

HARVEST REPORT (2009-2013)

ARAB CAMPAIGN FOR EDUCATION FOR ALL

To ensure the achievement of the
objectives of Education for All



A Report Issued by The Arab Campaign
for Education for All 2013

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Foreword

The name “Arab Campaign for Education for All” reflects the enormity of the effort and noble goals the campaign seeks to achieve via holistic, thoughtful and directed efforts that avoids random pitfalls.

And so it was, over the course of years of continuous work, the campaign succeeded in delving into numerous areas of action via a set of various activities that would enable us eventually to provide broad spaces to reconcile the efforts at the local levels and adapt them to harmonize with our aspirations, such that regional work forms a level that provides the largest space possible for joint work between organizations and bodies that might in their nature of work but eventually would provide our pursuit with a paradigm shift in the nature of activities and events.

To ensure success participatory and integrative principles prevailed, scientific methodologies were adopted in planning and determining the smallest details, simple features and foundation reflected the comprehensive approach of work, the commitment, experience and resources of the partners was instrumental in achieving success and after years of work here we are living a rich and unique experience; if the beginning of the journey was associated with ambition and aspirations, we are

not seeing achievements that can be built upon for the establishment of an action system that can be employed to achieve the desired difference.

In spite of the significant political and social transformations in the Arab World, the campaign succeeded in emerging from the changes to put forward a set of critical view that seeks to determine the causes of the problems, in the hope for an accurate diagnosis of the reality, in the hope for the development of features of a prospective formula of the Arab World we aspire for. With this high sense of creative connections between numerous variables the campaign succeeded in remaining biased towards improving the status of Arab education; in this sense, the “Reforming Education in the Arab World” conference was the culmination of a long period of work and established for more work in all directions.

Many may wonder about the strong points of the campaign, without exaggeration, the attention to local and regional efforts alike, employment of a research approach and the integration of popular and official institutions in the action side by side all contributed to promoting success and decreasing the changes of failure, such that the campaign responded to the simple

people and yet caught the attention of decision-makers, to impose its presence at the official and popular levels.

The campaign had its say on the popular, media, academic and awareness-raising levels, thereby giving its activities a large margin of sustainability that guarantees the perseverance of the educational mobilization of partner organizations; the campaign succeeded in establishing partnerships at the individual and organizational levels and opened the doors to bypass the typical monopoly of official regimes in terms of decision making and imposition of approaches. Today we stand on the achievements of five years of continuous work to realize that albeit of the short period, these years were full of activities and events that encouraged many to put forward inquiries, hold facts accountable and try to answer questions that for so many years were considered to be prohibited.

In short: This report reflects the qualitative and quantitative achievements; the journey is still at the beginning, the challenges will still be there and the stake will always be on the human voice inside human beings, on the perseverance of good intentions to continue work, to reach a better tomorrow for our ambitious generations in finding a better reality, such that the continuation of work is more important than beginning of work.

Finally, we extend our gratitude and appreciation for all of the devoted partners whose belief was the candle that lit the way and scattered the long silence of darkness that would have prevented Arab generations from enjoying unique educational systems.

Refat Sabbah
General Coordinator

Overview of Status of Education in the Arab World:

The Education For All (EFA) Goals were adopted in 2000, consisting of 6 goals that seek to advance education on the international level and ensure educational inclusiveness, equity and equality. Adopted by more than 150 countries, including Arab region, the goals of the Global Campaign for Education for All (GCE) were determined during a meeting held in the World Education Forum in Dakar, such that the goals are achieved by 2015.

Even though the Arab region didn't reach the 6 EFA goals, UNESCO statistics show that the Arab region achieved notable developments during the past years in general.

The Arab region achieved important educational accomplishments before the adoption of the EFA goals, particularly during the years 1990-2000, which witnessed notable developments. The enrollment in schools especially in the primary education rates increased from 5.2 million individuals in 1990 to reach 6.3 million individuals in 2000; according to the UNESCO institute of statistics, concurrently with the adoption of the EFA goals the percentage of enrollment in primary education increased to 7.9 million in 2011.

The EFA goals contributed to achieving the aspired change in the status of education in the Arab world, particularly with regards to illiteracy. Illiteracy rates among youth decreased from 51 million individuals in 2000 to 47 million individuals in 2011.

The EFA goals faced numerous obstacles in light of the social, political and environmental problems that faced the Arab world in the recent years. These obstacles were present before the meeting of

the World Education Forum in 2000, but with the continuation of these problems it was difficult to achieve the EFA goals in the majority of the Arab countries; these problems and challenges decreased the chances for children and elders to access education; according to the Millennium Development goals, poverty is among the most significant factors that limit education in the Arab world, alongside health and hygiene problems.

Additionally, the unstable political situation in the Arab world is considered to be among the problem that hinders education by creating an unsafe and unprepared environment for children enrollment in schools. This is the case for children in Palestine, Sudan and Syria. For example, according to UNESCO statistics 2 million displaced children in Syria dropped out of schools. Apart from these conflicts, according to 2011 UNESCO statistics, there are 4.9 million children who are not enrolled in schools.

On another level, 7 Arab countries made notable achievements in the status of education in terms of increasing rates of enrollment, while 6 Arab countries are on their way in achieving this goal by 2015. This indicates that the 2nd EFA goal, concerning school enrollment, is the closest goal to be achieved in the Arab world, in accordance with the 2011 UNESCO indicators in the regional report for the EFA goals.

These indicators facilitate monitoring progress towards EFA goals in each country. With regards to EFA goal #1, which pertains to early childhood care and education, 11 Arab countries are progressing towards its achievement, and Sudan is considered among one of the countries that increased children enrollment in early childhood education sectors to surpass 20%.

The issue of gender discrimination in the Arab world is one of the problematic issues that have been and continue to be present until nowadays. Despite this, notable changes have taken place since 2000, such that the percentage of girls not enrolled in secondary school decreased from 33.2% in 2000 to 18.9% in 2011. On another level, there are 7 Arab countries, including Djibouti and Saudi Arabia, on track in fulfilling EFA goal #5, which is related to gender equality in primary education by 2015.

The 6th EFA goal focuses on the quality of education; this was evaluated by the TIMSS test, such that if half of the students pass the average, the state is considered to be on the right track in achieving quality education by 2015. Based on the results of the test, Jordan was the only one who was evaluated to be on track.

As mentioned earlier, illiteracy among youth decreased from 51 million illiterate in 2000 to 47 million illiterate in 2011; this data does not qualify to be sufficient for achieving the EFA goal #4, which seeks to decrease illiteracy by 50% by 2015; only Kuwait and Qatar were able to reach this percentage and Bahrain and Oman are seeking to achieve this goal by 2015.

Finally, the UNESCO Regional Report on the EFA Goals is the only indicator for the status of education in the Arab region in general, but does not reflect the complete picture for the status of education in each Arab country. Even though the data and measurements do not indicate achievement of EFA goals, but they are considered significant progress in the Arab region.

Global Campaign for Education for All

More than 1100 individuals from 164 countries met in April 2000 in Dakar, Senegal to participate in the World Education Forum.



The Global Campaign for Education emanated from the Jomtien and Dakar conferences in 1999 and emerged as a social movement that seeks to put an end to the global educational crisis and work on monitoring and achieving the education for all goals.

The participating teachers, prime ministers, academics, policy makers, NGOs, directors of notable international organizations in the forum adopted the Dakar Framework for Action "Education for All: Meeting our Collective Commitments." Additionally, the participants determined 6 broad educational goals to be achieved by 2015.

The campaign aims at lobbying governments to fulfill their repeatedly made promises in providing education for all, by mobilizing citizens to raise their voice and lobby politicians and governmental officials, attract and recruit the media, inform governmental procedures and any other activities that might highlight the issue on the political and popular levels. This stems from the campaign's belief that uniting the voice of the people has a strong impact on governmental policies and work on the ground.

The GCE includes member coalitions in some 100 countries around the world, each possessing their own membership, consisting of non-governmental organizations, teachers' unions, parents councils, youth groups, local organizations and civil society organizations committed to the right to education; their main task is na-

tional supervision and accountability of their governments.

Arab Campaign for Education for All (ACEA)



The Arab Campaign for Education, an independent and non-for-profit multi-coalition, consists of networks, coalitions, non-governmental organizations, community-based organizations, teachers unions and activities interested in education in Arab countries. ACEA seeks to consolidate and mobilize civil society efforts to ensure the fulfillment of the EFA goals.

Our Story:

The efforts of the civil society in Palestine started in 2008 to participate in educational campaigns. The beginning was when 9 million individuals around the world, including in Somalia and Sudan, participated in the Big Lesson.

Mr. Refat Sabbah, the current general coordinator of ACEA, became in 2009 the chairperson of the Arab Network for Civic Education (ANHRE), encouraging the members of ANHRE in ten Arab countries to form independent educational coalitions and participate in the campaign in 2009. Iraq, Lebanon, Egypt and Jordan participated vastly in the Global Action Week (GAW); in addition to communicating with the Palestinian and Sudanese coalitions and encouraging the teachers union and organizations in Yemen to establish the educational coalition; this took place in the Sanaa' conference, titled "Activating the Role of the Civil Society in Education

in the Middle East" from 25-27/May/2009 with participants from Jordan, Egypt, Iraq, Yemen, Lebanon, Morocco, Sudan and Palestine.

The conference emanated in the Sanaa' Declaration that called for the need to establish a regional, independent non-for-profit Arab coalition, consisting of networks, coalitions, non-governmental organizations, community-based organizations and teachers' unions that are concerned with educational issues, directly and indirectly.

In order to establish the Arab coalition, that was called the Arab Campaign for Education, a preparatory committee was formed to prepare the necessary documents and draft a basic operating system, in addition to work on integrating other Arab countries and new coalitions to announce the establishment of the coalition officially.

The establishment of ACEA within the framework of the GCE should contribute to promote education as a basic right, mobilize efforts to lobby governments and the international community to fulfill their obligations towards free and quality primary education, particularly among the disadvantaged, children and women.

During the first meeting of the preparatory committee that included members from coalitions in 8 Arab countries (Yemen, Egypt, Sudan, Iraq, Jordan, Palestine, Lebanon and Morocco), held in Amman, Jordan on the 12th/January/2011, the establishment statement of ACEA was produced; additionally, a coordination council for the campaign, consisting of 8 Arab coalitions and 2 regional networks was established.

ACEA's Vision:

An Arab social and educational movement contributes to the creation of a re-

naissance in the Arab world to contribute to building a democratic civil society that respects human rights, safeguards dignity and encourages diversity and equality without discrimination

ACEA's Mission:

To guarantee the access of all children, youth, vulnerable, marginalized, and disadvantaged groups to quality, free and safe education.

ACEA's Strategies:

1. Mobilize all community actors (including educators, media professionals, university academics, unions' representatives, parents, and civil society organizations) in order to pressure governments to develop policies and measures that contribute to achieve EFA goals.
2. Build the capacity of the civil society to ensure the active and effective participation in the policy and decision making process related to the realization of quality, free and safe education.
3. Provide information through conducting researches and studies to enable civil society organizations to influence decision and educational policy-makers and to organize fact-based and accurate campaigns.
4. Promote networking among civil society organizations, develop education methods and mechanisms and share experience at the local, regional and international levels.

Members of ACEA:

Palestinian Coalition for Education for All "The Palestinian Coalition for a Safe Learning and Teaching Environment"



The Palestinian coalition was established in 2007, aiming to consolidate the efforts of all the educational organizations to establish a lobbying body to impact educational policies, reaching quality edu-

cational outputs, in addition to coordinating and networking among effective organizations for the sake of the educational sectors to improve the provided services and receive quality outputs.

The coalition urges the Palestinian government to fulfill its obligations towards the EFA goals and enable the Palestinian coalition to play an active advocacy and lobbying role to enjoy a safe teaching environment, in addition to developing a state of international solidarity that applies pressure to limit Israeli violations of the right to education in Palestine, expand the educational coalition to include community-based organizations, teachers' unions and children with disabilities coalitions.

Jordanian Coalition for Education for All



The Jordanian coalition was established in 2009 due to an initiative by ANHRE to remind the government of its international commitments to improve the quality of education, ensure openness to challenges and

acknowledge, address and monitor them as education is the key to human rights, in addition to urging the government to prioritize expenditure on education and increase the educational development budget.

The coalition also calls for networking among civil society organizations to exchange experiences and implement programmes in educational development, institutionalization in the Ministry of Education, encourage donors and the private sector to assume social responsibility and contribute to funding education and expand efforts to address violence in schools, in addition to activate educational monitoring, counselling and training to provide a safe learning environment, promote a human rights approach and open opportunities for students to express their opinions, ideas and peaceful conflict resolution.

Egyptian Coalition for Education for All



The Egyptian coalition is a civil, independent coalition that was established in 2009 and comprises 24 civil society organizations interested in official and popular education.

The Egyptian coalition seeks to provide a common ground and meeting point for Egyptian civil society organizations to coordinate the activities of the GCE in Egypt, promote general awareness on the importance of education for all, contribute to building a national movement for education for all and monitor the status of education as the gateway to achieve the EFA goals and Millennium Development Goals by 2015.

Iraqi Coalition for Education for All

The Iraqi coalition was established in 2009 and consists of a group of educational civil society organizations, a number of teach-



ers' unions and attorneys.

The formation of the coalition is an important step in reminding the Iraqi government, governorate councils and officials and education stakeholders in the need to advance the status of education in Iraq, provide education for all in light of war, displacement and poverty, particularly among girls and people with disability and support initiatives that focus on educational issues.

The Iraqi coalition emphasizes the importance of investing in education by lobbying the government to increase basic education allocations in the public budget, improve the salaries of teachers and cancel school fees that prevent numerous children from enrollment. The Iraqi coalition also focuses on prompting international organizations and donors to fulfill their obligations and uphold international conventions to advance the status of education worldwide and adopt policies that support education for all.

Somali Coalition for Education for All:



The coalition for education for all in Somalia is a non-governmental non-profit organization, established in 2006 in Mogadishu by a group of academics and educators. The coalition works in 7 main cities in Somalia and seeks to establish a coalition that guarantees the rights of Somali people to access appropriate and free education regardless of the circumstances, be it emergencies or follow-

ing disasters.

The Somali coalition aims to improve the quality of education in Somalia by integrating the civil society in impacting policies to lobby the Ministry of Education to develop the current curricula, train teachers, provide comprehensive education for people with disability, build the capacity of the educational cadre, provide appropriate education for all to increase enrollment rates and respond to community issues, mainly guaranteeing the access of boys and girls to education.

Yemeni Coalition for Education for All:



The Yemeni Coalition for Education for All is an independent alliance, consisting of various civil organizations, teachers' unions and training centers. The coalition was established in accordance with the recommendations of the Sana'a conference of 2009, such that 57 educational civil society organizations and the teachers' unions participated in the establishment of the coalition. The coalition calls for access to free, compulsory and quality education, eradication of illiteracy among elders, reduction of child labor, limit children's school dropout, mobilization of the political and educational will and provide new resources to support education.

The Yemeni coalition for education for all provides a common ground and a meeting point for civil society organizations to coordinate activities of education for all, in addition to networking with national and regional networks and international organizations to strengthen the coalition, promote its capacities and contribute to building a national, regional and interna-

tional movements that guarantee in the long term the achievement of the millennium development goals for the year 2015, which is to provide education for all.

Moroccan Coalition for Education for All:

The Moroccan Coalition for Education for All was established in 2010 during the social forum held in Buznaika, in the presence of more than 60 representatives of civil society organizations, trade unions, DVV International, regional coordinator of ACEA and the peace movement. During the establishment meeting, held in Mawlay Rashid center in Buznaika, Morocco the issue of education was discussed as an important issue.

The organizations agreed that the Moroccan coalition for education is an opportunity for a fresh collective start with the ability to take action and impact issues of education and training, in addition to integrating education in Morocco in the daily interest and essence of the people, such that Moroccan education will become a school for all citizens to receive good education and training, disseminate human rights and citizenship approaches and rehabilitate education cadre to contribute to sustainable human development in democratic building.

Additionally, the responsibilities of the coalition were determined and its role in adopting education issues in all its aspects and fields, because educational problems are not the sole responsibility of those working in the educational sector; instead, it is a collective responsibility.

Lebanese Coalition for Education for All "Arab Network for Popular Education":

The Lebanese Coalition for Education for

العريضة للتربية الشعبية

All was established in March 2009 upon an initiative by the Masqoni project for popular education, comprising 93 Lebanese and Palestinian organization. The coalition aims to raise the awareness on the importance of prioritizing education in Lebanon by accurately diagnosing the status of education in Lebanon and the challenges it faces and promote constructive dialogue with officials, private sector and international organizations (particularly the UNRWA).

The Lebanese coalition also aims to activate the role of the civil society and consolidate their different efforts to achieve a number of goals that intersect with the EFA goals, most importantly: enable all children by 2015 to access free, compulsory and quality primary education, justice in access to education for all, decrease the illiteracy rate by 50% in all countries, eliminate gender disparities at all educational levels, improve "quality" aspects of education and basic life skills, promote civil society movements to hold governments accountable for achieving EFA goals and provide the necessary financial resources to achieve all these goals.

Sudanese Coalition for Education for All "Sudanese Network for Education for All" (SNEFA):



The Sudanese coalition established in 2002 as a national organizations coalition working in the field of education, with the aim of consolidating efforts, exchanging experience and building the

capacities of members.

In March 2005, 36 coalition members were registered in the Humanitarian Relief Commission. The coalition received membership in the African Network for Education for All in Dakar, Senegal, which is a member in the general assembly in the GCE, residing in London and Johannesburg.

The coalition works to advocate for educational issues via campaigns and the media to impact policy and decision makers and donors to increase the allocated resources for education to meet the current needs and issues.

Regional Networks Members in ACEA:

Arab Network for Civic Education- ANHRE:



An independent regional concerned in the fields of education, human rights and citizenship education and dissemination of human rights approaches in the Arab region. ANHRE is based in Jordan and comprises 53 civil society members from Iraq, Jordan, Palestine, Lebanon, Yemen, Egypt, Morocco, Tunisia, Sudan and Algeria.

Arab Resources Workshop for the Development of Knowledge:



The Arab Resources Workshop for the Development of Knowledge was established in 1988 and is based in Lebanon. The workshops works with its partners on the pro-

duction and ownership of knowledge build human resources, promote culture, practice of participation and networking and calling for the activation of children's and youth rights in the society.

Global Action Week for Education for All:

What is "Education for All"?

Education for all is a global commitment made by world leaders, aiming to provide good quality public education for children and elders by 2015. This includes commitment to prioritize school drop-outs by integrating them in schools, ensure their access of education and receive education at the hands of qualified teachers. The goals also include giving elders the opportunity to learn to read and write.

What is Global Action Week?

The Global Action Week is a major international campaign for education worldwide. The GCE started organizing the activities of the GAW in 2001, as an annual occasion where coalitions, campaigns and organizations working in the field of education nationally, regionally and internationally take the necessary steps to highlight one aspect of the EFA agenda, by adopting a unified discourse that would allow for making coordinated demands to politicians. Popular participation and schools participate vastly in the activities of the GAW, leading to the participation of millions in over 100 countries around the world. Topics and mottos of the GAW between 2009-2012 included:

- 2009: eradicating illiteracy and lifelong education.
- 2010: funding education
- 2011: girls' education
- 2012: early childhood care and education.

2009: Big Story Campaign- Adults are Reading ... Open the Books... Open the Doors:



The year 2009 witnessed vast participation of different sectors in 7 Arab countries, with an approximate 1,216,000 participants in Egypt, Iraq, Jordan, Morocco, Palestine, Sudan and Somalia. The 2009 GAW called for investment in the education of elders on basis of building knowledge and education societies; this stemmed from the belief in the role adult education can play in human development in an era where development in the fields of technology, communication and globalization is accelerating, and within the context of the Millennium Development Goals, EFA goals, International Education for Sustainable Development Contract, International Contract for the Eradication of Illiteracy and Education Development Plan in the Arab World.

Consolidating adult education concepts as an indivisible component of the national plan for education and development, within the framework of continuous lifetime education, connecting formal and non-formal education are among the objectives of the adult education campaign.

The GAW presented success stories of adults who learned to read, write, mathematics and information systems and were able to change their life to the better, in addition to presenting special experienc-

es in addressing illiteracy and the major challenges faced. "I am happy to share my story with you after joining the illiteracy center, as I was facing earlier difficulties in my daily life, including loss of direction because I did not know where the bus I was taking was heading" Um Ibrahim from Jordan shares, who is one of the women that enrolled in the illiteracy centers in Jordan and stood confidently in the opening festival in Al-Ahliyya Amman University to share her passion for education, the difficulties she faced before enrolling in the illiteracy center and the positive impact she experienced after becoming able to read and write.

Global Action Week 2009 Activities:

Launching the Activities of the National Coalitions in different Governorates



The Arab Network for Civic Education-ANHRE a member of the Jordanian coalition organized numerous activities in Amman, southern, central and northern governorates, focusing on the importance of education and the right to education for all. Schools in Amman and other governorates participated in the activities of the Jordanian coalition for education for



all, which consists of 30 active civil society organizations concerned with the field of education. In Egypt, the activities of the campaign were launched in Cairo, Aswan, Sohaj and Giza, where schools and clubs in Cairo and upper Egyptian governorates participated in the Egyptian coalition that seeks to guarantee the right to public and free education on equal standing and without discrimination.

