

THE

BIG

BOOK



2005

GLOBAL CAMPAIGN FOR
EDUCATION
www.campaignforeducation.org

EDUCATE
TO END POVERTY



The Big Book 2005

EDUCATE TO END POVERTY



Dedicated to Justice Egware.

Justice Egware, Policy Advisor of the Nigerian Education Coalition (CSACEFA), was killed in an airplane crash on 22 October 2005. His tireless championing of the right to education will continue to inspire campaigners long into the future.

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Global Campaign for Education

PO Box 521733, Saxonwold, Johannesburg 2132, South Africa

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The Big Book 2005

I am delighted to welcome you to the GCE Big Book 2005, showing how children, NGOs, unions, teachers, activists, and parents have taken Global Action Week from strength to strength. Supported by UN agencies such as UNESCO, UNICEF and UNAIDS, as well as the UN Millennium Campaign, Action Week has once again demonstrated how powerful we can be when we raise our voices together.

This year, our campaign has mobilised over five million people in more than 115 countries to take part in the Send My Friend to School challenge. Their efforts have produced three and a half million messages written on cut-out figures representing children out of school. Dubbed "friends", these figures address personal messages to world leaders to demand that the 100 million children out of school do not have to wait at the school gates any longer. Throughout the year, the "friends" have been on an incredible journey, featuring in marches, exhibitions, rallies and meetings with Heads of State and other powerful individuals. This book documents that journey and the hundreds of supporting events that education coalitions, often with little money and limited human resources, have put on to ensure that Education For All is a priority issue for leaders of rich and poor countries alike.

GCE exists to mobilise public pressure and political will so that governments and international institutions fulfil their obligations to provide free, quality public education to all people. 2005 was a special year for us. Five years ago, on a balmy September day, world leaders set themselves ambitious goals for ending world poverty. One target was set ahead of the others – to get equal numbers of girls as boys into school – and it fell due in 2005. Tragically the target has been missed. Over the coming year, we will not let up on our demand for urgent action to redress this wrong, and ensure that the goal of having all children complete a primary education of good quality by 2015 is given the highest priority. There is not a moment to lose; every day that children are denied an education leaves them in ignorance, in poverty and suffering the bondage of child labour.

Yet the year has shown that progress is possible. At the G8 and Millennium +5 summits, the world's commitment to free and universal education of good quality was reaffirmed. The global mechanism for increasing aid to countries with good education plans, the Education For All Fast-Track Initiative, received warm endorsement at these events. And some progress was made towards increasing overall aid levels and cancelling the unpayable debts of poor countries. As development campaigners, however, we know that much more needs to be done.

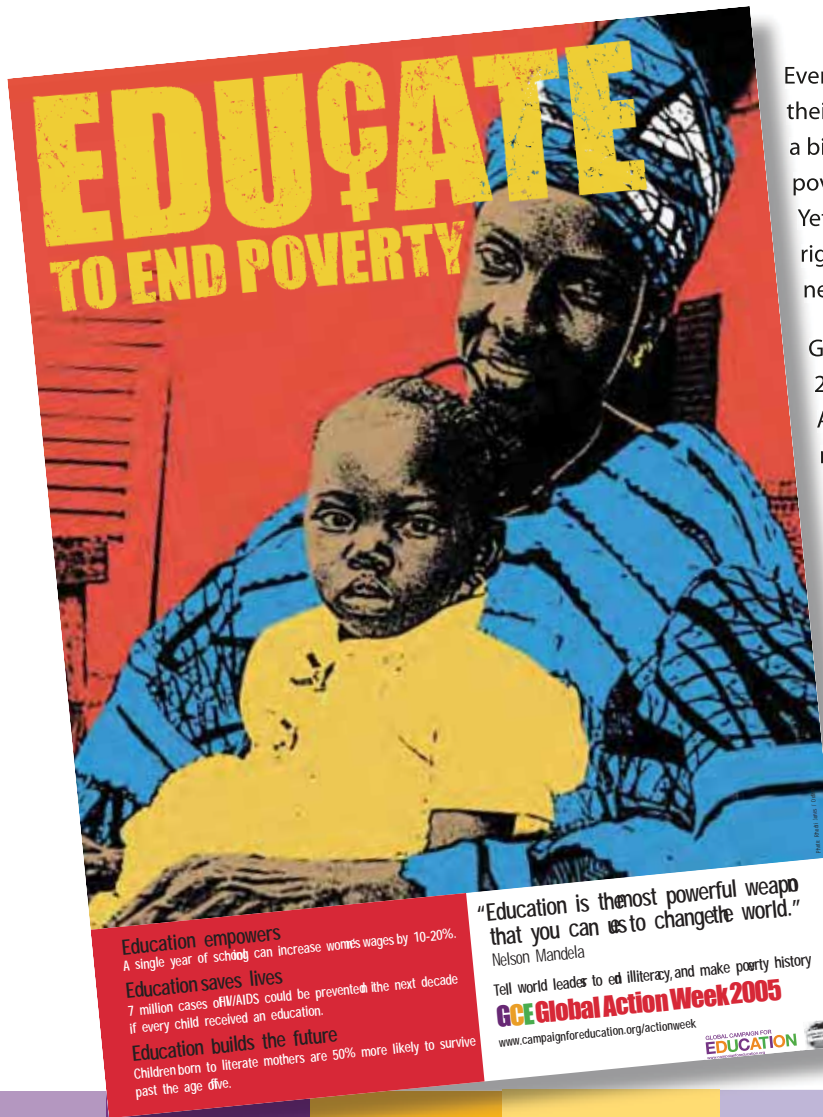
So we are hugely grateful for the efforts of all who have made this possible and we look forward to building on our previous achievements year on year, until the scandal of illiteracy and ignorance is finally banished from our world.

Kailash Satyarthi,
President, Global Campaign for Education



Global Action Week 2005

GCE's Global Action Week is truly one of a kind. Every year it unites trade unions, NGOs, UN agencies, parents, children and teachers from all over the world, giving voice to the universal concern about an indivisible human right – the right of all to be educated. Our member coalitions in over 100 countries come together to insist that the right to education be realised for all people – old and young, rich and poor, regardless of their ethnicity, gender, sexuality and ability.



Every day, 100 million children are denied their right to an education, and almost a billion adults live out their lives in the poverty created by illiteracy and ignorance. Yet this situation can be rectified, with the right policies and enough money; we just need the political will and commitment.

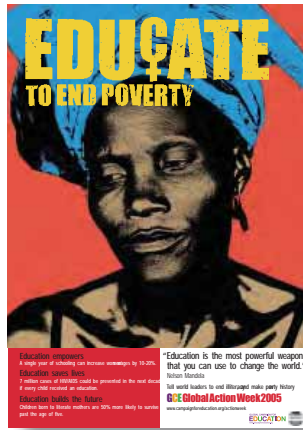
Global Action Week commemorates the 2000 Dakar Declaration on Education For All, where world leaders pledged that the new Millennium would be a new start in enabling this most fundamental of rights. Governments promised to plan ambitiously to meet the educational needs of all, and rich countries guaranteed that they would fund those plans. Global Action Week reminds the leaders of those hard-won promises and compels them to live up to their words.

Every year the Global Action Week has expanded, this year mobilising an impressive five million people drawn together with a sense of common purpose and urgency of our mission. Campaigners

across the world are united by a theme and campaign action. Yet, each national campaign is unique. Groups come up with creative methods to get their messages to politicians, including plays, human chains, marches and art exhibitions.

GCE's Action Weeks are supported by the UN agencies; including the ILO, UNESCO and UNICEF, who encourage ministries of education around the world to be involved. Presidents, prime ministers, celebrities and artists have all taken part and the media have responded – covering the story of Action Week in papers as diverse as the *Bangladeshi Times* and the *Akron Tribune*. But Global Action Week is only made possible by the thousands of civil society organisations, schools, literacy groups and child rights campaigners who selflessly give their time and energy to make it a resounding success.

In **2003**, over two million people in 70 countries took part in a world record-breaking "Girls Education: The Biggest Lesson". At the UN headquarters, UN Secretary-General Kofi Annan, Mrs Nane Annan and singer Angelique Kidjo teamed up to teach the "Biggest Lesson". In the Gambia, VIPs sat in attendance to the lesson being given by the daughter of a peanut-seller. Similar scenes were repeated all over the world, as two million people engaged in "Girls Education. The Biggest Lesson".



2004 saw two million people united as they targeted heads of state, dignitaries, and officials, with letters, debates, and face-to-face meetings in the “World’s Biggest Ever Lobby”. In some countries, children were able to take over the national legislature or parliament for the day, MPs and dignitaries went “Back to School” and were presented with facts and evidence of why children cannot go to school.

In 2005, GCE mobilised unprecedented public pressure on governments and the international community, demanding that they fulfil their obligations to provide free, quality education for all people and that they **Educate to End Poverty**. Around the globe, from 25-30 April, millions of campaigners, child rights activists and teachers took to the streets, descended on parliament buildings, and brought politicians back to school, carrying with them a distinctive tribute to the children around the world who are left behind by education systems.

The **Send My Friend to School** challenge invited global campaigners, old and young, to make a simple cardboard cut-out figure, each one representing a child out of school. Dubbed “friends”, these cut-outs were decorated with drawings and frequently enhanced with colours, beads, fabric and wool. On each, the maker wrote a message to world leaders, imploring, pleading

and demanding that all children should have the chance to go to school. During Action Week, politicians were confronted by these cut-out “friends” and asked to sign a pledge to take a specific action during 2005 to send these “friends” – and all children – to school. And in many countries, “friends” were collected together in huge numbers to deliver to important political events that affected the chances of children going to school.

Building on the success of 2004’s Big Lobby, this year’s Action Week saw politicians and officials flooding into school rooms where they were presented with “friends” and saw the reality of life at the chalkface. Children voiced issues that adults fear to mention; in one rich country a boy asked, “Why do you spend so much on war when you could spend it on educating poor people?” In some countries they showed maps that highlighted those less lucky than themselves and questioned the lack of action to bring them all into the school gates. Over 3,000 parliamentarians and 25 Heads of State went “back to school” and many made pledges and promises to bring about change in education in their countries.

And GCE campaigners didn’t stop there. A host of animated and attention-grabbing activities took place in capitals, towns and villages all across the world. Marches, rallies, debates and dramas all created an impact that will be felt for years to come. “Friends” were adapted

in each country – in the Philippines, they were made into kites and flown through the streets; in Bangladesh, the sails of small boats featured messages to “Send My Friend to School”; and in Brazil, giant, life-sized “friends” were designed like carnival puppets. In India, a protest marathon ran for education, and in Paris, 24 artists’ “friends” were exhibited at UNESCO headquarters.



Action Against Poverty - 2005

2005 was a special year. A unique set of opportunities for advocacy on international development came together. Early in the year, the Commission For Africa and Jeffrey Sachs' Millennium Project both issued influential reports that focused on tackling poverty and the achievement of the Millennium Development Goals (MDGs). In July, the UK hosted the G8 Summit, which determined that Africa would be a major agenda item. In September, world leaders met to review progress since the Millennium Declaration. And December saw the World Trade Organisation Ministerial meeting.

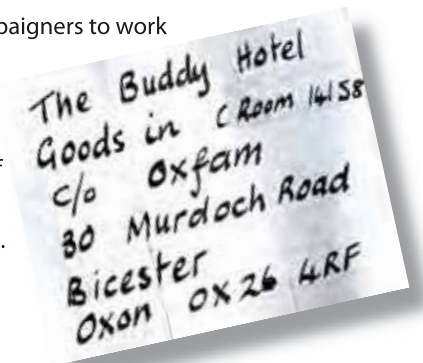


Campaigners have come together as never before, wearing white bands, rallying around a set of key messages that demand a historic shift in the relationship between rich and poor countries under the banner of GCAP (the Global Call to Action against Poverty). GCE has actively supported GCAP's call for trade justice, more and better aid, and debt cancellation. In many countries, GCE coalitions led the development of dramatic anti-poverty actions on what have been termed "White Band Days". On these days, campaigners across the globe united in simple, yet effective actions to send a loud and clear message to world leaders that we will tolerate the injustice of global poverty no more.



GCE members have also worked hard to keep education high on the agenda for these crucial policy milestones, making Action Week the centrepiece of a range of campaigning activities right through the calendar year. The Send My Friend to School challenge exceeded all expectations producing a staggering three and a half million "friends". GCE members made sure that these "friends" were a colourful and moving presence at campaign events and lobbying moments throughout the year.

Several countries called the cut-outs "buddies" and set up hotels where children could send them, before mass deliveries to world dignitaries. Not all "friends" were physical cut-outs. Campaigning took another dimension, as those with access to the internet set about making virtual "friends" and "buddies". Interactive tools allowed campaigners to work in English, French, Spanish, Dutch or German. An overwhelming half a million "friends" were made on-line.





“Behind each and every “friend” there are two real children - the child in school who is making the “friend” and writing their message and the child that the “friend” represents, who never had the opportunity to go to school.”

Olafur Eliasson, Danish Artist



The 2005 journey of the “friends”



7 FEBRUARY

The “friends” journey began, in London’s Trafalgar Square, where a group of school students met Nelson Mandela at a rally organised by the Make Poverty History campaign (the UK GCAP coalition). They told a 10,000 strong crowd that they were expecting world leaders to take action to “Send Their Friends to School” and handed over “friends” to the man South Africans call *Madiba*.

On meeting Nane Annan, Kimani N’ganga (85 year old Kenya primary school student) said :

**“To me, liberty means education...
You are never too old to learn.”**

25-30 APRIL

Global Action Week saw the campaign grow to full strength, as presidents, prime ministers and education ministers in dozens of countries were presented with “friends”. An unprecedented five million people were involved, creating “friends” in their classrooms, learning centres, under trees and in government offices and handing them over in impressive numbers during marches, rallies and celebrations.

16 JUNE

The Day of the African Child signified the launch of the White Band in Africa. In 18 countries around the world GCE and GCAP joined hands to hold high-profile “send-off” events to launch the “friends” on their journey to July’s G8 meeting in Scotland. In the United States, children from all over the country travelled to Washington DC where they met with congress-people and the media. In the Ivory Coast, children and campaigners gathered at the airport where they staged a “send-off” of friends from the runway. And in London, fifteen thousand “friends” were displayed with a specially commissioned piece by the world famous artist Olafur Eliasson.





1 JULY

As the final preparations were being made for the G8 meeting and with emotions running high in the UK capital, Prime Minister Tony Blair received children at 10 Downing Street. They presented him with boxes of “friends” from all over the world. He agreed to read out the GCE lobby letter at the G8 Summit (6-8 July) and said that he would pass on the “friends” to the leaders. In Edinburgh, “friends” featured in many aspects of the civil society mobilisations – teacher unions and activists carried them during the White Band march on July 2nd, and they featured strongly in meetings with G8 spouses and Jack McConnell, First Minister of Scotland. And on the eve of the Summit, children holding “friends” gave a moving speech at the final “Live8” concert.

13 SEPTEMBER

Following the G8 Summit the “friends” got a brief rest before booking themselves on the flight to New York, where campaigners prepared to hand them over to world leaders meeting to discuss progress towards the achievement of the Millennium Development Goals (14-16 September). This time the “friends” travelled in a symbolic school bus, undertaking a journey around New York before finishing outside the UN headquarters. Kumi Naidoo, Chair of GCAP, and Rasheda Choudhury of CAMPE, Bangladesh gave stirring speeches at the foot of Manhattan Island, with the Statue of Liberty in the background, they entrusted the “friends” to a remarkable man, Kimani N’ganga. At 85 years old, Kimani is the oldest school pupil in the world and a vociferous

advocate of the right to an education. He went to school for the first time when Kenya dropped primary school user fees in 2004. Having toured New York City’s landmarks, the bus finally arrived at the Dag Hammarskjold Plaza at the UN – where the UN Millennium Campaign ensured a rousing reception. The “friends” bus was received by Nane Annan, spouse of UN Secretary-General Kofi Annan, who chatted at length with Kimani, Kailash Satyarthi, President of GCE, and child activists from the US, India and Peru. The former child labourers, sponsored by the Global March on Child Labour, spoke movingly of their joy at leaving behind bondage and getting the education they dreamed of.



Outcomes of 2005

Outcome of the G8 Summit

The hard work of campaigners has paid off in part, although much more still needs to be done to truly tackle global poverty. G8 leaders promised an extra \$48bn a year in aid to poor countries by 2010, half of which – \$25bn by 2010 – will go to Africa. Additionally, at least 18 countries (and potentially up to 27) will receive full cancellation of their debts to multilateral institutions. On trade, the lack of any real progress was greeted with dismay by activists. Policy analysts also criticised the scale and timing of the commitments on aid and debt, pointing out that they fell far short of the agenda set out by the Commission for Africa and the demands of GCAP.

Nevertheless, new aid money could be a welcome boost to the achievement of Education For All, as long as it is targeted towards low-income countries' efforts to expand and improve basic education. Whilst specific aid commitments to education were notably absent from the G8 communiqué, the GCE welcomed the reaffirmed commitment to "free and compulsory primary education of good quality". We also noted, with satisfaction, that the Education For All Fast-Track Initiative (FTI) received a far stronger endorsement than in any previous G8 meeting: "Our aim is that every FTI-elected country will develop the capacity and have the resources necessary to implement their sustainable education strategies."

Outcome of the Millennium +5 World Summit

Following hard on the heels of the G8 Summit, campaigners' hopes were originally high that it would be an opportunity for world leaders to spell out real action on aid, trade, debt and poverty reduction strategies. GCE called for:

- K** Acknowledgement of the failure to achieve the 2005 MDG target of achieving gender parity in primary and secondary education, and implementation of an urgent action plan to get the world back on track to achieve gender equality in education.
- K** Expansion of the FTI, and translating the endorsement contained in the G8 communiqué into firm financial commitments.
- K** Commitment by Southern governments to implement specific policy changes that are a precondition to achieving Education For All.

There was great disappointment by the failure of the Summit to acknowledge the fact that over 90 countries have failed to meet the MDG target of getting equal numbers of girls as boys into school. This is not only a tragedy for those left behind, but a signal of the poor health of the MDG project in general.



'If world leaders won't even wake up to the failure to meet this target, what hope is there for all the other MDGs?'

Rasheda Choudhury (GCE and CAMPE) asked at the launch of the "friends" tour of New York.

Lobbying and campaigning yielded some benefits, however. Early drafts of the outcome document made no reference at all to education. Following sustained pressure, the final version at least included a couple of paragraphs, reaffirming the Dakar Framework for Action and the importance of Education For All. There is an explicit commitment to "free and compulsory primary education of good quality". There is also a commitment to mobilise "enhanced resources of all types through the Education For All Fast-Track Initiative". In the section on gender equality and empowerment of women, there is a pledge to "eliminate gender inequalities in primary and secondary education by the earliest possible date and at all educational levels by 2015".

National outcomes

Global Action Week is not just about influencing international events; it is also crucial for pressurising national governments in both rich and poor countries to make changes that will make a real difference. In dozens of countries, heads of state, finance ministers, education ministers and development ministers vowed their continued support to the Education For All goals, meaning that promises made in 2000 will not be forgotten.

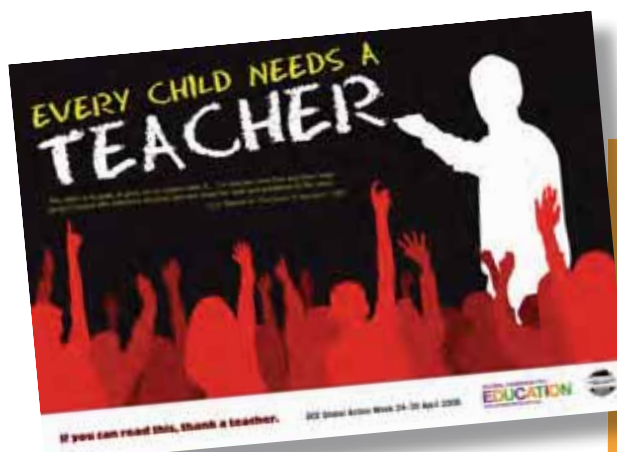
More importantly, Action Week also elicited specific undertakings from leaders. Budget increases for education were promised in the Ivory Coast, Democratic Republic of Congo and Niger (though Niger's Prime Minister was quick to point out that rich countries must also play their part in funding EFA). Nepal's Action Week was used as the occasion to launch a major drive to enroll children in school. In nearby Pakistan, the Provincial Government of Punjab introduced free books and stipends for girl students, and promised to improve school infrastructure in 64,000 schools. Leaders in Cameroon, Sierra Leone, Sudan and Burundi, gave assurances that school fees would no longer be charged – and in Burundi that promise has already been fulfilled. The government of the Philippines undertook to employ more teachers, and Mali, Mozambique and Egypt all agreed to build more schools and classrooms.

Some rich country governments also gave new pledges and undertakings. In Ireland, the government announced its intention to give 0.7% of GNP by 2012, with a corresponding increase in aid to education. And in Canada and Spain, small but significant amounts were promised to help poor countries get their education plans off the ground.

Next steps

So, after a year of hard campaigning, a mixed picture has emerged. While the milestone events of 2005 have not lived up to our expectations, they have nevertheless coaxed some concessions out of rich countries. And although we remain far away from realising the whole Education For All package, the importance of education, and especially girls' education, has been recognised as never before. There are growing signs that donors such as the UK, France and Canada are considering dramatic increases in aid to education. More and more poor countries are gearing up to expand their education systems. And at the recent World Bank/IMF Annual Meetings, President Paul Wolfowitz said, "We will need to raise at least \$2.5 billion per year to fulfil the dreams of thousands of school children eager for a brighter future."

As 2005 draws to a close, "friends" have stopped criss-crossing the globe, but they will go on to feature in a variety of national-level campaign actions with GCE and GCAP over the remaining months of the year. We must now look forward to 2006.



2006 - Teachers Needed

Building on the huge success of previous Global Action Weeks, GCE will continue to push for quality education for all. The week 24-30 April 2006, will once again unite worldwide campaigners as they call, "**Every Child Needs a Teacher**".

There are far from enough teachers to enable all children to be educated. UNESCO estimates that more than 15 million teachers are needed for all children to receive a basic education. Not only is it crucial that children are able to enter the school gates, but also, once they are sitting in the classroom, that they are taught by a qualified teacher. In many cases, schools have no alternative than to teach classes of more than 100 students. Without more teachers, the world stands no chance of meeting the EFA and MDG goals.

In 2006, campaigners of all ages, will put together the "**Case for Teachers**". They will collect evidence and hear testimonies, and will present their cases to government ministers. Once again officials will return "Back to School" and witness the need for teachers. As a result of many activities national attention will turn to each country's "**Big Hearing**", which will argue the strong case for many more qualified teachers.

Find out more about the campaign and how you can be involved by visiting:

www.campaignforeducation.org/actionweek

or emailing:

actionweek@campaignforeducation.org

AFRICA & MIDDLE EAST

From Swaziland to Sudan, and Senegal to Syria, campaigners united, sang, marched, painted and worked hard to pull off stunning, headline-grabbing events.

Moving songs from Youssou N'Dour and Baba Maal kicked Senegal's campaign into gear, as similar events echoed across Africa and the Middle East launching GCE's Global Action Week. In fact more countries than ever before, especially in the Middle East, took part in 2005's Global Week of Action.

The presidents of Mali, Burkina Faso and Niger united in a one-off meeting to hear the demands of GCE campaigners and re-commit to the Education for All Goals on broadcast television. Gambia's "friends" were made of broomsticks and the Ivory Coast made the most – two million "friends". As you will read, each country's campaign was unique. All this imagination and hard work brought education right into the minds of the public and policy makers. A young campaigner in Kenya could not have put it better, saying:

"My friends who are out-of-school will be thought about this time."





Eduquez Joseph
pour un avenir certain



Benin

Campaigners in Benin marched to parliament with their 1,000 “friends” in hand, following which they were invited to a meeting with senators to discuss the state of education in Benin. Throughout the Global Action Week, campaigners also successfully managed to get 100 politicians “back to school”.



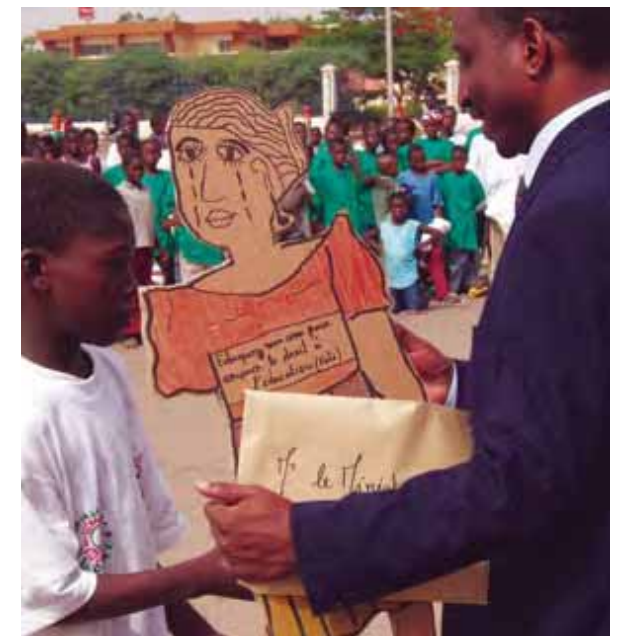
Burkina Faso

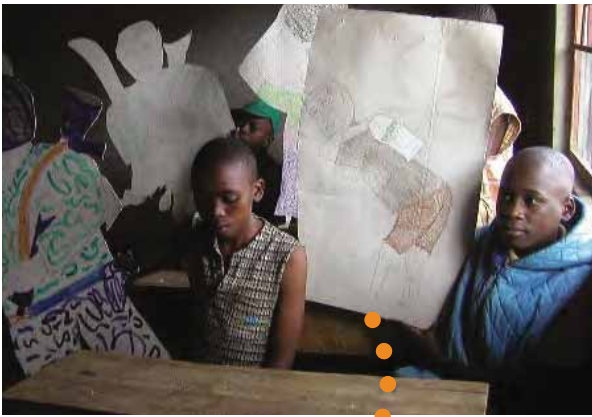
Burkina Faso has a long way to go until every child can go to school – only 35% of boys and 29% of girls are currently enrolled in primary school. The strong desire to right this wrong was reflected during the Global Action Week, as young and old campaigners came out in force to demand that all children should go to school. Their campaigning activities included making “friends”, marching to parliament, and meeting government and education authorities in 44 provinces. Their actions were covered in the print and broadcast media and aired on over 15 channels.

A major highlight was a meeting between President Blaise Compaoré and heads of state of Mali and Niger, when Compaoré signed his name on a messaged “friend” that stated, “To promote women’s literacy is to fight infant mortality and AIDS.” Politicians and dignitaries continued their support, with a special meeting of government officials on girls’ education, and lively discussions about the limitations of the education system and how to achieve quality education in Ouagadougou



and Ouahigouya. The Second Vice President received “friends” that campaigners had proudly carried on their parade through the capital city, Ouagadougou. And after the success of 2004’s campaign activity, 100 politicians and the Canadian Ambassador returned “back to school”. Sitting in the classroom, politicians had first-hand experience of some of the problems that plague schools: overcrowding, dilapidated buildings, and a lack of safe drinking water and toilets.





Burundi

Burundi's GCE coalition, Bafashebige, staged a beautiful, colourful campaign in 2005 which centred on cut-out "friends" made by the country's child campaigners. Activities include a "friends" visit to parliament and a stunning exhibition at the French Cultural Centre. Many of the cut-outs depicted the out-of-school "friends" as child soldiers, reflecting a particularly poignant issue in a country that has so recently been at war. Others depicted street children and domestic servants, further realities that need to be tackled.

An open discussion forum debated the need for children to go back to school and the expenses that prohibited those living in poverty from getting an education. UNESCO, ActionAid, the Inspector General of Teaching and the National EFA Co-ordinator of EFA plans all voiced their opinions in a forum that was aired on four radio channels. Following the pressure campaigners put on the Burundi government during the action, primary school user-fees were dropped later in 2005.



Cameroon

Cameroon's campaign focused on the importance of quality education, especially for girls, and the importance of making progress in 2005, when the world is watching Africa. The week was kick-started by the Prime Minister, who pledged to educate to end poverty at an exciting opening ceremony. The event was attended by several ministers, including those for education, youth and women, and social affairs. Throughout the week, events and discussions were held in Yaounde, Bamenda and Bertoua which were covered through the newspapers, radio and television stations. What was remarkable was the extent to which officials listened to the demands of the children.

The week climaxed with the Minister of Basic Education, announcing the government's decision to remove primary school user-fees. She thanked GCE for all the work that goes into the campaign and for reminding the world of promises made to educate every child. She described the Global Action Week as a positive framework of international exchanges, through which Education for All could be achieved.

Chad

During the Global Action Week, children pleaded for their out-of-school friends to be given an education. 32 primary and secondary schools in Djaména, Massaguet and Mandelia took part, with school pupils writing messages, acting out plays and songs about education and schooling. Over 300 children wrote personal letters to the President, many of which depicted the lives of their friends who have been excluded from schools, nomadic children, disabled children and girls.

A public demonstration took place, where more than 1,500 people came together to voice their demands directly to Chad's politicians. Politicians also visited schools and signed pledges of their commitment to providing education for all children and literacy training for adults.





Congo

Over 9,000 “friends” were made by children campaigning throughout the country, and sent to leaders asking them to take more action and “Educate to End Poverty”.



Democratic Republic of Congo (DRC)

DRC's Vice President Arthur Z'Ahidi Ngoma launched the Global Action Week when he met with the campaign organisers to discuss the campaign and state of education in the DRC. He made a strong point of underlining the need for strong investment in the teaching profession. 5,000 people, including government officials, civil society and union members, school students and out-of-school children, teachers and the public attended the launch. Campaigners questioned officials about the DRC's policy in terms of increasing the education budget, enrolling more girls into schools, building new teacher training centres and developing a national action plan for education. These demands were based on a bigger challenge – to meet the Millennium Development Goals.

President Joseph Kabila personally listened to the views of more than 750 children during a children's lobby that was televised in the world's media. Their demands for a free quality education for all children were met by pledges to increase the education budget and a donation of 100 school benches to the school that hosted the children's lobby. Politicians, including the Minister of Education continued to go “back to school” throughout the week.



Djibouti

Public rallies championing Education For All, were held across the region and included schools and community members. Children marched to parliament with strong messages for education. They sported GCE t-shirts, banners, posters and leaflets that increased awareness about the need for Education for All. These helped secure radio, television and newspaper coverage.

A cross-section of the community took part in panel discussions on the need for quality education for all and children and parliamentarians went “back to school” in both urban and rural areas. Djibouti's campaign was unique in having a day that celebrated books, reading and writing. Students that showed the most interest in reading and satisfying their thirst for knowledge were awarded t-shirts.



“We are convinced that education is the key to success, that education helps you to be, to do, to live and to earn a living. Education is strongly associated with better health and nutrition, improved hygiene, higher child survival rates, positive health-seeking behaviours, poverty reduction and the fight against HIV/AIDS. Education is the key to the process of human-centred development. Lack of education and poor education undermine all development efforts. That is why the theme for this year is Educate to End Poverty.”

EFA Gambia National Chairperson, Adelaide Sosseh at the Global Action Week Pledge Event on 7 May 2005

Egypt

Children from over 430 schools in Egypt displayed a vast 10,000 personally-made “friends”. Addressing officials, children told the stories of their out-of-school friends and asked for more schools to be built so that all children, especially girls, would be given an equal chance of going to school. “Friends” were then signed by various government officials and celebrities who went “back to school”, including the Deputy Minister of Education, Amin Abou Bakr. They learnt important lessons about how schools can better meet the needs of girls. Progress in expanded education was also made – in Sohag, the government gave consent to building five new “girl-friendly” schools and in Beni Souif, NGOs were supported to train teachers and renovate schools to better meet the needs of girls. Another 200 “girl-friendly” schools will also be built in Beheira, Fayoum, Minya and Assyut.



Ethiopia

The Global Action Week took place in six regions of Ethiopia: Addis Ababa, Amhara, Oromiya, Afar, Diredawa and the South. 200 schools and more than 5,000 students were involved in making 3,750 “friends”. GCE campaigners talked to officials and marched through Ethiopian cities wearing “Educate to End Poverty” and “Send My Friend to School” t-shirts. There was support for the campaign across the country. Even the presidential palace opened its doors to child campaigners. Children came from Addis Ababa and Oromiya to personally question President Girma Wolde-Giorgis about education.

The Ethiopia coalition did not stop work at the Global Action Week. Colourful celebrations on 16 June took place in Diredawa, Ziway and Dukem, when out-of-school children, orphans, political leaders and elders once again assembled. The popular children’s television presenter, Ato Tesfaye Sahilu, presented the day’s events. The presentation of children’s “friends” to embassies of the G8 wealthy nations was subsequently covered on national radio and television.



Gambia

The Global Action Week started with prayers in mosques and churches all across the country. The week continued to unite people through pledge events and presentations of children’s “friends”. Gambia’s “friends” were truly unique, made with broomsticks and other materials. The broomsticks signified many factors that keep children out of school – they have to work or help at home, they lack the money to pay school expenses, the distance to school is too far or they are discriminated against because of disabilities. Girls, who have particular difficulties in getting an education, were represented by broomsticks painted red. Across the country, 3,000 children and 140 formal schools, madrassas and other learning centres took part in the campaign. The Minister of Education, along with many other regional and national education officials, attended the Action Week’s events and signed pledges. “Friends” were received by the Gambian President, Yaya AJJ Jammeh, too, before continuing their journey onto the G8 Summit and the UN World Summit.



Ghana

Vice President Mahama, launched the Global Action Week in a deprived fishing area, where many children are out of school. Events then rolled out all across the country. 730 cut-out “friends” were made in 12 districts, each depicting a personal friend who was not in school, giving reasons why and signed by the maker. Children also made out-of-school maps that illustrated local areas where over 50% of children are absent from the classroom. In Northern Ghana, parliamentarians, directors of education, regional ministers, NGOs, community groups and schools all came together in regional forums and Global Action Week messages were sent to local mosques and churches. They continued to show their support, as over 50 politicians also went “back to school”.

Women, children, people with disabilities and teachers all held banners on a march demanding basic quality education. Specific pleas asked for more teachers, textbooks, infrastructure and scholarship programmes. Debates on Education to End Poverty were aired in nine languages on over 16 different radio programmes and events were covered on the internet. The week culminated in the mass delivery of “friends” to President Kufuor and regional ministers by a delegation of child campaigners.

Guinea

The celebrations of Guinea National Education Day on 28 April were the highlight of the Action Week. Approximately 600 children from several schools, civil society members and NGOs assembled to hear speeches and traditional music. The ACEEF co-ordinator, Innocent Kokou Abresse, stressed the importance of education for society’s development, citing the African historian who said “educate or perish” and re-emphasising the Millennium Development Goal promises to give all children a quality education by 2015. The importance of the Global Action Week in informing large numbers of children of their rights was announced by Roger Yassy Klonon of the International Labour Organisation. He described specific projects that have helped get 700 children out of working in the plantations and into schools. The ceremonies continued with questions from children, debates and discussions. Beautiful dances and songs added to the clear emotive plea for universal quality education.



Guinea Bissau

Guinea Bissau held a successful “Send My Friend to School” week. National politicians and officials engaged in the campaign and returned “back to school”. Campaigners asked them to allocate more resources for education, so that all children could go to school and the Millennium Development Goals could be realised.





Ivory Coast

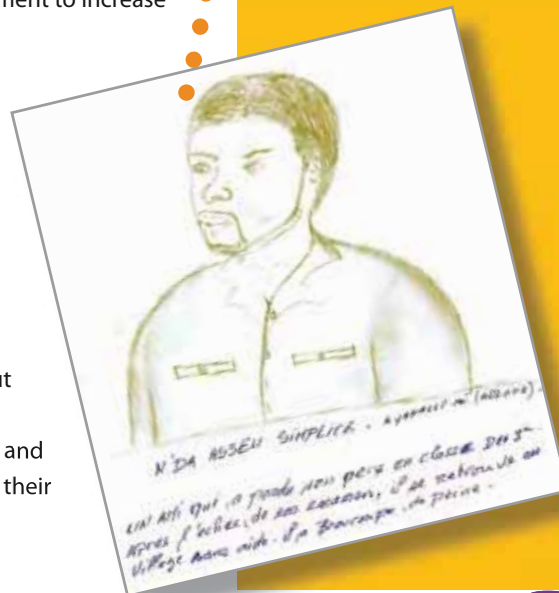
An incredible two million “friends” were made in the Ivory Coast. This massive countrywide making of “friends” and their presentation to the Minister of Education and the President was aired on television. Concerts were held, featuring 25 local artists, and calling for education for excluded children. During the week more than 40 schools were visited by politicians. Other events included a national conference and local marches for education. The result of this amazing week was an announcement by senior decision-makers of a commitment to increase local education budgets.

In the run-up to the Day of the African Child, the remarkable campaign efforts of Ivory Coast’s children were featured in the worldwide media. The day was significant, sending the two million “friends” on their way, via large celebrations at Abidjan’s bus station and international airport. Large, cut-out “planes” were also made and deposited with “friends” outside the United States and French embassies, reminding the G8 of their responsibilities to the Ivory Coast.



Iran

With the support of UNESCO, Teheran’s Global Action Week activities focused on information dissemination and advocacy among teachers. Materials and resources on Education for All, and inclusive education were translated into Farsi. Meetings and events were held in three remote and deprived regions. The aim of the week was to increase teachers’ understanding of Education for All, and how best to include everyone from the most deprived areas.



Jordan

The Ministry of Education and UNESCO supported Jordan’s Global Action Week which focused on getting girls into school. The opening ceremony was attended by a diverse mixture of government officials, country ambassadors, UN agencies, media representatives, students, teachers and parents. School students presented dramas and songs to the education minister, Khaled Toukan, who continued to show his support by going “back to school”, along with other politicians and officials. An art and book exhibition featured art work from children all over the country, calling for quality education. Teaching staff from the associated schools project organised local celebrations and discussions on how best to provide education to excluded children.

Local campaign brochures, posters, and resources were translated into Arabic and used to generate public attention. A press conference on the Education for All goals and Jordan’s education reform programme, and a training workshop, were also held for news agency journalists.

“My friends who are out-of-school will be thought about this time.”

Child campaigner in Kenya



Kenya

Since Kenya recently dropped school registration fees, children have flooded into school in their thousands. But the cost of books and uniforms are still prohibiting others from going to school, so there is still more to be done until the MDGs and EFA targets are realised.

The Kenya GCE coalition held a strong campaign throughout 2005, with public forums, “friend” making and public messages about why it is so vital that every child gets an education. They demanded that government and community leaders do more to enable street children and child labourers to go to school and fight discrimination against girls. The Kenya march was led by a brass band, and carried 3,000 “friends”. Politicians went “back to school” and, in three districts, rallies and communities assembled for bicycle (bodaboda) racing competitions. Music concerts and other activities were organised to sensitise the public and raise the profile of adult and non-formal education.

The Day of the African Child was launched in a rural school in Nyanza, where a cabinet minister stated the importance of child rights and called for the end of corporal punishment in schools. In Thika (where many children work), 3,000 school and out-of-school children carried their life sized “friends” on their walk to meet

government officials including, Vice President Moody Awori. Two days later, on a non-school day, a major children’s fun day took place, when a truck loaded with “friends” journeyed across Nairobi from Uhuru Park to Splash Water World, ending with celebrations for children, including sports, dance, songs, acrobatics and competitions. In similar events throughout the country, children were invited to make more “friends” that were then collected in a symbolic send-off to the G8. The Vice Minister of Education, showed on-going support for GCE, by attending the final hand-over of “friends” to the UN World Summit.



Lebanon

Children who are excluded from school demanded the Lebanon government to “Include Us!” The campaign built on the global activities and added demands for students with special needs. Students beautifully crafted and painted 1,800 “friends” that were presented with painted “schools” at a children’s art fair in Beirut’s UNESCO Palace. The Global Action Week assembled the Ministry of Social Affairs, NGOs and UNESCO, and was covered by the local television channels and papers.





This connects children
and young people across
the world.

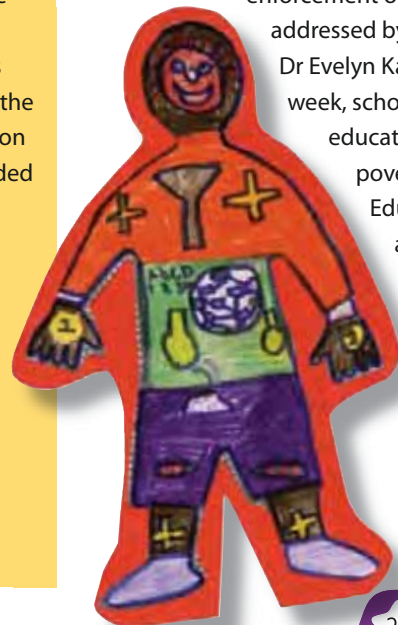
Message written on a child's "friend"

Lesotho

During the Global Action Week in Lesotho, officials, church leaders, union members and politicians showed their support by going "back to school" and visiting Send My Friend to School activities. The Minister of Communications, Science and Technology, Motsoahae Thomas Thabane went back to his very first school, Masianokeng Primary School with the Union Chairperson. He emphasised the importance of education and cited examples of the benefits individuals and communities can reap from a good education. He asked the primary school children to encourage their friends to come to school and study. Other politicians and academics visited secondary schools throughout the country and the Minister of Education held a seminar on GCE's Educate to End Poverty theme which was attended by the country's officials.

Liberia

Research carried out in Global Action Week, showed a shocking 76%, of the 1,725 children surveyed, were out of school – more than 50% of whom were girls. Parents stated the cost of schooling as the main reason for not being able to send their children to school. Although Liberia's revised education law guarantees free and compulsory education, it is yet to be enforced. Campaigners paraded through the capital Monrovia to the city hall, demanding immediate change and enforcement of the law. They were addressed by the Minister of Education, Dr Evelyn Kandakai. Throughout the week, schools and groups debated education as a key to eliminating poverty, while discussions on Education to End Poverty were aired on television and radio talk shows.



Madagascar

The celebrations that took place during the Global Week of Action in Madagascar provided an opportunity for excluded children and illiterate adults to have their voices heard and express their education-related demands through a combination of different mediums: carnivals, conferences, round-table discussions and exhibitions. These groups were also joined, backed and supported by children who attend school, parents, community members and the administrative authorities who are well aware of the role of education in providing economic and social development for the country. They gathered together with the joint aim of convincing the public and officials that it is everyone's responsibility to ensure Education for All becomes a reality.

The activities were jointly organised by the Ministry for National Education and Scientific Research, the Ministry for Population and the Ministry for Youth and Sport alongside other education related partners and NGOs. The whole event was a huge successful group effort that showed the strength of everyone working together.



Malawi

The global action week was launched in Nsanje District, one of Malawi's poorest areas, with an illiteracy rate of 75%. Colourful performances illustrated why children are not in school. Children were very active in campaigning throughout the week, holding a press conference, dancing, reciting poems, marching to parliament and giving speeches to the Minister of Education. Workshops were held in Lilongwe to sensitise government officials to the needs for EFA and also with traditional leaders about the importance of getting girls into school. "Friends" were given to politicians and were hung on walls and trees to remind all of the urgent demands for education.

Let everyone have
a chance to go to
School its only fair!!!
Its their right!



Mali

In Mali, only 38% of boys and 32% of girls are enrolled in primary school. This was highlighted in the making of "out-of-school maps" during a ceremony of local politicians, and religious and traditional leaders in Intillit. Dilapidated straw classrooms were the site of school visits for the Mayor of Gao, an MP and other officials – afterwards, they pledged to re-build classrooms by next year. Children were active all week, making thousands of "friends" with signed personal messages. They carried these when marching through towns demanding education and during performances on education, poverty and HIV/AIDS. In Bourem, over 1,000 students gave 10,000 "friends" to the president of the Parents' Association. Events and debates on EFA and the MDGs were covered in the media and, in the northern nomadic zone of Ménaka, girls' education and poverty was discussed by local school authorities, parents' association members and illiterate women. The biggest achievement had to be the support of Mali's President Amadou Toumani Touré who met the heads of state of Burkina Faso and Niger, and signed a "friend" that demanded:

**"Send My Friend to School
in order to eradicate Child
Labour."**



“Girls’ education is the key to ending world poverty. 2005 marks the year that world leaders have broken their promise to get equal numbers of girls and boys into school. I support the Global Campaign for Education’s call to educate girls to end poverty and call on world leaders to respond to calls from children around the world to ‘Send my Friend to School’.”

Graca Machel



Mauritania

An impressive 2,156 “friends” were collected and all were sent to the President, Prime Minister and senior politicians. Schools and non-formal education centres were involved in giving special lessons and making “friends”.

Morocco

The National “Educate to End Poverty” campaign, was active in three regions of Morocco. Events consisted of speeches, children reading out poems about education, testimonies about why they were unable to complete schooling, or even attend school due to poverty. Round-table discussions focused on what can be done to improve the education system and senior politicians signed pledges of commitment. One event saw 500 children and adults united in Fez, where Elie Jouen, Chair of GCE and Secretary General of Education International spoke about the promise made by governments at Dakar that all children will have access to basic education by 2015. A demand was made for better quality education to be accessed by all, especially child labourers and children in rural areas.

Mozambique

The Global Action Week was launched in a secondary school in Maputo where 2,000 people witnessed politicians going “back to school”. There were presentations from NGOs, members of government and children. The week continued with many activities across the country, including processions, exhibitions, competitions, dramas and sports matches. In Nampula alone, more than 5,000 people marched through the city, led by a military band. In Manica, there was a large event as children gave a giant “friend” to President Armando Guebuza, the First Lady and the Minister of Education. Politicians went back to school – they visited one of the poorest schools on the outskirts of Xai-Xai where 2,000 students only have six classrooms. After this trip, politicians and local government officials agreed to build another three classrooms immediately.

There were many lively debates on education, which were aired on the radio and television. Child labour and child abuse were brought up as problems that needed to be resolved in order for all children to go to school. In Marracuene, campaigners claimed schools’ lack of resources, and poor infrastructure, coupled with poverty in the surrounding community are the primary reasons for many children not going to school. Girls are particularly vulnerable, as their education is valued less than boys.

Throughout the week, there was positive engagement between civil society organisations, NGOs and education staff. People marched together, wearing GCE t-shirts and holding their “friends” before handing them over to many Mozambican politicians.





Namibia

The Global Action Week was launched simultaneously in different regions across Namibia. In Opuwu, home of the minority groups, civil society groups, children and teachers gathered for an organised ceremony and address by the UNESCO Windhoek director. In Khomas, another launch ceremony took place at the Van Rhyn Primary School. Thousands of children were involved, giving performances, and meeting political leaders and decision-makers. Schools came together, including some for hearing and visually impaired children. They made “friends” which were attached to 100 balloons and released into the sky as a symbolic act to “Send My Friend to School”. The 100 balloons represented the over 100 million children that are still out of school.

“The entire UN supports EFA. Indeed, even as I am with you in Opuwu, the UNFPA representative is delivering the same message in Khomas and the WHO representative will allude to it in Oshakati.”

UNESCO Windhoek director Claudia Harvey at the national opening ceremony

Niger

In Niger, only 34% of all boys and 28% of girls enrol in primary school. Education campaigners came out in force, creating a high-profile campaign which gained the attention of politicians and government officials. The Minister of Primary Education and Literacy launched the Global Action Week at the national stadium in Niamey. Live music included a specially-written rap theme song, presentations from children and speeches. The event was attended by many dignitaries, including the French Ambassador.

A logistical *tour de force* took place in order to get ministers, local business people, and politicians “back to school” in 36 regions all over Niger. On visiting the schools, officials signed Niger’s GCE pledges that asked for a repeal of the mandatory retirement policy for teachers, an extra 1,000 teachers to be recruited every year, an increase in the primary education budget from 8.6% to 12% in 2006, and an extra 1,000 literacy centres per year.

1,000 students walked 5km alongside MPs to meet the country’s Prime Minister and a host of government officials at a moving ceremony in Niamey. Here, a staggering 689,886 messaged “friends” were delivered to the Prime Minister. Hama Amadou responded by

re-committing the Niger government to meeting the Education For All goals, whilst also stressing that Niger alone cannot meet the challenges of educating 380,000 new students each year, and that outside support and investment is needed. His call was echoed by research carried out by ROSEN that concluded Niger has met its financial commitments to education, whilst the international community has fallen short of its promised support.

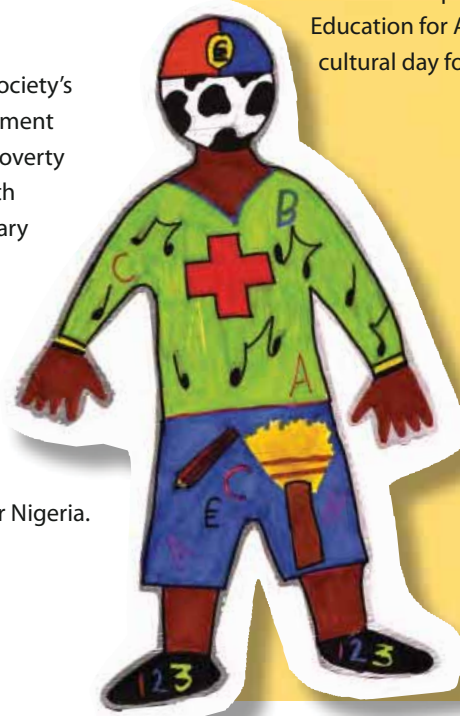




Nigeria

The Global Action Week took a remarkable journey this year, reaching out beyond the largest cities. The week kicked off at local council level, with women and children speaking out to traditional rulers and local legislators, demanding a transformation from “rhetoric to actions”. The Minister of Education reported to the press on Nigeria’s status regarding Education For All and the Millennium Development Goals.

The event was possible because of civil society’s successful lobbying for increased government transparency in their work to eliminate poverty and achieve the MDGs. The coalition, with support from UNICEF, made a documentary on, *The Face of Poverty*, which was aired throughout the week. The week culminated in 500 children delivering their 1,000 “friends” to the Minister of Education, Minister of Finance and Minister of Women’s Affairs and Youth Development in Lagos, and similar “friend” delivery events in regions all over Nigeria.



Qatar

The Global Action Week was inaugurated at the University of Qatar under the slogan “Partners for a Better Education for All”. Presentations, lectures and roundtable discussions were held, with a special focus on quality education, including training and capacity-building, curriculum, information technology, teachers and students with special needs. Events also included an Education for All art exhibition, and a sports and cultural day for hearing-impaired students.



Rwanda

Students created over 3,000 “friends”, all with personal messages to the world leaders to “Send My Friend to School”. Building on the “Valuing Teachers” work done by Voluntary Services Overseas (VSO), the Rwanda GCE coalition worked with the government and donors to understand and solve teacher supply and motivation issues, as well as find ways to fund quality public education for all.

On the Day of the African Child, representatives of the Ministry of Education, Vice Mayor of Kigali, UNICEF, and FAWE were invited to St. André Secondary school in Nyamirambo, Kigali. Children read messages, acted a role-play about the importance of education, and handed over their “friends” for attending dignitaries to sign before being sent to the G8 embassies in Kigali. The day’s events were covered on major national radio stations and in the newspapers.



Senegal

On 29 April, hundreds of children joined with local politicians to give a message to President Abdoulaye Wade. Those supporting the campaign included internationally recognised Senegalese artists, Youssou N'Dour and Baba Maal, who launched the campaign messages. More than a hundred civil society organisations, UN agencies and government ministries came together during the active "Send My Friend to School" week, which was organised by EFA-CNEPT.

The highlight event of the week was a "headlight demonstration" in Rufisque. More than 300 children from different backgrounds, gathered to hold up their "friends", carry messages and sing songs for the authorities to turn their attention to children who are not able to get an education, and to end poverty and discrimination by enrolling them in schools. Throughout the week 10,000 "friends" were made and 20 politicians went "back to school". These events were well publicised throughout the Senegalese media.

Around the Day of the African Child an international "Dakar +5" conference was organised by UNESCO and the President of Senegal was lobbied with messages and "friends" created during Action Week.



Seychelles

Schooling is compulsory up to the age of 15 in the Seychelles and the gender parity goal has been met. Campaigners, however, felt passionately that children need to receive a better quality education. Up to one in five people is still living in poverty and quality education is a fundamental means to improve the lives of these people.

During the Global Action Week, debates took place on the issues of quality education and the campaign put pressure on the government to review the current education strategy. Schools, learning centres and civil society organisations displayed specially adapted campaign posters and flyers across the Seychelles Archipelago. With the support of the Education Minister, members of the government, parliamentarians, students, education and civil society activists came together during the week and at a National Pledge Event where people registered their solidarity to achieving the MDGs, fighting poverty and providing quality education to all people.



Sierra Leone

A decade of civil war has left Sierra Leone in a state of extreme poverty and with 375,000 children out of school. Dramatic changes are, however, taking place. The Minister of Education, Dr. Alpha Wurie, launched the Global Action Week in Freetown. His speech was aired on radio and it was reported that the government is prepared to open the doors of every single school (whatever its structure, whether built or outside) to enable every child of school-going age to have the opportunity of gaining a basic education. The Minister stated, "Weak communities will be supported to send their girl children to school and skills training centres, not only to attain gender parity, but as a means of fighting HIV/AIDS and early pregnancies."

During the week, a five-day workshop took place on the education sector's response to HIV/AIDS, attended by over 160 people and development agencies. And an initiative to build 1,200 community schools was launched in northern Sierra Leone.

The week featured a spectacular march of 30,000 children – holding their cut-out "friends" – to the national stadium where a national pledge event took place. Statements were given by a number of prominent people, including the Minister of Education, the activities coincided with

“Education is the single most powerful weapon you can use to change the world.”

Nelson Mandela

the country’s independence celebrations.

On 16 June, the public rallied through the streets of Freetown sporting school bands and thousands of cut-out “friends”. Students made presentations about the need for debt cancellation and better quality education for all, and delivered their “friends” and messages to the education minister.



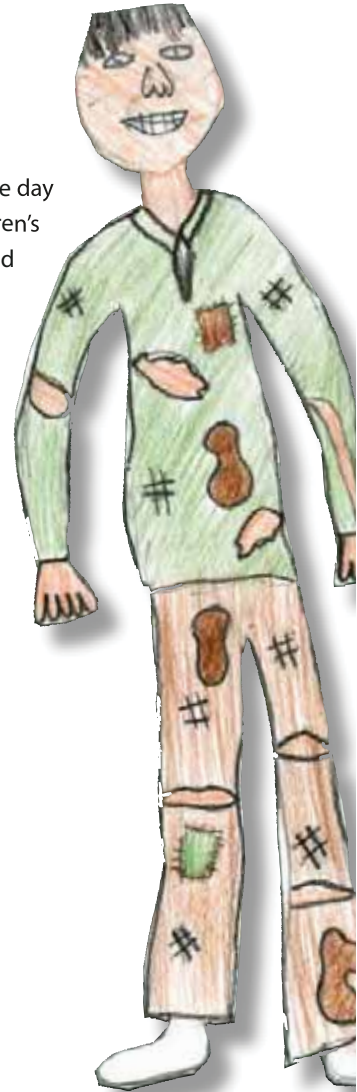
South Africa

South Africa played host to a range of activities to push for quality education for all. These included developing a reading pack on quality education issues and holding leadership schools for young people in KwaZulu-Natal, Gauteng and the Western Cape provinces. On South Africa’s Freedom Day on 27 April, a “Children’s Speak Out” was held in the Apartheid Museum, where they asked for quality education without violence. 100 students from Gauteng’s schools gathered and debated the effects of sexual violence, child labour, poverty and HIV/AIDS on education.

The South African coalition started tracking the quality of school nutrition programmes and the provision of free school meals as an essential way of improving health and getting children into schools. They also held several debates and discussions on early childhood development, the WTO and the impact of GATS on education and health. A regional roundtable discussed Southern Africa’s progress towards achieving free education.

On the Day of the African Child there was a symbolic gathering of children in the Hector Pieterse Museum (which is dedicated to one of the children killed by police

in the 1976 Soweto riots). The day commemorates school children’s struggles against injustice and unequal education in 1976. After talks, these young people took their “friends” to join an enormous rally at the Soweto “Mountain of Hope”. The “friends” were handed to the UK High Commissioner to South Africa to pass on to the UK Prime Minister Tony Blair.



Sudan

Over 4,000 adults and children were involved in GCE events during Global Action Week. An impressive 15,000 cut-out “friends” were made, with colourful messages asking for girls’ education. These messages were echoed by civil society organisations and communities who were talking to the local authorities. Children gave their voices through songs, dramas and speeches asking for free education.

A rally of 500 children and 3,000 parents, civil society and NGO members marched to the Palace of Sudan where they met embassies, UN agencies, the chairperson of parliament, and the Minister of Education, Mr Babikir Nahar. He welcomed the crowds and expressed his readiness to listen and meet their demands where he could. As a result of the children’s call for education a decree was issued for free quality education to all, meaning that any school that does not keep to this will be penalised.





“Send My Friend to School, even if he is a street kid or disabled.”

Plea of a child to the King of Swaziland.

Swaziland

The Global Action Week was celebrated for the first time in all four regions of Swaziland: Shiselweni, Lubombo, Manzini and Hhohho. Throughout the nation, children marched to towns, with banners and their messages to “Send My Friend to School”. Their message asked King Mswati III and the Prime Minister to support all children to get a quality education. They read stories of personal friends who had to drop out of school because they could no longer afford the school fees and they sang songs that described the plight of children whose parents had died. The week’s events were covered in the Swazi newspapers, television and radio and the Ministry of Education is planning to publish a book of the children’s messages and letters.

Syria

Syria worked in partnership with the Lebanon campaign and UNESCO, and placed a special emphasis on “Reading for Literacy”. Discussions were held on how to achieve Education for All, citing examples of mobile schools, programmes for girls’ education, teacher training and literacy.

“Is the current primary school curriculum enough in empowering today’s school children to improve their lives and economic status after the completion of basic education?”

Question asked by GCE campaigner on Radio Tanzania

Tanzania

Children, parents and teachers presented their messages to 17 members of parliament and performed poems, songs and dramas. Their presence was very significant, because, although children no longer need to pay school fees in Tanzania, there are three and a half million children who do not attend school. They still have to foot the bill for textbooks and uniforms and, for many, this cost is simply too much.

Many parliamentarians went “back to school” and became more aware of the specific problems faced by children orphaned and stigmatised because of HIV/AIDS. They learnt how districts can better provide for vulnerable children and the need to support them with school materials and uniforms.

Children were at the centre of Global Action Week – they wrote messages, essays and letters of solidarity and drew “missing out” maps, illustrating their peers who are missing an education. There was an essay competition and their content was used to develop an advocacy paper. They rallied through villages with placards of messages to improve education, and drop all costs of going to school. The week’s activities were featured in the press, and on television and radio.

On the Day of the African Child, education organisations came together in Shinyanga, Mwanza and Karatu Districts. Children and the community held up personally-written messages, with their own testimonies of exclusion from school. Journalists attended the events and interviewed children, and a documentary of personal stories was made to send to the G8. Members of parliament, television and radio journalists, and representatives of G8 embassies also returned to some of the schools that were visited in April.



"I feel so bad, lonely, and abandoned with other educated women because I cannot read or write."

Young GCE campaigner in Tanzania



Togo

The GCE Togo coalition had an array of events planned to mobilise people during the Global Action Week. Sadly during April there were violent political demonstrations in Togo's urban areas, which prevented the GCE campaign from taking place. Instead this period saw an exodus and displacement of people and several weeks later the country was still in turmoil. Campaigners however remain committed to improving the lives of people in Togo and ensuring children are able to go to school.



Uganda

The Global Action Week kicked off with a national press conference, which was successful in securing discussions about EFA, the MDGs and Education to End Poverty on national radio, newspapers and television talk shows. More children, teachers, parents and officials than any previous Action Week came together in events in over 30 districts. MPs went "back to school" and were presented with children's cut-out "friends". Parents also returned to school to increase their understanding and support for their children's education.

In Kampala, over 5,000 people marched through the capital to the suburb of Kisenyi, where many disadvantaged children reside. Here they used songs, dance and drama to call on the government to take more action to ensure that all vulnerable children, especially those orphaned to HIV/AIDS, are given support to gain a quality education. Public discussions were held on the gaps in the education system and the consequences these have on poverty. Radio talk shows in Apac informed communities of the importance of educating girls and boys that had been denied an education because of war, many of whom have experienced trauma, physical or mental disability as a result of the strife. In Gulu, adult learners marched through the municipality calling on government to increase funding

for adult literacy programmes in order to end poverty. A "Children's Speak Out" event was organised by UNESCO, the Ministry of Education and Save the Children. Here, children from 20 districts assembled and discussed examples of how education can help end poverty and gave their statements to the Minister of Primary Education. Parliamentarians vowed to discuss the issues raised throughout the Action Week in a month's time.





“Study after study has taught us that there is no tool for development more effective than the education of girls. No other policy is as powerful in increasing the chances of education for the next generation.”

UN Secretary-General Kofi Annan, March 2005



Zambia

The Global Action Week was launched by the Minister of Education, whose speech was broadcast on the mainstream television channel. After this, a National Pledge Event took place on 27 April, when a parade of people followed the Zambia Army Brass Band to the show-ground. Children and adult learners held their “friends” and spoke to politicians, media and celebrities about getting all children into school. The Minister of Education and President Levy Mwanawasa were asked to take concrete action in 2005 to ensure the Millennium Development Goals and Education For All goals are met.



Zimbabwe

Parliamentary elections did not stop the Global Action Week in Zimbabwe taking place; they merely postponed it until the end of June. Throughout the week, young campaigners were involved in a host of events which were publicised on the internet and on posters. Children throughout the country made cut-out “friends” and came together in district assemblies. All provincial governors were given cut-outs and “friends” from each province were selected to go to a national assembly. On their way they marched through Harare to the Girls’ High School.

The need for Education For All was also depicted through drama, poetry and cultural events. One school focused on a girl called Patricia, who has lost her father and cares for her terminally ill mother and three younger brothers and sisters. Because of the situation and the fact that the family are desperately poor, Patricia is unable to fulfil her right to go to school. Her story was used to remind the government and international community of the many children in similar situations.

West Africa: a unique meeting of the presidents of Mali, Burkina Faso and Niger

In West Africa, there was a truly exceptional launch of the 2005 Global Action Week with the presence of three national presidents: Amadou Toumani Touré of Mali, Blaise Compaoré of Burkina Faso and Mamadou Tandia of Niger. Each president placed his signature on a “friend” and committed himself to the Education For All goals. The event was aired on television in Mali, Niger and Burkina Faso, as well as regional radio stations and in a special two-part news magazine.

“To promote female literacy is to fight against infant mortality and AIDS.”

Signed by Burkina Faso President, Blaise Compaoré

“Send My Friend to School in order to eradicate child labour.”

Signed by Malian President Amadou Toumani Touré

“The future of a nation is in the schooling of girls.”

Signed by Niger President Mamadou Tandia

AMERICAS

“Friends” had a massive presence in the Americas – giant puppet “friends” paraded through Brasilia calling for action to “Educate to End Poverty”, whilst life-size “friends” sat on Canada’s parliament hill for a breakfast meeting with government officials. And in Nicaragua people-sized “friends” contained the names of children in the local area who were unable to go to school.

From Canada to Colombia senior politicians were visited by young campaigners and dignitaries returned “back to school” to sit in the classroom. Events made the news and were discussed on broadcast television and radio and for the first time Guyana was involved. Whether marching, dancing, teaching, or singing, campaigners demanded education. In Bolivia campaigners were heard shouting:

“Let’s break the barriers through education, not more poverty!”



EDUCAR
PARA ERRADICAR LA POBREZA

La Educación capacita
Un año de escolarización puede incrementar los salarios de las mujeres en un 10-20%.

La Educación salva vidas
Se podría evitar 7 millones de infecciones por el VIH/SIDA en la próxima década, si todos los niños y niñas recibirían una educación básica.

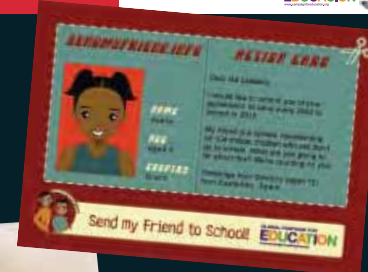
La Educación construye un futuro
Los hijos e hijas de mujeres con estudios tienen un 50% más de posibilidades de sobrevivir tras los primeros años de vida.

“La educación es el arma más poderosa que tenemos para cambiar el mundo.”
Nelson Mandela

Pida a los mandatarios mundiales que acabe con el analfabetismo y que conviertan la pobreza en una historia del pasado

Semana de Acción Mundial 2005 de la CME
www.campaignforeducation.org/actionweek

EDUCACIÓN



Le enviamos a Raquel, uno de los 105 millones de niños sin escolarizar en el mundo.





El cuerpo es el templo del alma y el alma es el templo del espíritu. El cuerpo es el templo del alma y el alma es el templo del espíritu. El cuerpo es el templo del alma y el alma es el templo del espíritu.

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Le enseñamos a la gente, uno de los tres pollitos de mi clase se ahogó en el mar.

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“Let’s break the barriers through education, not more poverty” *was demanded in Bolivia*



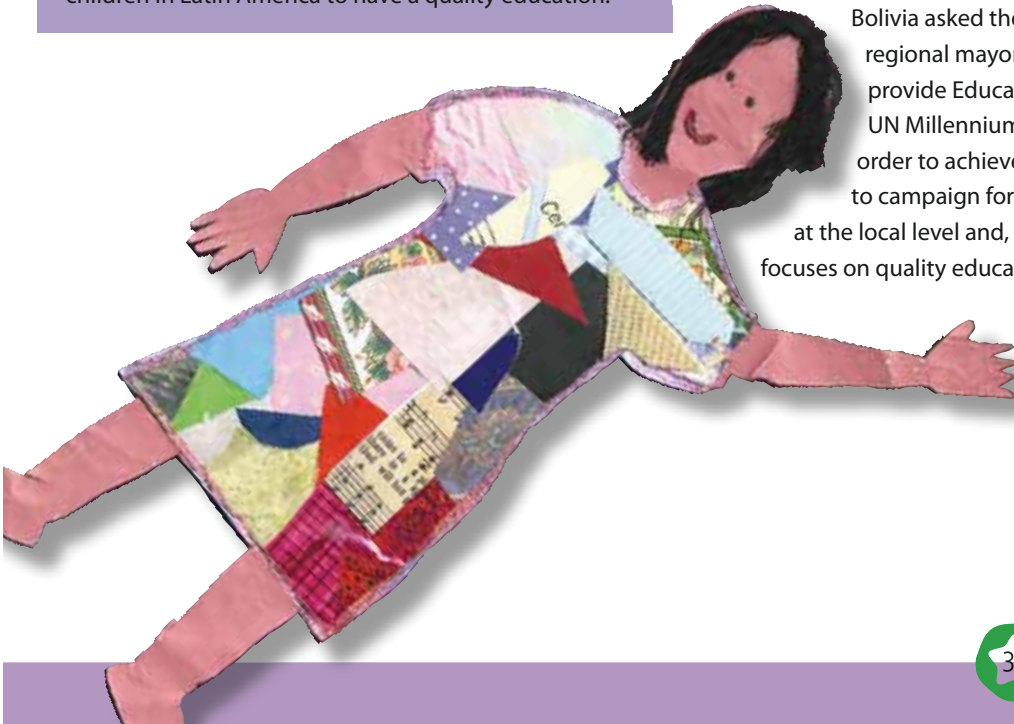
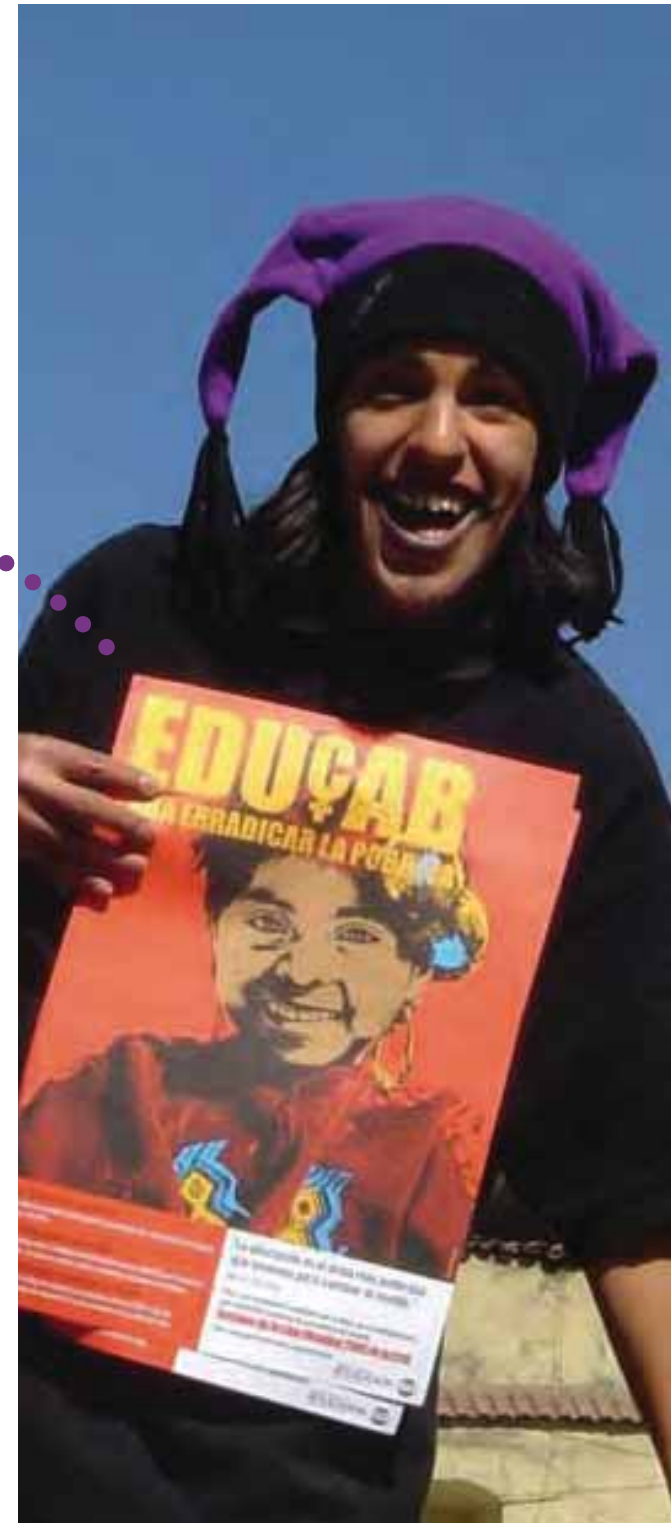
Argentina

An international symposium “Education in the political process: challenges for the governments, parliaments and political parties” took place in Buenos Aires and was followed by a range of lively and pertinent discussions about education throughout Latin America. Through these debates, key players sought to improve the spirit of co-operation towards change and through such shared endeavour, build regional policies that will enable all children in Latin America to have a quality education.

Bolivia

Hundreds of schools, civil society organisations, trade unions and universities came together to campaign for education and make personally inscribed “friends”. An impressive exhibition of “friends”, entitled “This Is Our Reality”, was visited by 5,000 people including national ministers.

One day of the Global Action Week was also nominated as “National Commitment Day” when GCE Bolivia asked the Ministry of Education and regional mayors to fulfil their promises to provide Education for All and achieve the UN Millennium Development Goals. In order to achieve this, GCE Bolivia continues to campaign for larger education budgets at the local level and, alongside school resources, focuses on quality education.





Brazil

Among students receiving lessons in Brazil were the Finance Minister, Antonio Palocci and National Congress party leaders. When they returned “back to school”, the officials were presented with “friends” and learned first-hand the need to increase education spending in Brazil.

“Friends” continued to feature strongly in Brazil’s campaign in June when 150 children assembled in central Brasilia, to add their voice to the global call for the G8 to end poverty. The children travelled from poor schools on the city outskirts to the centre of the capital, where they paraded with giant puppet “friends” (which are used in Brazil’s carnivals) with large banners saying “Towards Scotland”. The giant puppets were also used in a “big hug” of the treasury building organised by the Global Call to Action Against Poverty (GCAP). Children hand-delivered their “friends” to the G8 embassies and met the Finance Minister and British Second Secretary, Richard Barlow, asking him to pass the messages of children from all over Brazil to British Prime Minister Tony Blair.

“I would like the schools in Brazil to be the same as those in the richest countries of the world.”

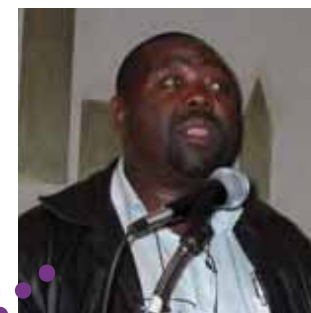
Ceará, young GCE campaigner



Canada

The Canada GCE alliance got off to a flying start. Information about GCE’s Global Action Week was distributed to 11,000 schools and, in response, school children all across Canada made a plethora of cut-out “friends”. 200 of the cut-outs were displayed at the launch of Action Week, when over 100 teachers, politicians, civil servants and NGO employees ate a symbolic, “breakfast on Parliament Hill”.

Thulas Nxesi, President of Education International, came from South Africa to meet politicians and students. His message was clear – Canada has an important role in leading the way in fighting global social injustice and now is a crucial time to make an example of progress towards the Millennium Development Goals.



There was some progress as the government announced \$10.7 million to the Canadian Teachers’ Federation for basic education initiatives in Africa, Asia, the Caribbean and Latin America and \$24 million for basic education initiatives in Nicaragua and Kenya. But this is not enough. The coalition used the GCE “missing the mark” school report to put pressure on the Canadian government to enlarge its efforts towards Education for All, to bring their basic education spend up to US\$200 million a year. The issue was recognised by the media with coverage in Canada’s leading paper, the *Globe and Mail*.

“The feedback so far is phenomenal. Teachers are delighted to introduce their young students to the world around them, and to nurture their potential as good global citizens.”

Terry Price (President of the Canadian Teachers’ Federation)



“All of us do not have equal talent, but all of us should have an equal opportunity to develop our talent.”

John F. Kennedy



Chile

Chile’s Global Action Week slogan was “Equality of Opportunities for a Quality Education”. In discussion forums, children added their voices to describe their personal experience of the short-comings of the education system. They also made hundreds of cut-out “friends”. A combination of children, in person or symbolised by “friends” was used to make demands of national and world leaders.

More than 300 children took part in a public performance, in front of the National Museum of Beaux-Arts in Santiago. Holding up their “friends”, they addressed the politicians and the Ministers of Education, Soledad Alvear and Michelle Bachelat to demand quality free education for all. Similar performance activities took place throughout the country, raising public awareness of the state and quality of education in Chile.



Colombia

Education hit the headlines in the run up to the Global Action Week; interviews with popular educators were aired, putting pressure on the government to provide quality education to all children.

Schools and organisations got to work making cut-out “friends” – a total of 500 figures were made and sent to President Alvaro Uribe Velez. Schools also hosted visits from politicians who went “back-to-school” and signed commitment pledges to improve Colombia’s education system.

Throughout the year, children were involved in events and discussions about inclusive education. Not stopping after the Global Action Week, children continued to campaign, joining GCAP in their march across Bogotá on White Band Day, 1 July.

Costa Rica

The Minister of Education, Alejandro Alfondo, opened the parliament doors to GCE child campaigners. Children brought their “friends” to a special session with ministers, UN specialists and the UNESCO Director, San José. Speeches were given on Education For All, the Millennium Development Goals, and the links between education and poverty eradication.

The event was followed up with a lively roundtable discussion of agencies and the government to draw up courses of action. The University of Costa Rica discussed their role in quality basic education, by providing research in quality education and by training teachers. The debate of education organisations and governments was moderated by a researcher, teacher and former UNESCO consultant. Throughout the week the activities and interviews were publicised on various radio stations.



Exigimos Al Ministerio de Educación
 La falta de equipamiento de
 mobiliario y equipo a todos los
 Institutos Tele-Secundarias.
 Nos hacen falta Libros para los
 Establecimientos.
 No se cuentan con televisores y
 caset para recibir informaciones.
 La Educación es Gratuita

EL Salvador

The Global Action Week focused on shaping a new "Alternative education system: offering quality education to the rural sector". The new education system is aimed at rural children who are currently excluded from school. To finance the new initiative, a Municipal Education Investment Fund was also launched.

The Minister of Education, Darlyn Meza showed her support, saying, "Congratulations to campaigners for this great effort, and I'd like to say that we can accept these alternative models officially to be part of the education system for El Salvador. In this, we can give an opportunity to thousands of Salvadorians who at this moment do not have any opportunity to attend school."

There were also an amazing 10,000 "friends" made by children in El Salvador, and their personal demands for education were sent to both national politicians and to G8 leaders.



Guatemala

Open forums and meetings took place in about 40 communities, where children, young people and adults came together and discussed the Dakar EFA goals, and rated the government's performance against personal testimonies. A special "Right to Education" meeting was held to discuss the problems and solutions of ensuring that all young people get an education. Throughout the week, there was huge nationwide media coverage, in five programmes on television and local radio stations.

A vigil was held in front of the Ministry of Education where children held up their cut-out "friends" representing children who have been denied an education. Young people performed a play on education, which attracted many on-lookers and interest from the public. Young campaigners also met the Consultative Commission For Education Reform and the Vice-Minister of Education, Celso Chaclán, and told personal stories of how they were not receiving a quality education. They then handed over a statement of demands. As a result, the education reform body pledged to re-commit to working towards the EFA goals.

Guyana

In 2005, a new GCE coalition was established in Guyana with the help of Voluntary Service Overseas (VSO), the Guyana Teachers' Union and various education NGOs. This new coalition has great hopes of working with the government and donors in finding solutions to the problems of teacher supply and motivation, and to ensure appropriate levels of domestic and external financing for quality education for all.

Haiti

Children excluded from education came together with academics during Haiti's lead-up to elections and questioned political parties about their standpoints on education. They were asked to sign pledges that ensured education policies became a top priority electoral issue. Throughout the Global Action Week children also made 7,000 "friends".



Honduras

The Global Action Week saw 28 NGOs and businesses come together to organise events across the country. A conference on “Educate To End Poverty” focused on how to meet the Millennium Development Goals for education. Children who had made “friends” turned out for a “Send My Friend to School” march which ended at the Presidential House. President Ricardo Ernesto Maduro welcomed a group of children and committed to support education for all children in Honduras. He pledged to allocate sufficient resources to schools, work to ensure all children with disabilities were integrated into the formal education system, and to ensure that all children, including street children, child labourers and children with disabilities, are able to fulfil their right to go to school.

Jamaica

Church and synagogue prayers launched the Global Action Week and Education for All messages were read out in a special service that was conducted across the island. The week continued with roundtable discussions of education, by the University of the West Indies Distance Education. Regional workshops brought teachers and education officials together to review recommendations to the national task force on



education. A marketplace for learning was held too, where key youth and training organisations and the Ministry of Education set up an exhibition of learning materials and presentations.

School children visited Parliament to present their MPs with personal letters asking for more support in reaching the Education for All goals. Schools put on displays of posters, poems and writings which remained on show when members of parliament returned the visit and went “back to school”. On the same day, a debate by young people on education also took place, broadcasted live on Jamaican television.

Nicaragua

Children in Nicaragua made a colourful array of life sized cut-outs with their names written alongside their demands for their “friends” to go to school. Some cut-out “friends” contained the names of children who had dropped out of school in the local municipality. The “friends” were then sent to the relevant local and national politicians, asking them to commit to more action to help such children, and sign a “friend of education” pledge.

Other activities included a forum on the “Right to Education”. Women and girls that had been excluded from education addressed members of parliament about their situation and the city council devoted one of their



sessions to the lack of education opportunities for girls and women.

Panama

Nationwide, campaigners conducted a search of boys and girls not attending school. Children in school, looked out for their friends that were unable to go to school and drew pictures of the ones they found. These pictures were shown at a press conference in Panama with the plea “we want these children to go to school”. Children also wrote and presented letters to the president, Lic. Martin Torrijos, that asked for free, good quality education for all their friends. Cut out “friends” were displayed on government offices walls, reminding politicians of their duties. The largest University of Panama also organised an open colloquium on education, which was attended by UNESCO and government officials. As a result of this busy week, new initiatives were launched so that all the identified children could in future attend school.



Peru

The Global Action Week was active in all the 24 regions, where children set to work making a staggering 25,000 “friends”, and over 100 local and regional politicians and officials went “back to school”. The week climaxed in a presentation by out-of-school children to the Congress, demanding an education. Their cut-outs were handed over to President Alejandro Toledo and displayed outside the Congress buildings.

Trinidad and Tobago

School students launched the Global Action Week on a live television broadcast on 25 April. Together with the Secretary-General of the National Commission for UNESCO, the students presented the planned Education For All week’s activities and explained why such a week is so important.



United States of America

The majority of campaigning in the USA focused on 16 June, when children displayed their 10,000 “buddies” (the USA term for “friends”). Simultaneous events took place across the country, aiming to increase awareness about the need for universal basic education and place pressure on the world’s leaders meeting for the G8 Summit.

“Send My Friend to School” youth leaders, from all across the USA, travelled to Washington, DC to address their members of Congress on the need for action from the G8 on universal education. The students, accompanied by their parents and teachers, toured the Capitol building and attended a reception which honoured Congressional supporters of international basic education. The young lobbyists were enthusiastic advocates for education and reached an impressive number of members of Congress.

The media coverage of “Send My Friend to School” events was vast, and included a magazine interview with Senator Hillary Clinton and wide television and newspaper coverage including the *Washington Post* and *Bloomberg News*.

Uruguay

“Voices Urging for Action” was the title of the beautiful and hugely popular exhibition held by the International Council for Education (ICAE) and the Popular Education Network Among Women of Latin America and the Caribbean (REPEM). This exhibition was made up of a selection of the wonderful cut-out “friends” produced by children, youth and adults from across the country, as one of the many activities of the GCE and the Global Call to Action Against Poverty (GCAP) in April 2005. It was stunning enough as an exhibition in itself, let alone the powerful political message it held.

The Global Action Week activities – the production of the cut-out “friends” – took place in education centres, youth groups, women’s groups and communities. These were then carried by the activists to local and national authorities, and town squares where people gathered to promote the messages underlining the campaign.

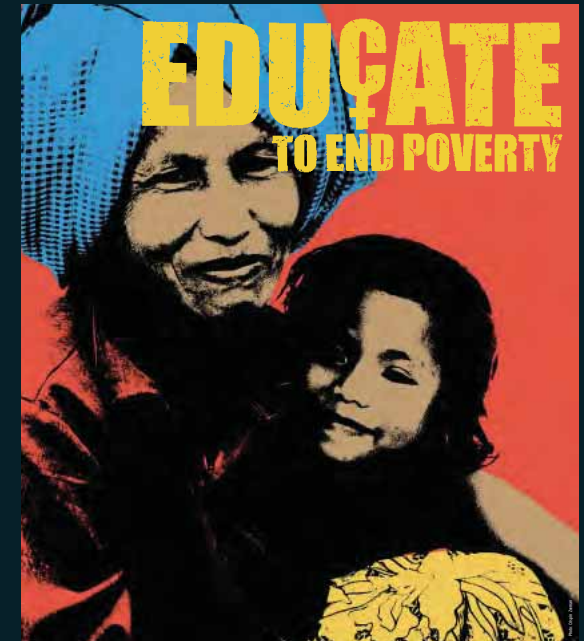
Over 60 political leaders signed commitments and pledges to do what they could to “Send My Friend to School”. Alongside the colourful imagery of the cut-outs representing a real person who could not complete his or her education, there were also testimonies written by the children to highlight the issues further.

ASIA & OCEANIA

Sailing, flying, running – there was no limit to the lengths campaigners went to deliver their messages to politicians. Colourful kites of “friends” were flown in the Philippines, whilst education messages floated down Bangladesh’s rivers on the sails of small boats. And in India campaigners took to running through the streets, on a protest marathon, as campaigners were heard calling:

Education for Liberation! Liberation for Education!

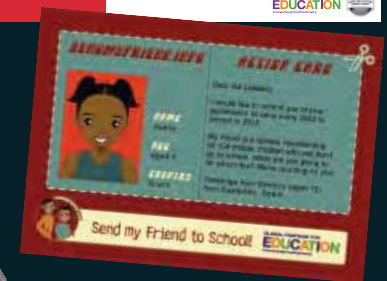
Children took great care making delicate “friends” from ribbon, feathers and fabric in Japan, while in Singapore children fasted for 24 hours and in Hanoi young campaigners visited the palace with their personal messages to Educate to End Poverty. Their messages were met with a warm response as politicians listened, went “back to school” and signed pledges to provide Education for All.



Education empowers
A single year of schooling can increase men's wages by 10-20%.
Education saves lives
7 million cases of HIV/AIDS could be prevented in the next decade if every child received an education.
Education builds the future
A literate mother is 50% more likely to survive of five.

“Education is the most powerful weapon that you can use to change the world.”
Nelson Mandela

Tell world leaders to end poverty and make poverty history
GE Global Action Week 2005
www.campaignforeducation.org/actionweek







Bangladesh

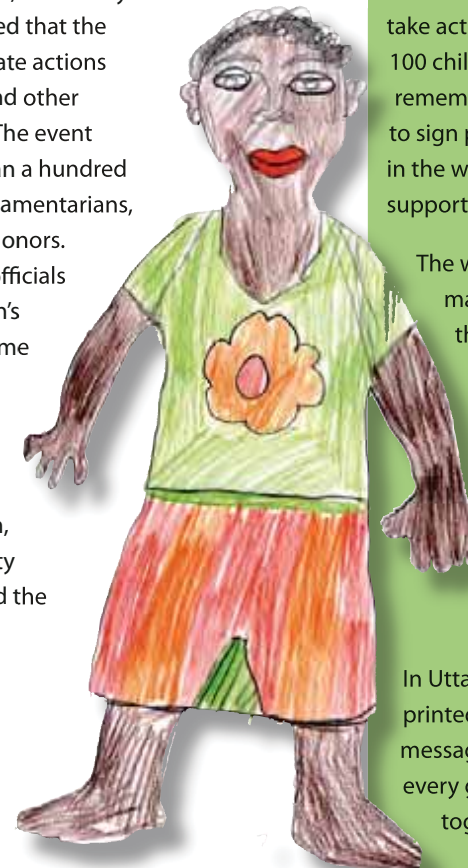
A whole host of activities took place in Bangladesh throughout the Global Action Week. One highlight was a meeting between children and law-makers in parliamentary offices where they challenged political figures directly about improving education issues. The parliamentarians listened patiently, took note and responded to the children. Other events included seminars on how best to ensure education reaches indigenous children, especially in rural areas. 5,000 essays were written to the title "Our school" or "The role of education to end poverty" and entered into a national competition. There was also a competition of children's paintings that depicted the unspoken difficulties that overwhelm children.

For the first time ever, sailing and fishing boats were used in Bangladesh's campaign. Their sails carried messages about education, drawing the attention of all those along the riverbanks. Action Week continued along its visual theme, with the production of a special film called *Amader Fulu*, about a village girl who is saddened by meeting children who have to work in hazardous situations and who are unable to learn to read and write. She learns how to overcome some of these problems by being educated.



Cambodia

During a national pledge event on 26 April 3,000 children and young people, flanked by their cut-out "friends", demanded that the government take immediate actions to enable their "friends" and other children to go to school. The event was attended by more than a hundred government officials, parliamentarians, NGOs, ambassadors and donors. Among the government officials responding to the children's pleas were the Deputy Prime Minister, H.E. Sok An, and the Minister of Education who re-affirmed the government's commitment to education, pledging to reduce poverty and urgently push forward the education plan.



India

Parliamentarians across Delhi were woken up by groups of children knocking on their doors, demanding that they take action on education. In the early morning hours, 100 children asked 200 parliamentarians and officials to remember the government's education promises and to sign pledges of more action on education. Later on in the week, many members of parliament showed their support by returning the visit and going "back to school".

The week continued with the first-ever "protest marathon", which kicked off simultaneously across the country on 24 April. Over 3,000 children, from all walks of life, those living in informal settlements, going to rehabilitation and formal schools, and those unable to go to school, ran beside politicians and journalists. They ran with the common purpose of attaining the fundamental right of education for all children – under the slogan "Run India Towards Education".

In Uttar Pradesh, 100,000 colourful postcards were printed and given to children to sign and write their message to the government demanding education for every girl. On the eve of Action Week, children came together for the night in Lucknow, where they

In India, only 10 in 100 children reach grade 10 and among them, the number of girls is even smaller. One in three people in India are illiterate.

rested together and shared experiences and stories. At the rally, they held colourful flags, placards, puppets and banners and sang a song with the words, "Meri saheeli ko bhi bhejo school" ("Send My Friend to School"). Children also gathered at the children's parliament, where they gave testimonials of why they could not go to school.

The events were covered widely in the media. Dalit (so-called "untouchable") girls were given the opportunity to speak about the issues they face, via the media, and in face to face meetings with government officials.

On 16 June, the 30,000 "friends" made by Indian children were sent to celebrities in India, including cricketers and Bollywood stars. About 250 children marched to raise awareness of India's failure to meet the MDG targeting gender parity in education. Government officials were given GCE "report cards" that rated the education performance of countries in Asia. And on 1 July, children sporting white armbands delivered "friends" to the G8 embassies in support of GCAP's White band Day.

**"Education for liberation.
Liberation for education!"** and,

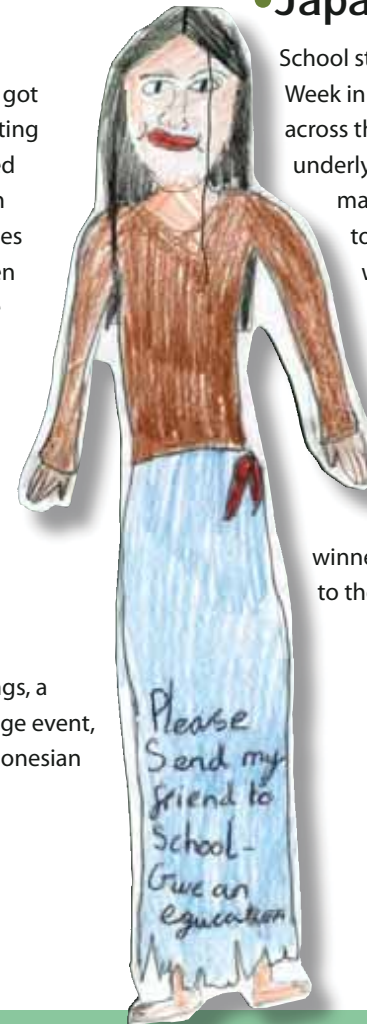
"We need education. We need freedom!" were shouted by campaigners running through the streets of India.



Indonesia

With the help of the "How to make a 'friend'" booklet, children and adults got busy cutting out, decorating and writing messages on "friends" that symbolised those in need of an education. When politicians, local leaders and celebrities went "back to school", they were given "friends" alongside statements of the coalition's demand to increase the education budget to 6% of GDP. The coalition also requested extra funds to hire more teachers, so that all children could get a quality primary education. They were asked to sign pledges and respond to the person who made the "friend".

Other events included education exhibitions, talk shows, media briefings, a press conference and a national pledge event, where "friends" were given to the Indonesian President.



Japan

School students gathered throughout the Global Action Week in workshops where they learned about children across the world who are unable to go to school and the underlying reasons for this reality. In response, children made 500 cut-out "friends" with potent messages to the government to fund education. "Friends" were made with fabric, string, cardboard, feathers, newspaper and ribbon. Each carried a personal message describing why the "friend" was unable to go to school – adding that increasing commitments to the Millennium Development Goals could make education for all a reality. The "friends" were exhibited and entered in a competition and the winners with the most poignant messages were sent to the G8 Summit in Scotland.





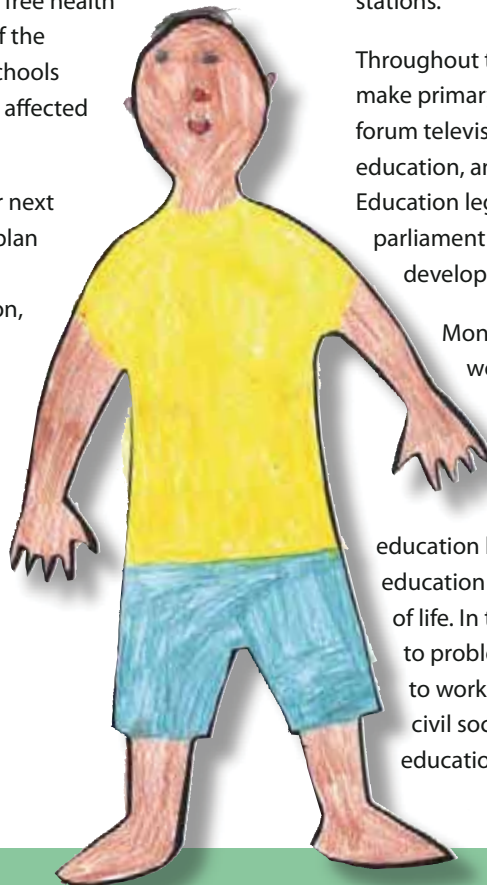
"I have been through Grade 1 three times. I am constantly teased since I come from the Bajao tribe. Because of this, I get embarrassed and I cannot stand up from my seat."

Girl child in Phillipines

Malaysia

Approximately 2,500 teachers gathered in Kuala Lumpur to focus on ensuring that all children were provided a quality free education and to find solutions to priority issues for teachers (including free health and medical care). Leaders of the teachers' union also visited schools that were educating children affected by the 2004 tsunami.

GCE Malaysia is scaling up for next year's campaign, when they plan to undertake a mass public consultation on free education, eradication of poverty for indigenous people and the status of women teachers.



Mongolia

A successful press conference kicked off the Global Action Week, which was covered on five television channels, four daily newspapers and on Mongolian radio stations.

Throughout the week, the campaign focused on how to make primary school inclusive of all children. An open forum television show discussed how to improve quality education, and improve teaching and learning materials. Education legislation was discussed with members of parliament who agreed to include civil society more in developing social policy.

Mongolia's Prime Minister T Elbegdorj met women and girls from across the country. In this meeting, which was broadcast on Mongolian national television, he pledged to improve the quality of education and stated that, "Lack of education leads to poverty. And a lack of quality education leads to poorly paid jobs and poor quality of life. In the long run, this sort of situation leads to problems of corruption and poverty. We have to work together, along with teachers, pupils, civil society and the state in order to improve the education of the country."



Nepal

Despite massive political upheaval, the GCE Action Week achieved a great deal in Nepal. As the week coincided with the national school enrolment times, campaigners took this opportunity to include all children in a big "welcome to school". Throughout the rural areas posters and stickers were given out in the eight major languages of Nepal. As the result of children "mapping" friends in the area who were out of school, 50,000 parents were sent invitations to send their children to school. Because of this child enrolment rates increased by thousands.

Students, child labourers and child rights representatives addressed the government, political parties and educational organisations, to remind them of their responsibility of providing education to all children and security in schools. Throughout the country more than 30,000 "friends" were made with scarce resources, and given to officials, politicians and the GCE Network. Due to the unstable political situation, the leading political parties expressed their solidarity by signing up to the children's appeal to send their friends to school.

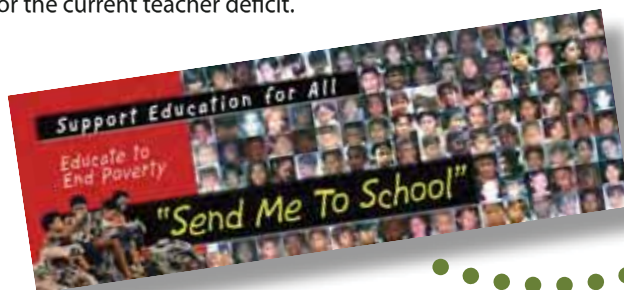


Pakistan

On 28 April, 4,000 school children and their teachers walked to parliament. The march was addressed by the Minister of Education, the Minister of State for Education, the Federal Education Secretary and the UNESCO Islamabad Director. The Minister of Education pledged the government's commitment to education.

Throughout the week, children in regions throughout Pakistan were busy making cut-out "friends" and hosting politicians' trips "back to school".

The campaign had great effects in the large province of Punjab where a number of steps have since taken place, including the introduction of free education up to matriculation level with provision of free books and stipends to disadvantaged girl students. The government has also committed to improving the infrastructure of 64,000 government schools by December 2006, and to appointing teachers with higher qualifications to make up for the current teacher deficit.



Philippines

The Philippines Global Action Week was a unique, celebratory festival that was carried out with laughter and imagination. Over 140 organisations represented by E-Net Philippines were responsible for uniting children and running activities throughout the week. These included getting politicians "back to school", running workshops and conferences and a successful media campaign.

Children had a great deal of fun creating the paper cut-outs and built on the idea by making kites. These carried messages about child labour and education, and slogans such as "Let us study". Unique "friends" were made from region to region; some depicted girls forced to leave school and work in prostitution, while others were made of silk or pebbles. Children and young people crafted boats with education messages and floated these on the tributaries of the Agus River. In Atok, Benguet, the locally-produced "friends" featured cabbages, grass and celery and carried the message, "Since the prices of vegetables has fallen, I can no longer go to school." (referring to the recent surge of vegetable imports into the Philippines that has reduced takings for local farmers). Even children that live on the railways were involved. They rode their makeshift trolleys over the railway tracks, carrying streamers and placards bearing the messages "Send us to School! Stop



Child Labour! Educate to End Poverty!" A large wall mural depicted the faces of the children involved.

The week climaxed at a national pledge event in Quezon City, to which 5,000 children, teachers, and policy-makers came, holding banners, flying their kites, and wearing white bands, symbolising support for GCAP. Even the trees were wrapped in strips of white cloth. A cultural programme consisted of children's dances, music, performances and story-telling. The government responded by stating their support for education, such as setting up day-care centres and recruitment of teachers.

"We have come together to present our call that all children should have an education, and to have this call heard by our national leaders and policy-makers."

E-Net President, Professor Flora Arellano

"Poverty is not inevitable. If we unite, we can end poverty."

Ms Marivic Raquiza of GCAP, Philippines



Singapore

On 16 June, GCE member, World Vision organised a 30-hour fast to mark the Day of the African Child. Children stayed together, learnt about global education issues, and made 1,000 cut-out "friends". These friends were then sent to the G8 meeting.

"If you have the power to influence, why not make a difference? Make the world a better place."

Dorothy in Singapore



"Please Send My Friend to School. We want no barriers but give us opportunities: education, teachers, especially schools in the provinces, resources and funds."

Message delivered to MPs who went "back to school" in the Solomon Islands

Solomon Islands

The week started with national coverage of education issues on the radio (*SIBCE*) and in the newspaper (*Solomon Star*). A road campaign also took place in which a GCE vehicle covered in campaign posters drove slowly through the streets of Honiara, shouting messages and slogans about Education for All and the week's events. Crowds gathered and an estimated one in three people throughout the city became aware of the campaign.

The week continued with a hugely successful national pledge event that kicked off with live music from the popular Police Band. 2,000 people, including the Minister of Education, came to the Melanesian cultural village. Groups of young people marched past the minister and officials with their cut-out "friends" and banners and Education Minister Roland Sikua signed pledges to improve quality education, life skills education, literacy and achieve gender parity in schools. A "Champions for Education Back to School Day" was enjoyed by all 1,000 teachers, students and parliamentarians involved. Officials signed pledge postcards that renewed their support for achieving Education for All.

"Dear President Bush,

Your country is capable of providing assistance for other less-developed countries, especially in the area of providing education to their children. Children deserve the right to be educated, to know their opportunities and achieve their potential. Please do not deprive them. Please take this heartfelt advice and convert it into actions.

Sincerely yours,

David"

Young campaigner in Singapore



Sri Lanka

Several events were organised in Sri Lanka, in Colombo and the rural areas. In Kudagama village, where 70% of children are unable to go to school, a day of events kicked off with games of volleyball, cricket and kabadi. Then they discussed how best to ensure children do not continue missing an education.

Other cultural days included interactive activities for children including dance and dramas. When attendants were asked whether they thought Sri Lanka was progressing fast enough in getting children into schools, 90% said "no". Following discussions about how to make education more inclusive, especially for girls, those who came to events made cut-out "friends". They used different materials to decorate their friends and, on the back, wrote messages to politicians to take more action to get all children to go to school.

Taiwan

An impressive parade of 100,000 teachers requested the Taiwanese government for the right to form labour unions. The week continued to be led by the National Teachers' Association of Taiwan, who organised many activities campaigning against anti-globalisation. The campaigners also raised funds to help communities that had suffered in the 2004 tsunami.

Turkmenistan

With the co-operation of UNESCO and UNICEF, six meetings were organised throughout Turkmenistan to raise awareness about the Millennium Development Goals and Education For All, as well as how best to achieve them. Education for All materials were translated into Russian and Turkmen, and disseminated to education managers, teachers and education officials who discussed how best to enable all children to go to school.

Uzbekistan

Over 150 students, teachers, and community members from Uzbekistan participated in activities ranging from online forums on educational access to an artwork contest called, "How I see education for all". An Education Ministry representative joined the online discussions on special school programmes for disabled students.

Vietnam

Working in groups, children listed their out-of-school friends and made 600 cut-outs, some life sized, to represent disadvantaged children who are denied the opportunity to go to school. They signed these and sent them to the government. Politicians and the media also went "back to school" where they signed pledges on the cut-out "friends" and watched children performing role-plays and songs.

In Hanoi, over 600 children, including street and working children, and children with disabilities, participated in a large event at the Children's Palace, where they held up their "friends" and met government representatives and asked them to "Send Me to School". Street children also met face-to-face with education department officials and asked them for support and the opportunity to go to school. This meeting was televised on local channels.

Other activities took place across the country, involving a total of 17,000 children. Many contributed to articles and personal stories from NGOs, students and grassroots organisations, that were assembled in a country review entitled,

"There will be no Education for All unless there is All for Education!"

EUROPE

On a frosty February lunchtime, campaigners turned out in force for a presentation of “friends” to Nelson Mandela in London’s Trafalgar Square. They listened and later reacted to his call:

“Sometimes it falls upon a generation to be great. You can be that generation.”

With passion and commitment “friends” were created by children, teachers and famous artists and exhibited from Portugal to Poland – venues included UNESCO’s headquarters in Paris and Copenhagen’s City Museum.

From Germany to Greece, campaigners worked hard to demand that all children, whatever their circumstances, are able to go to school. Dignitaries met at roundtable discussions on education policy and heard children’s views in public rallies and when they returned “back to school”. Politicians listened and in Ireland, the government committed to increasing Overseas Development Aid to 0.7% of GNP, in line with UN recommendations.







Albania

More than 13,000 people came together to ask the Albanian government to “Educate to End Poverty”. A wide range of activities were carried out across all of Albania – children’s clubs participated and “friends” were made. Children used pictures to illustrate their views and ideas about a “World with Education”. Drawings were exhibited in schools throughout the country, and every one of the 140 Albanian members of parliament and government education representatives was asked to visit a school in their constituency. Children wore traditional costumes when meeting officials; they recited poetry and sang about the need for everyone to have an education. Local government representatives signed pledges in response to the requests that they dealt with school environment, infrastructure, equipment, and especially school attendance by Roma and disabled children. On the last day of the campaign children presented the President of Albania, Mr Alfred Mujsin, with petitions asking him to do more to ensure all children in the country were educated.



Armenia

All across Armenia children and teachers worked to highlight the need to fight poverty and provide education. Students’ essays, poems and paintings brought out their concerns for their worldwide friends who are unable to go to school. Out-of-school children explained why they were unable to attend and, in several schools, head teachers made pledges to specifically support children from poor families to come to school. Letters were sent to community leaders, officials and businessmen, asking for support in ensuring all children receive an education. The campaign was successful in getting into the local mass media, turning the public’s eye to the vital issues facing the whole community – illiteracy and poverty.

Austria

Following on from last year’s successful campaign, politicians once again went “back to school” and engaged in dialogue with school children and teachers. Trade union officials and staff representatives also visited classrooms and gained first-hand experience of what is needed to enable children to get a quality education.





"Here come our friends. We hope and wish that they will all go to school and have fun like us."

Pupil from Søndervang school, Denmark

Denmark

An amazing one in every seven Danish pupils participated in the 2005 Global Action Week, doubling the amount of people involved from the year before. 111,029 Danish pupils sat in silence reading for one hour, in honour of the 100 million children that may never get the chance to learn to read.

The *Reading Rocket*, a collection of short stories, has continued to be a big success, with contributions from seven Danish authors. It was re-reproduced and distributed free of charge all over the country and activities around the book were a big hit, instigating debates in classrooms and at home about education. As a result, the public increased pressure on Danish politicians to maintain and increase the already substantial aid budgets for education. Other events throughout the week included 100 parliamentarians going "back to school" and a "girls only" meeting with female students and women celebrity advocates for girls' education.

21,000 pupils made an array of beautiful, colourful cut-out "friends" and accompanied these with stories, and letters expressing their concerns for all children to get an education. Written pleas to politicians asked them to keep their promises and "Educate All Now!"

"We hope that all kids will go to school, especially the girls. The promise must be kept, because all children ought to be in school by 2015, since it is written in the Declarations."

4th grade pupil from a school in Hillerød, Denmark

World famous artist, Olafur Eliasson exhibited thousands of these "friends" under a specially designed light called "Yellow Sunlight 2005", in Copenhagen's City Museum. The exhibition was opened by the Danish Minister of Development, who praised the initiative and acknowledged the direct involvement of so many Danish pupils taking a stand for education.

European Union

A special hearing on EU aid to education took place in the European Parliament on 22 June, with Louis Michel (EU Development Commissioner), M.Mathieu R. Ouedraogo, (Minister for Basic Education and Literacy, Burkina Faso) and Assibi Napoe, (Education International Africa Representative) and Glenys Kinnock (MEP).





"We want to live in a fairer world and need the support of politicians and other adults. We need your help!"

4th grade pupils of Am Grüngürtel primary school, Berlin



Finland

The "Send My Friend to School" petition in Finland lasted four months, raising the public's awareness of children's rights and calling upon the Finnish government to double aid for basic education by 2010. 50,000 people signed the petitions in shopping centres, festivals and on the internet. These names were handed to the Finnish Minister for Development, Mari Kiviniemi by Finnish children.

Children also made cardboard cut-out "friends", and had lessons on children's rights and education. They were assembled in an exhibition in Helsinki and presented by children to Finnish President, Tarja Halonen.

France

The GCE was kept busy in France throughout 2005. On International Women's Day, 8 March, many women and men signed and distributed the "manifesto for the right to a quality education for all" as a tribute to the 60 million girls and women who are denied their right to education.

During the Global Action Week in April, children made cut-out "friends", read the manifesto and had lessons on children's right to quality education. A highlight of the week was a national conference, which brought together senior government officials, trade unions, media, civil society and researchers. The keynote speech was given

by the famous human rights activist Taslima Nasrin.

Twenty-four artists took part in a "Send My Friend to School" exhibition at UNESCO's headquarters in Paris, making "friends" and decorating them with education slogans. The UNESCO Director-General, Koichiro Matsuura inaugurated the exhibition, in the presence of Senegalese artist Ousmane Sow, patron of the exhibition.

In June, a summer music festival filled the streets of France with bands, music and children. There was a "Send My Friend to School" writing contest and the concert hall was decorated with colourful cut-out "friends". "Friends" were then handed over to the Ministry of Foreign Affairs and G8 embassies.



Germany

There was a wonderful meeting between the Vice-President of Germany, Susanne Kastner and 100 school students who presented her with their cut-out "friends", sang songs and asked her to sign pledges to ensure all were educated. They reminded her of the many children living in poverty and of parliament's responsibility to reach the Millennium Development Goals (MDGs). The Vice-President promised to show the "friends" to her colleagues and pass on their messages about the MDGs.

The press was presented with the GCE "School Report" (ranking rich countries' performance on giving aid to education) which was subsequently covered in the media. Throughout the week there was a host of local activities involving 130 schools and about 3,500 students. Many of the 3,000 little "friends" made were puppets and represented children in Africa, Asia and Latin America that were supported by German schools. Other life-sized cut-out "friends" were presented to school councillors and the Mayor of Idstein.

On the Day of the African Child, children handed their "friends" to the Africa Commissioner for the G8 and the Under-Secretary of State for Development. Letters were also written to the Chancellor of Germany, Gerhard Schroder, asking him to deliver at the G8 meeting.



Greece

An incredible 44,000 “friends” were made by school students across Greece, all with personal messages to “Send My Friend to School”. A delegation of about 260 pupils gathered in Athens on 20 April, where they met the Greek Minister of Education and handed over “friends” that had been made by children all across Greece. Another smaller delegation of children also met the Deputy Minister of Foreign Affairs to hand over the personally crafted “friends”, asking for more aid to education.



Ireland

During the Global Action Week, the Minister for Development Co-operation went “back to school” and met with students. Minister Lenihan signed a pledge to meet the target of 0.7% of GNP going to Overseas Development Aid, in line with UN recommendations, and to increase its spending on education accordingly. At an education MEP briefing, Irish members of the European parliament also signed the same pledge.

Children in Ireland started making their cut-out “friends” back in November 2004 during One World Week. Primary schools and youth clubs explored the exclusion of children, particularly girls, from school and made cut-out “friends” for sending to the G8 Summit. In June, children from primary schools met the media at Dublin’s General Post Office in O’Connell Street in Dublin. In a symbolic send-off, eight children from each of the G8 countries posted a box of “friends” to the representative of their home country. Meanwhile, secondary school students engaged with the education issue through the Civic, Social and Political curriculum and invited local politicians “back to school”.





Lithuania

Children from over 100 schools assembled in Lithuania to campaign for girls to go to school, and for all children to be able to go to primary school by 2015. A "Sport Together" day, which was inclusive of all children and encouraged out-of-school children to participate, was held. Another activity was the "Dream-friendly classroom", where children created the classroom of their dreams – these activities were then publicised on a specially-designed website.



Netherlands

GCE Netherlands developed an innovative website for anyone to design and create a "friend". More than 7,000 digital "friends" from the Netherlands were created in this way. These were used on 27 April, when 750 school children gathered in a large protest event in the Hague, close to the parliament buildings. Holding up their "friends" or wearing "friends" specially designed as masks, children called on politicians to "Stick to your word". On handing over digital "friends" to Agnes van Ardenne, the Minister of Development Co-operation, children asked her to explain why the world was failing to meet the Millennium Development Goals, and requested that she phone the leaders of rich countries that were not providing sufficient aid. The Minister promised to take the protesters' requests with her to the European Council for External Relations meeting, which was to discuss financing for development. She also promised to continue increasing the Netherlands budget for basic education.

Norway

The GCE Coalition in Norway focused their campaign on the Roma people, whose disadvantages in the country's education system often goes forgotten, although Norway is one of the world's richest nations. Representatives from Roma projects, the President of the Union for Education and local politicians gathered outside parliament on 27 April. Roma-gypsy music was played and "friends" were given to politicians to remind them of all the children who are not going to school.

Students also met with journalists in Linderberg where they discussed the lives of all the out-of-school children. Members of the press visited a range of classes and made "friends" alongside the students. As a result a double-page spread appeared in the national *Dagsavisen* paper covering the Global Action Week.

Later in the year, a seminar on Education for All was held, which discussed how to address the marginalisation in Norway's education system. Students and educational institutions gave their testimonies which sparked a great deal of interest among education specialists and the public, showing the strong desire to change and improve the situation.



Poland

The Global Action Week took place in Poland for the first time, bringing together schools, students and the Polish Teachers' Union (ZNP). The campaign focused on institutions that provide education to disabled children, children in rural areas and immigrant families. Lessons were given to classrooms full of children and politicians who had returned "back to school". The Minister of Education also met school children in Warsaw and was handed paper "friends" and pledge cards to sign.

Children and young people really enjoyed the experience of campaigning and learning more about the lives of people who have limited access to education. With over 1,000 children being involved in the first year, GCE Poland stated that, "The campaign is here to stay and will grow as other institutions, organisations and local authorities have shown their desire to support the campaign." An immediate effect of the campaign was the provision of more school equipment.



Portugal

800 children came together to champion education for all children. Events took place throughout the country, one of which was a meeting of "friends" at parliament. The minister that came to meet the children and hear their demands was given "friends" and a manifesto of GCE demands. This manifesto had been drafted by children from 20 schools who had come together to campaign to "Educate to End Poverty".

At the Polytechnic University of Viana do Castelo, 400 children and young people gathered. Sporting white bands and banners the children learnt about UNESCO, Education for All and watched a film about Guinea Bissau. They met and discussed education with a local member of parliament and a UNFP ambassador. Helena and Goncalo (from the popular television show *Idols*) showed their support by singing, and O'Porto Football club sent a video message giving their support and encouragement to all involved.

"School is very important because the children of today become the men and women of the future."

Teacher Caetano from Guinea Bissau when addressing children in Portugal



Romania

Schools and informal education centres held debates and activities where they made "friends" that symbolised children who had been unable to go to school. 15 of these schools were visited by politicians and celebrities. 600 children's cut-outs were then displayed in an exhibition in Bucharest, before being sent on to politicians and the G8 leaders.

A national roundtable brought together a diverse mix of local authorities, school inspectors, teachers, children and NGO workers. They discussed the reasons for children being out-of-school and how best to tackle the situation. Their thoughts and findings were put into a report for wide dissemination. The results of the discussion also informed the content of a letter to the President, Prime Minister and Minister of Education, giving them advice on how to provide quality education to all children.



Russia

“Send My Friend to School” campaign activities took place across seven regions in Russia and involved over 20 organisations. Politicians went “back to school”, national pledges were made and discussions and lessons focused on the Millennium Development Goals.

One region involved was the Kalmykia Republic where the Deputy Minister on Youth Affairs and the Deputy Government Chair, returned to the classroom to sit alongside school children.

In other regions dignitaries, celebrities, politicians and journalists went “back to school” and talked to children about education. During the week, over 16 pledges were signed by officials and almost 300 “friends” were made.



Serbia and Montenegro

The Global Action Week took place under the slogan “School is For All Children”. Children under the age of 15 entered a national writing and art competition with the theme “All children should go to school, to socialise and to learn”. Hundreds of amazing pieces were entered, and the winners were announced at a ceremony in Pavle Rovinski Primary School, Podgorica. Letters were sent to celebrities and officials asking for their help in enabling all children to go to school and requesting their support in lobbying the President. As a result, a large number of messages of support from children, trade unions, NGOs, politicians and civil society were compiled and delivered to the President of Montenegro, Filip Vujanovic.

Spain

An impressive 27,379 students came together to campaign during GCE’s Global Action Week to make cut-out “friends”. 258 politicians and officials were contacted and showed their support for the campaign and many went “back to school”. The Minister for Education, Maria Jesus San Segundo and the Chief Director of Universities, Claudia Eugenia Núñez were among those that returned to the classroom to show their support for enabling all girls to go to school.

Politicians committed to push for an increase in aid to poorer countries to enable them to provide free schooling to all children. When talking to the students, the Minister of Education recognised her responsibility to improve education, and she urged campaigners to continue pushing for more support to go to developing countries. She stated that the Spanish government has now committed €5 million to the EFA Fast-Track Initiative.

"The campaign has made me realise that there are millions of children desperate to learn. We are the lucky ones, but education shouldn't be a luxury. It is a right."

Maria, young GCE campaigner in the UK



United Kingdom

The "Send My Friend to School" challenge got off to an emotive start when 30,000 people were silenced by an address from Nelson Mandela in Trafalgar Square, London. Langdon school students presented their "friends" and, in return, received Mandela's white band, which they promised to deliver to the G8. One student, Shetel, was deeply impressed. "He is such an amazing person and it was a great honour to meet him. He was so inspiring. He made me realise that my generation needs to take action against poverty and the lack of education in the world."

"Friends" continued to be made in their thousands, and were collected on-line or sent in by schools, children and supporters to the UK "buddy hotel" – where an astonishing 1.5 million "friends" stayed in the run-up to the G8 Summit.

On the Day of the African Child, a beautiful display of "friends" was exhibited on London's South Bank as part of an installation created by Danish artist Olafur Eliasson. Throngs of school children visited, all keen to spot their "friend" among the thousands. They met the popular UK singer, Rachel Stevens and the GCE president, Kailash Satyarthi.

On 1 July, Prime Minister Tony Blair was reminded of the importance of White Band Day by girl pupils who visited him at home to deliver "friends" that had been sent in from all over the world. A group of school children also travelled to Edinburgh where they handed over "friends" to the spouses of the G8 leaders. Nelson Mandela's white band was handed to Tony Blair, who promised to raise the issue of education with the other G8 leaders.

"This whole movement has been such a powerful doorway to show individuals that they can make a difference. It has changed our way of seeing the world. I cannot thank you enough for the stimulation and drive you have given us all."

Richard Farmer, geography teacher's message to GCE

"100,000,000 children are missing out. We think it's not fair. If that was you, how would you feel? I don't think you would like it if that was you."

Raegen, age 9, Aberdeen



Dear Mr Blair
Can you get some
of those children
free Education for
them especially
the girls.

Telani

75G
Notre Dame High
School

Taking Part

GCE congratulates the children, teachers, schools, unions, NGOs, CEF co-ordinators and communities that united and worked so hard to make the 2005 campaign such a success. Particularly notable are the countries where diverse groups co-ordinated their plans through a national coalition. Such coalitions, which may represent dozens or hundreds of different organisations, are noted with an asterisk*.



AFRICA & MIDDLE EAST

Angola

UNESCO

Benin

GCE Coalition*, CLOSE, SPB, ANPPCAN Benin, ASPED, ESAM, OCD, CALCOP, Aide et Action, Plan-Benin, Synapes, Synestp

Burkina Faso

CCEB*, CNAPEP, FAWE, APAC, Aide et Action, ActionAid, OBUFADE, GRADE/FRB, OSEO, Oxfam GB, SNEAB, ABPAM, SYNATEB, AREB, SNESS, LIPEL, UNESCO

Burundi

Coalition Bafashebige*, STEB, AJUCET, OAG, CCOD, APPEB, CPAJ, Foundation STAMM, ActionAid, FAWE Burundi, CAFOB, CCIJD

Cameroon

FAWE-Cameroon, Global March-Cameroon, DEI-Cameroon, KISDEG, ASSEJA, Fédération Camerounaise des Associations, Centres et clubs UNESCO, Bureau sous-régional de l'UNESCO à Yaoundé, BIT, UNICEF, PNUD, Banque Mondiale, MINEDUB, MINESEC, MINPROFF, MINJEUN, EFA National Coordination

Congo

UNESCO

Democratic Republic of Congo

ACVDP*, FENESCU/UNTC, Oxfam GB, CNEPT

Djibouti

UNESCO

Egypt

NCCM, UNESCO

Ethiopia

Basic Education Association in Ethiopia, ActionAid Ethiopia, Oxfam GB, DFID, VSO, Save the Children Alliance, Christian Relief and Development Association, Plan Ethiopia, Pact Ethiopia, UNESCO, Action for Development, Adult and Non Formal Education Association in Ethiopia, Africa Development Aid Association, Ethiopia Muslim Relief and Development Association, Help the People with Disabilities Organization, Youth Corps, Kind Heart Children Aid and Development Association, Rift Valley Children and Women Development association, Christian Children's Fund, God for People Relief and Development Organization, Amhara Development Association, Integrated Community Education Development Association

Gabon

CONGEG*, SENA (Syndicat de l'Education Nationale)

Gambia

GEFA*, EFA Campaign Network, EFA Network Divisional Chapters, GTU, ADWAC, NATCOM, DoSE, SSI, ActionAid-Gambia, GOVI, VSO, FAWE – Gambia, SIMMA Vocational Skills Training Centre, GFD, EFA Regional Chapters, Play School, TANGO

Ghana

GNECC*, Ministry of Education and Sports, VSO, Oxfam GB, World Vision, ISODEC, Care International, Plan International, Ghana National Association of Teachers,

TUC, Christian Council of Ghana, ActionAid, UNESCO, Northern Network for Education Development, Ghana Education Service, Muslim Relief Association of Ghana, Concerned Parents Association, Pronet, IBIS, Rural Youth Service, Child Educational Assistance Project, New Life International, Environmental Protection Association of Ghana, Centre for Strategic Planning, Ghana Federation of the Disabled, National Union of Students, Child Rights International, OPED, CEDEP, CENSUDI

Guinea

ACEEF, ASED, L'ONG Djigui/Guinée, DNEPPE, BIT-IPEC-WACAP, SLECG, Federation Education

Guinea Bissau

Action Against the Exploitation of Women and Children (ACEEF)

Ivory Coast

Association Africaine pour le Développement Durable, Mieux Vivre en Afrique, Eia Enseignants d'ici et d'ailleurs, United Humanitarians, Ecole et Succès pour tous, Commission Nationale UNESCO Côte d'Ivoire, Syndicat Des Transporteurs, Camua club des amis de l'UNESCO d'Abidjan, Save the Children Suede Côte d'Ivoire, Doux Soleil D'Afrique, Education Pour Tous Côte d'Ivoire, Communauté Islamique, Mission Evangélique La Source, Communauté Catholique du mont a board, Union des villes et communes de Côte d'Ivoire, Etabienn, Association des Jeunes pour le bien-être social AJBES, Powermax consulting, Group Accor IBIS Plateau, African Children Development, Association des chefs coutumiers, Global



project of Nelly, Conseil Général D'Abengourou, Conseil General D'Agboville, Coopération Française, Chaire UNESCO, Siavouai Sakassou (Bouake)

Iran

UNESCO

Jordan

IRC, JRF, JWU, UNRWA, NCF

Kenya

Elimu-Yetu Coalition*, KEFEADO, Pamoja, KNUT, ANCEFA, Oxfam, ActionAid, Food to Learn, Youth International, Kuwe Women Group Kipsonoi Rural Action, Kisuka Korando Women Group, Indigenous Information Network, Rainbow Welfare Group, Christian Partners, Development Agency, AKEY, Community Transformation for Rural Development, Coalition of Youths Against Violence, Forum for African Women Educationalists, Korando Teacher's S.H Project, Kanyawegi Children's Home, Olwowa Women Group, St. Marks Lela (ACK) Church, Bed Kitang' Self Help Group, Kenya Anglican Youth Organization, Youth Link Kenya, Luo Youth Council

Lebanon

Al-Mabarrat Association

Lesotho

LEFA*, NGOC, Save the Children, Ministry of Education and Training, LAT, UNICEF, Maseru Resources Centre, Juvenile Training Centre-Maseru

Liberia

Oxfam, LETCOM, ALPO*, LINCEFA

Madagascar

Commission Nationale Malgache pour l'UNESCO, Ministère de l'Éducation Nationale et de la Recherche Scientifique, Ministère de la Jeunesse et des Sports, Ministère de la Population, de la Protection Sociale et des Loisirs, UNICEF, UNDP, UNFPA, CINU, Aide et Action, Les 7 grandes associations scoutes: Mpanazava, Tily, Antily, Kiady, Fanilo, Scouts Adventistes, Ligue pour la Lecture de la Bible, Handicap International, Programme Conjoint Education Gouvernement/Système des Nations-Unies, FID EPT, ONGs education, ONG OPTE, ONG HARDI, PACT Madagascar, Clubs UNESCO, Système des Ecoles Associées, Associations des Aveugles, Alliance Française, Volontaires Contre la Violence, Parlementaires chambre basse et chambre haute, Elèves, Sportifs

Malawi

Civil Society Coalition for Quality Basic Education: ActionAid, CARE Malawi, The Story Workshop, GTZ Basic Education, FAWEMA, Malawi Schools Parent Association, Paper Making Education Trust, Development Aid from People to People, Teachers Union of Malawi, Chisomo Children's Club, Creative Centre for Community Mobilisation, Centre for Education Research and Training, Youth and Children Right Shield, Youth Arm Organisation, Everychild Malawi, Participatory Rural Development Organisation, Livingstonia Synod Education Project, Centre for Youth and Children Affairs, Sight Savers International, Youth Net and Counselling, Youth Action in Relief and Development, Save the Children, Private

Schools Association of Malawi, Deeper Life Christian Ministry, National Media for Southern Africa, Association for Christian Educators in Malawi, Target National Relief and Development, Foundation for Relief, Education and Development, Association for Elimination of Child Labour, Circle for Intergrated Community Development, Ntchisi District Network, Mzimba South District Network, Dowa District Network, Lilongwe District Network, Ntcheu District Network, Mangochi District Network, Zomba District Network, Blantyre District Network, Chikwawa District Network, Phalombe District Network

Mali

Oxfam, Groupe Pivot Éducation de base, Conseil de Concertation et D'Appui aux ONG, Plan - Mali, Federation des collectifs d'ONG Mali, World Vision, Enda tiers Monde, Mali enjeu, comité national d'action Mali, Commission nationale malienne pour l'UNESCO, IEP Kati, CAFO, Ministère de l'Éducation Nationale, Aide et Action Mali, ADAF Galé

Mauritania

DEFA, INEDI, SOS Pairs Educateurs, Association Enfants et Développement, Ong Les Enfants D'abord

Mozambique

MEPT*, ONP, UDEBA, World Vision, Save the Children Alliance, UNESCO, OJM, Oxfam GB, ActionAid Mozambique, FAWE, Concern Worldwide, CCMI, Fundação para o Desenvolvimento da comunidade, CFD, ADPP, OMM, Progresso, Acrideme, Gas, Prolide, liberdade e desenvolvimento, ESAM, Helvetas, Udeba Gaza -



Promoção Da Educação Básica, MALHALHE, Monaso-rede de Organizações contra sida, GM OREL, Feduza, Nucode, Aro Juvenil, FOPROGNT, UDEBA NAMPULA

Namibia

UNESCO, NIED, Teachers' Union

Niger

SNEN, ROSEN, Global March Niger, Plan Niger, Oxfam, Concern, SNV, Aide et Action, Comite National sous egide MEBA, UNICEF, UNESCO

Nigeria

CSACEFA*, Policy & Private Rights Watch, Human Services Organization, Public & Private Rights Watch, Women & Children Development Action, Royal Commission Ministries, Ribadu Education Development Centre, GADA, Federation of Akwa ibom Women Association, Women Information Link, Youth Orientation Foundation, AWAC, Girls' Brigade, OLEND, AC-Con Akwa of Anglican Communion, Anambra women Action Committee, WIN, DEC, Muslim Sister's Organization, FIDA Bayelsa, GLO, OSA Foundation, 1st Step, The Ark Foundation, Children Right Information Network, Ochilla Daughters Foundation, Kibaku Area Development Association, RFAHRP, Nigeria Organization for Solidarity and Development, ABAB Foundation Initiative, Akpabuyo Bakassi Green Movement, Nigeria Youths Aids Programme, GRADO, Rural Environment Protectors, Girls' Power Initiative, Centre for rural information & community dev, Agape Foundation For Literacy & Rural Development, WIDOW-CARE, WHARC, Lift Above Poverty Organization, African Women Empowerment Guild, GENDEV, Policy &

Law Reform Project, WARO, Women in Development & Environment, Women's Initiative Support Services Organization, Society for the Improvement of Rural People-Nigeria, Environmental Research & Development Organization, ASRUDE, CAHFAD, YORDEL-Africa, HAPI, Global Health and Awareness Research Foundation, Agency for Development Education & Literacy Services

Qatar

UNESCO

Rwanda

FAWE-Rwanda, FIYO-Rwanda, VSO, UNICEF

Senegal

EFA – CNEPT*, Coorination nationale des opérateurs en alphabétisation, UNESCO, Enda ecopole, Organisation des instituteurs, Asdec, Asem, Paul Gérin la Joie, Conseil National de la Jeunesse, Fawe Sénégal, Aide et Action, Syndicat autonome de l'enseignement supérieur, Conseil d'appui des organisation non gouvernementales, Syndicat unique et démocratique des enseignants du Sénégal, Enda Graf, Union démocratique des enseignants du Sénégal, Enfance et Paix, Syndicat des professeurs du Sénégal, Action jeunesse environnement, Syndicat de l'enseignement élémentaire, Adef Afrique, Association Nationale pour l'alphabétisation, Association Senegal pour l'éducation et la culture, Association culturelle, Appui éducation et social, Conseil éducation développement, Groupe Agora, ActionAid, Save the Children

Seychelles

ASFF, CEFRAD, SWC, Tutorial College Seychelles, Seychelles Scouts Association, SCCI, SHA, SLTU

Sierra Leone

FAWE – Sierra Leone, World Vision, UNICEF, UNESCO, Sight Savers, Plan, Oxfam GB, EFA Network*

South Africa

SANGOCO, SADTU, AIDS Consortium, SADEPA, RAPCAN, Adult Learning Network, Refugee Children, SACECD, SAYWO, World Education, Access to learning materials project, Sithabile child & youth centre, GCE-SA*

Sudan

Oxfam GB, Parents teachers councils, National network for education, Plan Sudan Open learning Unit, Islamic Relief Agency, Save the Children Sweden, Save the Children UK, World University Services and the Ministry of Education, Department of Planning

Swaziland

GCE Coalition*, Community Movement on Education School, SNAT

Syria

UNESCO

Tanzania

Oxfam, FAWE, TEN/MET*, HakiElimu

Togo

CNT/CME*, FESEN, FASPAREL, CSTT, UNSIT, FESET, FENASYET, FTACU, UNAPEP, Global March-Togo, FOFCATO, REPTO, LTDF, Aide et Action, CADEP, Plan-Togo, RESEAUEDEC, CARE-Togo, RESAKA



Uganda

ActionAid, Literacy Network, Save the Children, Enhancement of Universal Primary Education in Kampala, SCORE Uganda, CCF-Madrassa, DWNRO, NESCAA, UNTU, Uganda National Association for the Blind, USDC, International Care and Relief, FAWE-Uganda, National Council for Children, Pamoja Africa Reflect Network, Uganda Debt Network, CASE Uganda, TERREWODE, UNHCR, ANNPCAN, UNASO, FIDA, Action For Development, NIFAED, SCORE, ANPPCAN, CASE, Nebbi NGO Forum, LitNet, MADARAS, Uganda Child Rights NGO Network, UGAADEN, FENU, NIFAED

Zambia

ZANEC*, ISRL, PAF, MILUMBO ECCD, FAWEZA, Ministry of Education, Zambia Pre-School Association, Ministry of Community Development and Social Services, YMCA, Catholic Secretariat, CHIN, Foundation of Hope, Edusport Foundation, Boy Empowerment International, YWCA, UNICEF, Girl Guides Association of Zambia, UNESCO, World Vision, Child Care and Adoption Society, EFA Secretariat, National Youth Assembly, Primary School Teachers Union, Family Life Movement, Zambia Union of Teachers, PANUKA, VSO, GET-NET Zambia, Zambia Community Secondary Schools, UCZ SYNOD, Adult Education Association of Zambia, Ta Azimai Association

Zimbabwe

ANPPCAN, GAPWUZ, ZDAWU, Dzikwa Trust, Justice for Children Trust, ZIMTA, Plan International, ZIFEP, FAWEZ, CAMFED

AMERICAS

Argentina

CTERA, Konrad Adenauer Foundation

Bolivia

Instituto de Investigación y Capacitación Pedagógica y Social IIPS – CEAAL, Centro Educativo Holanda, Centro de Estudios y Apoyo al Desarrollo Local CEADL, Centro de Estudios de la Realidad Boliviana, Centro Comunal El Carmen, Asociación Boliviana de Jóvenes, Acción Un Maestro Más, Centro de Promoción de Técnicas en Arte y Cultura CENPROTAC, Comisión Episcopal de Educación, Instituto Radiofónico Fe y Alegría, IRFACRUZ, Centro Boliviano de Investigación y Acción Educativas CEBIAE, Ayuda en Acción, Programa de Investigación Social Yanapakuna, Centro de Investigación para el Desarrollo de las zonas sub urbanas y rurales, CIPRODE, Asamblea Permanente de Derechos Humanos de Bolivia, Carrera de Ciencias de la Educación de la Universidad Salesiana, Iniciativa Maya Paya Kimsa, Carrera de Ciencias de la Educación de la Universidad Mayor de San Andrés, Fundación Arco Iris, Plan Internacional, IBIS Dinamarca, Centro de Promoción de la mujer “Gregoria Apaza”, Capacitación y Derechos Ciudadanos, Asociación Intervida, Gobierno Municipal de La Paz – Dirección de Educación, Gobierno Municipal de El Alto – Dirección de Educación, Centro Integral San José Las Lomas

Brazil

CDE*, ActionAid Brazil, Acao Verde, Acao Educativa, APP/PR, Campanha Nacional pelo Direto a Educacao, CCLF, CEDECA-CE, Confederacao Nacional dos Trabalhadores em Educacao, CEPAC, CRIA, FETEMS/MS, MST, SAMOPS, SINDIUPES/ES, SINSEPEAP/AP, SINPROESEM/MA, SINTE/RN, SINTE/SC, SINTEAC/AC, SINTEAM/AM, SINTEGO/GO, SINTER/SC, SINTEAC/AC, SINTEAM/AM, SINTEGO/GO, SINTER/RR, SINTERO/RO, SINTESE/SE, SINTET/TO, UNCME, UNCME-AL, UNCME-MG, UNDIME, UNIPOP

Canada

Canada GCE Alliance*, Canadian Teachers' Federation (CTF), UNESCO, Oxfam Canada, Results Canada

Chile

UNESCO, Corporation Option

Colombia

Entidades participantes, REPEM, FUNDAC, Centro de Estudios de la Mujer y la Educación, FUNDECOM, FUNDEIM, CENTRAP, COMUJEB, Fundación Mujeres Madres Abriendo Caminos, Liceo Femenino Mercedes Nariño, Institución Educativa Escuela Nacional de Comercio, Instituto Pedagógico Arturo Ramírez Montúfar, Federación Colombiana de Educadores, Asociación Distrital de Educadores, Campaña Colombiana por el Derecho a la Educación, Plataforma Derechos Sociales Económicos y Culturales DESCs-Capítulo Bogotá, Campaña “Sin Excusas” Campaña Global Contra la Pobreza – GCAP



Costa Rica

Defensa de Niñas/os-Internacional DNI, COSECODENI, UNIPRIN, Ministerio de Educación Pública MEP, Education International, Estudiantes del Liceo de Alajuelita, Escuela Nocturna Alberto Brenes, Liceo de Purral, Escuela Nocturna Claudio Cortés Castro, Liceo del Sur, centro educativo IPEC San José, Escuela General Manuel Belgrano, Escuela Juan Enrique Pestalozzi, Escuela Omar Dengo, Escuela República de Nicaragua, Escuela Porfirio Brenes Castro, Liceo de Costa Rica, adolescentes del Programa Adolescentes madres y adolescentes Programa "Entre Compas" Defensa de las Niñas y Niños-Internacional (DNI), niños, niñas y adolescentes de Aldeas Infantiles SOS de Costa Rica, Niños y niñas de la organización Alianza por tus derechos, Adolescentes miembros de la Asociación Cristiana de Jóvenes

EL Salvador

CIAZO*, CEES, LAS DIGNAS, FUSANMIDJ, ULS, Fundación de Educación Popular, CEAAL, Departamento de Educación, Universidad de El Salvador, Instituto de Investigación, Capacitación y Desarrollo de la Mujer (IMU), Observatorio del Sur (CEICOM), Ayuda en Acción, CEICOM, Depto. De Educación De La Universidad De El Salvador, FEDEC

Guatemala

CIEP, CNPRE, Movimiento de Jóvenes Mayas, PRODESSA, Asociación de Maestros Rurales de Guatemala, Centro Padre Hermógenes López, Organización Uchuqá' b Tinimit, Coordinadora Nacional de Maestras de Educación

Preprimaria de Guatemala

Guyana

Youth Challenge Guyana, Every Child Guyana, Young Women Christian Association, UNICEF, The Guyana Teachers' Union, Guyana Adult Education Association, VSO

Haiti

CRAD, ODEPS, UNNOH, SOFA, ActionAid, OGPAL, GHRAP, MIOPSA, CROSS, AFAASDA, GRAF, KRFKL, JILAP, OPDPN, MITPA, AGAPA, MOPS, OPDV, RFOS, R.S CNEH, OPDAK, MPPDK, CEAAL/Haiti, MADS, OPLA, KOP3, Seksyon, OJDA, IPT, ATAD

Honduras

CONCORDE, Christian Children's Fund de Honduras, CRS, Plan Honduras, Aldeas SOS, Save the Children, CARE, Foprideh, Programa Amigos Unidos, PREPACE, CIARH, Proyecto Prebásica FEREMA, Ayuda en Acción, CONEANFO, Visión Munda

Panamá

IDEMI, SPARC, Save the Children (UK), Oxfam, ActionAid, SPO, Godh, ANCE, LAW, Pakistan Education Forum, Idara, UNESCO, Red Voz De La Ninez

Perú

ADISUR, Asociación Educativa Cenepa, Ayuda en Acción (Perú), CADEP, Caritas Iquitos, CEAAL, CEDER, Centro Popular Labor, CESIP, CEPCO, CIPDES, COMETA, CTTU "San José", DECAL, EDUFUTURO, ESCAES, Foro Educativo, IDEL, Perú en Acción, PRODIA, Red Titikaka, Save the Children

– UK, TACIF, TAREA, Tierra De Nin@s, UNESCO, UNICEF, Visad y Yancana Huasy

Trinidad and Tobago

UNESCO

United States of America

NEA, Academy for Educational Development, ActionAid USA, AFL-CIO, AFT, American Institutes for Research, Amnesty International, Basic Education Coalition, Bread for the World, CARE, Catholic Relief Services, CEDPA, Christian Children's Fund, Concern Worldwide, DATA, Global Kids, iEARN (International Education and Resource Network), International Center for Research on Women, International Center on Child Labor and Education, International Rescue Committee, NetAid, One World Youth Project, Save the Children, Scholastic Inc., School Girls Unite!, U.S. Conference of Catholic Bishops, UN Global Teaching and Learning Project, Women's Edge, World Education, World Learning, World Vision

Uruguay

REPEM Coalition*, Colegio J.F. Kennedy, Comisión de la Mujer de la Intendencia Municipal de Montevideo, Mujeres parlamentarias, Ministerio de Educación de Uruguay(a confirmar), ICAE



ASIA & OCEANIA

Bangladesh

CAMPE* and over a hundred of its member organizations including: Anti-AIDS Students Alliance (BASA), Anti-AIDS Journalists Alliance (AJA), Rajshahi University, Rajshahi City Press Club, ActionAid Bangladesh), Centre for Mass Education in Science (CMES), National Forum of Organizations Working with the Disabled (NFOWD), Power and Participation Research Center (PPRC), Oxfam-GB, Plan Bangladesh, NGO Forum, Proshika, Bangladesh Girls Guide Association, Bangladesh Girl Guides, Bangladesh Indigenous Peoples Forum, Bangladesh Scouts Association, Bangladesh Indigenous Peoples Forum, Bangladesh Women's Health Coalition (BWHC), BRAC, Consumer Association of Bangladesh (CAB), CARE Bangladesh, CARITAS, RDRS, Save the Children-UK Save the Children USA, Terre Des Hommes-Switzerland, UCEP Bangladesh, Women for Women (WFW) World Concern Bangladesh, World Vision of Bangladesh.

Cambodia

Aide et Action South East Asia, CARE International in Cambodia,, National Centre for Disabled People, Cambodia Trust, Kampuchean Action for Primary Education, Cambodia Border Community Development Organization, KHEMARA, Phnom Neang Kangrei Association, Disability Action Council, Women Development Association, Urban Poor Women Development, Wathnapheap, TCDAL, World Education, Hagar, OEB, Handicap International, Krousar Thmey,

Children Support Fund, Support Children and Young People, Krousar Yoeung, Street Children Assistance and Development Programme, Children's Right Committee.

India

NCE*, Campaign For Child Right And Women Violation Org. Network, Budheswari Club, