provocative points of view when discussion lags, and seeds discussion with appropriate content. Moderators must often be critical in order to ensure value generation.</p>
	<p><b>4. Knowledge Librarian</b> (GCE with help from learning community Volunteers)</p>	<p>The Knowledge Librarian collects, and synthesizes content created, and provides a value-added link for the content produced. The knowledge center coordinates information from learning community members to avoid duplication, redundancies, and poor quality (e.g., in postings to learning community websites and forums) and they filter knowledge and request for help.</p> <p>The Knowledge Librarian is the community's taxonomist and is responsible for organizing and managing the collection of knowledge objects generated by the community. Maintains and organizes content generated by participants over time.</p>

### Optional roles will also be shared

All members of the learning community share responsibility for marketing and promoting the learning community, generating interest in it, promoting enthusiasm among current members, and demonstrating its value. Everyone must ensure continued support and resources from Sponsor (s), recruit high-potential prospective members, and invite them to special learning community events. Members are expected to better leverage the knowledge created and learning generated by the learning community, to write and publish articles or results descriptions.

Members will also be responsible for, sharing knowledge and experiences, participating in discussions and other sessions and being on the lookout for ways to enhance learning community effectiveness (i.e. recruiting high-value members; changes to interaction processes, etc.)



### **3.3 Ways of working**

The Education Financing learning community will convene through virtual or face to face meetings on a quarterly basis. An agenda will be defined and sent out to learning community members prior to the meeting by the learning community secretary.

Members of the learning community who are also members of GCE will be able to share and engage in discussions about the learning community on the **GCE Learning Hub**. Once the platform is active and launched, you will be able to access it through the GCE website.(link will be provided). On the platform, there will be a dedicated learning community and open discussion platform on Equality and Non-discrimination and members will be able to contribute openly and at any given time.

## **4. Evaluation and Reporting**

Gathering feedback from participants of the learning communities can help make the learning communities

more useful. Below are the various metrics that the learning community would like to have in hand at the end of six months. We will want to gather both quantitative and qualitative measures where possible.

Measures:

- Number of participants in the learning community at the start and end of the 6-month period
- Number of participants in surveys, webinars, discussions
- Number of participants engaged in research process
- Number (or types) of replies to our postings in the forum (or level of interest in topics and documents we bring to the face-to-face groups). We will facilitate ongoing discussion among learning community members in between official meetings
  - *Save quotes and comments from participants to help us share and understand the use and usefulness of information we have provided*
  - *Save comments and input to our research agenda*

In addition to sharing information and gathering input from the learning community, members can share back with the group new knowledge or projects that reflect their interest or input. For example, if you ask the group to participate in a brief survey, then plan to share the results of the survey's, webinars, contribute to papers etc. If you have questions related to your research, reflect on how the learning community's input has helped to shape your thinking or link to results of your work. Where possible, share preliminary results and other information to enhance your role as a source of useful, reliable information.

**4.1 Report on Activities of learning communities**

The GCE Secretariat will contact the members of the learning community monthly on the first Monday bi-monthly to learn about progress and to hear any stories you may share about successes and challenges, and create a 6-month report on progress. This report will include any data that you are able to collect and report—both quantitative and qualitative measures as identified through your plan.

In addition, we will interview one person from your team who is leading the engagement with learning communities for your Coalition. We are interested in your staff reflections and impressions of your efforts—in particular, we would like to know whether the learning communities have a new or greater understanding of Education Financing and the work that you do.

Your responses will help inform Education Financing work and other GCE members about the potential for outreach and engagement through learning communities, contribute to the broader growing research around learning communities, and help us to refine this guide.

**Annex 1: 2022 Action Plan**

**1. Webinars/meetings/discussions once a quarter**

Learning Community Session	Theme	Focus	Date
Q1			

Q2			
Q3			
Q4			

**2. Learning brief on the theme covered in each quarter**

Theme	Focus	Publication Date



