



Special Edition about the Global Campaign for Education

Preface

"Education is Light", this phrase is still stuck in my memory since I was a student at elementary school. With I knew its meaning or not, still, it linked the two things I like most; education with its relation to a secure future where I saw myself as a doctor, engineer, pilot, scientist and teacher; and Light, the opposite of darkness which I have always feared. Under light, everything is clear and safe where there is dark there is ignorance and fear.

I have always thanked God for the bless of being able to learn. I realized that there are many people who did not get this opportunity due to several reasons, which could be related to poverty and the inability to secure the requirements of education. Other reasons are related to lack of awareness in the importance of education and how education could provide better lives. I also realized that giving equal chances to receive education is the responsibility of the state; the state after all is part of the problem and a big part of the solution.

Some statistics show that illiteracy rate in Arab sates reach 30%-40% which is an alarming rate. It means that one third or more of the Arabs' capacity is disabled, or unable to effectively participate in development and hence a better future.

One of the major negative effects of illiteracy is the effect on human rights. The educated person is more able to defend his/her rights when he/she is aware about them and how to get them. This could be the main entry to understand why Arabs do not realize their human rights.

This realization of the importance of education in our life, especially in our region, has encouraged ANHRE to take upon itself the responsibility of implementing a series of activities aiming at conceptualizing the importance of education in the region as well as motivating institutes to realize the role of education in solving many national problems. This will be conducted under the International campaign for Adult Education.

Those events and activities were characterized by their wide geographical spread, which included most Arab countries. ANHRE members did a distinguished job in showing their abilities to communicate with their own communities on vital issues. Those activities could be considered as a successful start for the network and showed that they could affect their communities to change for the best.

Based on the above, we would like to dedicate this issue of our newsletter to shed some light on some of the major events and the outcomes of those activities.

Mohammad Abdulla Alsayeh
Chief Editor

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Editor's Letter

This is the second edition of ANHRE, and this is the start of the second year for ANHRE Network with its name reflecting the constant, pure, nurturing flow of water.

ANHRE bonds through the efforts, potentials, abilities and dreams of a bright future of a homeland which makes everybody enjoys freedom, independence, and rights which are protected. ANHRE envisions a state, which will allow its residents to be creative and develop with time.

This year we have launched a joint Arabic campaign on education with the participation of more than one million and a half citizens requesting the improvement of the quality of education and making education available for all. The slogan for this year was "Adults Read"; people from Iraq, Palestine, Egypt, Yemen, Sudan, Jordan, Bahrain, Morocco and other Arab countries joined their voices to call for the right of education as one of the core human rights. All participants called to join efforts to invest our potentials and unite them in order to improve the quality of education, which will pave the way for development.

The top of ANHRE activities for this year was the conference in Yemen, which resulted in agreeing to launch the Arab Education Campaign for all in the Arab World. Now, ANHRE is preparing for the coming year's activities to lead on the Arab Education Campaign after it became an official member at the campaign.

ANHRE is working on enhancing, linking, and coordinating between the various networks in the Arab world in addition to coordinating between its members. One of ANHRE goals is to develop and improve activity in the field of human rights and citizenship education. ANHRE is striving to create a culture with these concepts absorbed within it. This will be done by gathering more than 30 of ANHRE members mid July this year in Beirut. We hope that the current coordination committee will transfer the same vision and clear goals to the upcoming committee, which will be elected. A clear vision and clear goals will facilitate a smooth implementation of activities and we hope to establish a relationship built on transparency and trust.

Our membership at the coordination committee is a big responsibility, not only a title. Anyone who will nominate him/herself will have to be up to the responsibility and commitment. He/she will have to consider others first, and be so determined to make other members feel as an integral part of the network.

Chairperson of ANHRE
Refaat Sabbah



A Brief about the Global Campaign



What is the problem?

There are 774 million illiterate persons in the world. This means that there is one person among each five who will not be able to read this text. Since 64% of illiterates are women, one woman among each four will not be able to read this. Without the ability to read and write, people are more prone to disease especially women who become more vulnerable to HIV/AIDS and their children are more susceptible to early fatality in addition to the fact that the majority of this category suffer from poverty and are less able to generate income.

- One year of additional education increases women's income 10-20%
- We can prevent millions of new HIV/AIDS cases in the coming decade if each child receives proper education.
- Children born to educated women are 50% likely to live than those born to illiterate mothers.

At the same time, 75 million children at the age of elementary school have never gone to schools. Instead, they work in factories, farms to take care of their parents and provide a living. Those who were lucky enough to go to schools, thousands of them suffer from unsuitable school conditions such as crowded classes where there is one teacher for each hundred children without enough curriculum books and little time allocated for school.



What is the Global Education Campaign?

The Global Education Campaign started in 1999. It is an international network composed of a number of NGOs, Teachers' Syndicates and individuals in more than 120 countries. The networks believe that each individual has a right to receive good, free and public education. It also spreads awareness among people and tries to create the political will within governments and political leaders in the world to commit to their responsibility towards providing proper free public education at least to all children. In April of each year, the network organizes campaigns world-wide for one week where thousands of NGOs, educational groups and coalitions participate in more than 100 countries aiming at the governments to assume responsibility towards education and take needed measures to provide education for all. Around 9 million people participated in the biggest lesson in the world. This year, the week of 20-26 April focuses on "Adults Read" and promoting for the right for all to receive education and learn to read and write on 22 April. www.campaignforeducation.org



What is the International community doing for education?

Education is a sacred right at the Human Rights Declaration since 1948. At that time, world leaders made many promises to make this a reality and the last promise was made in 2000 when the leaders signed on the objectives of "Education for all" during the Dakar Forum for Global Education. The Global Campaign for Education came as a reminder to world leaders to the promises they have made. The campaign does not only target governments but also international events such as the G Summit; and there are some governments that perform better than others do. In fact, some school fees witnessed a drop in some countries thanks to the commitment of some governments. Since the beginning of the campaign, school dropout's rate has dropped from 100 million to 75 million children and the number of illiterate people dropped from 871 million to 774 million.



What is the role of the Global Education Campaign?

The GEC describes education (reading and writing) as “acquiring and using reading and writing skills, math, the development of good citizenship, improving health and life, and gender equality.”

In 2009, the GEC will call upon all governments to invest and commit to eradicating illiteracy. The world has the needed money and knowledge to guarantee educational opportunities for all and this is the responsibility of all governments. We have to put pressure on governments to establish policies to eradicate illiteracy within the educational systems and national development plans.

"Adults Read" is the name of the campaign and the special book produced by the campaign for this year 2009. The book contains stories about how life changes. The authors are famous activists, celebrities and adult learners. Millions of children and adults participating at the campaign will read a story from the book and later sign a declaration for the eradication of illiteracy. The "Adults Read" campaign was launched on 25 March 2009, four weeks before the main event in 22.April.2009 (the annual anniversary for holding the Global Education Forum in Dakar in 2000).



How can people participate in “Adults Read”?

Anyone can participate in this campaign wither in schools, work, or adult learning groups. This is a glimpse of what was accomplished in the past years:

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| 2003 | 2 million people participated in the "Big lesson for girls' education" |
| 2004 | 2.5 million people participated in "the largest pressure group in the world" |
| 2005 | 5 million people participated in "send my friend to school" |
| 2006 | 5.5 million people participated in "each child needs a teacher" |
| 2007 | 5.5 million people participated in "unite for the right of education" |
| 2008 | 8.8 million people went back to schools to register a world record in "the world's largest lesson" |
| 2009 | Participants will promote for eradicating illiteracy for youth and elderly people by participating in "Adults Read" |



Sana's Conference 25-26 May 2009

"Enhancing the role of civil society in education in the Arab World"

During 25-26 of May, a conference on "**Enhancing the role of civil society in education in the Arab World**" was held with participation of civil society organizations from various Arab countries in Sheba Hotel at the Yemen capital Sana'a. The conference was a platform for participants to exchange knowledge, experience and interests in order to reach the common goal of better education for all. Other issues were discussed during the three days of the conference such as financing education, shortage of teachers, working conditions of teachers and their salaries, girls' education especially regarding enrolling in schools, early marriage, illiteracy, students with special needs, and other important issues.

Women and girls in the Arab world suffer the most from illiteracy; women form 64% of illiterate adults especially in rural areas. Moreover, in spite of the recognized advancements in this regard in some countries, still, the Arab region has the lowest early enrollment rate in the world for Adult Education (pre-elementary). Related to this is also the low enrollment rates in elementary education which are below expectations for the year 2015.

Participants discussed the role of civil society organizations in ensuring education for all. They have also discussed the practical details to the formation of wide national coalitions that work collectively to call for education for all. It was evident that there are many common issues regarding education, cultural backgrounds, and challenges, which face educational awareness activities.

ANHRE's participation in the conference was manifested through the speech presented by the chairperson of the network Mr. Refaat Sabbah on the importance of education and the current developments in the Middle East on education. Other members of ANHRE presented on behalf of their countries: Jordan, Palestine, Egypt, Sudan, Iraq, Yemen, Morocco and Lebanon. Each representative presented a brief about the activities/campaigns of the International Day for Education in their respective countries. The brief also included a note about the role of the civil society partners with ANHRE along with the challenges and obstacles they have faced. Participants valued the participation of ANHRE and its role in this educational campaign, which brought attention to the Middle East and North Africa, which impressed everybody.

An important and noted event during the conference for the participating civil society organizations was the agreement to initiate a regional coalition to support civil society organizations concerned with education in the Arab region. A concept paper was presented and discussed to this favor with other educational parties in the Arab world and at an international level.

Participants agreed to call this coalition as "**The Arab Campaign for Education for All**" with the Secretariat base in Yemen – Sana'a.



Jordan's Report in the GCE

Arab Network for Human Rights & Citizenship Education (ANHRE) has concluded the events of the Global Campaign action week, which was ANHRE'S first campaign in the MENA region that takes place between 20-26th April every year.

Different educational institutes, charity associations, civil society, women's associations and schools, conducted several events, celebrities, workshops entitled "Adults Read and Lifelong Learning", and the logo of this year was "Open Books Open Doors". The activities focused on reminding the decision makers and the government of their commitments especially against Dakar's agreement of the year 2000 which coincides with the same date of action week of the Global Campaign.

In Jordan, the activities and events, focused on the necessity of the education and the right of education for all were conducted all over Jordan, in the capital, Amman, and in Irbid, Zarqa, karak and Ma'an. Schools from Amman and other Governorates worked together as a national coalition that includes the National Council for Affairs (NCFA), the Jordanian National Forum for Women, the Local Society Empowerment Association and Queen Zein Al Sharaf Institute for development (ZENID), the Jordanian Women Training and Charitable Association, Association of Family, Childhood Protection – Irbid, Local Society Empowerment Association along with other Associations in Amman, AL-Ahleyyah Amman University, Ma'an University and the Modern System School (MSS).



It should be noted that Jordan is considered as one of the countries that fulfills a great progress towards the goal of the right of education to all. According to the report of the general statistic department, the percentage of the illiteracy among Jordanians above 15 years old reduced to 7.7% in 2008 from 88% in 1952 and 33.5% in 1979. Moreover, Jordan is one of eight Middle East countries that are the closest to fulfill the comprehensive elementary education goal, as the entering school levels remained constant throughout the last decades with more than 90%. Whereas, dropping out from schools in the early classes was reduced, it is rising among the four primary levels, and still increases more in the secondary level grades which are considered higher among males. In 1999-2000, the average remained constant 80% for the grade 7-12 without differences between boys & girls. Furthermore, literacy is remarkable in Jordan; it reaches 90% in the year 2004 and decreases among women, poor in the rural areas.



ANHRE has launched the Campaign with a big celebration in cooperation with Al-Ahleyyah Amman University on April 22 2009. Many civil society representatives attended the event besides the representative of the Ministry of Education and the three parliamentarians who were glad to participate in the launching event. The parliamentarians, who are responsible for educational development in Jordan, are His Excellency Dr. Mohammad Al-Shoura the head of the "youth culture and education" committee, His Excellency Khalid Bakkar from the national orientation committee and His Excellency Dr.Hani Al-Nawafleh.

The event started with the welcoming speech of the Patron of the ceremony by the university and followed by ANHRE'S executive director speech. After that, the Jordanian National Forum gave a brief about their experience in women education and a woman who had attended an illiteracy program presented a success story to the audience. She explained to them how she learned to travel from one place to another, how to use medicine by reading its label, and how to communicate with her daughters and sons. She asked the youth who were attending the celebration to keep on their education and said:" now I am up to learning how to use the computer! If I were younger I would enter a university ".



Another two associations has presented their experiments of the Local Society Empowerment Association and Queen Zein Al Sharaf Institute for development (ZENID). Ms. Etedal and Um Ibrahim described to the audience their difficulties before they learned how to write and read. Um Ibrahim expressed her happiness for having the chance to share the audience her experiment. She said that she was not able to use the transportation because she did not know the streets and roads' names. Fear has always accompanied her to miss her way home because she was illiterate. She said that, what encouraged her to attend illiteracy programs and courses, was a boy with a broken hand who was trying to write and draw a picture instead of doing nothing.

Right to the campaign goals, which is Education for All, the campaign insisted to give the chance to the special needs to participate. Mrs. Mai Bader the president of the Jordanian Deaf Women's Development Association has talked about the right of the deaf in equal opportunities of education and asked for more cooperation with the other associations. Moreover, she presented a success story of Maryana Khanoian, a 26-year-old deaf woman, who has a bachelor degree in Physical rehabilitation and who is now a member of the administrative committee in the disabled union.

As the campaign continues its activities, the Modern System School in cooperation with ANHRE held a celebration as a participation in the campaign's action week. The event was under the patronage His Excellency the Deputy, Dr. Mohammed AL-Shoura. The event included a speech for His Excellency the Deputy Dr. Mohammed Al Shoura, head of the Education, Culture and Youth committee , the Modern System School's General Director Dr. Mustafa Al Alfori, and Mr. Mustafa Nazzal the Principal of the MSS (the Males branch) and the Executive Manager for ANHRE Ms. Fotouh Younes.



Besides, the school presented their experience in the Technological Illiteracy Eradication Programs for parents and the coral performed a song called "It's Our Right to Be Educated". In addition, the celebration included a documentary film prepared by MSS's students about the education in Jerusalem, which was chosen as "The Arab culture capital" for this year. As a part of the ceremony, a group of students presented their pilot projects in details. Ahmad Mbayden has presented a developed version of (MSN) that enables the deaf to communicate normally with others. In addition, Ahmad Nabil, a student in the 9th grade, invented a jacket for the blind to enable them to walk safely without hitting any objects or falling. The jacket has special sensors implanted inside the jacket that generate vibrations with frequency proportional to the distance from the object or edge. Furthermore, Suha Tbakhi & Noor Darrs presented their invention of an electronic hand worn by the deaf that makes the interaction between them and others easy. Abdul Rahim El-Taws and Hazem Abu Fares presented the last project, which is how to extract fuel from the residue of olive processing.

Emphasizing the right of education for all, the Local Society Empowerment Association started its workshops and celebrations in Amman & Karak. They conducted two workshops; one in Amman at Al-Shefa's Secondary School on April 16 and another in Karak in Hassan Cultural Center on April 25. The two workshops explained the concept of illiteracy and its new forms as electronic Illiteracy, cultural illiteracy and lack of communication skills. The attendees were divided into groups to discuss one kind of illiteracy and then come out with the solutions. There was a great interaction among the attendees and at the end they launched an illiteracy project involving all those who are illiterate. Furthermore, we cannot forget to mention AL-Zarqa and its activities in which Comprehensive Secondary School supports cooperative learning as a model to emphasize the importance of education and how it could change people's life. In addition, Ma'an College University held a conference on April 26 involving university students, professors, lecturers and teachers who discussed the importance of eradicating illiteracy nowadays especially the electronic illiteracy.



The closing session was in Irbid's big celebration that has been launched on April 26, 2009 Under the Patronage of His Excellency the Mayor of Irbid Ali Al-Fayez. The ceremony had started with the opening of the gallery of paintings, stories and essays that Irbid children have drawn in their schools throughout the action week. More than 15 schools principals and their students have attended the ceremony, which celebrated their efforts and activities throughout the action week of the GCE.



Other local society leaders had attended the ceremony and appreciated the efforts of schools associations and ANHRE in making the Campaign successful and comprehensive to all areas of Jordan. Several schools in Irbid had participated in the action week. The students presented a song by the Association of Family and Childhood Protection – Irbid, a play called "Why me", a sketch, a puppet sketch called "Saeed and Education", a story called "Man's Desire" written by Sarah Ebeidat, and an essay by Maryana Abu Heiga . In appreciation to all the efforts in Irbid, ANHRE prepared special certifications for the school Principals, students and the Association of Family and Childhood

Protection –Irbid. In addition, Irbid's schools have launched a project for teaching the old people how to read and write during the summer vacation.

In addition, ANHRE gave Mr. Iyad Rousan the Mayor's representative a medal of honor.





Egypt's Report in the GCE

ANHRE report on the International Campaign for Education 12-27. Apr. 2009

The Arab Network for Human Rights and Citizenship Education, in collaboration with the coordinators of International Campaign for Education Mr. Ahmad Badawi (the Executive Director for AHRO Group) and Ms. Arwa Khader Borai (the General Director for the Media Sector and Civil Society) supported the human rights capacity-building project for UNDP by conducting several activities in Egypt.



ANHRE, with the collaboration with of a number of active institutes in formal and informal education conducted activities in Cairo, Aswan, Sohag and Alqalyobeia Governorate.

ANHRE collaborated with a number of local organizations such as:

1. Egyptians Unlimited
2. The Egyptian Institute for Refugees' Rights
3. AHRO Group
4. Hawa'a Al Mustaqbal Organizaiton
5. Sohag University

Aswan governorate

The first activity was conducted on 21.Apr.09 at Aswan Sports Club in Aswan district on the International Education day. The activity was a full day event sponsored by Egyptians Unlimited for Development (a registered Egyptian organization according to the Egyptian Law no.84 for 2002, based in Aswan south of Egypt). This governorate is in great need for educational systems development; due to the little interest in this issue that would enhance the skills and experiences of students. This local organization was chosen because of its genuine interest in students' programs. The organization has a special unit for students inside it under the name of ' the Egyptian Citizen'. Sixty-Two people took part in this event constituting of students, teachers, private universities and cultural activities supervisors.

Before the event:

It was agreed to arrange the event with the campaign coordinators and Egyptians Unlimited as follows: the campaign coordinators are responsible for printing the educational material and deliver it to Egyptians Unlimited, which was responsible for booking the venue and inviting participating students and encouraging them to participate. In order to achieve this, the event was merged with another program run by Egyptians Unlimited named "Live your dream and change your life", which is a cultural and educational competition for students, which includes singing, poetry, acting, painting, essay writing, and journalism. Students presented their work related to those categories where 32 students from different schools in the governorate participated in this competition.



The event was conducted as follows:

The day was divided into a morning period and an evening period. During the morning period students, teachers and local organizations were invited to present and discuss the importance of education through a seminar. The students have also presented their work prepared before the event. During the evening period, parents were called in to participate as family input in the event to receive awareness about the importance of education and literacy. Appreciation certificates were distributed to active persons in society and to winning students of the morning period.

The morning period:

The day started with introducing the International day for education and the accomplishments of last year (2008) in addition to the importance of education and literacy and the negative impact of illiteracy on the old, the young and hence the society.



Posters and stickers were distributed. They display the mechanisms of the campaign, what is it about and also some success stories. Egyptians Unlimited presented its educational programs and means of working with the ministry of education, the education and illiteracy situation in the governorate, raising awareness about the importance of education and literacy, means of supporting elderly education and the idea of Adults Read.

The evening period:

The role of parents and families in making educational campaigns a success is very vital. Accordingly, families, parents, teachers, and local organizations and interested people in educational programs were invited to the events of this period. Organizers appreciated some of the leading educational institutes, organizations, and teachers who were effective in their society in Aswan. They organized activities cultural and educational activities, which affected the society by spreading awareness on the importance of education and literacy.



At the end of the day, Sons of Noba Band – a traditional band in Aswan gave a musical and dance show to the participants.

Cairo Governorate:

First event: Annual exhibition for the higher students institute for social services (models training):



All teaching department and around 500 students (males and females) participated in models training in the institute and Hawa'a Organization on Wednesday 22.Apr. 09.

Second event: Including the campaign on the agenda of the Females Teenage Health Project implemented by Hawa'a Al Mustaqbal Organization in collaboration with the National Council for Maternity and Childhood in schools on Sunday 26.Apr.09.

- Nile Schools for girls in Embaba
- Shabab Al Mustaqbal School for boys

The project aims at raising the awareness of 30 male and female students about teenage health and form students support groups to spread awareness and



information about this issue. 60 students from both schools participated in this event in addition to three specialists from Hawa'a Organization, another four from schools, and schools' principals.



Third event: The community-learning center in northern Jiza participated in this event, which is organized in collaboration with UNISCO where 25 women participated in the event.

Fourth event: The voluntary team at Hawa'a Organization where 10 volunteers participated from the organization through meeting with working team at the organization



Fifth event: dated 24.Apr.09

A full day event in Cairo sponsored by Egyptians Unlimited and in collaboration with the cultural committee at Alzohor Club took place on 24.Apr.09 where 55 participants of students, parents, and representatives of local organizations and cultural programs supervisors were present.

Before the event:

There was an agreement between Egyptians Unlimited, presented by Mr. Ahmad Badawi Mahmoud and the cultural supervisor at Alzohor Club to conduct this event to celebrate the international day for education. Alzohor Club welcomed the idea as an interest for the cultural committee at the club. It was

agreed to announce the celebration, which will include a cultural, and poetry competition. Friday the 24th of April was chosen for the event, as it is the weekend and there are many members present at the club on that day.

- The campaign poster and an announcement about the event were put up at the club premises two days before the event.
- A reception and registration place were allocated to receive people who are interested to participate in the event at the club's library.
- The organization and the club agreed that the organization would send invitations for participants from outside the club who are non-members then prepare a list of their names to facilitate the entrance of the largest number of participants to the venue. The club, in return, arranges the venue while the organization will handle the financial aspect of media, breaks, invitations, and sound system equipment.

The event:

The event took place on 24.Apr.09 at Alzohor Club in Nasr city with 55 participants of students, families, journalists, media and public figures who were presented with appreciation by the organization such as: Fadila Tawfiq, Ahmad Maher (Actor) and Amr Mustafa (singer). The event was divided as follows:

First: Seminar:

- Introducing the campaign
- Displaying a documentary on Adult Education
- Methods for Adult Education and the importance of social support

Second: Celebration:

- Cultural activities (poetry, singing, acting, drawing) by students
- Appreciation for successful students
- Appreciation for supportive families
- Appreciation for public figures participating in the event



Alqalyobeia governorate:

- Date: 28.Apr.2009
- Place: Meit Draij venue – Kafir Shokor – Alqalyobeia
- Number of participants: 40
- Categories: students, parents, civil society organizations, cultural programs supervisors

The event took place on Tuesday 28.Apr.2009 at Meit Draij venue in Kafir Shokor with 40 participants of students, parents, civil society organizations, cultural programs supervisors for a full day sponsored by Egyptians Unlimited for Development and Alzohor committee for friendship in Alqalyobeia.

This village was chosen because it is already targeted by various activities from Alzohor organization by illiteracy programs and alternative educational programs. The village has 17,000 inhabitants and suffers from many educational problems especially for adults who are mainly occupied with farming and taking care of land.

Before the event:

There was an agreement between Alzohor organization for friendship represented by Mr. Mohammad Hijazi and Egyptians Unlimited represented by Mr. Ahmad Badawi to conduct this event as follows: Alzohor will be responsible for invitations, securing a venue, and arranging for the day. Egyptians Unlimited will be responsible for printing out invitations and educational material.



The event:

- Distributing an educational paper to introduce the international day for education
- Presentation for Alzohor work and activities on literacy and adults' education
- Cultural celebration for students and villagers
- Parents support the literacy program through the alternative educational program.

Sohag governorate:

Sohag University, in collaboration with ANHRE, organized the "big lesson" campaign. The campaign focused on the role of the university in eradicating illiteracy by conducting a number of literacy programs and Adults Education in all forms including lifetime learning. Those programs have an empowering role for the illiterate population in motivating and moving them towards positive change because of the constant interaction between their thoughts and their work. Thirty students participated in this event.





Iraqi Coalition for the promotion of the Global Campaign for Education in Iraq

In collaboration with a number of ANHRE members and volunteers

Activities by governorate:

I. Baghdad:

Activities in Baghdad were as follows

1. A wide media campaign through local and Arab newspapers. Mr. Mohamad Al Jabori (Coordinator for Human Rights Protection) and Mrs. Suhad Taleb (Coordinator of the Women Center for Human Rights) made a wide campaign to announce the launch of the Global Campaign for Education. The announcement was made in the following newspapers: Alsabah, AL-Ta'akhi, IKI (Italian newspaper), and Al-Mada.
2. A wide campaign to spread posters for 'The Adults Read' in various places in Baghdad. Many people participated in this campaign and managed to distribute 4000 posters in a form of calendar by the Iraqi Youth League



3. Distribution of humanitarian aid in addition to stationary and a folder introducing the campaign. Mr. Ammar Hamid, the coordinator of the Iraqi Youth League, distributed 1250-school baskets among schools in various remote areas in Baghdad.
4. A big carnival took place in public arenas where signs, pictures and posters about the campaign were held. Tamuz Organization was responsible for this event in collaboration with other members.
5. Sports events: The Human Rights Protection Institute by Mr. Mohammad Al Jabori arranged a football match. The players wore T-shirts with the

campaigns' slogan. One of the interesting things in this activity was that The Green Team changed its name to the Campaign Team.

Challenges:

It is worth mentioning that Baghdad was one of the most difficult places to implement the campaign's activities. During the period, there were many car explosions and suicide attempts in public areas and this affected the services sector and security constraints on all. Still, and despite all of this, the Baghdad team continued its activities to promote for the campaign challenging all those circumstances and obstacles. Those activities were all on voluntary basis and through local funding from members' NGOs.



II. Erbil:

Erbil is the capital of Kurdistan Regional Government North of Iraq. It is 400Km away from Baghdad with 3 million population, 90% of which are Kurds. The population speaks Kurdish and Arabic. Erbil is famous for its diversity in ethnicity, religions, and political parties. It is a civilized urban city thanks to the efforts of the KRG government, which worked very hard since 1991 to create a sustainable development in all livelihoods and aspects including education. The government paid noticeable efforts to provide better quality of education to a wider number of populations. In addition to that, the city profited a lot from the work and project of international organizations and UN agencies working on promoting education. Those NGOs and agencies have main offices in Erbil due to its secure environment.



Compared to other governorates in Iraq, this governorate enjoys a relatively good educational level, but it is not the needed levels. There are many people in villages and rural areas who are illiterate and can only speak Kurdish. Neither English nor Arabic is spoken in those areas and women form a large percentage of the illiterate population.

Through the Iraqi Coalition to promote the GEC, Tamuz Organization (based in Erbil), conducted a number of activities in collaboration with Al Mustaqbal Iraqi Network for Democracy under the theme: 'For a Free-Illiteracy Iraq'.



Activities in Erbil:

1. A wide media campaign, which included promotion for the GEC, issuing related statistics and articles in newspapers and Internet websites
2. Holding a discussion seminar with youth and representatives of civil society organizations, students and teachers to talk about the campaign
3. Distribution of the campaign poster to a number of governmental departments and public areas
4. Delivering an official letter to the local government with recommendations on education improvements and a request to create a program to eradicate illiteracy based on Dakar Convention of the year 2000

III. Mousel:

This city is located 400Km to the North West side of Baghdad. It is considered one of the oldest cities in the country with a great heritage of ancient civilizations. Various groups of ethnicities, religions, and minorities thus inhabit it and one can look at it as a big piece of mosaics taken the abundance of variety in it. It has a population of approximately one million and seven hundred persons using Arabic language mainly and other local dialects. Like other cities, Mousel has suffered during the economic sanctions from deterioration in the general conditions especially the education sector. Illiteracy reached its peak, and the educational quality deteriorated due to lack of services in schools. In comparison to other cities in the North and because of the American occupation and the diverse population, this city has become the heart of violence for military and terrorist groups. All of this contributed to more deterioration in public life aspects and was greatly reflected in the educational sector. It even affected the awareness and ideology of the people who started to see no value of sending their children to schools. This, of course, has lead to a larger number of children missing schools for different reasons including the fact that the government was not performing, as it should, until now, to provide better quality of educational services for students at schools.



Taking the advantage of launching the GEC worldwide, the objective was to deliver a message to authorities to perform their duties and responsibilities for the adults and children. The activities were conducted by the Coordinator of the Iraqi Institute for Development, Mr. Mo'ayad Saleh a member organization with ANHRE and the coalition.

Activities in Mousel:

1. Conducting a survey covering some villages and rural areas in Mousel in order to obtain and assess the educational situation and the services available for students in those areas. Qualitative and quantitative data were collected.
2. A wide media campaign focusing on concerned government authorities for the education sector in order to place a pressure to push them to improve the educational services at schools covered in the above-mentioned survey.
3. Writing and sending letters and articles about the GEC and the commitment of the government under the Dakar convention showing clearly the situation of education in the city. Those were addressed to the responsible people at the local government at the Department of Education.
4. Planning more campaigns to lobby and form a pressure on the government in the future.

IV. Babylon:

A governorate in the central part of Iraq 70Km away from Baghdad with a population of nearly one million, Babylon is distinguished with its fertile land and ancient ruins.

This city was also affected with the economic sanctions same as other parts of Iraq and after that it was affected by the violence erupted in 2003. This has affected the life of people from the social, economic and cultural aspects. The educational statistics deteriorated greatly in terms of quality, methodology and services at schools. Although many international organizations tried some projects to improve education and training teachers, still the situation of education is still below the desired international levels and will need a lot of work to catch up with the advancements in the world.

Taking the advantage of launching the GEC worldwide, Babylon Center for Human Rights (Mr. Rida Mizher) and Tamuz organization (Babylon branch) conducted a number of activities.



Activities in Babylon:



A wide media campaign targeting newspapers, magazines, websites, government officials in the education sector in order to promote for the GEC. Folders and GEC posters were distributed.

Writing and sending letters and articles about the GEC and the commitment of the government under the Dakar convention showing clearly the situation of education in the city. Those were addressed to the officials at the local government at the Department of Education and newly elected government officials.

Posting GEC posters at public areas, cafes and rural areas.

Tamuz organization organized a big carnival to promote for the campaign in order to eradicate illiteracy and promote reading. Many stories were narrated to audience from the big book. In addition, people who were success stories of adult education wrote their stories; those stories were read to the illiterate audience to encourage them

V. Al Kout:

Al Kout is located in the central areas of Iraq 170Km to the south of Baghdad. It is an agricultural area with fertile land and one million of a population. This governorate has also suffered from the deteriorating educational situation due to the sanctions and wars.

Sona'a Al Mustaqbal Organization for Human and Women's Rights, a member at ANHRE and the GEC Coalition, conducted the events in the governorate.

Activities in Al Kout:

1. Coordinating with a number of newspapers and news broadcasts issued in the governorate in order to publish all information related to the campaign
2. In coordination with the Youth and Sports Department, a speech festival about the campaign and the effects of education on people's lives was held. The target of this event was the illiterate population
3. Conducting a workshop at the faculty of Arts at Al Kout University about illiteracy and the role of education in social, economical and political development
4. Mass distribution of the GEC poster and folder on audience and in public places



Al Nasereya:

This city is located to the south of Iraq, 380Km away from Baghdad characterized with its ancient historical heritage of the Somarian civilization, and the Zaqora (6000BC). Al Nasereya is also known for Al Ahwar area, which is an area soaking with water. The population is one million and eight hundred persons. Same as the others, this governorate was not spared from the suffering and the negative effects of the sanctions and wars. The educational system deteriorated due to ethnic violence where 7000 families were displaced and thus leaving schools. The displacement situation deprived those numbers from proper access to services such as food and shelter.

Now many international organizations are assisting this community and the people of Al Nasereya. Still the education indicators are very low as a result of the government systems, which do not support modernization of the educational system and are against the promotion of knowledge because they are very conservative and stuck on religious and tribal rituals especially concerning girls education.

With the launch of the GEC, this governorate witnessed the largest number of events and activities. Such as a large number of local NGOs, volunteers, government officials at the Ministry of Education, the Human Rights Office, the Ministry of Displacement and Migration, and the Investment Commission in Thi Qar supported the campaign events and provided all facilitation to make it a success.

Activities in Al Nasereya:

1. Letters were sent to more than 1000 governmental bodies concerned and responsible for education, universities, institutes, civil society, activists, well-known people, religious leaders, and political leaders all across Iraq were contacted via emails and invitation cards to participate at the GEC.
2. Wide coordination with media through newspapers, newsletters, and contacting local and Arab media channels to ensure the best coverage for the campaign activities.
3. Printing 3000 copy of the campaign posters, 200 folders, 1000 copies of the big book, and distribution of stickers in Al Nasereya and other Iraqi governorates
4. Producing a documentary film about education by Sada Center for Human Development in association with the Investment Board/ education support section
5. Holding a carnival on 20.April by Sada Center for Human Development, in coordination with the Education Department at Thi Qar. More than 500 persons attended this carnival in addition to government officials and members of the parliament
6. Holding a seminar at Thi Qar University by Sada Center for Human Development in coordination with the Computer Department at the Faculty of Science on 27 April
7. Organizing an arts exhibition for children at the Nasereya Club hall in coordination with Sada Center for Human Development and the section of Public Education at the Education Department at Thi Qar
8. Writing many articles about he GEC by Mr. Gassan Alsaleh in the following newspapers: AL sabah, Al Mada, Al Zaman, Sada Al Nasereya, Al Jami'a, Al Mashriq) in addition to some websites such as: Civilized Discourse, Kitabat, Iraq for all, Somareyoun, and Al Nasereya News Network





9. Interviews were conducted with Mr. Gassan Alsalef with the following channels: Al Baghdadia, Al Nasereya TV, Al Ahwar, Biladi, and Al Masar. The show was aired more than one time on each channel
10. Radio Habobi hosted Mr. Gassan Alsaleh on a radio show for three episodes, 3 hours for each episode from 20-28 April to talk about education, development, illiteracy and the relation with the GEC.
11. Tamuz Organization in Nasereya conducted a number of activities such as holding a public seminar in Habobi Street (center area). Tens of

people and known personalities in the governorate attended it. Before it was held, an intensive media campaign promoted the special release about the GEC at Al Nasereya news website and a number of newspapers.

VII. Basra:

Basra is located to the far South parts of Iraq, 600Km away from Baghdad. It has a population of two million and two hundred fifty persons. It is considered a boarder city for Saudia, Iran, and Kuwait with an access to the Gulf of Arabia. It is famous for its historical poets such as Bader Shakir Alsayab. Basra suffered for eight consecutive years from the Iraqi-Iranian war when most of the population fled outside Basra. The educational conditions deteriorated most from 1981 until 1988, in addition to the other wars from 1991 until 2003. This governorate was a military field for two decades and a half. Although many international organizations are operating in the area after 2003 and the strong call to care for education, the education rates are still very low. The whole education sector is still suffering and unable to grow.

Taking advantage of the campaign, a number of NGOs who are also members at ANHRE under the Iraqi Coalition for education, managed to conduct a number of activities in order to improve the situation and decrease levels of illiteracy by alerting officials at the governorate.



Activities in Basra:

1. Holding a seminar at Sana Organization for Women and Children's Rights in collaboration with Basra Institute for Women Media and Research on 25. April
2. Contacting a number of media sources such as Radio Al Marbad to make some interviews about the campaign.
3. Distributing campaign posters in public places by Al Basra Center for Human Rights

VIII. Other governorates participating at the Campaign (an indicator for success)



A number of NGOs who are not members at ANHRE volunteered to promote for the campaign in spite of the difficult security and services conditions prevailing in those governorates, which are Al Basra, Salah Al Deen, Dyala, Anbar). The organizations are:

- Al Ihsan Organization for the Displaced – Dyala governorate
- Al Qabis Center for Research and Studies – Al Anbar
- Hadeya Organization – Al Basra
- Hayat Organization for Rescue and Development – Babylon
- Baghdad Humanitarian Organization – Baghdad
- Al Rafidien Medical and Social Institute – Salah Al Deen



Palestine's Report in the GCE

The Global Campaign for Education (GCE) is a movement formed of members from major international aid agencies union federations, as well as national networks or coalitions for the right to education in about 120 countries.

Each year, (GCE) implements the Global Action Week (GAW), where thousands of organizations and coalitions conduct several activities, to remind world leaders of their promises towards education for all based on Dakar goals and to question their accountability on local and international levels and to put pressure on politicians to meet their obligations.

About 9 million people participated last year in the world biggest lesson 2008. This year at Teacher Creativity Center (TCC) a group of civil society organizations in Palestine, and organizations from Arab countries conducted several activities during the action week during 20-27 April 2009. We took the responsibility to work together in order to achieve one goal which is "Education is a Right for all".

We worked together, despite the specificity, the multiplicity and diversity of our concerns, under the name (The Palestinian Coalition for safe School environment), which worked throughout the action week to serve this objective and to draw the attention to the needs for developing policies to support education for all.



Over 1,200,000 Palestinian participated in the global campaign for education action week, which focused this year on illiteracy and adults' education under a slogan of "Adults read ...Open Books.... Open Doors). The Coalition, TCC, the Ministry of Education and UNRWA conducted a press conference in Ramallah on 28/4/2009 to announce the launching of the (GAW) within all Palestinian schools. Moreover, more than 20 organizations of the Palestinian coalition for safe school environment joined the activities of the GCE and conducted 33 workshops in participation of 1600 people. Different issues were presented, concerning illiteracy and its

impact on the social, economical and educational levels. In addition to Issues tied with illiteracy relation to poverty, farmers' education, challenges faced Palestinian women, the best use of computer technology and adults education in addition to other subjects related to the campaign theme.

On 20\4\2009, Principals of all the educational directors and UNRWA directors launched the action week of the campaign in schools. Furthermore, all schools allocated a class or more to talk about illiteracy and adult's education. The directorates of education and UNRWA also conducted more than 20 celebrations on 22\4\2009 in participation of thousands of (academics, politicians, members of legislative councils, artists, security men, parents' council mayors, educational cadre of the Ministry of Education and UNRWA and representatives for the coalition organizations. The celebrations include activities where stories and testimonies were presented by students in literacy centers, in addition to reading stories from the big book .





During the action week students from all schools implemented different cultural and artistic activities such as drawings, theater sketches, competitions, and panels about the impact and importance of reading. Students and teachers also read stories from the campaign big book. Moreover, over 32,000 people from the local society participated in all schools activities during the action week concerning poverty, farmers' education, challenges faced Palestinian women, the best use of computer technology and adults education in addition to other subjects related to the campaign theme.

Under the patronage the Palestinian President Mahmoud Abbas (Abu Mazen) ,a huge celebration was conducted in Ramallah Cultural Palace ,in participation of 900 people on 25\4\2009, politicians, activists, academics, Ministry of Education directorates , artists, and educators attended the ceremony ,in addition to parents councils and students from literacy centers who presented their experiences and lead the celebration .



To conclude the action week, the Coalition, TCC, the Ministry of Education and UNRWA conducted a press conference in Ramallah in order to announce the most important results achieved by the joint work of the partners in addition to the wonderful interaction of the local community and the huge media coverage to raise the issue of literacy and adults education in Palestine in a way that highlights the needs for taking action and mobilizing efforts to complete the work of this essential issue. This year, the campaign strongly highlights the theme of illiteracy eradication and adults' education on the Palestinian level as a result of the cooperation of our partners and the local community interaction in addition to media interest and coverage.

The campaign came up with many recommendations; such as activating the compulsory education in primary and secondary schools and to support all educational requirements in Palestine including the use of modern scientific methods. Besides that, the need to work on developing the Palestinian curriculums, capacity building of the Palestinian teachers, provision of buildings and technological scientific teaching equipments to upgrade the scientific level. In addition, the importance of focusing on adult's education and literacy through the development of appropriate special education centers in terms of time and place, and the incentive for the Government to support the illiterate citizens.



As for the main outputs of the campaign, was approving the formation of the National Committee for literacy and adults' education, which in turn will help to develop national strategies related to the subject. Furthermore, the Palestinian Coalition for safe school environment will continue working to develop strategies and polices regarding supporting illiteracy eradication centers.

The Global Campaign for Education this year gathered adults' education and children education as children learn from adults' experiences. It also highlighted the new concept of illiteracy eradication; it is not just the capability to read and write, but the appropriate new definition of literacy is the citizens' knowledge of citizenship concept and human rights and the Constitution, in addition to knowledge and awareness of all the issues concerning people's lives, mental and physical health issues too.

Life of Aqila Hosheya became colored with reading and writing
Aqila Hosheya is 56 years old from Yamon in Jenine Governorate

I am illiterate; darkness surrounds me, life is dead and colorless”

My story with illiteracy two years ago before I joined the illiteracy class in Yamon. I did not go to school when I was young because of our old traditions, which controlled the society at that time, giving priority to teaching the male children, and excludes the girls from this right. The result was that I grew up illiterate along with my six other sisters.

Days and years passed and I could not read or write and this made me feel powerless and inferior at all occasions. However, things became hard for me when I had my children and things grew worse when my eldest joined the first grade.

I was literary burning inside as it feels bitter not to know how to read or write especially when your child needs help for there is nothing more difficult than to have your child coming back from school and running to you with a piece of paper in his/her hand and asking for some help. I would look into the paper and beg the words on it to have mercy on me and speak on my behalf. Many times, I stood embarrassed because of my illiteracy and inability to read or write such as the times when I would accompany my husband to some government departments and I am asked to write or sign some official documents; I would stand confused and say feeling little “I am illiterate”.

My illiteracy haunted and followed me everywhere. One day I opened a shop selling cloths for women in Yamon in order to support my husband with the income. My illiteracy was a big obstacle for me, as I needed my husband to be with me when I go buy goods for the shop, simply because I was unable to read the prices and invoices. Many times, I had to ask passersby about names of shops, as I could not read the signs.

Gradually, a strong feeling of rejecting my condition grew in me. Therefore, I started bringing newspapers to my husband and look to into them together although I could not read, but this showed people that I could read.

How did I join the literacy class?

I was in a training course on arranging flowers at Yamon Charity Society and one day the director of the Society asked me to sign a paper, and I was embarrassed to answer him “I am illiterate”. My answer impressed the director and he decided to open a literacy class in town, and this was the start.

It was a difficult phase for me in a society that does not appreciate the value of education for the elderly and I was trying to hide all that from people around me as they will comment and mock me. I used to say that I am going to school to learn how to arrange flowers, just to avoid their comments. Those two years were like a battle for me, but I was so much determined and I managed to read and write perfectly.

Here I am today, feeling satisfied that I can write and read (thanks be to God), this enabled me to read the holy Quran as I have always wished for. I feel thrilled when I sign my name on invoices and bank statements. I can read the newspaper confidently and read what is on TV and above all, I got my driving license. Now I have four certificates one in arranging flowers and another in computer.

My passion for education was transferred to my children; my eldest is a Doctor in UK specialized in fertilization, the other is a doctor at the Intensive Care Unit, and the third is studying nursing.

I call upon all illiterate people to join literacy centers to learn how to read and write. The illiterate is a blind person who sees nothing. Thanks to my education, I left the darkness behind and emerged into the light of education. I feel I exist and I make a difference in society.





Dear friends, this is a story dedicated to you in the occasion of the Reading Week. Do you think that those who commit to self-learning deserve our encouragement and praise like our hero in the movie? If the story of the reader impressed you, then read the following story about an Iraqi woman.

A Dream Growing

By: Majida Salman Mohamad

She was young when she got married and arrived to the capital. In the neighborhood, overlooking Tigris River there was one water faucet to supply the whole neighborhood with water. She carried the large bucket to start her daily chores and as she did so, she spotted a woman wearing high heels and carrying a handbag around her shoulders while her hair was traveling with the wind. She asked another woman standing by her who is she?

"she is a school teacher" the response came. Her eyes were fixed on the teacher until she disappeared behind the near building. Then she said in an audible voice: I want to become a teacher! Next day, she wore her cloak, brought a notebook and a pen to go to the school nearby. The family man met her at the door.

"Where to?"

"To school."

With one sudden movement, the big man snatched the notebook from her hands spreading its white sheets all over the place.

"Our girls are not allowed to go to school!"

The dream of going to school lived with this woman as she grew up raising her children and taking care of her house. She gave birth to seven girls and four boys with an utmost concern that they should get education. She would line them up in one room and ask them to take out their homework. She didn't know how to read but she was able to distinguish between those who are able to read and those who are not by the look on their faces; and sometimes by the way they flipped the pages of a book. She saved no efforts on her twelve children to finish their education and she never spared a precious dress to sell like the time she sold a dress so that her eldest son will be able to travel for his university in another district. During the biannual parents' assembly in schools, she would wear the best clothes she have and spray her cheap perfume then walk proudly among other women her age. Proud with her daughters and sons she would also hear praising comments about the smartness of her children.

When one of them would score low or show bad performance at school, she would start crying and saying:

"You all have to become teachers and employees sitting behind your desks so people respect you. The value of a human is measured by the amount of education they have. Education is your weapon against life."

Those children realized that the best gift they can offer their mother was their graduation certificates. Time passed quickly and they managed to give their mother this gift; it was the most beautiful wall in the house with eleven certificates framed on it. All got university degrees and some were teaching at the university. She would never get bored contemplating at that wall proudly while sipping her tea in the afternoon hours. At that time, she remembered the image of the teacher she saw by the faucet in the old neighborhood overlooking Tigris. Now she became like Tigris in giving and she did not settle for certificates only, but she helped them with their children so they find time for their postgraduate degrees. She was with them all the time, a constant spring of support and nurturing by heart, soul and body which the years left marks on.

She had always blamed the only daughter who did not do anything after obtaining her university degree and decided to settle home without work or anything of the sort.

"Why didn't you continue your postgraduate degree like the rest of your brothers and sisters? You are smart and special."

Her daughter did not reply, and kept silent as she did not want to over burden her mother who cared and worried for all. In addition, the day she decided to make her mother happy after registering to continue her postgraduate studies, she arrived home running to her mothers and saying:" mother where you are. I will make your dream come true and continue my postgraduate studies!" The mother hugged her daughter who is in her forties and said to herself education has no age.

That great woman is my mother.

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