In Iraq the activities of the campaign were launched in Baghdad and the governorates of Erbil, Mosul, Babil, Kut, Nasiriyah and Basra by the members of the Iraqi coalition that consists of organizations that are distributed in all of the Iraqi governorates. In Palestine, the activities of the campaign were launched in all public and UNRWA schools in the educational directorates, with the participation of the Palestinian coalition members, which works towards making the right to education a humanitarian and constitutional right. The Somali coalition organized campaigns with the slogan "We Join the Readers"

in the different universities and high schools in Somalia, carrying the slogans of the GAW.

Integrating Popular and Official Institutions in the Activities of the Campaign

The campaign was able to integrate various institutions and community groups in the different activities. During the celebrations of launching the campaign there was vast participation from universities, civil



society organizations, Ministry of Education, charities, parent's councils, women's groups and sports clubs. All of these sectors participated in the activities of the campaign to highlight the right of education for all under the slogan "Adults are Reading" and to remind governments of their commitments towards education;



the coalitions ensured the integration of decision makers and representatives of official institutions in the activities of the campaign, such that the opening and closing ceremonies, as well as the activities of the GAW were conducted under the auspices of decision makers or representatives of official institutions, as partners in the educational reform process. Students, teachers and parents were also integrated to activate their role as an active playmaker in the development of the educational process. The celebrations introduced the Arab Campaign for Education and its goals;



speeches by decision makers and stakeholders to develop partnership means to develop education; presentation of experiences and success stories on the individual and popular levels; honouring influential personnel; presentation of unique students' projects; screening documentary films; organizing students' paintings exhibitions; conducting lectures; screening plays; and conducting various cultural activities that include the implementation of model classes, painting, drama plays, contests and discussion circles on reading, its impact and its importance, in addition to awareness-raising seminars on the importance of adult education, the need to open illiteracy centers, improve school environments and reduce school fees that forms a major obstacle in children's access to education and school enrollment.

The efforts of the coalition to integrate the largest number of popular and official institutions were successful; in Palestine along more than 900 individuals participated in the central closing ceremony in the 25th/April/2009, under the auspice of Palestinian President Mahmoud Abbas and with the participation of the coalition organizations, Ministry of Education, UNRWA and parents councils from all over the West Bank, in addition to an overall participation of 1,200,000 Palestinians in the activities of the GAW.

In Jordan, more than 5000 individuals participated in popular and civil activities, in addition to the head of education, culture and youth committee and members of the national steering committee in the Jordanian parliament. In Iraq, the parliament and 500 governmental officials participated in launching the campaign in the Nasiriyah; and more than 6000 individuals from the different governorates participated in the media campaign and activities, additionally, more than 2200 participants and 300 schools participated in the GAW in Somalia and cooperated with the coalition to implement the activities. In Egypt, more than 3000 individuals participated in the different activities of the week.

Conduct workshops to emphasize the goals of the campaign and ensure their implementation

Stemming from the principle of mainstreaming the right to education, the members of the coalitions in Jordan, Palestine and Sudan conducted a number of workshops that targeted university and college students to emphasize the importance of education and illiteracy in social, economical and political development and the role of universities and members of coalition in combating illiteracy.



The workshops resonated well and enjoyed unique outputs, such that in Jordan numerous groups were formed in differ-

ent locations to target illiterate individuals and facilitate overcoming the problems they face in their practical life in Karak governorate, in addition to launching the adult education project during the summer vacation in Irbid governorate, where school students work on combating illiteracy with support from their teachers and the schools administrations.

In Palestine, 33 workshops were conducted with 1600 individuals, focusing on illiteracy, adult education and its impact on the awareness of farmers; the different challenges that face Palestinian women; optimal use of computers and information technology among adults; the manifestations of education in social participation among children and youth; and the impact of poverty on illiteracy. The Sudanese coalition conducted a workshop on "Compulsory and Free Education and Access of Adults to Reading" under the slogan Adults are Reading / knowledge in reading and writing among adult youth and lifelong learning.

Media Campaigns and Press Conferences

Realizing the importance of the media and its pivotal role in introducing the campaign, its vision and goals, the campaign invited the media to participate as an active partner in promoting the campaign among the different segments of the soci-





ety. To emphasize this role, the coalitions in Palestine and Iraq organized a number of press conferences and media campaigns to introduce the campaign and increase awareness on the importance of education; these conferences were held concurrently with the activities of the GAW, in the presence of coalition members and with the participation of representatives of the Ministry of Education, civil society organizations and the local community.

The Iraqi coalition conducted a vast media campaign in Baghdad, Mosul, Babil, Kut, Nasiriyah and Basra to increase the awareness of the communities on the GAW and the goals of the Iraqi coalition; the campaign was carried out via the local and Arabic newspapers including Al-Sabbah newspaper, Al-Ta'akhi newspaper, the Italian newspaper Aki and Al-Mada newspaper.

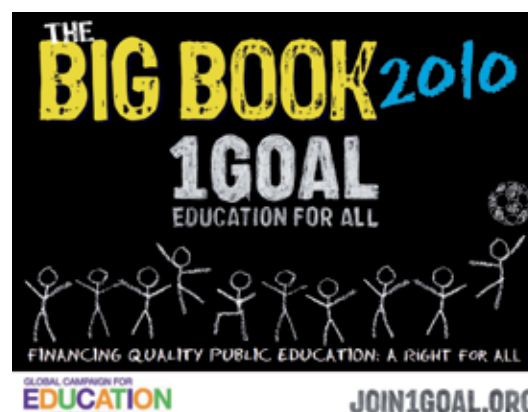
The Palestinian coalition held a press conference on the 28th/April/2009 to announce the launching of the GAW activities of the GCE in all Palestinian schools. The coalition also held a closing conference in the presence of representatives of the Ministry of Education and UNRWA to announce the closure of the GCE, the most important accomplishments that resulted from the developed partnerships, interaction of the local community and the unprecedented interest of the media

in highlighting the issue of illiteracy and adult education.

The members of the coalitions in Arab countries promoted the campaign in radio and television meetings as well as local and regional newspapers, in addition to distribution of stickers and posters of the GCE and GAW that carried the slogan "Adults are Reading".

2010: One GOAL Education For All: Financing Quality Public Education

The year 2010 enjoyed vast participation in 9 Arab Countries, with more than 1,070,372 participants in Lebanon, Egypt, Iraq, Jordan, Morocco, Palestine, Sudan, Yemen and Somalia. The slogan "One Goal: Education for All" was the main message behind the efforts and activities of the coalitions, in addition to conjugant campaigns like ("We Want to Learn Correctly" was the name of the campaign in Egypt and "Our Rights" was the name of the campaign in Yemen.)



The 2010 GAW focused on enabling coalitions to mobilize and promote the idea of the campaign among people, since the majority of the coalitions were newly established. More importantly, the campaigns focused on fundamental issues in the Arab societies, including social justice, gender equality and data and statistics on

the status of education, such that social mobilization, alongside media campaigns, formed the cornerstone of 2010.

The campaign "One Goal" coincided with the FIFA 2010 World Cup and sought to guarantee the access of all children to education worldwide. The campaign gathered names and signatures of the audience, players and celebrities to make a unified appeal to all governments to commit to providing education for all. The main idea of 2010 was "funding of education". The GAW came in light of the stumbling of the world following the numerous shocks sustained due to the global financial crisis, and calling for funding education and reminding governments of their global commitments makes expenditure on education a top priority, in addition to increasing local resources devoted for education, networking among civil society organizations to exchange experiences, implement programs in educational development, institutionalization of these programs in the Ministry of Education and encourage funders and the private to uphold their social responsibility and contribute to funding education.

Global Action Week 2010 Activities:

Integrating Popular and Official Institutions in the Activities of the Campaign

Large celebrations launched the GAW organized in cooperation with the members of the coalitions in Jordan, Egypt, Iraq, Pal-



estine, Yemen, Lebanon, Sudan, Morocco and Somalia. The celebrations took place in numerous governorates to emphasize the goal of the campaign and integrate all societal sectors in its activities. Civil society organizations, governmental officials, school principals, school and university students, the media and a number of teachers, trainers, educational activists, educational leaders and parents participated in the activities.



The celebrations were organized in coordination with all target groups in various governorates to highlight the goals of the education for all campaign. In Jordan, the campaign was launched in cooperation with the Ministry of Education concurrently with the annual sports contest in Jordanian schools, including the northern, central and southern governorates, carrying the slogan "One Goal: Education for All". In Egypt, the activities of the campaign commenced in Aswan, Delta, and Alexandria. A major output emanated from the closing celebration in Aswan, such that the Ministry of Information and Ministry of Education formed a partnership for the upcoming activities of the coalition and negotiate the idea of a future cooperation protocol; in Delta governorate a preliminary meeting was held, in the presence of representatives of educational leaders, parents and school principals from Delta governorates (Qaylubia, Gharbia and Shargia) to highlight the goals of the educa-

tion for all campaign. In Iraq, the members of the Iraqi coalition organized educational festivals in Bagdad, in the presence of representatives of governmental and educational organizations, public figures from the parliament, Bagdad municipal council and members of the national Iraqi football team.

In Palestine, the coalition organized a march in cooperation with the Ministry of higher Education, where students, coalition representatives and teachers held banners with the slogan "Fair Education Funding: A Right to All", in addition to marches organized by schools in some villages, where the slogans of the Arab Campaign for Education were held, demanding fair funding for education in Palestine. Other schools organized meetings and workshops, hosting representatives of local councils, parents' councils, educational cadre, civil organizations and public figures. The students submitted their demands in the need to reactivate interest in education and the need to provide free education for children in Palestine. The members of the coalition in Jerusalem organized an activity that included a number of artistic activities, where the students carried the slogans of the campaign.

In Yemen numerous organizations participated in the 2010 GAW, carrying the slogan "One Goal: Education for All"; this was a first-of-a-kind activity in Yemen, such that thousands of students, teachers, community leaders, individuals and civil society organizations participated.

In Morocco, the campaign was launched in Marakish, Fas, Miknas, Timara, Ksar Bono, Sally and Maysour. Booklets introducing the campaigns and its goals, stickers and publications were distributed among the participants.

In Lebanon, the launching took place in

Beirut under the auspice of the Lebanese Minister of Information in the UNESCO headquarters. The launching was attended by representatives of Lebanese and Palestinian civil society organizations, school principles, students, governmental officials, media, teachers, training, activists, education stakeholders, beneficiaries of the illiteracy program, popular education program and representatives of Palestinian refugee camps.

Approximately 1500 primary and secondary schools and universities participated in the GAW in Somalia.

Conduct workshops and lectures for school students and the local community.

Coalition members in Jordan, Palestine, Morocco and Sudan conducted awareness-raising workshops and lectures that focused on academic educational topics; the workshops emphasized the importance of education for all and the negative implications of school drop out on members, families and the society; conducted in various governorates to emphasize the education for all goals, the workshops targeted school students and broader local community and introduced the "One Goal: Education for All" Campaign, methods to support the campaign and actively participate, the role of students, teachers, administrators and parents in demanding



the allocation of support and funding for education to achieve a safe learning environment and fulfill the developmental



goals of the campaign by 2015.

The Sudanese coalition conducted a workshop titled "Funding Education" in cooperation with the Ministry of General Education and the National Council- education and scientific research committee; the Palestinian coalition conducted a workshop in Nablus, two workshops in Jerusalem for mothers, principals and kindergarten teachers, two workshops in Hebron and Ramallah to principals and kindergarten teachers.

Jordanian members of coalition conducted awareness-raising lectures in Amman, Ajlun, Balqa' and Jarash. The workshops focused on activating communication between schools and the local community, the responsibility of parents, teachers and administrators in the education process and the need to achieve social justice in funding education. The Moroccan coalition members conducted a training workshop for 29 teachers in Qunaitera and 17 in Seedy Qasem to implement the "One Lesson for All" activity and give it to all children in their schools.

Sports Activities and Events

Sports events in 2010 had special importance since the campaign coincided with

the FIFA 2010 World Cup and members of coalitions in Jordan, Palestine, Iraq and Morocco organized sports activities that carried the slogan "One Goal: Education for All" in different governorates. The activities included competitions in athletic games, football matches, marathons and races, simultaneously with the activities of the GAW. The sports activities aimed at integrating sports in educational issues and ensure education for all children world-



wide.

These tournaments enjoyed broad interaction by official institutions, sports personnel, international organizations, educational civil society organizations, teachers and students.

ANHRE participated in the 11th sports tournament of Jordanian schools in 2010, carrying the slogan "One Goal: Education for All", which is organized annually by the Ministry of Education in partnership with



the School Sports Union with 3200 players in all educational directorates.

In Palestine, 80 sprinters participated in a marathon, 52 of which are students in the educational directorates in Ramallah, alongside the Athletic Union of the Palestinian Police Force and the Athletic Military Union; also, the suburbs race took place in Gaza with 150 sprinters representing clubs, sports centers, organizations, universities and school in the Gaza Strip. 1000 students participated in a football league for schools in Rafah, in addition to UNRWA teachers, administrators and supervisors. In Jenin, the first bicycles race to take place in Jenin was attended by Jenin's governor, 1st Secretary of Sports and Youth Ministry, director of Sports and Youth directorate, Fatah's secretary and a number of Palestinian coalition members, representatives of official institutions and international organizations.

The Iraqi coalition members organized a football match in Thee Qar governorate, carrying the slogan "One Goal: Education for All", simultaneously with the activities of the GAW and was attended by political figures in the governorate.

In Morocco and particularly Marakish, more than 250 supporters of the "One Goal: Education for All" gathered to participate in the bicycles contest that was organized by the Moroccan coalition in cooperation with Masar organization. The Moroccan coalition publicized the campaign and integrated the largest number of individuals by linking the contest to educational issues and the status of education in Morocco.

Cultural Activities and competitions for Students

The 2010 GAW featured a number of cultural contests and activities in Egypt, Jordan, Iraq, Palestine, Yemen and Morocco,



contributing to the integration of students in the "One Goal: Education for All" campaign and enabling them to present point of views on education, with a vast participation and interaction from students.

In Egypt, students reflected the educational status in Egypt via their art works and presented their point of view on receiving better education via the contest "We Want to Learn Right" that was launched by the Egyptians Without Borders for Development organization in a number of governorates. In Jordan, ANHRE cooperated with the cultural department in Amman governorate by launching the contest "Amman...the most beautiful place" and integrating the importance of education and right to a safe teaching environment in the topics of the contest.

In Iraq, members of the coalitions in Baghdad organized a poetry evening that focused on the importance of education, in addition to organizing a children's pictures



exhibitions in Thee Qar governorate to emphasize the importance of education.

In Palestine the majority of the Ministry of Education schools in the West Bank and Gaza Strip organized the lesson for all, with approximately 1,000,000 students; the activities organized by the school varied from essays, stories, poems and plays and were presented by the students, focusing on the importance of education, the need



to advance its status and reflected some problems that schools face due to scarcity of funds.

In Yemen, the school students organized a school festival focusing on the participation of school students in providing useful information on the GCE and the importance of education for their school colleagues. In Morocco a workshop was conducted in Marrakesh in cooperation with the Students Human Rights Club, where everyone drew paintings related to the topics of the campaign, its goal and relation to the educational status in Morocco.

Open discussions and meetings on the status of education

To emphasize the commitment of ACEA to building real partnerships with the local community, members of the coalitions in Iraq, Palestine and Morocco conducted a number of meetings and open discussions with the aim of raising the awareness of

parent's councils in their important supervision role and interventions to improve the quality of education.

Coalition members in Iraq held an open meeting in Baghdad on the status and funding of education in Iraq. Representatives of civil society organizations, public



figures, educational organizations, academics, journalists and university professors participated in the activity.

Coalition members in Palestine held community meetings in Jenin, Ramallah, Hebron and Nablus, hosting representatives of parents' councils, civil society organizations, official institutions, local councils and public figures. Several recommendations emanated from these meetings, focusing on the need to improve the curricula, increase education budgets and improve educational environment.

Coalition members in Morocco organized the "A Lesson for All" activity, which is an awareness-raising activity that focuses on familiarizing the participants in the goal



of the GCE in 2010 “Increase Budgets Allocated to Education” by prompting governments to increase budgets allocated to education, clarifying the impact of the financial and economic crisis that the world suffers from, the negative implications of this crisis on education and most important strategies that can be adopted to advance the status of education in Morocco.

Integrate the media as an effective partner in the campaign

Alongside promoting the campaign in the media within the coalitions in the Arab countries, the Palestinian coalition held a workshop for journalists to provide them with the necessary information on the campaign and its goals, provide participants with information on the status of education in Palestine in light of the scarcity of financial resources to improve the quality of education, with the aim of building an educational media body by fo-



ocusing on educational issues in Palestine. Participants from all over the West Bank participated in the workshop.

The Yemeni coalition coordinated number of GAW activities that included educational festivals in various areas and the lesson for all activity, such that the first implemented activity was the formation of a journalists association for education in Sana’a, where the organizational regu-

lations were discussed and adopted and a general assembly was chosen.

The campaign was launched in the media in Jordan by highlighting the outcomes of a study conducted by ANHRE on funding of education and the main challenges the educational sector in Jordan faces, in addition to calling upon the government to increase educational allocations.

2011: It’s a Right! Make it Right! Education for Women and Girls Now!

The main idea of the GAW 2011, which coincided with the 100th centennial of the International Women’s Day, was “Women’s and Girl’s Education” as one of the main commitments of the GCE was to organize campaigns to ensure women’s and girl’s access to good education.



The campaign focused, via the work of its coalitions in Arab countries, on consolidating the efforts to address various women's and girl's issues in the field of education, including high drop-out rates, low enrollment rates, cultural practices and traditions that deprive girls/women from accessing education and some other security issues; active participation of different sectors took place in 9 countries, with more than 25,000 participants in Lebanon, Egypt, Iraq, Jordan, Morocco, Palestine, Sudan, Somalia and Mauritania.

Global Action Week 2011 Activities:

Integrate popular and official institutions in the activities

The campaign continued to conduct the GAW activities, such that members of coalitions ensured the acquisition of formal and popular support to guarantee the access of girl's to education. Decision makers, governmental officials, representatives of international organizations, civil society organizations and numerous figures were integrated and participated vastly in the activities. The increasing active participation over the years emphasizes the success of the GAW in mobilizing support for the campaign and highlighting the various adopted issues.



The activities enjoyed vast participation and interaction by official institutions,

such that the closing ceremony that was held in Jordan under the auspice of Queen Rania and in the presence of the Minister of Education Dr. Tayseer Nu'aimi, who represented the Queen, in addition to numerous members of parliament, representatives of ministries civil society organizations, the media, radio, television and school students.

The Palestinian coalition organized a vast march in Ramallah with over 200 representatives of political parties, civil society organizations, youth and parents, where slogans raised for gender equity in education by improving conditions to work towards development of work opportunities too; these slogans are in line with the main slogan of the GAW (It's A Right...Make It Right) and its translation in Palestine (Yes She Can).



The Egyptian coalition organized a large national meeting titled the Big Story "You Can Learn Right" in Fayum with the aim of focusing on the need to provide space for women and girl's to receive their chance in education and participation in social, political and economic life. The Ministry of Education, UNESCO, FAO, civil society organizations, students, teachers and parents participated in the meeting.

The Iraqi coalition organized a number of activities in all Iraqi governorates; a celebration in Nasiriyah was organized, where

national songs calling for peace, security and love were played. An open meeting for civil society organizations was organized with the aim of organizing cooperation and coordination mechanisms between civil society organizations, governorate councils and international organizations to cooperate in the supporting the GCE and working towards giving equal opportunities for women and girls in education and work. In addition to organizing the first national conference in southern Iraq in Nasiriyah, in the presence of representatives of civil society organizations and university professors at Thee Qar university and the technical college. Iraqi coalition members also called upon officials in Arabic, Kurdish and English to work on combating illiteracy among women, particularly a number of ministers, members of parliament, activists, civil society organizations and media people; the petition was signed by 1874 individuals. Coalition members also participated in a march in Baghdad on the occasion of the International Labor Day, where the posters of the campaign were held, demanding education for women and eradicating illiteracy among worker's in general and working women in particular. Different local organizations and individuals participated in peaceful demonstrations in Baghdad to introduce the campaign and gather signatures of individuals that support demanding citizen's rights and reforming the educational system.

The Sudanese coalition organized a round table activity to discuss the education for all 2010 report, including the challenges that face education. The aim of the meeting was to develop a clear approach in addressing the challenges and predicaments that face education in general and women in particular, determine a strategic vision for upcoming years in terms of education for all and

achieving the Dakar convention goals and determine the most important recommendations and work mechanisms pertaining to women's and girls' education to be submitted to officials and decision-makers.

In Lebanon, thousands of Lebanese and Palestinians participated upon the invitation of the coalition to demonstrate outside the UN ESCWA premises in Beirut. More than 7000 demonstrators from civil society organizations, trade unions, Palestinian political parties and Lebanese political parties participated in the demonstration; one notable aspect was the large presence of women from Palestinian refugee camps and women's organizations, and another is the presence of the Lebanese coalition members, whose presence was pivotal to link the right to work with the right to education for Palestinian refugees in Lebanon. The demonstrators raised the slogans of the GAW and the slogans of the Lebanese Coalition. The speakers talked about the details of the new Labor law in Lebanon, the overall legal gaps that limit the rights of Palestinian refugees in Lebanon to work and the challenges and difficulties that Palestinians face with regards to right to education in UNRWA schools as well as other schools.

The Somali coalition signed Memorandums of Understanding with 17 schools in the main cities in Somalia with the help of the Ministry of Education. The aim of the MOU was to implement the activities of the GAW with the slogan girl's education; the GAW also featured an activity where women and girl's shared their personal stories on the impact of lack of education on their lives. Men and boys also mentioned their stories on the right to education. The number of participants in the GAW was 10,966 students in 67 schools.



Conduct workshops that support women's and girls' education

Coalition members in Jordan, Iraq, Palestine and Sudan conducted awareness-raising workshops that targeted girls and women representatives of the local community and civil society organizations, in addition to high school students and girls. The workshops focused on the importance of girls' education, the problem of poverty that prevents the enrollment of some girls in schools and the most important obstacles that hinder girls' access to decent education.

The aim of these workshops is to raise the awareness of women on the importance of education by focusing on governorates that have low girls' enrollment, such that members of the Jordanian coalition held awareness-raising sessions in the schools of the Hussein refugee camp, Sheikh Hussein District in the northern valleys and Ma'an in southern Jordan.



The Iraqi coalition conducted in coopera-

tion with the Human Rights Ministry for boys and girls a workshop near Mosul titled "School Dropout Among Children", in addition to a number of workshops in Baghdad to raise the awareness of women and encourage them to continue their studies, in addition to submitting their recommendations on education to stakeholders in Iraq. Some success stories for women who enrolled in the center and hold different jobs were presented.



The Palestinian coalition conducted workshops in all West Bank and Gaza Strip schools that included introducing the 2011 goals of the GCE and the problems that face female students in education.

The Sudanese coalition conducted a workshop titled "Girls' Education in Cooperation with the National Council/Education and Scientific Research Committee, Ministry of Education, UN agencies, Balan Sudan organization and Petronus Company within the EFA Goals Framework." The workshop focused on numerous issues including the status of primary education, funding of education, countries' experiences in expenditure on education, laws and legislations that guarantee free and compulsory education and a national campaign for girls' education.

Conduct lectures on the importance of women's and girls' education

Coalition members in Jordan, Iraq, Palestine and Sudan conducted lectures on the importance of girls' education and its impact on developing active citizens in the society, the role of girls' education in inducing change in the economic, social, cultural and political participation of women. These lectures targeted school students, teachers, parents and the local community with the participation of several civil society organizations.



Coalitions members ensured to target both males and females in these lectures to emphasize the important role both play in supporting women's right to education. The Jordanian coalition held awareness-raising lectures that targeted both females and males in a number of schools. The Palestinian coalition organized a film's screening session that focuses on the social and economic challenges women face, which



was attended by 100 representatives of the education faculty and women's community faculty in Al-Tireh neighborhood in Ramallah, where the session was organized.

The Iraqi coalition members organized lectures in several communities in Nineveh governorate; Al Hamadaneyah, Al Musel, Talkeef, Bartala, with the aim of raising the awareness of the community in rural areas on women's right to education. The lectures were conducted in cooperation with non-governmental organizations in these areas, focusing on non-discrimination in education, in addition to lectures in Misan and Kurdistan governorates.

The Sudanese coalition organized a lecture titled "Obstacles Facing Girls' and Women's Education in Sudan" in cooperation with the education and scientific research committee in the national council with the Secretariat of Education in the General Union of Sudanese Women.

Conduct discussion sessions on educational issues

Coalition members in Jordan, Iraq and Palestine with the participation of human rights activists organized discussion sessions that focused on education issues in general and girl's education in particular. The sessions included presenting the obstacles that girls' face in education and the development of recommendations that should support girls' education opportunities.

The Jordanian coalition held a discussion session with a number of human rights activists. The session included screening a short video titled "Colors of Shame" that focused on educational problems, including school drop-out, early marriage and indoctrination approach; the video was discussed and a set of recommendations were developed that should contribute to

overcoming educational problems.

The Iraqi coalition held a discussion session in Basra and Karbala' with the presence of civil society organizations representatives, teachers and representatives of the youth and sports directorate in Basra. The Palestinian coalition held a number of discussion sessions in several West Bank and Gaza Strip cities, focusing on the 2011 GCE goals, problems that face girls' in education and the need to prepare financial and non-financial resources to improve the educational environments in school and improve the quality of education. The participants contributed to the development of recommendations to the Ministry of Education and other relevant ministries to improve the educational conditions.

Conduct cultural, educational and artistic activities on the importance of education

Coalition members in Jordan, Egypt, Iraq and Palestine implemented a set of cultural and artistic activities that sought to raise the awareness of and integrate all societal sectors in the GAW 2011 activities, which is for women and girls' to receive their rights in education.



The activities implemented by coalition members varied, such that the Amnesty International group in Jordan, in cooperation with Fann FM Radio, recorded a song on education; also, school classes on women's education and the obstacles

and challenges it faces were conducted. The lessons sought to encourage girls' to participate to bring about positive change on the national level by participating in support women's and girls' education and guarantee a bright future with education.

The Egyptian coalition members organized an educational meeting for organizations working in the field of education, bringing together members of the Egyptian coalition and a group of educational leaders and some journalists interested in education in Al-Zamalek to discuss the goals of the 2011 GAW.



The Iraqi coalition organized the Big Story contest on the People's Radio during the GAW. The contest encouraged women and girls to write real stories about women and girls that faced challenges in education and a prize was set for the most exciting story, in addition to a graduation ceremony for 30 women who enrolled in the illiteracy program, such that these women were trained for a period of four months and are now able to read, write and do mathematics; also, numerous press releases were published on many electronic websites.

The Palestinian coalition organized the "Big Story Lesson" activity in governmental and UNRWA schools in all West Bank directorates. The activity included presenting students' stories on girls' education and the challenges and obstacles that

face girls' education in Palestine. It also included screening a play in the presence of representatives of civil organizations, different organizations in the city, parents' councils, teachers, students and parents. The "Reading Rally" competition was also organized in cooperation with the Ministry of Education; winners were honored during a ceremony that parents, the local community and decision makers in directorates were invited to.

Media campaigns and press conferences

The Sudanese coalition inaugurated the activities of the GAW in Sudan in a press conference held in the Sudanese News Agency on the 2nd/May/2011 in cooperation with the Ministry of Education, UN Agencies, Balan Sudan Organization and Petronus Company. The speakers were united in emphasizing the importance of education in community life, and particularly women's education that is considered half of the society and educating women educates an entire nation.



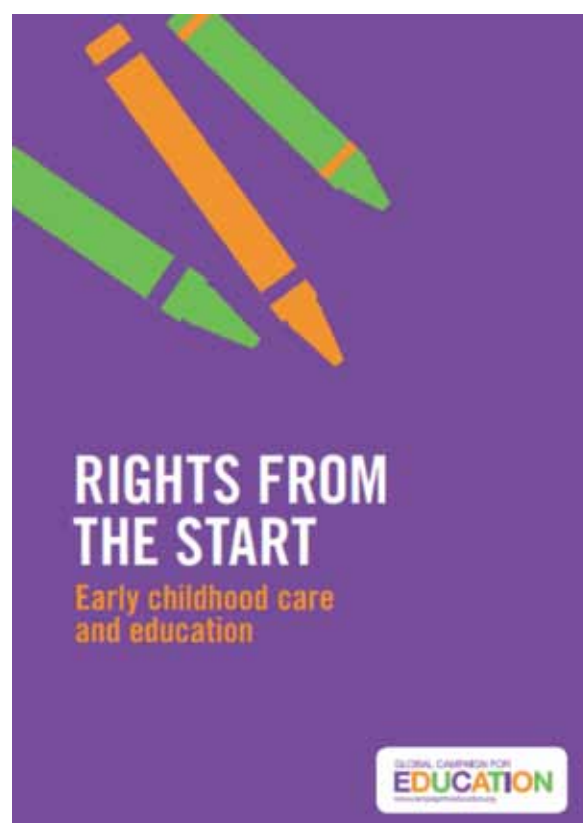
The GAW in Lebanon was also launched in a press conference titled "Women's and Girls' Education";

the conference was held under the auspice of the Minister of Information and with 60 representatives of civil society or-

ganizations, Lebanese coalition members, journalists syndicate president, executive director of ANHRE, coordinators and teachers. The conference was considered an occasion to invite official and private media outlets to keep up with the activities conducted by the Lebanese coalition to highlight the educational problems that the Lebanese people face, in order to build the aspired educational change to achieve a better life for all.

The Egyptian coalition prepared a documentary film of women and young women leaders in the revolution, as well as choosing Mrs. Fadeela –a prominent Egyptian that presented children's programs for more than 50 years, children who were able to enroll in education and others who couldn't.

2012: Rights from the Start- Early Childhood Care and Education Now!



Every year, more than 200 million children under the age of 5 in middle and low income countries are unable to fulfill their developmental capabilities due to poverty, malnutrition and insufficient number of care and education opportunities. The majority of these children are living in southern Asia and the sub-Saharan African. Due to this beginning and if these children are able to enroll in schools they will underperform and will contribute to continuing poverty by working low-income jobs, give birth to children at an early age and transmit lowly healthcare, nutrition and morale to yet another generation. In this sense, early childhood care and education was chosen to be the issue to focus on in 2011, particularly since this is the most neglected EFA goal, and if this neglect persists then EFA goals will not be achieved by 2015.

The campaign included various activities in integrate official and popular institutions in the “Early Childhood Care and Education” campaign to lobby governments to change their educational policies to fulfill children’s rights in the early childhood period. The year also witnessed the participation of Bahrain and Mauritania, with more than 12,973 participants in 8 Arab countries within the educational coalitions of the “Rights from the Beginning” campaign.

Global Action Week 2012 Activities:

Integrate popular and official institutions in the activities of the campaign

The main activities in Palestine focused on the implementation of open days in Ramallah, Nablus, Hebron, Jerusalem and Arura, such that the open days were conducted in cooperation with 13 kindergartens in the West Bank and Jerusalem. 888 children participated in drawings; painting on faces and balloons; athletic activi-



ties; storytelling by teachers, parents and older students; clown shows; big picture activities; plays screening; songs; and train game. The activities were attended by 1049 individuals, including decision makers, civil society organizations representatives, media, parents, community leaders, students and children.

The Jordanian coalition launched the GAW by organizing an activity under the auspice of the Minister of Education and with 108 attendants, representing decision makers, media, civil society organizations, students, children, coalition members, teachers’ unions and school principals. The activities included intensive ANHRE activi-



ties in the southern of Jordan, seeking to lobby the government to prioritize these areas and consider educational projects among the developmental plans; the activities were attended by numerous decision makers and influential personnel.

The Egyptian coalition held a national conference in Cairo that was attended by the public elite, a Ministry of Education deputy, independent educational experts and members of the Egyptian coalition, such that 187 participants attended the activity, including students and teachers, to discuss means of equal partnerships to activate the right to education.

In Iraq, the coalition held a number of field meetings and visits to promote the campaign and its demands and acquire official and popular support, such that meetings with decision makers and community-based organizations representatives were conducted in Waset and Babel governorates. Field visits to schools in various Iraqi governorates also took place, with representatives of the media, community-based organizations, students, community leaders, decision makers and members of teachers' syndicate. Additionally, open day activities took place in the majority of the governorates. More than 3000 individuals participated in these meetings, including decision makers, media representatives, community-based organizations, teachers, children and mothers.

The coalition in Yemen launched the activities of the GAW under the auspice of the Prime Minister and General Secretary of the Minister of Education. The activity resembled the Sana'a Declaration for early childhood care and education and enjoyed wide media coverage by 7 websites.

The Sudanese coalition launched the activities of the 2012 GAW in cooperation with the Ministry of Education, Educa-

tion Committee in the National Council and Balan Sudan Organization, such that the coalition intensified its efforts to increase the awareness and develop unified conceptions on early childhood care and education, and reach an agreement that determines the roles of the different early childhood stakeholders.

The Lebanese coalition held a major celebration under the auspice of the Governor of Saida featuring Dabke performance, an interactive play on violence against children, reading quotations of students who dropped out of schools, an activity titled "playing fairly" and signing a petition that includes 10 recommendations to protect children's rights. The celebration was attended by 493 individuals, 259 of which were females and 28 were decision makers. The attendants included decision makers, representatives of the media, parents, community-based organizations representatives, local community leaders, students, children, coalition members and members of the teachers' union, in addition to prominent personnel, including the Governor of Saida and President of Civil Societies Association in Saida.

Activities in Mauritania were in line with the activities organized by other Arab coalitions, such that the opening ceremony was attended by 172 participants from civil society organizations and parents. In Bahrain, Umniya organization for childhood care conducted numerous programs in the GAW in coordination with three organizations as an initial step to build the coalition in Bahrain.

Conduct workshops to build the capacities of civil society organizations

The Palestinian coalition conducted three workshops for teachers, 3 workshops for kindergarten principals and 3 awareness raising sessions for parents. Additionally,



action circles in early childhood resource centers in Hebron, Jerusalem, Ramallah, Nablus and Jenin were conducted. The workshops were attended by 125 participants, in addition to representatives of the media.

ANHRE in Jordan conducted numerous workshops to build the capacities of the coalition members in Ma'an and Jyoub Al-Faqr on using advocacy tools and strategies in their early childhood care and education work in Jordan, and calling for early childhood care and improvement on the local level. Additionally, three workshops on the five new tactics were conducted for three community-based organizations in Ma'an; determining the goal that makes the upper kindergarten level compulsory in the Ministry of Education law, utilizing community marketing and calls to advocate for campaigns, in addition to a workshop for 20 youth in Ma'an and two workshops for women in Ma'an.

The Iraqi coalition consolidated its efforts



to hold workshops with approximately 2000 individuals in the majority of the governorates, including Baghdad, Kurdistan, Kirkuk, Nasiriyah, Babel, Al-Dewanyie. The workshops focused on increasing the awareness, enhancing the skills and discussing the current status of early childhood care and education and available opportunities in providing good education for children. Target groups varied from school students, university students and teachers to decision makers, parents, media professionals and civil society organizations representatives.

The Sudanese coalition organized a 2-day workshop with 626 participants from the union Ministry of Education, Care and Social Security Ministry represented by the national council for childhood care, union Ministry of Health and Education and Scientific Research Committee in the National Council. The workshop included the presentation of working papers on the concept of early childhood care and education, an analysis of the current situation and the practices, policies, laws and legislations and working towards their development (taking Khartoum State as a model). The coalition also organized another training workshop on "Education Outside of Schools" in cooperation with the Education Committee, Ministry of Education, Hadaf Organization, UN organizations and the private sector, with 252 participants representing decision makers, civil society organizations, the media, parents, community leaders, coalition members and teachers' union.

In Bahrain's first participation in the campaign Umniya organization for childhood care conducted a program for high school supervisors with 30 students, 5 members of non-governmental organization and teachers' syndicates. The program targets one of the parents or an orphan aged 6-12

years, aiming to guide the parents socially and academically on weekly basis by the school and university students' volunteers. The program includes home schooling of the mother and child: (communicate and read program) is a non-for-profit program that encourages and promotes reading and writing at an early stage and prepares children for schools via the intervention reading program that provides books for children in healthcare and hospitals.

In Somalia, a 3-day workshop was conducted on the strength and teaching methods that included teachers from Mogadishu and Galkayo, in addition to training civil society organizations, such that the coalition coordinated a workshop for all coalition members.

Conduct cultural, educational and recreational activities on the importance of education

ANHRE organized in cooperation with 26 organizations in Ma'an, southern Jordan and Jyoub Al-Faqr an open day in



Ma'an College. The day featured numerous school and community-based organizations shows and activities for people with disabilities; the event also included numerous corners, including a face painting corner; popular cuisine corner where handmade food by women in community-based organizations was exhibited; big picture corner; and the Puppet Theater and interactive games corner.

The event was attended by more than 1000 children in their early childhood years and 300 prominent figures, parents, trainers





and students, in addition to a number of cultural and recreational activities including an interactive theatrical show, an open day for children, story reading activity, painting workshop and the talents show.



The Egyptian coalition organized a play by children on (The Big Story- Girls' Education), which was screened in the Ma'adi Library Theater in Cairo; the play focused on some educational problems that the children reflect in the play. The screening was attended by 187 parents, media professionals, students, Egyptian coalition members and some schools.

The Iraqi coalition members focused intensively on conducting cultural, educational and recreational activities that varied from painting circles to study circles and exhibitions. These activities took place with more than 1000 participants in Baghdad, Nasiriyah, Babel, Dewanyie, Thee Qar, Kirkuk and Basra. The activities enjoyed significant interaction by the local community and targeted children in

general; decision makers, representatives of the media, parents, community-based organizations, syndicates' members, community leaders and students participated in the activities.



The Sudanese coalition organized a carnival and a number of children's media activities for officials, participating bodies and supporting bodies.

The Mauritania coalition organized a painting and photography activity titled "The Big Picture". The activity was organized at the level of a number of schools in Nouakchott

with 382 participants and in the presence of the Minister of Social Affairs, Childhood and Family. A number of children participated in the Big Picture activity and the question that the children were asked was the methods that helped them in their studies and how they can help their little sisters and brothers.

In Bahrain, the help of reading trainers was solicited regularly in hospitals. The books are high quality reading materials that

were successfully used worldwide. Reading for children depended on the illness children suffered from, such that the reading took place on daily basis for a period of one week in cooperation with the doctors and family, while doctors and workers in the hospital help in organizing organized programs for children and patients until visited by a volunteer. This activity was conducted in Al-Salmanyeh hospital with 35 participating volunteers.

Media Campaigns and Press Conferences

ANHRE organized a press conference in Ma'an Municipality on 1st/April/2012, where the conference commenced in introducing the campaign, its goals, the needs and details. The attendants appreciated the effort and idea of the campaign and offered to provide support. The event closed with signing the petition of the campaign. The event was attended by 20 individuals, 8 of which were females and 4 were decision makers. The attendants



included media professionals, decision makers, coalition members and community-based organizations representatives. The attendants signed a petition calling for making the kindergarten phase compulsory by amending the law of the Ministry of Education. Media professionals working on the early childhood care and education issue expressed their interest in helping the coalition by publishing their statements in all media outlets, in addition to forming a link of 10 actors to serve as the media channel to communicate with the local community via newspapers and websites. The Jordanian coalition also succeeded in targeting official newspapers in addition to official visual and audio press and electronic newspapers.



The Iraqi coalition launched a media campaign to announce the GAW, including 8 radio spots in the People's Radio once every 30 minutes; airing the program "Right from the Beginning" to talk about the campaign; recording the statement of the campaign and airing it twice after signing the petition; and promoting a radio program in Culture Radio on the status of early childhood care and education to highlight the status of education and main challenges. Nida' Al-Haq newspaper dedicated a complete page for the campaign, where 1011 individuals benefited from the page; additionally, a TV interview was conducted with the coordinator of the

campaign in a special episode on the campaign in the program Good Morning Iraq.

The Sudanese coalition held a media forum for media representatives in Sudan News Agency in cooperation with the Ministry of Education, UN organizations, Balan Sudan organization and the private sector. The workshops was attended by 116 individuals, representing decision makers, the media, civil society organizations, coalition members and the teachers' unions. A TV meeting was conducted with the president of the Sudanese coalition on the Shorouq Channel and in the presence of 22 individuals; additionally, the national channel hosted the national coordinator for education for all in the presence of 12 decision makers, media professionals and coalition members. The activities of the GAW were covered in Sudanese newspapers and 4 TV channels.

All of the GAW activities in Palestine were covered by the local media, including Al-Quds Newspaper, Ma'an News Agency, Huwwara Media Network and Tariq Al-Mahabeh Radio.

In Bahrain the coalition used the media to raise the awareness of the community on the exerted efforts via the GAW; the event was covered by four local newspapers.

The GAW activities in Egypt were covered by 11 local newspapers and 7 TV channels.

2013: "Every Child Needs a Teacher" Campaign

"Every Child Needs a Teacher" is a campaign led by the GCE to demand that the law guarantees a well trained teacher for every child, in light of the fact that 61 million children are not enrolled in primary schools and the most important thing that we can give them to give them their right to education is to ensure that they have trained teachers; to achieve this we need

1.7 million teachers.

The 2013 GAW carried the slogan "Every Child Needs a Teacher" and in Palestine, Yemen and Jordan the slogan "The Teacher Deserves" was taken up to focus on the pivotal role played by teachers in achieving education for all. The goal of the GAW is to increase mobilized political and financial support to achieve the EFA goals.



The mission of the campaign was clear and focused on "If we appreciate education then we should appreciate and value the teacher; we should value the important role teachers' play and reward this teacher on three connected levels: rehabilitation, decrease burdens and improve living conditions."

Arab countries sought the opportunity and utilized a broader definition of teachers to include trainers, facilitators and qualifiers that play pivotal roles in adult education.

The importance of the 2013 GAW activities came within the context of discussions that took place in numerous places on all levels, with the aim of evaluating the accomplishments made on the EFA goals since the year 2000 until now.

Global Action Week 2013 Activities:

Integrate popular and official institutions in the activities of the campaign

Stemming from the campaign's belief in the different roles of popular and official

institutions in advancing various educational issues, the campaign ensured the renewed participation of all popular and official institutions in the activities of the GAW. In this year numerous activities encouraged the coalitions to actively integrate decision makers, governmental officials, international organizations representatives, community-based organizations and members of the community.



The Jordanian coalition organized a major activity under the auspice of the Minister of Education, attended by 200 participants including the Education Director, Private Education Director, Ex-Finance Minister, 5 school principals, members of the teachers' syndicate, school principals, teachers, coalition members, prominent figures and students. The biggest wallpaper in the Arab World, designed by one of the teachers in cooperation with a group of students, was announced.

A preparatory meeting for coalition members in Egypt was attended by 22 participants, including the Ex-Aswan Education Deputy, Chairman of Aswan Teachers' syndicate and Dean of Education Faculty in Aswan. In this context, the coalition organized a field research activity and preparatory meetings in schools, in the presence of 86 parents, teachers and school principals, 45 of which were males and 41 were females.

In Iraq, Forat Organization conducted in-

terviews with children to determine their educational level and the characteristics they need in teachers by writing or drawing them on paper.

In Palestine education and the teacher were the title of the Friday prayer sermon on 26th/April/2014, where the sermon was dedicated to talk about education and the importance of education. The campaign witnessed the largest social and civic participation and every Palestinian house participated in the campaign, in addition to all those who listen to the sermon via the media (radio and TV). Additionally, the Palestinian coalition organized a number of activities in schools including festivals and discussions on teachers' rights; also tens of schools hosted public figures, Ministers, Members of Legislative Council, political leaders, trade unionists, mayors, Members of Local Council and members of the General Secretariat of the General Union of Palestinian Teachers in open discussions on the goals of the campaigns, teachers' rights and the official and social responsibility in advancing education, acquiring teachers' rights and improving their work conditions.



The Sudanese coalition inaugurated the GAW officially in the coordination meeting of Ministers and Directors of Education. The meeting featured the signing of the Ministers a commitment memorandum to focus on the need to train teachers, ad-

vance education and improve its quality. The participants in the GAW activities in Sudan was more than 400, including Ministers, National Council Members, Ministry of Finance, Ministry of Education and Civil Society Organizations. More than 50 children participated in the creative student activities and 40 teachers were chosen to train children and youth outside of schools.

The Yemeni coalition organized an activity in a number of organizations and schools, where employees and student silently stood for 2 minutes to honor teachers. Additionally, in an honoring activity for educational figures, 250 teachers in Khalid Ibn Al-Walid and Balqees Schools were honored, where recognition certificates and symbolic gifts were distributed in the presence of the President of the coalition, coalition representatives in the Education Office, Ministry of Social Affairs and the State Secretariat, employees and media professionals. This was accompanied by a field march to the slogans and banners were carried with a number of state leaders, educators and social figures to do a class; the parents and other societal sectors went to teachers and thanked them.



The Moroccan coalition participated in the GAW by organizing a number of activities that are represented in the preparation and distribution of campaign publications in Rabat, Jadida city and other cities.

The Lebanese coalition held a celebration ceremony in the UNESCO palace titled "Every Child Needs A Teacher". The celebration aimed at increasing the awareness of the civil society and officials on the importance of meeting the educational needs of children in schools, particularly the lack of qualified teachers, in addition to contributing in reforming the education process in Lebanon. The celebration hosted 450 attendants including members of the teachers' syndicate, Lebanese and Palestinian civil society organizations, international organizations and families. The celebration was covered by the media and broadcasted on Al-Manar TV and by the Social Najdeh Association.

The Mauritanian coalition inaugurated the GAW in the Mauritanian Center for Strategic Research and Studies in a ceremony titled "Every Child Needs a Qualified Teacher" in the presence of a large audience. A large number of pamphlets was distributed and hanged in public spaces, governmental offices and schools. For the conclusion of the GAW the coalition held a meeting to evaluate the activities and events of the week that were implemented in the Mauritanian Center for Strategic Research and Studies and schools, with the participation of members of parliament, ex-Ministers, officials in the Ministry of Education and Ministry of Social Affairs.

The Somali coalition also organized a large activity for the GAW, published a press release on the importance of the GAW and the goal of this year's campaign titled "Every Child Needs a Qualified Teacher", where 50 personnel from educational organizations, non-governmental organization and educational networks participated in the 26th/April activity, in addition to the media to cover the event.

Training workshops to emphasize the objectives of the campaign and ensure their implementation

To contribute to the creation of a qualified generation of teachers, the campaign implemented via the educational coalitions a number of programs and training workshops that contribute to the delivery of the mission of the campaign for this year in that every child needs a qualified teacher.

In this sense, the Iraqi coalition organized a number of lectures for teachers on the importance of developing teachers with the aim of developing the educational level and the teacher in Iraq. The number of conducted lectures was 4, each attended by 15 teachers.

In Jordan, within the activities of the GAW the Jordanian coalition implemented a program on training teachers with disabilities.

The Moroccan coalition conducted two training courses in coordination with the Citizenship Forum in Morocco. The first course, conducted in the 11th/May/2013, targeted teachers in Fes city, while the second course targeted reaching in Qunaitera city and was held on the 18th/May/2013.

Round-table Activity

GCE members intensified their efforts for the sake of issues that serve education by conducting awareness-raising activities that would integrate decision makers and active sectors in favor of educational issues. In this sense, the educational coalitions in the Arab countries held a number of roundtable meetings with decision makers, community leaders and teaching staff.

The Egyptian coalition held a roundtable activity titled "Research Funding Opportunities for Education Development Pro-

grams". The meeting targeted priority issues to develop the educational system, was attended by 62 educational leaders from civil organizations, Ministry of Education, management of funds officials in the Ministry of Education, ex-Minister of Education, chairman of the teachers' syndicate and media professionals.



In Palestine, all political parties, civil actors and coalition members participated in a 3-hour discussion on the responsibility of political parties towards education and teachers' rights. Several recommendations emanated from the meeting, calling for the need to take all necessary steps to reform the educational system. The Palestinian coalition held another roundtable activity organized by the General Union of Palestinian Women, with the participation of the General Secretariat of the GUPW, General Secretariat of the General Union of Palestinian Teachers, Palestinian coalition and numerous educational organizations. The speakers emphasized the importance of the Palestinian teachers and the need to improve the work conditions of teachers.

Discussion sessions and academic meetings on the status of education

The campaign took into account all aspects that might form challenges and difficulties in relation to educational issues. In this sense, the coalitions integrated civil society organizations, academic organiza-

tions and the media in discussion sessions and academic meetings to discuss this year's educational issue.

The Egyptian coalition organized an academic meeting in the Education Faculty on (The Role of the Education Faculty in the Development of Teachers and Education). The total number of attendants reached 105 individuals, representing civil society organizations, local community members and the media.

In Jordan DVV International and Queen Zain Al-Sharaf Institute for Development hosted the representatives of ACEA to discuss the GAW and launching its activities in Jordan.

In Iraq, the Iraqi Institute for Development held a discussion session titled "Teachers: To Where" in the presence of educators from the Education Directorate in Nineveh governorate, representatives of the local government, civil activists and school principals. The discussion focused on the level of teachers in schools, methods used in the transfer of information to students and the reasons behind the deterioration in education in Iraq.

The Palestinian coalition organized a number of educational and trade union seminars related to the slogans of the campaign, with the participation of a number of universities and faculties, including Palestine University where the seminar was titled "The Story of a Successful Teacher"; the Islamic University organized a seminar titled "Teaching the Digital Story" and another seminar titled "Criteria to Choosing Successful Teachers" was organized by Al-Quds University and with the participation of the Palestinian coalition.

The Moroccan coalition held a national seminar in Rabat on the predicament of preparation and rehabilitation of teachers, in addition to a number of commu-

nity meetings to introduce the campaign including a communication meeting with trainee teachers in the Jahuri Center for Education and Creation Careers, a meeting with a group of students in a village center in Al-Jadida, where students participated by drawing the logo of the campaign and performing an educational sketch on the role of teachers.

The Sudanese coalition organized in coordination with the Educational Committee in the National Council, Ministry of Education, Balan Sudan Organization, UNESCO, UNICEF and Sudan Education Forum a workshop titled "The Role of Education Rehabilitation in Improving Education" with special focus on training of teachers. The workshop discussed 6 working papers that focused on training of teachers and developmental vision towards training.

Popular discussion sessions of educational issues and the need to support teachers

The campaign was engaged in integrating local community members in open discussion sessions to determine their opinion on the importance of rehabilitating teachers from the right of students to access good quality education perspective.

The Jordanian coalition held discussion sessions in the university schools, with the participation of counselors, educators, teachers and a large number of students.



As a result of these meetings, the Jordanian coalition submitted a letter to the government, official institutions and officials on the importance of education and the need to support teachers to guarantee good education and therefore reform education.

The Sudanese coalition held a workshop on educational rehabilitation, focusing on rehabilitation and training of teachers, increasing the employment of teachers and professionalization of the teaching career by creating teachers' councils via official and popular participation.

Media campaigns and press conferences

Stemming from our belief in the role of the media in disseminating awareness on educational issues, the campaign engaged in incorporating the media in the GAW via media campaigns and press conferences. The coalitions also ensured that the media covers all activities with the aim of disseminating awareness on educational issues.



The Palestinian coalition held a press conference in cooperation with the Ministry of Education, Arab Campaign and the Education Program at the UNRWA, with the participation of the Minister of Education, Education Program Director at the UNRWA, the coordinator of ACEA and the coordinator of the Palestinian coalition. The press conference highlighted the aspects of the campaign, principles that underpin

this year's campaign, particularly those pertaining to teachers' rights. Another press conference was held in the Gaza Strip in partnership with the Ministry of Education, UNRWA and civil organizations titled "Every Student Deserves a Qualified Teacher...The Teacher Deserves".

The Yemeni coalition inaugurated the activities of the GAW on the 20th/April/2013 in the press conference in "Balqees Club" in Sana'a under the auspice of the Capital Secretariat. The press conference was attended by a number of leaders in the local authority, including General Secretary of the Local Council in the Capital Secretariat, General Secretary Deputy, Educational leaders, civil organizations, journalists and stakeholders.

In Iraq, Media Organization published journalistic articles in 3 Iraqi newspapers to introduce the campaign, its goals and the GAW in addition to addressing officials in terms of improving the level of education by focusing on developing the capacities of teachers. The organization published 10 thousand copies of the newspaper in the Nineveh, Anbar and Diali governorates.

The Mauritanian coalition launched the activities of the GAW in a press conference attended by a large number of state officials, civil society representatives, interested politicians and the media to cover the event. Also in the attendants were a number of teachers, officials in the Ministry of Education and the consultant Sidi Bin Bi-yadeh from the Ministry of Social Affairs, Family and Child.

The Jordanian coalition held a number of meetings before starting the implementation of the activities of the GAW. The first activity was announcing the GAW in the media in a morning program in the official Jordanian TV.

The Moroccan coalition implemented

a media campaign on audio, visual and print media and social media, in addition to daily radio shows that focused on the activities of the campaign that took place during the GAW from 27th/April-3rd/May.

The Somali coalition published a press release calling for the need to consolidate efforts among the Somali people to advance the status of education. Within the same framework, the coalition conducted numerous school visits that included speeches with the aim of raising the awareness of school principals, teachers and students. Various media outlets were incorporated including Dalsan Radio and Bar Kolan Radio. The media played a pivotal role in presenting the importance and goals of this year's activities.

Launch the activities of the national coalitions in all governorates

In harmony with social interaction, a number of festivals and marches were organized within the framework of the campaign's activities. In Tulkarem, a big march took place with the participation of officials, educators, members of the Legislative Council and members of the Palestinian coalition, where slogans emphasizing the rights of teacher's were raised. A mass festival in Qabatya enjoyed the participation of officials in the educational directorate and the governorate. In Ramallah, the closing march included students, teachers, the General Union of Palestinian Teachers and the Palestinian coalition. The march started near Ramallah Secondary School and went to the Presidential Headquarters, where the demands of the teachers were submitted to the office of the President of the Palestinian Authority. A closing festival was organized in the University College building in Gaza. The campaign in Palestine organized 6 marathons in Palestinian towns and villages

(Ramallah, Qalqiliya, Burqin/Jenin, Northern Aseera/ Nablus, Hebron and Far'a Refugee Camp/Tubas), with mass participation from students and parents, thereby achieving civil and social interaction. The marathons were also attended by officials and Governors, members of the Legislative Council and educators. All of them emphasized in their speeches on the goals of the campaign, their importance, teachers' rights and achieving the slogan of this year's campaign.

Cases:

The Egyptian Coalition for Education implements its activities outside the capital to reach Upper Egypt and Delta governorates and succeed in integrating the local community in the activities.

The Egyptian coalition is a civil, independent coalition that was established in 2009 and comprises 24 civil society organizations interested in official and popular education. Stemming from the GCE's vision in "citizens who enjoy good education, active in building their society on foundations of democracy, where social justice and human rights prevail" the coalition between 2009-2012 was able to shed light of the upper Egyptian (Sa'eed) and Delta governorates, in addition to organizing some central activities in Cairo. The coalition in the 2009 campaign (Adults are Reading- The Big Read) implemented activities in Cairo, Aswan, Sohaj and Qaylubiéh governorates.

The first celebration in the GAW was held in Aswan athletic club; Aswan was chosen to host the event due to its geographic location, long distance from the capital and the basic needs of the governorate to develop its educational programs due to lack of interest in such programs that facilitate the development of skills and expertise of students in educational activities.



The launching celebration of the GAW was conducted in Kufr Sheikh in Qaylubiya governorate, with 40 individuals representing students, parents, civil society organizations and cultural programs supervisors. This village was chosen for its importance in focusing on effective programs to eradicate illiteracy and parallel education; the number of residents in the village is 17000, the majority of which suffer from education problems and particularly the elders, due to their predominant focus on agriculture.

The coalition cooperated with Sohag university to focus on the role of the university in eradicating illiteracy via the implementation of a number of illiteracy programs, since eradicating illiteracy and advancing adult and youth education in all its forms plays a primary role in liberalizing illiterate people and enable them to become stimulators for positive change by continuous

interaction between their ideas and works, particularly in marginalized areas, where poverty, need and lack of governmental attention are predominant.

During the 2010 campaign One Goal: Education for All "Fund it Now" the GAW assumed a special character heated debate emerged from the topic in the governorates that hosted the launching celebrations of the campaign, largely due to the fantastic participation of students via their art works that reflect the status of education in Egypt, such that they presented their points of view on the best education during the contest (we want to learn right), which was launched by the organization Egyptians Without Borders for Development in a number of governorates, with focus on the upper Egypt (Sa'eed) governorates, Aswan governorate and Delta governorates. The contest received wide acclaim by audio, visual and print

media in addition to the size of participations and discussions on the subject over the social media site Facebook.

The Egyptian coalition participated in 2011 in the activities of the GAW by organizing a number of activities that reflect the general goal of the GAW "Girls' and Women's Education". These activities include the large national meeting titled "You Can Learn Right" in Al-Fayoum governorate, which aimed to focus on the need to open space for women and girls to take the opportunity in receiving education and participating in the social, political and economic life.

It is worth noting that the work of the Egyptian coalition and its focus on governorates that lie outside of the capital stems from the status of education in Egypt, where data and statistics reflect that villages and other constituencies are deprived of education, particularly in Upper Egypt.

A report published by the Ministry of Education in 2011 revealed that 10,297 villages (representing 24.5% of the total villages and suburbs in Egypt) deprived of primary education; the student density in 35.9% of the total schools in Egypt is higher than the determined numbers; 14.2% of the governmental schools work over an intervals system; and Egypt needs 232 thousand new semesters that cost 51 billion 167 million Egyptian pound, particularly since the closest schools are 2-3 kilometers away, which led to high drop-out rates, which is one of the primary causes of illiteracy in Egypt, particularly in Upper Egypt and girls' education.

The coalition perceived the need to put areas deprived of education within its activities and priorities because education is the principal component of development where there are numerous economic, cul-

tural and social problems. This manifests clearly in school drop-out rates, which worsens in the villages of Upper Egypt due to harsh economic conditions that leads to exploiting children in labor to attain the financial resources that help in family expenses, especially since education no longer serves as a financial and social revenue particularly in the case of girls, which leads to lack of interest in their education because of the predominant culture in villages that perceive women as objects of marriage, while favoring for boys learning a craft instead of receiving an educational degree.

Coordination with official and non-official sides interested in education, including organizations, universities, clubs, schools, journalists and cultural programs supervisors, and paying special focus to areas deprived of education, where there is more poverty, less development and more need was among the most important success stories of the Egyptian coalition that worked based on the needs of its communities and devoted all of its capabilities until now to shed light on the most important educational problems that deserve governmental and popular attention and was able to mobilize all of the local community sectors in the campaign and integrate them in educational reform efforts in the campaign.

The Egyptian coalition is the only civil body that submitted demands and suggestions to amends the strategic plan of education over the years, assumed a pioneer role in directing educational media to highlight issues on the educational policies level and their link to the political approach, expose the danger of these policies on the path of the educational product, document these demands and observations via the Sharm Al-Sheikh memorandum that was put forward by the coalition in 2011 as the



most important and prominent outputs of ACEA that was implemented by Egyptians Without Borders with coalition members in 10 Egyptian governorates.

ANHRE activates regional working groups to promote right to early childhood care and education in Ma'an, South of Jordan in 2011-2012.

ANHRE succeeded in activating committees, that include official institutions and civil society organizations, to promote the right to early childhood care and education in Ma'an, South of Jordan, such that the Minister of Education activated "regional working groups" that consists of representatives of educational directorates in the three regions (south, central and north), in addition to civil society organizations, non-governmental international organizations, representatives of the private sector and representatives of the chambers of commerce and industry. All of these formed the popular base by forming partnerships with civil society organizations (3 organizations) and reaching 23 organizations which are coalition members to

promote the right of early childhood care and education in Ma'an, South of Jordan. Efforts were consolidated, parallel to the strategy of the Jordanian Kingdom to develop early childhood for the year 2000 and the national childhood plan for 2004-2013, in addition to the strategic plan of the Ministry of Education for 2010-2014 to make the early childhood phase compulsory and free by 2013.

The beginning was in January 2012 when ANHRE focused on utilizing various strategies, most importantly building a popular base strategy by developing partnerships with civil society organizations and reaching 23 coalition members, which was established in the beginning as an initiative to expand and provide quality childhood care and education in Ma'an, and the strategy of teaching partners to develop initiatives from a human rights perspectives, train them in advocacy and planning mechanisms and strategies; implementation, monitoring and evaluation mechanisms; media and social media skills; persuasion strategy by conducting scientific research on the problem to determine its

size, those who are impacted, causes and the form it takes; formation of lobbying groups strategy on decision makers by influential personnel, tribe leaders and patron Al-Sharifa Zain Bint Nasser.

Intensive work and data analysis helped the coalition in developing a persuasion strategy that focuses on the facts that reflect that Ma'an governorate always suffered from a lack of a clear vision for developmental projects that was separated from the education sector. Recruiting allies among important ministries will help the coalition face a primary obstacle, which is the limited capabilities that the ministries need to implement national plans, such that the coalition focused on common goals for all ministries:

- Ministry of Education: compulsory and free early childhood phase, which is important and was determined as a goal to be achieved by 2013. To achieve this goal, resources and coordination by other ministries is needed.
- Ministry of Health: meet the health and nutrition needs of children. Studies indicate that 46.6% of the students in Jordan suffer from Vitamin A deficiency, with the highest percentage in the south (52.6%), also 12.8% of the students of the south suffer from anemia. Studies indicate that anemia directly impacts levels of concentration among students, their ability to learn and levels of growth. Additionally, disability percentage on the governorate level is 9.2% which is bordering to the upper level on the national level. Early childhood care may diagnose disability and some diseases and in the early childhood phase proper support and intervention can be provided to address the disability and diseases appropriately.

- Ministry of Planning and International Cooperation: human resources indicators in Ma'an governorate reflect the modest level and quality of life. These indicators include the social change levels, individual income, unemployment, and economically active percentage, levels of education, illiteracy, family care and childhood care. Development is still directed to the elite area and is limited to strategic and service-provision projects that sometimes lack a social dimension. We perceive that educational projects should be incorporated within the developmental plans and that education and investment in childhood is the optimal solution to poverty and to enhance coherence in building and prospering societies.

As a result of the consolidated efforts significant decision makers accepted the issue, including the 2011-2012 successive Ministers of Education and the demand of the campaign was placed on the agenda of the Ministry of Education. The regional working groups, since their establishment in 3 districts within the project of developing education towards economy knowledge, started exerting various efforts that included holding regional meetings with the educational directorates to incorporate in the efforts to expand in the kindergartens, meet the needs of this sector and build different partnerships that would expand provision of services to kindergartens. All of these efforts supported the demands of the campaign in providing kindergarten services in Ma'an governorate and push it in parallel with the Kingdom's strategy to develop early childhood for the year 2000 and national plan for childhood for the years 2004-2013. Therefore, field work groups were able to determine a common ground for work between civil

society organizations and official institutions interested in education.

Whereas the integrations of the governmental sector and civil society organizations in the field work groups, the coalition realized they might face opposition from private sector kindergartens as the coalition is demanding free and compulsory childhood education. To face this challenge, the coalition demanded the government in this phase to support the different forms of the kindergarten sector to promote the chances of ensuring childhood education.

One of the most important outputs of the initiative is launching the "Supporting Kindergartens 2" project in the number of schools in the southern Bedouin schools in Ma'an. The project is by the educational directorate in Ma'an in partnership with the youth group "We're All Jordan" the kindergarten support fund in the Ministry of education as a result of the action of the working group. Private and public sector organizations were approached to support the project.

The campaign was also able to build coalitions and communication channels to ensure consolidation of efforts on the issue, such that coalition members became more aware of the existing approach on the right, which was not clear before.

The campaign was able to achieve the following in the field of early childhood care and education:

- Conducting an open day for early childhood, attended by approximately 2000 children.
- Strengthen the coalition in early childhood care and education to include 23 community based organizations.
- Establish 4 kindergartens in Ma'an.
- Including the demands of the cam-

paign within the agenda of the Ministry of Education that work in parallel with the National Childhood Plan for the Years 2004-2013, the Strategy of Jordan to Develop Early Childhood 2000 and the Strategic Plan of the Ministry of Education for the Years 2010-2014.

One of the most important lessons learnt is connecting the campaign to health, development and nutrition issues to address the needs and rights of people and persuade them of the demand, in addition to connecting the campaign to an international, local and regional campaign with good resonance and connecting it to the millennium development goals and EFA goals.

The Early Childhood Care and Education Campaign is a Campaign that Highlighted an Important Issue in the Society and Resorted Hope for the People in the Region, Particularly because it is a Legitimate Demand that they have a Right to Demand and Follow-Up because it is Related to their Children and Future

The Palestinian Coalition for Education succeeds in popular mobilization and communication efforts with decision makers to reform the education system in Palestine in 2012-2013.

The Palestinian coalition was established in 2007, aiming to consolidate the efforts of all the educational organizations to establish a lobbying body to impact educational policies, reaching quality educational outputs, in addition to coordinating and networking among effective organizations for the sake of the educational sector to improve the provided services and receive quality outputs.

The efforts of the Palestinian coalition in calling for the integration of all community, civil, popular and academic activities

in cooperation with the Ministry of Education is considered a significant achievement in the work of the coalition within its efforts to reform education by taking the approach to integrate all sectors to demand the reform of education and reach the decision making level within a framework built on a relationship of communication and cooperation, open frameworks for discussion away from confrontation and clash to achieve integration and responsibility within a transparent, participatory and accountable framework.

The coalition urges the Palestinian government to fulfill its obligations towards the EFA goals and enable the Palestinian coalition to play an active advocacy and lobbying role to enjoy a safe teaching environment, after initiative led by TCC in 2012/2013 the coalition announced its opinion towards the proposed change of the Ministry of Education on the Tawjihi system, in which it was not linked to a holistic plan to reform education in Palestine, and it has been done without any discussion and cooperation with the Educational Civil Institutions and Universities.

Hence the coalition called upon the Ministry of Education to open the discussion on the level of organizations and universities as an initiative to integrate the society and its sectors in the decision making process and take their opinion into consideration, particularly since the proposed system was not discussed thoroughly in the educational, civil and social media and was not linked to a holistic plan to reform education in Palestine as an urgent need that we need to embark on.

In order to overcome this flaw, a campaign was launched to work on achieving the largest community and educational participation in a new proposed discussion for the Tawjihi system. For that purpose a

number of TV shows on Ma'an TV were organized, giving room for the participation of parents, teachers, academics, civil organizations and wide popular participation in these episodes.

On another hand, the Palestinian Coalition held 10 seminars with 3 local universities (including 5 branches of one university in different governorates) to discuss the new system, with the participation of hundreds of academics, educators, teachers, parents and students; the workshops developed a set of recommendations (to be published in November 2013 in a special book on the finding and outcomes of these seminars). These seminars allowed for the political participation of Legislative Council members, governors and political leaders to deepen and elaborate the discussion on the new proposed system and determine its gaps so that duty bearers shoulder their responsibilities toward education in general and the proposed system in particular.

It can be said that this effort paid off, as it –alongside other factors- pushed the Ministry of Education to reconsider the proposed system and develop it further to take into consideration the findings and recommendations of the workshops and discussions, where it became apparent that the current circumstances are not appropriate to implement the new system, in addition to the readiness is not present, which prompted the Ministry of Education to retreat from implementing the system in the 2013/2014 academic year to be considered and developed further (the system) and reform education on the discussion table in the presence of educator and decision makers. This came within the context of the decision of the Ministry of Education to delete some subjects from the Tawjihi examination (administration, technology and science) as part of the work of the Ministry to reconsider the Tawjihi

system that has been implemented for 50 years, on one hand, and commence in investigating mechanisms to reform education, on another hand.

One of the most important lessons learnt is that discussing educational issues not only broadens the interest of the local community but also strengthens its capabilities to demand their right to participate in decision making and their right in receiving good quality education, in addition to raising their awareness as partners in political reform and indecisions that impact their lives. This manifested in the Ministry's investigation to the law issues by the Hamas government in Gaza, the decision of the Ministry to delete some Tawjihi subjects for the academic year 2013 and the refusal of the Prime Minister of this decision, such that the civil society (Teacher Creativity Center and Educational Coalition) played an active role in taking the later decision, whether through the participation in the national conference that was held to address the approach of Hamas in enacting a law that lays the foundation for Islamizing education in the Gaza Strip (complete separation between males and females and connecting the curriculum to Islamist approaches) or the Ministry taking the opinion of the coalition into consideration in the discussion to delete some subjects, such that the assistant deputy of the Minister of Education met and discussed with the committee responsible of investigating the subject in the coalition and the Teacher Creativity Center, such that he took their opinion and their standing to pass the subject later to the Prime Minister. The coalition also participated in the education committee in the Palestinian Legislative Council in the discussions that went on the subject and the recommendations that emanated from the discussion, in the presence of active educational

organizations.

The Sudanese Coalition for Education for All (Sudanese Network for Education) consolidates its efforts to increase funding for education in Sudan.

The Sudanese coalition is a coalition of national Sudanese organizations working in the field of education, with the aim of consolidating efforts, exchange of experience and capacity building. The coalition was established in 2002 and registered with the Humanitarian Relief Commission in March 2005, with 36 members. The coalition received membership in the African Network for Education for All in Dakar, Senegal. The coalition works to advocate for educational issues via campaigns and the media to impact policy and decision makers and donors to increase the allocated resources for education to meet the current needs and issues.

Stemming from their deep belief in the importance of providing quality education for all, the Sudanese coalition put the issue of funding of education on its priority list, in light of the importance of funding education and providing educational opportunities for all. Studies indicate that funding of education since before 2006 and until 2010 was at 0.8% of the national Sudanese budget. For this reason, the Sudanese coalition commenced since its establishment in actively participating in the activities and events of the GAW; coalition members also ensured the integration of decision makers in these activities to emphasize the importance of achieving the EFA goals, most importantly funding of education. The closing event of the 2005 GAW included the participation of the Sudanese President, Field Marshal Omar Hassan Al-Bashir, who emphasized the importance of creating a fund to support education and increase funding of education, start-



ing in 2006.

As a result of his participation and commitment to his responsibility the Sudanese President issued 6 decisions that would serve the achievement of the EFA goals, in addition to issuing instructions to all Ministries, cultural departments, state institutions and local institutions to emphasize receipt of free primary education, the findings of the Jomtien and Dakar conferences and the creation of a national fund for education for play, presided by the 1st deputy of the President of the republic, such that the fund has political and executive support, based on these decisions and the continuous efforts of the Sudanese coalition the funding of education increased by 25% to reach 2.8% at the end of 2010.

These successes encouraged the Sudanese coalition to persist in its efforts to increase funding of education. In 2010 and

concurrently with the GAW, the Sudanese coalition conducted a workshop in the Parliament on funding of general education, under the auspice of the President of the National Council and in cooperation with the Education and Scientific Research Committee in the National Council and the Ministry of Education, in coordination with Balan Sudan organization, UN agencies and Petronas Company.

The coalition, in its efforts to shed light on funding of education and its attempts to put forward creative ideas, focused on all obstacles that face achieving the EFA goals and particularly funding of education, particularly since the Sudanese children still suffer from lack of ability to enroll in schools due to financial obstacles, such that the primary problem manifests in high drop-out rates, despite good academic achievement, because of their fam-

ily's inability to shoulder the financial burden of education.

The coalition focused, in this context, on the importance of the financial factor in ensuring the educational future of children, stemming from the principal of social empowerment. In this sense, the coalition conducted various activities for children and their families in a number of target schools in coordination with the Sudanese Ministry of Education. The coalition organized a celebratory programme titled (Global Financial Day for Children and Youth) to draw the attention of decision makers and stakeholders to the issue and its serious implications, in order to take effective and decisive decisions to address the issue. The coalition conducted training workshops for children and their families on means of effective monetary saving.

The efforts of the Sudanese coalition resulted in the commitment of the Minister of Education in Khartoum via opening bank accounts to provide 100 pounds to 100 exemplary students. The Minister issued a decision to open bank accounts for the first 100 exemplary students on the level of Khartoum State.

This experience is considered to be among the innovations that can be used as a model of creative solutions for governments, families and students. It can be implemented in countries similar to Sudan, where the State's capabilities are scarce and the need of parents for financial support enhances sending children to schools and raising their awareness on the importance of investing in a better future for children.

The Lebanese Coalition succeeds in highlighting main educational issues in Lebanon and in Palestinian refugee camps.

The Lebanese Coalition for Education for All was established in March 2009 upon an initiative by the Masqoni project for popular education, succeeded in shedding light on educational issues in Palestinian refugee camps by mobilizing official institutions, non-governmental organizations, the different societal sectors in Lebanese and Palestinian civil society organizations, school principals, students, governmental officials, media, teachers' unions, activists, educational stakeholders, beneficiaries of illiteracy programmes and popular education programs in Lebanon, including representatives of Palestinian refugee camps. The coalition networked among civil society organizations, associations and Arab educational organizations to increase the academic level in an educational approach that responds to the developmental needs of all for a better life. The efforts of the Lebanese coalition were directed to overcome all political obstacles that face developmental efforts in the Palestinian refugee camps, which are considered to be among the poorest and most marginalized.

The Lebanese coalition ensured since its establishment to create interaction among its members in all issues pertaining to education in Lebanon so that the campaign is more positive and effective on the educational reality. The coalition reached 95 Lebanese and Palestinian organization by 2012, that adopted all of the coalition's goals that emanated from the EFA goals; coalition members emphasized their commitment, therefore ensuring respect for humanitarian values, basic rights that are internationally recognized and primarily "Right to Knowledge and Compulsory Education for All"; respect for human dignity; respect of equal opportunities and non-discrimination; respect of gender equality; respect of children's rights; preservation of



the environment; respect of cultural variety; respect of peaceful intervention, dialogue and conflict resolution; supporting democracy, citizenship and modernity; and defense of individual and collective liberties. The coalition focused on raising the awareness on the importance of education, implementation of compulsory education, expand and improve holistic care and education during the first years of education that should contribute to decreasing the percentage of illiteracy by 50%, decrease the gap between percentages of boys and girls in primary and secondary schools and encourage civil society movements to implement and achieve all EFA goals.

The Lebanese coalition, over subsequent years, received care and support from the official level, such that numerous activities focusing on key educational issues were conducted in Lebanon and Palestinian refugee camps, the importance of integrating Palestinian identity issues in the primary educational programs, including its

history and geography, highlight educational issues in Palestinian refugee camps like drop-out rates, particularly among male students who enter the labor force due to laws and regulations that limit the work opportunities of Palestinian refugees in Lebanon. Studies indicate that dropout rates are consistently increasing and are estimated at 3.22% in 4th grade and reach 19% by the end of 9th grade; these percentages include students that enter the labor market or who transfer to vocational education schools.

In order to achieve its goals, the Lebanese coalition conducted a number of activities between 2009-2012, most importantly:

Launching ceremony of "One Goal: Education for All" 2010 campaign, held in Beirut under the auspice of the Lebanese Minister of Information in the UNESCO, in the presence of representatives of Lebanese and Palestinian civil society organizations. Press conference to launch the 2011 GAW in the UNESCO titled "Women's and Young

Women's Education" under the auspice of the Minister of Information Dr. Tariq Mitri and with the participation of 60 individuals representing civil organizations, Lebanese coalition members, chairperson of journalists syndicate Mr. Mohammad Ba'albaqi, Executive Director of ANHRE Mrs. Fotouh Younis, a number of coordinators and teachers. The press conference is considered an occasion to invite audio, visual and print official media to seriously follow-up the educational activity of the Lebanese coalition with the aim of highlighting educational problems that the Lebanese people suffer from, in order to build the aspired "educational change" for a better life for all.

Among the important activities is the initiative "The Right to Work of Palestinians" that was launched on the International Labor Day upon the invitation of the Lebanese coalition, where thousands of Palestinians and Lebanese in 30/04/2011 to demonstrate at the UN ESCWA premises in Beirut, with 7000 participants affiliated with civil organizations, civil society bodies, syndicates and Palestinian and Lebanese political parties. One remarkable aspect was the big presence of women from in and out of the Palestinian refugees' camps and the presence of Lebanese feminist organizations. The coalition, via this campaign, emphasized the importance of connecting the right to work to the right to education for Palestinians living in Lebanon. The demonstrators raised the slogans of the GCE in the GAW, in addition to the slogans of the Lebanese coalition.

In addition to numerous popular activities and events, including GAW launching and concluding ceremonies, workshops and interactive theater screenings, with the aim of raising the awareness on the GCE, its goals and educational issues in Lebanon.

The most important impact of the activities of the coalition is transforming the demand for education in Palestinian refugee camps to a right and legitimate demand and empowerment of representatives of the refugee camps in the organizations and as individuals to express their problems and demands, including right to education freely without fearing that these demands will be perceived as a threat for the sovereignty of the State.

Yemeni Coalition for Education for All adopts democratic foundations to institutionalize its work to achieve the education for all goals.

The Yemeni Coalition for Education for All is an independent alliance, consisting of various civil organizations, teachers' unions and training centers. The coalition was established in accordance with the recommendations of the Sana'a conference of 2009, such that 57 educational civil society organizations and the teachers' unions participated in the establishment of the coalition. The coalition calls for access to free, compulsory and quality education, eradication of illiteracy among elders, reduction of child labor, limit children's school dropout, mobilization of the political and educational will, and provide new resources to support education.

Since its establishment, the Yemeni coalition faced some difficulties and challenges that manifested in the lack of available qualified cadre in the coalition's areas of work, in addition to weak understanding of coalition work, busy schedule of coalition members, lack of organized work mechanisms among the coalition, weak cooperation with official institutions and limited abilities and resources. All of these challenges formed an obstacle to achieving the goals of the Yemeni coalition that was established to contribute to the



achievement of the EFA goals by 2015.

Stemming from the belief of coalition members in the need to achieve the EFA goals, in an important and decisive step to address these challenges, the general assembly of the Yemeni coalition convened on 18/October/2012 to reform and rebuild the coalition, integrate new active partners and wider social and civic participation, institutionalization of the coalition's work will taking into consideration the foundations of democracy, restructuring the internal system via adopting a good governance approach to contribute to achieving the EFA goals. The day 18/October/2012 saw the launching of the establishment conference with 195 individuals representing different organizations, associations, unions and syndicates related to education and in the presence of representatives of the Ministry of Education and Ministry of Social affairs, including the deputy Minister of Social Affairs and Work

and deputy Minister of Education, in addition to a representative of ACEA.

The annual report of the coalition was discussed, in addition to the executive summary of the financial report of the educational campaign. The matrix of modified bylaws was discussed and adopted, including transparent work, facilitate democratic work and activate communication between the coordination council and coalition general assembly. Among the most important results of the establishment conference of the Yemeni coalition is ensure the success of the Yemeni coalition for education for all, acquire the support of the government, governmental institutions and non-governmental organizations, which resulted from consolidation among coalition members and joint work regardless of differences to reach an advanced stage of understanding and power of communication among employees and members, by promoting cooperation in-

side and outside the coalition and reaching an agreement on working together to achieve the aspired goals. This success culminated in the official registration of the Yemeni coalition in the GCE and ACEA, in addition to official registration in the Ministry of Social Development. A board of directors was elected, comprising 13 different organizations, syndicates, unions and associations from various governorates to lead the coalition that seeks to achieve an educational renaissance that contributes to enhancing holistic developmental efforts by adopting a set of quality programs that advance the status of educational organizations, provide suggestions that seek to develop educational outputs quantitatively and qualitatively in Yemen and enjoying harmony among the different educational stakeholders for the benefit of educational for all.

The restructuring of the Yemeni coalition and admitting past weaknesses contributed to rectifying the journey of the Yemeni coalition and advance it as an active and democratic social movement to serve the EFA goals, where other coalitions are inspired by its journey and learn perseverance lessons and serious action

Conferences

ACEA, since its establishment, sought to mobilize official institutions, international organizations and civil society organizations concerned with education, and so has recruited the efforts of its members to create a common ground between all of these organizations to achieve the EFA goals. Among these efforts for this purpose was holding a number of conferences to contribute to the creation of links between official and non-official organizations concerned in education and get the necessary support for these organizations to achieve its regional and national goals.

Holding special ACEA conferences is an essential component to emphasize the goals of the campaign and present its journey, including the extent of achievements and what is planned to be achieved in the upcoming years; additionally, holding conferences continuously serves to remind all those responsible and interested in their commitments, responsibilities and roles in the reforming education process. On a different level, specialized conferences in specific target groups like women, children...etc contributed to shedding light on these groups and take into consideration all obstacles that hinder receiving fair chances for good quality education. These conferences also pose as an opportunity for networking among interested organizations and therefore building of effective partnerships that serve all community sectors.

Founding Conference: the first education conference "Activating the Educational Role of the Civil Society in the Arab World" in Sana'a, Yemen, (April 2009)



Following the vast participation of organizations concerned with education in the GAW in April 2009, whether within the already established educational coalitions in Palestine and Sudan or within emerging coalitions like Jordan, Lebanon, Iraq, Egypt, Morocco and Yemen, a confer-

ence titled “Activating the Role of the Civil Society in Education in the Middle East” was held and included these coalitions, in order to culminate, elaborate and institutionalize these successes in the Arab World. The conference, held between 25-27/May/2009, was attended by participants from Lebanon, Jordan, Iraq, Morocco, Egypt, Sudan, Yemen and Palestine, in addition to international participation from the International Council for Education and Global Campaign for Education in Saba’ Hotel in the Yemeni capital Sana’a. Exchange of experience, knowledge and interests to reach the EFA goals took place in the conference; the attendees discussed, during the conference, issues pertaining to education, most importantly: funding of education, the shortage of teachers, work circumstances and salaries of teachers, girls’ education particularly enrollment rates and early marriage, illiteracy, students with disabilities and other issues.

In an important and historic step for civil society organizations concerned with education, the participants agreed to commence in the formation of a regional coalition to support civil society organizations concerned with education in the Arab region. This coalition was named “The Arab Campaign for Education for All-ACEA”.

The participants also discussed the role of civil society organizations in guaranteeing education for all and the practical details to create and expand national coalition to call for education for all. It was evident that there are numerous issues that are common to more than one nation with regards to education, cultural background and challenges that face the activities that call for education for all.

This conference witnessed the Sana’a Dec-



laration that called for the importance of the formation of an independent, regional, non-for-profit Arab coalition that consists of networks, coalitions, non-governmental organizations, community-based organizations, teachers’ syndicates and unions concerned with education directly or indirectly.

To form this Arab coalition that was named the Arab Campaign for Education, a preparatory committee was formed to prepare the necessary documents and draft the internal bylaws, in addition to working on integrating other Arab countries and new coalitions to announce the formation of this coalition officially.

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“Women and Education” Conference- Ramallah, Palestine (April 2010)

The “Women and Education” conference was held in the Palestinian Red Crescent Society hall in Al-Bireh on the 29th/ April/2010 and under the auspice of the Minister of Women’s Affairs, with 80 participants from different West Bank governorates. The aim of the conference, as part of the activities of the Global Campaign for Education, was to raise recommendations in two fields; the first is the field of education with special focus on education budgets and their impact on the quality of education and the second is the field of women with special focus on women’s educational issues and their impact on advancing the status of women to achieve just equality in the Palestinian society.

The conference consisted of three main sessions; the first session was titled “Education Budgets and Gender”, the second titled “Women and Development” and the third “Women and the Labor Market”.

In the conclusion of the conference a set of recommendations was developed, calling upon the Ministry of Education and Higher Education to amend the educational curricula; develop vocational education; implement the right to compulsory and free school education; review the specializations offered by universities in accordance with the needs of the labor market; cancel parallel education in universities; implement an integrity system in employment; adopts budgets that are gender-sensitive; and increase education budgets, particularly in developmental programs. A large groups of academics, feminist leaders, parents, students and representatives of concerned organizations working partially or fully in the fields of women’s rights, gender and education participated in the conference.

Social Educational Forum- Palestine, (October 2010).



ACEA organized the “World Educational Forum” in Palestine between 28-31/October/2010 under the slogan “For a Possible Other World”. Education was the main focus of the forum, such that it was provided with a platform for dialogue across borders, exchange of practical experience, theoretical discussions, discuss ideas on the role of education and its economic, social and political impact and environmental impact on the local, regional and international levels.

The forum aimed to bring together the expertise of teachers and workers in the field of education on the local, regional and international levels, including teachers, students, academics, decision-makers, journalists, teachers’ syndicates and other activists to work together for mutual enrichment, learning and exchange of experience. The forum also aimed to scrutinize the set of challenges that face these nations in terms of social and educational issues and seek to achieve peace and social justice worldwide and particularly in Palestine that desires to exchange experience in the field of education with the rest of the world.

The concept of the World Educational Forum in Palestine emerged from the need for exchange of teaching experience between Palestine and the world. The forum does not aim to be a solidarity initiative

in Palestine only but also to employ the power of education in bridging the gaps between theory and practice as a mechanism that can liberate people from the darkness and relative isolation, in addition to integrating all Palestinian refugees that desired to be part of the World Educational Forum, even if they could not attend because of restrictions on freedom of movement.

The forum included several educational, social and artistic workshops and activities in an attempt to consolidate a global vision on EFA in a world where justice and peace prevail, teachers and educators play an effective humanitarian role in world stability and wellbeing and ending all forms of oppression and injustice that had its toll on some people. All of the activities were conducted in the Gaza Strip, West Bank, Jerusalem, inside the green line, Arab countries and rest of the world.

The forum developed a set of recommendations, including promoting international solidarity with the Palestinian people on all levels in terms of the right of return and independence; work on expanding popular solidarity via international organizations participating in the forum; lobbying governments to take serious steps in supporting the Palestinian people in the international arena; support UNRWA employees and their demands to maintain their responsibility in the provision of services to refugees and provide support to reach a solution that guarantees their legitimate rights; refuse perceptions on Jerusalem as the capital of Israel and a land for Jews; refuse apartheid approach that limits Palestinians' basic rights; provide support for liberty initiatives that seek to break the siege on the Gaza Strip and condemn the ethnic cleansing policy practiced against the Palestinian people in Jerusalem by the occupation; encourage

international and national organizations to lobby governments and work on providing education for all whether they are poor or prisoners; allocate higher budgets for education concurrently with providing good quality education for children in a safe and healthy environment; and work on effective communication between different non-governmental organizations.

“Towards a Safe School Environment” Conference, Jordan (May 2011)

Princess Rahma faculty in Al-Balqa' University in cooperation with Deir Alla secondary school for girls in the Jordan valley organized a conference titled “Towards a Safe School Environment” on the 5th/May/2011 and in the presence of coalition members, Deir Alla director of education, members of parliaments, directors of community based organizations, parents and supervisors from different schools, such that the number of attendants reached approximately 500 individuals.

This conference came within the activities of the GAW of the GCE and focused on the importance of girls' education and its connection to religion, the importance of cooperation between schools and families in discussing problems and challenges that face girls to limit drop-out rates in the valley area, where girls' enrollment rates are low; models and success stories of women in the Jordan valley and the big impact of education on their lives were presented.

Discussion between partners and supervisors on the role of the family and school in creating a safe learning environment was discussed and the solutions that should be followed by all parties to limit the problems that face girls.

“Women and Educational Challenges”, Jenin, Palestine (May 2011)

The “Women and Educational Challenges” conference was held in the Jenin governorate under the title “Women and Educational Challenges” on the 5th/May/2011 in the presence of feminist organizations in Jenin and the educational directorate.

This conference came within the activities of the GAW of the GCE and focused on women and education to emphasize the active role of women in the society, attempting to overcome the challenges and factors that face women’s completion of education and equal participation with men in decision making.

The conference featured stories of women who completed their education at later stages of their life; teacher Raeda Jaradat, who suffers from visual impairment, shared her experience in continuing her education after losing vision, such that she became a teacher in the Noor primary school. Feminist and political activist Hitaf Al-Zoghbi shared her story in dropping out of school due to early marriage and completing her education after 20 years.

Another example is when Muna Khamaiseh shared her story in enrolling in the university after getting married, widowed and shouldering her children’s responsibility. Hanieh Khamaiseh talked about enrolling in the illiteracy program at an old age. The participants developed a set of recommendations as follows:

- The need to develop educational policies that encourage distribution and variations in girls’ education and particularly in higher education.
- The need to give women their role in reaching leadership positions based on competency and without discrimination.

- Raise the compulsory stage of education from 10th grade to finishing high school and raising the age of marriage so that girls’ can complete university education.
- The need for civil organizations to work on rehabilitating girls’ who dropped out of schools and integrating them in the society after training them in some professions.
- The need to activate the role of the media in terms of women’s image by focusing on women’s competencies and abilities, instead of portraying women as commodities.
- The need to raise the awareness of the society in the presence of illiteracy centers and the need for women to enroll in these centers.

“The Role of Political Parties in Promoting Girl’s and Women’s Right to Education” Conference, Palestine (May 2011).

The Palestinian coalition, in cooperation with the Palestinian Non-Governmental Organizations Network, organized the concluding ceremony of the GAW of the GCE on the 8th/May/2011 a conference titled “The Role of Political Parties in Promoting Young Women’s and Women’s Right to Education.”

The President’s Consultant for Communications and Technology, members of the political bureau of the Palestinian Front for the Liberation of Palestine, Democratic Front for the Liberation of Palestinian, Popular Struggle Front, Palestinian Liberation Front, Arab Palestinian Liberation Front and educational stakeholders participated in the conference.

The majority of the national forces attended the sessions of the conference as

a conclusion to the GAW of the GCE that is led by the Palestinian coalition each year, with the aim of reminding the Palestinian government to commit to its obligations in achieving quality education in Palestine in accordance with the EFA goals, which focused this year on promoting girls' and women's right under the slogan "Yes She Can", where the campaign coincided this year with the 100th anniversary of the International Women's Day.

The conference's sessions presented the challenges that face girls' and women's education in Palestine, in addition to elaborating the role of Palestinian national movements in enhancing girls' rights to education via presentations given by the representatives of national parties that focused on their roles in impacting educational policies, national education and social education for their members and allies and women's status in the structures of these movements and parties.

The sessions of the conference, which upheld the slogan "Education... Empowerment... Development for Palestinian Women as Part of the Liberation and Building Journey", focused on the status of girls' education in Palestine, the challenges that face girls' and women's education in Palestine, the impact of the occupation and apartheid wall on girls' education, status of girls' vocational education in Palestine.

The conference also addressed the role of political parties in girls' education. There was also a presentation titled "The Role of Political Parties Between the Past and the Present in Social Change and National Education."

The concluding session was titled "The Role of National Movements in Promoting Girls' Right to Education, Impact of Policies on Children's Education and the Status of Women."

The conference enjoyed vast discussion on the status of future of girls' education and culminated in the development of a set of recommendations, summarized as follows:

- Vocational Education should be linked to the needs of the society.
- There is a large gap between political parties and youth movements and we should take up mobilization and education and build bridges with the community.
- Consolidate the efforts of civil society organizations, the Palestinian Legislative Council and political parties to adopt the Palestinian Student's Fund Law.
- Develop a work plan and communicate with political parties to hold mass meetings in remote villages and areas that focus on the importance of girls' education and the role of political parties in girls' education with the aim of changing the social perceptions on women's education to being a basic right.
- Linking girls' and women's education to the labor market and its actual needs.
- Encourage vocational and technical education among girls' in Palestine.
- The need to enhance women's status inside political parties as a primary, instead of a secondary component, to enjoy equal opportunities with women in decision making positions.

"Reforming Education in the Arab World" Conference- (April 2013)

In cooperation with the Teacher Creativity Center, ANHRE the GCE and with the support of the Foundation for the Future, DVV



International and the GCE, ACEA organized the “Educational Reform in the Arab World” conference from 27-30/April/2013, concurrently with the GAW that carried the slogan “Every Child needs a Teacher”, with vast Arab and international participation and with the aim of opening dialogue doors between organizations working in the field of education with regards to EFA goals and strategies and mechanisms to reform education in the Arab World.



The conference aimed to create a dialogue platform between official educational institutions in the Arab World on one hand, and Arab, regional and international civil society organizations on another hand, on reforming education in the Arab World, EFA goals, strategies and mechanisms.

The conference was held in the presence of representatives of 13 countries worldwide (Latin America, Northern Ireland, Brazil, Somalia, Sudan, Yemen, Iraq, Palestine, Jordan, Lebanon, Egypt, Morocco and Tunisia).

Participation varied and included offi-

cial educational institutions, Ministries of Education, civil society organizations concerned with education, teachers’ syndicates, academics, university professors, teachers, experts and journalists, in addition to members of alliances in 11 Arab countries, where the aim of the conference was to create a networking and coordination mechanism between different bodies working in the field of education.

Agenda of the Conference:

The conference addressed numerous subjects related to reforming education:

- Education reform in the Arab World journey
- Status of Education in the Arab World from EFA goals perspective.
- International experiences in reforming education.
- Activities on experiences in reforming education that focus on the EFA goals, particularly early childhood; citizenship, human rights and curricula; girls’ education; adult education; education for life; and the role of the society in monitoring and accountability.
- Curricula and compatibility with the aspirations of Arab societies.
- Teachers’ development as a prerequisite to reforming education in the Arab world.
- Arab spring and reforming education

Recommendations of the conference:

At the end of the conference a set of recommendations were developed on our aspirations for education in the Arab world for the next decade, strategies of reforming education in accordance with the aspirations of Arab generations that went through the last years and are still a popular movement that seeks, even if indirectly,

to advance and reform education as one of the most important tools to liberate societies and achieve justice and equality.

The recommendations focused on three main components as follows:

Recommendations for Educational Policies and Legislations:

- Availability of accurate data to develop legislations that meet the needs.
- Determine a general goal and vision for education in the Arab world.
- Review current legislations and activate the positive components to keep pace with international development and to guarantee equal opportunities and right to education for all.
- Legislations guarantee an effective partnership between civil society organizations, representing student unions, teachers' syndicates, organizations and associations without disrupting the responsibility of the State in providing appropriate education.
- State neutrality without intervention of the ruling party in the curricula.
- Create a supreme council that includes the Ministry of Education, Ministry of Higher Education, teachers, experts, organizations and students to develop educational plans and monitor them, so that the State plays a facilitation role instead of domineering educational policies.
- Enact legislations that encourage the formations of syndicates and activating current ones, in addition to student councils in schools and universities.
- Legislations confirm the independence of universities and academics, and have the right to elect their representative to the presidency of universities and academies.

- Networking between civil society organizations, student unions and teachers' syndicates to achieve the aspired change.
- Integrate general education and higher education and allocate budgets in accordance with the number of students.
- Focus on legislations on early childhood and allocate finances as appropriate.
- Raise the budget of education and determining means of expenditure to guarantee equal opportunities for all.
- Enact legislations that guarantee teachers' right to a dignified life in accordance with their educational role.

Recommendations for Curricula:

- Enhance the early reading approach.
- Ensure horizontal integration in study material.
- Focus on critical and creative thinking skills.
- Reduce cognitive focus that promotes memorization and indoctrination.
- Focus on learning via projects and research.
- Focus on the Arabic language as a mother language and a base for all subjects.
- Adopt a participatory approach in the development of curricula (civil society organizations, educators, parents, students and teachers).
- Curriculum compatibility with environmental and social circumstances.
- Use modern technology in learning and use activities that promote critical thinking and skills.
- Independent financial expenditure re-

sulting from education and limiting it to the Ministry of Education.

- Limit automatic passing that resulted in illiterate students.
- Develop curricula based on concepts and reduce facts.
- Activate active learning strategies in accordance with the circumstances of each society.
- Take into consideration that the curricula address and develop citizenship values, human rights, women's education and her role, democracy and peace.
- Prepare and train students for the purposes of good implementation of the curriculum.

Recommendations for Teachers:

- Unify the definition of teachers in the Arab world.
- Incorporate the teachers' syndicate in authorizing the practice of the profession.
- Rehabilitate teachers' training programmes.
- Reactivate teachers' faculties that give specialized certificates in methods and techniques of education.
- Develop specialized training programmes for newly appointed teachers.
- Connecting appraisals with teachers' competencies via testing.
- Modify foundations of discipline and instructions of success, failure and make-up examinations, instead of connecting them to numbers and relying on academic performance only.
- Connect the profession to practical training programs via higher educa-

tion.

- Activate social partnership to develop the performance of schools as institutions.
- Unify appraisals in the Arab world to achieve social justice.
- Determine university enrollment grades for educational specializations.
- Continue demanding the improvement of the financial situation of teacher via the government, and syndicates develop other legal methods to improve the financial status of teachers.

Capacity Building of ACEA Members

Strategic planning and advocacy workshop:



With the aim of building the capacities of ACEA members and providing them with the necessary skills to build and strengthen their coalition and develop effective strategies that are in line with the needs of the States, ACEA conducted a capacity building workshop between 27-30/ March/2011 with funding from the Foundation for the Future. The workshop was attended by members of ACEA's coordination committee and representatives of Arab coalitions in Sudan, Iraq, Jordan, Palestine, Egypt, Morocco, Yemen, Lebanon, Tunisia and Algeria.



The first days were dedicated to training in strategic planning skills and development of the ACEA strategic plan, where the majority of the participants contributed to the development of the strategic plan and ACEA's mechanism of action with the help of an expert in this field.

The workshop continued in building the capacities of the participants in advocacy, coalition management, group work, internal conflict resolution and planning of the 2011 GAW with a clear advocacy mission and plan.

The results can be summarized as follows:

1. Give coalitions the chance to review their strategic plan and discuss the 2011 operational plan.
2. The coalitions developed a 3-year strategic plan for ACEA with the need to review the plan with the remainder of their coalition members and send appropriate comments and modifications.
3. The training workshop was attended by new participants from Tunisia and Algeria. They were asked to establish national coalitions in their countries, upon their return.
4. The participants were given the opportunity to train on tactics and mechanisms of building alliances and advocacy.

Finally, the participants were asked at the end of the training to work seriously on achieving the main goals of ACEA in the upcoming years, discuss the strategic plan with the remainder of the coalition members and prepare a 3-year strategic plan for their coalitions in accordance with the general framework of the strategic plan of ACEA.

Policies:

The coalitions exerted intensive efforts to lobby governments in the Arab world to improve the quality of education for all, the need to work on developing the educational programs that focus on illiteracy, girls' education and marginalized groups, in addition to the issue of funding of education in the Arab world. The campaign focused on lobbying non-governmental sides in the Arab world, including the private sectors, funders and supporters to allocate higher budgets to support education. Also, Arab coalitions implemented advocacy campaigns to lobby decision makers to commit to their obligations towards the EFA goals, including increasing educational budgets that contribute to achieving other goals.

The year 2012 witnessed significant development in the work of coalitions and their focus on policies by demanding to amend or activate them. This is an activation of their real role as an active social movement that works to mobilize efforts and lobby governments to reform education and improve educational budget to guarantee social justice and equity. This development is significant in increasing the demands and the serious work in determining educational policies and demanding their reform.

One of the most significant outputs of the past period on the policy level is the creation of a national committee to eradicate

illiteracy and adult education in Palestine in 2009. The committee works on the development of national strategies for this subject.

The campaign in Palestine in 2010 succeeded in achieving a slight increase in the budget in the social sector (education is one of its most important components) and in decreasing the local administrative budget to 44%, which used to use more than half the national budget (approximately 54%), and the budget of the social sector was increased to 43% of the national budget. Additionally, the coalition became a member in the civil society team to monitor the transparency of national budgets, overseeing the annual budgets of the Palestinian Authority and reporting to the Prime Minister. The Palestinian coalition increased its national demands to the Prime Minister; mainly in increasing budgets allocated to education (the demands include Legislative Council members and civil society organizations). A Q&A session with the Palestinian Prime Minister was conducted to familiarize him with the findings on the Palestinian Authority's national budget to uphold his responsibilities and lobby the Prime Minister to uphold his responsibilities.

The coalition in Palestine also demanded in the 2012 campaign on early childhood to determine minimum wages of workers in the early childhood sector.

The Jordanian coalition determined a number of procedures and measures that may be adopted on the societal and national levels. These procedures may support education for all, focusing on the quality of education, in addition to lobbying the government to admit to the continuing need to focus on the quality of education. The Jordanian coalition demanded, in the 2010 funding education

campaign, the allocation of higher sums for education, particularly developmental programmes that target the most vulnerable and marginalized, including nutrition programmes. The campaign also issued a statement on all media outlets and during GAW activities calling for the need to focus on the quality of education, particularly in the curriculum that is traditional and where the teacher is the main component of the learning process. The campaign succeeded in lobbying the government to improve receipt of appropriate education and improve school development programmes.

The efforts of the Jordanian coalition led to lobbying the government and highlighting the subject of educational budgets to become a priority for the 2010 national budget of the Ministry of Education. A study conducted by ANHRE and researcher Mrs. Khuzama Al-Rashid indicated that 10% of the budget and 3% of the gross domestic product is allocated to education, such that the majority of the funds cover the running cost of schools, without taking into consideration the developmental programs and the marginalized groups. In the 10th/April/2010, the findings of the study were published in all newspapers for a period of a week.

ANHRE succeeded in the 2012 early childhood campaign in activating committees that include official institutions and civil society organizations to promote early childhood care and education in Ma'an, south of Jordan. The Minister of Education activated "regional working groups" that comprise representatives of educational directorates (North, Center, South), private sector, relief organizations and the chamber of commerce and industry; these formed a popular based via partnering with civil society organizations (3 organizations) and reaching 23 coalition mem-

bers to promote early childhood care and education in Ma'an, south of Jordan.

As a result of the consolidated efforts significant decision makers accepted the issue, including the 2011-2012 successive Ministers of Education and the demand of the campaign was placed on the agenda of the Ministry of Education. The regional working groups, since their establishment in 3 districts within the project of developing education towards economy knowledge, started exerting various efforts that included holding regional meetings with the educational directorates to incorporate in the efforts to expand in the kindergartens, meet the needs of this sector and build different partnerships that would expand provision of services to kindergartens. The project "Supporting Kindergartens 2" was launched in the number of schools in the southern Bedouin schools in Ma'an. The project is by the educational directorate in Ma'an in partnership with the youth group "We're All Jordan" the kindergarten support fund in the Ministry of Education as a result of the action of the working group. Private and public sector organizations were approached to support the project.

The campaign also left its mark in Egypt when the Egyptian coalition pressured the government to increase budgets allocated for education and put this demands on the agenda of politicians in 2010. But due to the facts that were imposed by the Egyptian revolution that manifested in the dismantling of the Parliament and changing the government, the decision to increase educational budgets was not issued. Hence, more pressure was applied on governors and Ministers of Education in each governorate to create communication mechanisms when the political situation stabilizes. The Egyptian coalition also succeeded in receiving promises

from the private sector to support initiatives and uphold their social responsibility. Additionally, the readiness of international organizations, community based organizations and others was enhanced to implement effective initiatives, in terms of increasing their awareness on available resources, regardless of its small quantity, so that networking and coordination with other bodies may lead to the aspired change.

The Egyptian coalition also succeeded in lobbying the government effectively via popular participation, media, individuals and organizations concerned with education, particularly after the Egyptian revolution that enabled people to open corruption files relating to education in Aswan governorate, where everyone contributed to collecting data and announcing it to the public during a popular conference in the governorate. The conference integrated the media and was attended by the Governor of Aswan and the Minister of Education. Putting forward the issue of corruption embarrassed decision makers and particularly the Governor and Minister of Education, and held them accountable to the community and the media. The conference had significant impact, such that the Governor and Minister of Education interacted with the coalition on their demands to improve the status of teachers and opening corruption cases. The Governor of Aswan formed a committee to follow-up the demands of the coalition, most importantly the corruption cases. Following the investigation, the Minister of Education was fired and replaced by the coalition member from Aswan. The Governor of Aswan integrated the coalition in future initiatives that seek to reform education after the Egyptian revolution. This step signifies the acknowledgement of the Governor that the coalition is a corner-

stone in Egyptian activism.

The Egyptian coalition is the only civil body that submitted demands and suggestions to amend the strategic plan of education over the years, assumed a pioneer role in directing educational media to highlight issues on the educational policies level and their link to the political approach, expose the danger of these policies on the path of the educational product, document these demands and observations via the Sharm Al-Sheikh memorandum that was put forward by the coalition in 2011.

In Sudan, the coalition succeeded in impacting decision makers at the highest levels, including the Sudanese President, Parliamentarians, officials, national councils and the Ministry of Education, such that the coalition succeeded in convincing them to adopt the goals of the Sudanese coalition. The efforts of the Sudanese coalition resulted in the enactment of the Free and Compulsory Education Law by the Sudanese President, such that the right to education became a constitutional right that is guaranteed by the law, in addition to integrating it in the national law. The Sudanese President also issued a decision to create the National Fund for the Support of Education; additionally, decision makers issued a law that provides for increasing the salaries of teachers. The current efforts of the Sudanese coalition focus on activating these decisions and increasing budgets allocated to education.

In Yemen, the coalition in 2010 became a member of the Yemeni Coalition to Combat Corruption (which focuses on education, health, water and social issues); the representative of the Yemeni coalition was appointed as the assistant to the general coordinator of the education sector in the coalition to combat corruption, which should contribute to advocacy, changing

policies and laws pertaining to education and apply pressure on the government. Also, the Yemeni coalition, currently, enjoys a good relationship with the government and some of the coalition members are in the national dialogue committee to establish the upcoming stage in Yemen.

The Lebanese coalition worked on two fronts, with the Lebanese Government and the UNRWA, which is responsible for education in Palestinian refugee camps. The coalition succeeded in establishing preliminary communication with decision makers, such that the Minister of Information became integrated in all of the activities and events conducted by the coalition. One of the most important successes of the coalition was the participation of representatives of the Education program at the UNRWA in the meetings and activities of the coalition. Even though the change is relatively slow on the level of policies, the coalition was able to create a space for effective communication among all stakeholders, including the UNRWA and international Palestinian organizations, who are now able to hold the UNRWA accountable to their demands; the openness of decision makers increased and they are now more prone to take educational issues into consideration.

On the level of coalition efforts in targeting and mobilizing political decision makers, they were able to recruit decision makers to participate in the different activities and express messages to them, forming a common ground to integrate official institutions in the process of reforming education and transforming them to an active partner that supports the activities of the campaign and takes them into consideration seriously. Among the most important political participations is the sponsorship of the Palestinian President Mahmoud Abbas of the activities of the GAW in a

huge central celebration in Ramallah on the 25th/April/2009 and the sponsorship of Queen Rania of the closing ceremony of the GAW in Jordan on the 29th/May/2011, in addition the participation of Dr. Mustafa Al-Bargouthi, member of the Palestinian Legislative Council in the conference held on the 14th/April/2010 in the presence of a number of Palestinian officials.

The Moroccan coalition enjoyed, in 2013, significant responsiveness in the educational sector that facilitated communication during the implementation of the activities of the campaign; in addition to that the subject of the campaign for this year was appropriate to the status of education in Morocco. The Ministry enacted a new law to prepare qualified teachers and designated a new name for organizations responsible for this: regional centers for education and creation professions.

Challenges:

ACEA, since its establishment, faced some difficulties that resulted from the stereotypes towards civil society organizations as their cadre is perceived to be limited to the elite that are unaware of the practical needs of the remainder of the societal sectors. In addition to sharp and unprofessional competition among organizations, particularly in terms of funding; alternation of authority; lack of clear mechanisms and methods to manage coalitions; limited conflict resolution skills; and weak management and development of campaigns that were predominantly media campaigns only.

The campaign also faced difficulties as a result of the prevalent undemocratic cultures in the majority of the Arab States and fear of change that the civil society organizations seek. Additionally, the establishment and development of the campaign coincided with the transition phase that

was imposed by the Arab Spring, and even though civil society organizations did not create change, they had to keep pace with it, while maintaining their goals.

Coalition work in the Arab world is relatively new and faces many challenges, including the individualistic mentality in management, lack of transparency, centralization in decision making and lack of inclusive participation for all, in addition to ensuring that the work of the coalition is not in conflict with these organizations, particularly since the main mission of the coalition is advocacy and lobbying instead of awareness raising or provision of educational services, as is the case with the organizations that are members in the coalitions.

In addition to logistical difficulties that faced ACEA that manifested in weak financial and technical resources and weak communication between coalition members on the national and regional levels. This imposed a challenge on the work of the coalition, particularly in light of the many past failures in the establishment of coalitions and networks and maintaining their continuity, alongside the weak education research and studies, and absence of effective civil society participation in policies development.

ACEA's Strategy in Addressing Challenges:

The difficulties faced by ACEA imposed challenges that necessitated the adoption of strategies to address them, such that ACEA includes 9 coalitions officially registered from Palestine, Jordan, Lebanon, Iraq, Egypt, Yemen, Morocco, Sudan and Somalia and two Arab regional networks (The Arab Network for Civic Education (ANHRE) and The Arab Resource Collective for the Development of Knowledge). It

also works continuously to create communication mechanisms with decision makers and find common ground for dialogue and coordination with decision makers and civil society organizations. The campaign seeks to impact policies in line with the government's strategies and plans to develop education in member States, and integrate all societal sectors in the campaign, create bridges between them and civil society organizations on one hand and decision makers on another hand.

The establishment of a supportive body that includes a coordination council, a secretariat and local and regional consultants was the cornerstone on the road to build strong coalitions with clear terms of reference. Hence, work on promoting cognitive and informative communication among campaign members via newsletters, electronic page and electronic conferences, in addition to providing various cognitive resources, studies and research on EFA via an electronic library and adopting the strategy of creating successful models and disseminating them.

The campaign adopted the strategy to move slowly towards building strong and effective coalitions that are able to impact and develop policies. The efforts were consolidated towards building the capacities of coalitions on campaign management, focus on small-scale successes as a beginning to launch such the GAW, in addition to supporting these coalitions in the development of bylaws that regulate their work locally and internationally.

One of the most important strategies of the campaign is the alternation of authority in coalitions via a democratic internal system. Those who are heading the campaign are aware of the importance of promoting and meeting the needs of the members and promote the feeling of

ownership towards the coalition, while also emphasizing that these needs come hand-in-hand with the role and goals of the coalition in taking an effective role and putting the name of the coalition on the agenda of effective decision makers.

Stemming from the approach of moving slowly in building the coalitions, the campaign adopted the three circles methodology that include the direct close circle of directly involved organization in education, which are the leaders and effective members, the second circle represents the organizations that partially work on education and they are the participants and the third and furthest circle are the academics, researchers and supporters of education who advocate and promote building the capacities of coalition and strengthening their internal structures. The campaign seeks to connect these coalitions with funding resources to implement their basic needs in the campaign's activities, in addition to opening space for the coalitions to participate in regional and international events and connecting them with the global movement.

The campaign works on encouraging and activating the democratic work of the coalitions, based on transparency and integrity within the internal bylaws that take into consideration these principles activates alternation of authority and guarantees effective participation of all coalition members.

Studies

Within the efforts of the Arab Campaign for Education for All, the coalitions had been encouraged to conduct studies on issues related to education. Following are some of the most important studies accomplished by the coalitions:

Study on analyzing Jordanian education budget for 2010.

The Arab Network for Civic Education-ANHRE and the researcher Mrs. Khuzama Al Rashid conducted a study on budget analysis for education in Jordan on March 2, 2010. The study included analytical data about expenditure on education in Jordan as stated in the general budget for the year 2010, which included capital expenditures by programs and projects as planned by the Ministry of Education.

The study aimed to define the general vision of the Jordanian National Education Coalition for the "Education for All", which is to remind the government of their international obligations through making spending on education a priority and increasing the local resources to be allocated for education under the slogan "Education is the Key to Rights."

The study relied on capital expenditures by programs and projects of the Ministry of Education for the years 2008-2012, and on the study of the proportion of spending allocated to the Ministry of Education from the GDP in 2010, in addition to the report on the allocation of the interim General Budget Law of the Ministry of Education for the year 2010, and the study of the allocation for the Ministry of Education from the total public expenditure in 2009, as well as the statistics of the Ministry of Education on the number of students in the Kingdom for the year 2009-2010, the global Monitoring Report of the United Nations for Education Science and Culture Organization 2010, on Education for All "Reaching the Marginalized", the Arab Human Development Report 2009, and finally the report of the human rights situation in the Hashemite Kingdom of Jordan, and The National Center for Human Rights, 2009.

The results of the study were launched to the media on April 20 through all the daily newspapers, where figures showed that there is a decline in government revenues and a reduction of spending on education from the GDP from 4.3% in 2008 to 3.7% in 2009 to 3.2% in 2010. It also showed that there is a reduction in budget for educational running cost expenses for 2010 amounting to 28,955,100 JD (Jordanian dinar) compared to 2009, and a reduction in capital expenditures for the year 2010 of 50,367,300 JD compared to 2009, despite the increase in the number of students from 2009 to 2010, which reached 401.793 students. It also showed a clear reduction in the Ministry of Education expenditures budget, where the total estimated expenditure of the Ministry of Education, represented 10.17% of the total public expenditure.

The study also showed the challenges facing education funding in Jordan being the most important:

1. Poverty, which has been determined on an average of 13 from 73 areas of extreme poverty pockets that are mostly, concentrated in Bedouin communities, which are characterized by chronic poverty and illiteracy.
2. Parents bearing the hidden costs of education, which puts pressure on the family budget.
3. Low participation in the decision-making processes concerning important educational issues.
4. Shortage in the number of male teachers.
5. Low level of teachers' salaries.

Two research studies in Lebanon on basic problems facing education and the factors affecting education from a popular education perspective among the Palestinian refugees in Lebanon.

The Lebanese Coalition presented two research papers on education in Lebanon; where the first paper was titled "Fundamental Dilemmas of Education", and the second one, "Reflections on Some of the Factors Related to Educational Issues in the Palestinian Refugee Society in Lebanon from the Perspective of Popular Education and Some Ideas about Strategies". The work presented in these research papers is considered to be an important step taken by the Lebanese Coalition to provide data and analysis on education in Lebanon, as there was a lack of official statistics on education before the formation of the Lebanese Coalition, and due to that fact that the development institutions did not give priority to education issues.

These papers were presented during the launch of the Global Campaign for Education in Lebanon, in the 23rd. of April, 2010, that was attended by decision-makers, media, and civil society organizations. These documents highlighted the impact of the financial crisis on the education system after 20 years of the war in Lebanon.

A detailed analysis of the education system in Lebanon was presented from two perspectives: the school environment and the external environment, as follows:

First: External Environment

1. Actual rates of illiteracy: the percentage of illiteracy in Lebanon is 30%, as a result of the failure to apply the law of compulsory education, and lack of

awareness and interest in education, at both formal and community levels.

2. Marginalization of women and the impact this on education: many studies indicate that the ratio of women to men in Lebanon is 6:1, due to immigration and war. Yet two-thirds of the illiterate are female, and women continue to be marginalized by some ethnic/sectarian parties, especially in rural areas where women still suffer from marginalization and don't have an active role in education and in society.
3. Civil and external wars: The ongoing cycle of violence in Lebanon, led the developmental, governmental and societal efforts to focus on survival rather than on education, as the cycle of internal and external violence aggravated the situation and hindered the projects intended for education reforms.

Second: School Environment

1. School dropout: dropout rates reached nearly 50% in primary and basic schools in most parts of Lebanon.
2. Poverty and child labor: the unemployment rate in Lebanon is between 15-40%, which has compelled many families to recourse to child labor in order to survive, and this is associated with high dropout rates.
3. Unqualified teachers: An insufficient budget allocation for public schools is linked with the employment of unqualified teachers with low salaries.
4. Inadequate school facilities: insufficient, unsafe and uncomfortable facilities in most schools, does not encourage students to go to school.
5. Compulsory education law is not applied, and the main reason for that is negligence and lack of interest from the government, giving as a result a

low rate of enrollment in school.

6. Unqualified school principals: most principals concentrate their efforts in administrative and financial matters.
7. Absence of educational philosophies: lack of adopting educational philosophies and the impact of that on the curriculum, is one of the main factors nurturing the educational crisis in Lebanon. There is a trend in the schools to the neglect education, history and civics, and replace them with a wide range of new topics.
8. Weakness of motivation among students: students are aware of the efforts and costs necessary to acquire an advanced educational degree, and that this, most probably is not going to provide them with a good job and a decent salary.

Education Problems of the Palestinians in Lebanon:

Most Palestinian refugees residing in Lebanon since 1967 are officially forbidden to join the Lebanese public schools. Thus, there are approximately 400,000 Palestinians living in refugee camps, which are suffering from poverty, marginalization, lack of school buildings, and deterioration of the quality of education. These factors have resulted in high school dropout rates reaching more than 50% among Palestinian refugees.

UNRWA provides primary and secondary education for Palestinian refugees in these camps through 74 schools with very overcrowded classrooms, with an average of 55 students per class. Parents are not allowed to monitor or to participate in these schools. Moreover, some factors, such as war and lack of investment in education led to a high rate of illiteracy among the Palestinians reaching to 48%.

Reasons for the Low Level of Education in UNRWA Schools:

- Deterioration of the socio-economic situation.
- Lack of school buildings, and poor infrastructure.
- Deterioration of curriculum quality.
- Lack of modern technology to keep up with global standards of education for the 21st. century.
- Ineffectiveness of schools administration.
- Lack of preparation and training programs for teachers.
- Loss of hope and motivation among youth.

Two research studies in Morocco on reforming the Moroccan educational system during the last two decades.

The Moroccan Coalition presented two papers that created the basis for the coalition's work in Morocco. The first paper discussed the establishment of the coalition in Morocco and advocated for the public schools conditions. This paper was of particular importance as it highlighted numbers and statistics about education in Morocco, and the establishment of the Moroccan Coalition aiming to activate the National Charter for Education and Training, as part of the government program to reform the educational system that has been developed in order to improve the conditions of schools. The second paper of the Moroccan Coalition has discussed the education reform over the past two decades.

A research study on “Education for All: Legislations and Reality in Egypt” with the slogan “One Goal- Education for All- Fund it Now”

The Egyptian Coalition conducted a study on “Education for All: Legislations and Egyptian Reality” where the study concluded that the educational system in Egypt, which is the largest education system in the Middle East and North Africa, including approximately 20.4 million students, is facing two major challenges: weakness of the quality of educational process, and the limited budget allocated for education.

Extreme centralization which is a characteristic of the Egyptian regime, and control of all the factors of the educational process by the Ministry of Education, starting from policy-making and development of strategic plans to implementation of these plans, created a fundamental problem in Egypt. This study has shown that without any doubt the actual traditional indoctrinated pedagogic educational process is a major obstacle for the improvement of the educational standards in Egypt. But the most serious problem of education in Egypt is the educational budget which is under the responsibility of the public treasury, and never has been –even in its highest percentage- more than about 14% of the total national income of Egypt, in addition to the fact that this percentage is consumed by salaries and bonuses for the administrative apparatus of the Ministry of Education, because these items reach 80% of this percentage, meaning that expenditures for the educational process itself does not exceed 2% of the total state budget.

The total general spending (government, civil and private) on education in Egypt

for the academic year 2007/2008 had a growth rate of 21% from previous year, and this is the largest increase during the past three years. However, the government resources allocated to education have decreased over the past years, as the government spending decreased from 17% in 1999/2000 to nearly 16% in 2004/2005, then to 12.5% in 2006/2007 and then to less than 12% in 2007/2008. In addition to that, the actual increase in general spending (government, civil and private) on Education during the 2007/2008 is less than it seems, especially if we take into consideration the increase in the number of students and the high rate of inflation (about 11.7 in 2007/2008). In other words, there is a decrease in the average expenditure on education per student in the current situation. As a result, also the rate of spending in relation with the GDP decreased from 5.3% in 1999/2000 to about 3.7% during 2008/2007.

One of the chronic problems in Egypt is the condition of the educational buildings and its small number compared to the numbers of students, which causes a high density of students in the classrooms, and therefore reduces the possibility of relying on modern teaching and educational methods, because of the big number of students in the classroom, low salaries paid to teachers and limited access to modern technology.

Research study titled “Improving the Quality of Education in Palestine as a Governmental Expenditure Priority”

The Palestinian Coalition conducted a research study on the impact of government expenditure on education, through the analysis of the public budgets in relation to the budgets allocated to education in

the Arab world, as well as the relationship between these budgets and the right to Education for All, and its role in increasing the level of education for women and marginalized groups.

The study indicated that the proportion of government spending from the general budget to the education sector amounted to 19.4% of total public expenditure. The proportion increased from 15% in 2000 to 17.9% in 2003 and to 18.7% in 2008 and to 19.4% in 2009. In other words, the increase in the proportion of education spending from the general budget since 2003 to 2009 did not exceed 1.4% for any of these years. The study also showed that 68% of government spending on education goes to salaries and wages, and 5% for operating expenses such as electricity, water, rent and others. Thus, the expenditure for development does not exceed 14% of the total government spending on education.

The study also concluded that the ratio of salaries and wages for the staff of the education sector constitutes 27.3% of the total salaries and wages of the staff of the Palestinian National Authority, while the salaries and wages of the Palestinian Authority employees constitute 48.4% of the total public spending. Moreover, the total operating expenditures constitute the largest percentage of the total government spending which is 81.5%, while development and capital expenditure is only a proportion of 18.5%.

Study on the status of education in Iraq 2010

Education in Iraq is still facing significant difficulties in its advancement due to lack of interest from the responsible authorities, especially the Ministry of Education, which bear the largest burden in the process of promoting education through the

allocation of sufficient funds in order to secure the educational requirements in Iraq. Although the Iraqi government seeks to secure the education requirements, the existing constraints and obstacles imposed from the executive institutions, has hindered the provision of proper infrastructure and the advancement of the schools in accordance with the evolution that is taking place in the world compared to what exists in Iraq.

According to assertions of the Committee of Education in the province of Baghdad, only 1% has been allocated for education from the general budget of Iraq which amounts to 80 billion dollar, having as a result a very low status of education, due to the absence of interest in the construction and development. Education in Iraq needs to be revitalized, through serious efforts from the government and everyone's help in order to allocate a percentage not less than 18% from the general budget for education. In Baghdad, there is a need to build 3000 schools in order to avoid overcrowded classes, as in some areas the number of students per class reaches 170 students, and this is a big problem as well as the problem of recruitment and curriculum.

Moreover, the reality of education is very bad in 2008 and 2009, where there are more than 78,000 dropouts and more than 44,000 students who didn't succeeded to pass their baccalaureate exams, and the number of illiterates reached 2.5 million people in Baghdad alone.

Rates of Enrollment of Students in Schools:

The Ministry of Education confirmed that the most affected Iraqi provinces are Thee Qar, Salahuddin and Diala, where more than 70% of elementary school buildings are either totally lacking sources of water, or their water network is not working. But

on the other hand, and despite of all the difficulties, the total school enrollment rate increased significantly during the academic year 2003/2004. But the survey also showed that the available number of appropriate school buildings, is insufficient to keep up with the increasing demand for education.

Although there are actually more than 14,000 elementary schools in Iraq, the number of available school buildings actually is 11,368 only, and about 2,700 of these schools need to go through a comprehensive process of reform and rehabilitation. In addition to that, more than 700 elementary schools –a third of these schools in Baghdad- were damaged due to shelling, and more than 200 schools were burned.

Low Enrollment of Girls:

This study that was conducted by the Iraqi Ministry of Education with support from UNICEF, collected data on students, teachers, and the conditions and status of the premises of kindergartens, primary and secondary schools, and adolescents schools (alternative), in addition to professional schools and institutes of higher education in Iraq. The study covered 20,000 schools and institutes.

The study showed that among 4.3 million children enrolled in primary schools in Iraq, there are 2.4 million boys and 1.9 million girls, which is a similar proportion to that before the war on Iraq. Girls' enrollment was lower than boys' enrollment in every grade and in every province. In Wasit province, the percentage of girls' enrollment was only 39% of the total number of students enrolled. The highest enrollment of girls was registered in the provinces of Baghdad and Sulaimaniya, reaching more than 46% of the total students enrolled.

Overcrowded classes, lack of security, lack

of drinking water and sanitary facilities in schools are considered to be the three main reasons for the low enrollment rate of girls, in addition to fear caused by shelling and bombing, and kidnapping.

The Role of Civil Society:

Recently, civil society in Iraq turned its attention towards the improvement of the status of education in Iraq, where a plan has been drawn in order to fight illiteracy, and the first step will be in the province of Baghdad through the opening of 400 schools for literacy that will be targeting adults as well as young people. This has been organized for a period a three years and in cooperation with the Ministry of Education. The routine (bureaucracy) of the supporting government institutions represented the major obstacle facing the civil society organizations, taking into consideration the fact that the campaign is aimed at targeting the largest possible number of people in order to eliminate illiteracy within five years in the Iraqi capital, and then in the rest of the provinces.

Study on the status of education in Yemen 2010.

The study in Yemen showed that public education is facing two types of pressure: quantitative pressure associated with the increase in population growth, and qualitative pressure associated with poor quality of education. Where the study pointed out that inadequate funding for education has led to the creation of weak programs, high rates of illiteracy (especially among the group age 6-14 years that still are out of school), high dropout rates for primary schools (especially females), and limited programs of teaching reading and writing for adults in rural and remote areas. This situation has been associated with several factors, including: low budget alloca-

tions, low wages for the literacy program, the emergence of a need for additional centers and qualified teachers, and lack of awareness-raising campaigns for the community, or through media, to clarify the facts about illiteracy and its impact on society.

The study referred to a government report that showed that the illiteracy rate is still high and is estimated at approximately 47.2% (25.7% in urban areas and 54% in rural areas). Taking into account that the rural population accounts for 74% of the total population, where the number of students in public education (primary and secondary) in rural areas in 1547 thousand students in 2008/2009, compared to 3361 thousand students in urban areas (i.e., by 2:1), despite the increase in the number of schools in rural areas to become 13,575 schools in 2009, compared to 2,086 schools in the urban areas.

The high dropout rates led to the aggravation of illiteracy in Yemen, and this is a complex problem that impedes the process of economic and social development, and is associated with many economic, social and educational issues. Gender indicators highlighted additional challenges, and the need for extensive reform efforts to achieve justice (given that half of the populations are women).

The study showed that the rates of spending on education from the total general expenditure in Yemen has witnessed large fluctuations and has been characterized by instability during the years 2006-2010, reaching its lowest level in 2008 with a percentage of 13%, and its highest level in 2010, reaching 17.7% of the total public expenditure. This increase in spending came as a result in the increase of the actual expenditure on salaries and wages to compensate the employees of the educa-

tion sector for higher cost of living, and as a result of the restructuring of wages and salaries.

Spending on education and training has witnessed a decline, reaching between 2003 and 2008, an average of 5.7% of the GDP, 5.3% in 2009, and 4.9% in 2010. This involves a significant challenge on how to stop the deterioration in education budgets and how to increase the education share from the GDP.

Study on early childhood care and education in Ma'an governorate, Jordan 2012.

The Arab Network for Civic Education in cooperation with the researcher Khuza-ma Al Rashid conducted a study on early childhood care and education in the governorate of Ma'an in southern Jordan that includes four areas of poverty pockets (Al Huseiniya, Al Jaffer district, Athrah district, and Al Marigha district). The study indicates that the Ma'an Governorate developmental efforts are stumbled and suffer from lack of a clear vision. This is directly and indirectly related to the actual status of education and the acquisition of knowledge. In the frontline there are high rates of illiteracy particularly among women, dropout from public education, the quality of higher education, and wideness and diversity of its horizontal base. There is a gap between the governorate level and the national level in education, whereas the overall rate of enrollment in the educational institutions reached (47.6%) for females and (47.2%) for males, which indicates that half of the society at the age of 6 years and higher are enrolled in the schools, and this refers to focus that obstruct social changes in its economic and cultural dimensions.

According to international estimates, the

proportion of persons with disability in Jordan is between 6% - 10%. In regard to the statistics on disabilities in the governorate of Ma'an, the estimate is 9.2%, which is close to the upper limit of the estimates at the national level. The possible causes of disabilities are congenital 71.6%, external causes (environmental) 20.3%, and to consanguineous marriages 4.3%. The study also demonstrated that the civil society institutions in the governorate of Ma'an play a weak role, although there are 83 civil institutions, including 48 charitable organizations, 8 community and cultural forums, 18 youth clubs, 8 branches of trade unions and professional associations, and a branch of one political party. Concerning the status of education in the province, the study has shown statistics of the Ministry of Education in 2012 indicating that the number of schools in the governorate of Ma'an is 183 schools and the number of kindergarten rooms is 84. The education sector in Ma'an faces two main constraints, one is education "in pool", meaning that students of two different grades are gathered in the same classroom, and the teachers lack the necessary skills to manage this type of education, and the direct costs of education, which represent the major factor affecting the increase in high dropout rates and low level of enrollment.

The study pointed to a number of challenges facing the sector of kindergarten education, where expenditure on the early childhood sector is less than 1% of the total expenditure in the Ministry of Education for all programs, while the minimal target of the early childhood budget requires not less than 10% of the education budget. In addition to that, the enrollment ratio in kindergartens in rural and poor areas is still low reaching only to 30% in 2009 according to a report by the gen-

eral budget department. The study also addressed the lack of readiness of children to schools as a result of the lack of support and care in early childhood, in addition to the lack of readiness of schools for children, as the number of kindergartens properly prepared is only 833 according to a report of the Ministry of Education. Reference also was made to the study "Evaluation of the School Feeding Program for Students in the Public Schools in 2010", conducted by the Hashemite Royal Bureau, which showed that 85% of students eat their meal either completely or part of it to take the remaining home. In addition to all these challenges, the existence of physical, social, economic and other barriers prevent access to services that are offered for young children, in addition to the lack of appropriate and sufficient facilities and equipment in the kindergartens that are relevant for young children, including well equipped playgrounds and closed the courts are well-equipped spaces.

Based on current available plans at the national level, the study included a package of recommendations through the presentation of plans and initiatives that are necessary to improve the status of early childhood. Among the most important recommendations, there is the creation of coalitions, to demand that kindergarten be mandatory for children in all the zones of extreme poverty, to provide training for kindergarten teachers concerning modern methods of education, in addition to involving the community in the process of lobbying and promoting the importance of early education, especially about its importance for the development of children and the empowerment of households headed by women that work on regular basis or in official positions, through the provision of a specialized care place for children. Also, to work with government

agencies to improve services directed to kindergartens specifically in zones of extreme poverty, networking with organizations that work in the field of infrastructure development, work with the Ministry of Education to determine independent allocations for the maintenance of kindergartens, to allocate more resources from the educational budget for care and education in early childhood (at least 8%), and strengthening of budget analysis and monitoring concerning care and education in early childhood. In addition to that seeking to ensure that there is a policy for early childhood under the responsibility of an entity that is responsible for the services that are offered for young children, and should preferably be the Ministry of Education. Moreover, the need for integration of children with disabilities in comprehensive programs for care and education in early childhood, that should be given the necessary attention. Finally, the need for improving the conditions of service for teachers, caregivers and other professionals working in the field of care and education in early childhood.

Working Paper by the Moroccan Coalition titled: "Reforming the Educational System in Morocco: Obstacles and Urgency"

Among the activities implemented by the Moroccan Coalition, a working paper titled "Reforming the Educational System in Morocco: Obstacles and Urgency" was prepared. This paper is about the status of education in the context of the reform program of the Educational Organization in Morocco and the National Charter for Education and Training within the launch of an impeded reform program, and an emergency program, in order to give new

impulse to the reform. It was prepared by the president of the Moroccan Coalition Moroccan Prof. Ahmed Sehoat.

The study emphasized the importance of the role played by the educational institution in any society that aspires to own the forefront of science and knowledge, and keep side by side on the developments that are known to the world in all areas. The study also stressed the importance of laying solid learning and educational foundations capable of consolidating the values of citizenship and human rights, and the rejection of all forms of violence, discrimination, and selfishness, as well as working for the development of critical consciousness and scientific thinking that allow for the development of the human personality and makes it able to deal with different situations reasonably and with logical analysis, not emotionally and with prejudice. This makes the issues of education and training a central point of concern for peoples that are eager to build democracy and achieve sustainable development, as well as the central point of interest for the organizations and institutions struggling to promote a culture of human rights and citizenship education in order to bring justice, peace and a collective contribution in development and economic prosperity, and in confronting the hegemony of neo-liberalism, which is seeking to repress vulnerable peoples.

The Most Important Topics Covered in the Study:

1. Context of the Reform Program of the Educational Organization in Morocco

The study pointed out the problems of education in Morocco since independence, as the first committee that was formed upon independence to address the problems of education in Morocco is the Royal

Commission for Education Reform, created in 1957. The committee did not come out with a clear vision about this matter, with the exception of what is well known as the four principles (generalization, unification, arabisation, and morocconization of frameworks). Education remained the focus of struggle between conflicting elites from different political, religious, and cultural trends. In the beginning of the eighties the educational institution has further deteriorated due to the marginalization of the educational sector as a result of the State's subordination to the orientations and approach of the international financial institutions and donors, and their approach of an austerity policy, known as structural adjustment.

2. National Charter for Education and Training and Launching of an Impeded Reform Program

In view of the worsening crisis of education in Morocco, the late King Hasan II announced the formation of a National Commission for Education Reform to be chaired and in charge of designing its features by the late Mr. Mezian Balfaiahi. This commission has differentiated itself from previous ones in the following points:

- The number of members was determined by appointing representatives of the political parties represented in the parliament, trade unions and associations, as well as businessmen and academics,
- Formation of the committee within a national context that was characterized by loss of confidence in public education, criticism of public schools, and an international context marked by the launch of the debate about education after the Jomtien Conference and the subsequent announcement of Dakar,
- The issuance of the National Charter

for Education and Training.

The National Charter has been designed in two main sections:

1. The first section secures the basic principles, which includes the steady pillars of the state, represented by the principles of faith, with an emphasis on the diversity of the tributaries of the civilizational and cultural heritage of the country, and the magnitude of its cultural and moral values.
2. The second section contains six areas of innovation distributed on ten pillars of change. These areas included the dissemination of education linking it to the economic environment; pedagogical organization; heightening quality of education and training; human resources; management and procurement; partnership and funding.

3. Criticism and Predictions of Failure of the Project (National Charter)

Despite the prospects opened by the Charter in order to embark on the reform of the corrupted system, very sharp criticism was made against its general measures, as follows:

The Charter came in an international context that was characterized by the announcement of the failure of national programs for education reform, and the insistency of the international community in urging to rush out the framed principles for the Jomtien Symposium in Thailand in 1990, this accompanied by the ingress of the development partners in the world (World Bank, IMF, WTO, and imperialism forces), in order to demand from the third world countries to present credible programs and schemes, since funding education in the third world countries has become a wager of the forces that control stakes in the global economy. Other reser-

vation was that the Charter supported the specificity of education and make it as a secondary matter, not a right, because the Charter indicates that fees for higher and secondary studies should be imposed, which was considered as a consecration of an elitist education, and an increase in the differences between learners.

In general, the ambitions of the reform program are towards a new and innovated Moroccan school, and despite the fact that the state has made the issue of education reform a priority after unity, the program faced many obstacles that precipitated the declaration of its failure since the early stages, and among those obstacles, the Charter was influenced by the slogans that have defined the period, which made it bear ambitions bigger than the reality. The existent traditional social and economic structures did not help the reform to crystallize. The actual status of the educational institution stayed away from the substance of the reform discourse, due to poor communication and mobilization. Resistance in front of any innovation to the National Education frameworks, failure to provide the necessary tools and financial means for the reform, and the impact of voluntary departure, and voidance of human resources and expertise of the education sector.

4. Emergency Program to Give New Impulse to the Reform

The Ministry of National Education announced during the month of June of the year 2008 new steps to reform the educational system; these steps have been given the name of emergency program.

Due to the evaluation done to the path followed by the reform, it appears that there is a need to exercise more efforts in order to complete the reform and give it a new impulse, and this matter has become

urgent and imperative after the issuance of the sixth report of the World Bank for the year 2007, which has been named the "road traveled" because it clearly depicted the obstacles to education reform in Morocco.

During King Mohammed VI inaugural speech in Parliament on October 12, he called for an emergency program to accelerate the pace of reform during the next four years. In the context of the issuance by the Higher Council for Education in 2008, of the annual report on the Moroccan school and prospects, which is an important document and reference that revealed the status of the reform, comes the program or the emergency plan to complete the reform process, based always on the reference document (National Charter for Education and Training), with the adoption of a new and ambitious methodology, as the scheme was characterized in terms of form to be a program set in its smallest details, the projects and action plans have been identified, as well as scheduling and resources to be mobilized.

The time limit for the program has been decided to be between 2009 and 2012, but there are projects that are given more time, despite the dynamic created by the emergency program as a result of the possibilities that have been allocated for it. Implementation of the program has witnessed a range of difficulties including:

- Notable weakness in human resources as a result of voluntary departure, both at the level of educational administration or inspection and teaching staff.
- State direct employment of teachers to solve the problem of unemployed degree holders.
- Multiplicity of projects and the difficulties to complete them by untrained staff.

- The projects of the program relying on specialized study offices, that do not take into account the level of the educational staff in the management of projects depending on the information, and having these projects being formulated in French.
- Exclusion of a number of staff members for different reasons from supervising projects of the program, and not benefiting from their experience and capabilities, which led to the emergence of resentful and critics to this reform.

With the commencement of the uprisings of the Arab Spring, protests in the education workforce increased, demanding an improvement of their administrative and financial positions. Teaching becomes almost paralyzed in many of the educational institutions all over the country, which almost made the school year collapse. The new minister of national education tried to calm the situation after the election of the government led by the Islamist party which one of its main objectives was to lead Morocco safely out of the crisis being experienced by the Arab World. Therefore, and in order to ensure pacification the Minister of National Education, suddenly announced the failure of the reform program and the stopping of all projects of the emergency program.

With the stopping of the pedagogic work in the integration, which was a legitimate pedagogy project offered for the first time in the history of Moroccan schools, the remaining of enthusiasm to reform the system of education and training, was eliminated, especially that the circumstances and reasoning that made the Minister of National Education take the decision of stopping all the reform projects are not clear, opening the doors again for improvisation and lack of discipline in our edu-

cational institutions, which will have a bad effect on the status and future of education in the country.

Projects

1. Arab Campaign for Education Project 2010

The Arab Campaign for Education was funded by Oxfam Novib for one year starting from April 2010 until March 2011 in partnership between the Teacher Creativity Center and the Arab Network for Civic Education. The goal of the project was to support the establishment and strengthening Arab Coalitions for Education in Egypt, Morocco, Yemen, Lebanon, and Palestine, and the establishment of the Arab Campaign for Education.



The project succeeded in building strong coalitions in each of Egypt, Morocco, Yemen, Palestine, Jordan, Iraq and Sudan.

The project succeeded in raising community awareness and mobilizing approximately 1,089,740 people, of whom 541,730 are women, in addition to 362 member institutions in education coalitions in the targeted countries. The project has mobilized various media as a key component of the campaign, and to mobilize civil society organizations to put urgent educational issues in the foreground, and to highlight the impact of popular participation on political leaders. It also succeeded in formu-



lating data and demands and to deliver it to decision-makers. The members of the coalitions have worked in every country with the local communities in their respective countries, in order to mobilize massive campaigns and to achieve their demands for the right to a decent education, based on the results of the reports that talked about the status and needs of education, and the priorities in these countries.

Effective campaigns had been implemented on the governments of all targeted countries for the development of education and to meet the demands of providing a decent education, and provide higher allocations for education. The project has integrated many of the efforts that included all stakeholders such as the private sector, civil society, teachers' unions, funders and supporters. Media played an important role in the project, where it has actively contributed in increasing the pressure on governments.

One of the most important outcomes of this project is the formation and building of 8 qualified coalitions that are able to continue their work and direct their efforts towards advocacy campaigns and pressure in order to serve the goals of education for all. The project has helped to build the coalitions and have enabled its members to work together in order to make their voices being heard and their demands presented to decision-makers. The campaign has very important achievements in influencing policies and laws,

and it is expected that in the coming years these achievements will be enhanced after the rehabilitation of these coalitions. The establishment of the Arab Campaign for Education as a body will keep on supporting these initiatives and coalitions to work on the national, regional and international levels.

2. Civil Society Education Fund Project

The Civil Society Education Fund (CSEF) is a global initiative that was formed by the Global Campaign for Education in 2009 in order to support the core work of the national coalitions for education so that they can engage civil society to fully track the progress made by national governments and donor groups to work towards achieving the goals of Education for All.



The Civil Society Education Fund contributes in activating the role of civil society in advancing the international and national agendas towards achieving Education for All, and the objectives of the national education, through the provision of funding in the form of grants to coalitions of education in civil society, capacity building of

coalitions, and to facilitate access to education across the country and across the regions through civil society networks.

Through the Civil Society Education Fund, the coalitions of civil society promote their participation in the planning and policies formulation for the education sector at the national level, build more public awareness and participation in issues of education, improve the quality of its research, policies, lobbying, and work together in different countries and regions to participate in education and to deal with international operations.

The Civil Society Education Fund's activities during the year 2012-2013 have resulted in the support of the Arab Campaign for Education Secretariat to the education coalitions of Yemen, Sudan, Somalia and Albania as follows:

- Strengthen and institutionalize the work of the coalitions.
- Increase the number, improve the quality, and enhance the influence of coalitions of education and their policy participation, their activities in the field of advocacy and community mobilization, monitoring the sector, and research activities that focuses on public policies.
- Enhance features of democracy and governance structures for coalitions.
- Achieve the potential of the global grassroots campaigns to express the voice of civil society, its interests and its contributions in the field of education for all.

3. Civil Society Education Fund 2013-2014

The Global Campaign for Education received funding from the Global Partnership for Education in order to fund about 50 coalitions for education in civil society,

and four regional networks through the Civil Society Education Fund until the end of 2014.

Through this funding the Arab Campaign for Education will receive support and continue working with the coalitions in Yemen, Somalia, Sudan, Albania and start working with the new coalitions of Georgia and Albania. Managing of this funding will be through the Global Secretariat of the Global Campaign for Education, and the Secretariat of the Arab Campaign for Education, in addition to the management of the regional financial agencies. From the beginning of the project in April 2013, the Arab Campaign for Education implemented capacity building for the coalitions, related to the coalitions' proposals, and to ensure the financial management of the grant coalitions.

The Civil Society Education Fund 2013-2014 seeks to meet the overall objective, and four objectives of the program through the funding of national education coalitions to carry out policy and lobbying activities, advocacy, providing technical support and capacity building of coalitions, and facilitate cooperation and sharing of experiences among countries of the South.

The overall objective of the Civil Society Education Fund is: to contribute to the achievement of national education goals and Education for All by ensuring the effective participation of civil society organizations and citizens in education debates and sector planning and review

Goal 1 – Policy Participation:

Formal civil society participation in education sector policy and review processes and engagement with policy-makers and parliamentarians is strengthened and better recognized

Goal 2 - Raising Awareness and Building Coalitions:

National Education Coalitions are actively strengthening grassroots capacity to access and participate in education sector debates, through building awareness, knowledge and skills, and opening opportunities to participate.

Goal 3 - High Quality Research, Monitoring, and Advocacy:

Civil society research and analysis effectively contributes to national government plans, policies, financing and practices that better achieve the right to quality education for all and the six EFA goals.

Goal 4 - Cross-country learning and networks for change:

The CSEF project builds the quality and impact of civil society engagement in the education sector through promoting partnerships, strengthening South-South collaboration, sharing learning, and facilitating impact on global policy processes.

Regional and International Participation

1. The preparatory meeting for the General Assembly meeting of the Global Campaign for Education- Amman- Jordan- December 2011.



ANHRE, ACEA and coordinators of educational coalitions in the Arab world participated in the preparatory meeting for the general assembly meeting of the GCE that was held in the French capital Paris from 10-12/January/2011.

During this meeting the discussion was on the extent of achievement of EFA goals and remaining challenges; national and regional successes and challenges from the national coalitions; constitutional and ordinary suggestions that will be discussed in the meeting of the general assembly; revision of the GCE from 2008-2010; 2010 GAW; 2011-2014 strategic plan; internal bylaws; and structure of ACEA, in addition to electing a coordination council, a regional coordinator for ACEA and heads of coalitions in the Arab countries.



2. The General Assembly meeting for the Global Campaign for Education-Paris- February 2011.

ANHRE, TCC and coalition members participated in the general assembly meeting of the GCE that took place in the French capital Paris from 22-25/February/2011. The meeting included international participations to determine and monitor the EFA goals. Among the most important outputs of this meeting is the adoption of a number of decisions that emphasize the right

of every child, youth and adult to receiving good education, emphasize the need for authorities to invest in education in the early childhood phase, integrate girls' and women's education and protect schools, teachers and students from violence.



Representatives of the Arab region demonstrated strong participation. The representative of the Yemeni coalition presented a suggestion to include teachers on the priority list by saying "Teachers are the key to equality education but they receive low wages. Governments and educational authorities should improve the salaries of teachers and integrate educational institutions through social dialogue and collective negotiations processes".

3. The 6th UNESCO meeting on Collective Consultation for Non-Governmental Organizations on Education for All- Paris, October 2012.

Within the activities of ACEA, ANHRE, TCC and coalition coordinators in Lebanon and Sudan participated in the 6th meeting on Collective Consultation for Non-Governmental Organizations on Education for All, which was organized by the UNESCO in the French capital Paris from 24-26/October/2012, with the participation of representatives of regional and international non-governmental organizations worldwide.

The meeting aimed to discuss the achievements, challenges and future prospects on EFA goals. Due to the proximity of 2015, which is the set date to achieve the EFA and Millennium Development Goals, the meeting paid close attention to the necessary current procedures until 2015, using the method of the preparation of international educational programs post 2015.

The President of ACEA gave a presentation to evaluate the achievements and challenges on EFA in the Arab world, putting education in the Middle East from an EFA perspective.

4. Privatization of Education and Right to Education: Building Critical Research Skills Workshop - Manila- Philippine, August 2013.

ANHRE, TCC and the Sudanese coalition coordinator participated in the "Privatization of Education and Right to Education: Building Critical Research Skills" workshop, held in the Philippine capital Manila from 1-3/August/2013. The workshop included

50 participants from the GCE who participated in dialogue sessions on social justice in a globalization context, approach towards privatization of education and the expected role of the national and international educational coalitions.

Representatives of the Arab region demonstrated effective participation in the workshop by presenting working papers on the status of education in the Arab region, with Jordan as an example.

Memberships

ACEA sought to create a network of regional and international relations to contribute to developing its strategies to develop education in the Arab world, such that the campaign is a registered member in:

- Global Campaign for Education.
- Collective Consultation for Non-Governmental Organizations (CCNGO) on Education for All/ UNESCO.
- World Social Forum.
- International Council for Adult Education (ICAE).

Developmental Framework of Education Goal Post 2015

In Line with the GCE Report (Equitable, inclusive & free: a collective vision for quality education beyond 2015)

An education goal is fundamental

Education is a fundamental human right and a public good, key to ending poverty and building an equitable and sustainable future. As such, education has a unique role within the new development agenda: it has the power to underpin transformative change, providing opportunity, hope

and protection to the lives of hundreds of millions of people worldwide. Quality, rights-based education empowers individuals, strengthens communities and helps fuel development. It is transformative and provides people with the critical knowledge, abilities and skills that are needed to question, conceptualize and solve problems that occur both locally and globally, and to contribute actively to the sustainable and democratic development of society. Quality education is also fundamental to the achievement of all other development objectives, including gender equality, health, nutrition, peace, the strengthening of democracy and environmental sustainability. Therefore, a credible global development framework must have the right to education at its core.

Time for change

While there has been welcome progress in increasing access to education since the MDG and EFA goals, for millions of children and adults the promises made by the international community in 2000 have delivered too little and too slowly. Since 2000, hundreds of millions of children have missed out on their right to quality education – whether because they have had no access to schooling, or education of only poor quality – and hundreds of millions of adults still face the challenge of illiteracy. It is time for increased ambition and a radical change of pace to ensure that by 2030 all children and adults enjoy their right to education. Transformative education must be at the heart of the post-2015 agenda if a sustainable and equitable future is to be realized.

Quality education requires quality inputs and processes

Every student must be taught by a qualified and well-supported teacher, and learn in safe educational institutions with ade-

quate infrastructure, facilities and resources regardless of where they live, including in conflict and humanitarian emergencies. Quality processes and practices are needed to ensure children leave school with the knowledge, skills and values necessary to be active members of their society and contribute to resolving local, national and global challenges of the 21st century.

Transformative education is equitable education

The post-2015 education goal within the sustainable development framework must include concrete steps to overcome all forms of discrimination, including those based on disability, gender, race, ethnicity, religion, language, sexual orientation and/or socio-economic status.

Governments must take responsibility

Education is a recognized fundamental human right, and governments are duty-bearers. In particular, governments have a responsibility to provide sufficient funding for equitable inclusive quality education and lifelong learning for all, including through fair and progressive taxation

The Global Campaign for Education's proposed goal, objectives, targets and indicators

GCE has set an overarching goal for education with three key objectives and eight specific targets. Each target has a set of indicative indicators against which progress can be tracked. All indicators should be disaggregated by disability, race and ethnicity, rural-urban location, areas affected by conflict and humanitarian crisis and socio-economic status (among others), and by gender in each of these categories. Progress should be measured not only against aggregate indicators but also in terms of a narrowing in gaps between

most and least advantaged groups.

The GCE, in cooperation with all its members, adopted the following goals:

Objective 1:

By 2030 the right of every child to complete a full cycle of continuous, free, quality early childhood, primary and secondary education is fulfilled.

Objective 2:

By 2030, all young people and adults are literate and have the knowledge and skills to participate fully in society and the world of work.

Objective 3:

By 2030, there are adequate and sustainable financing and governance structures for education, that are transparent and participatory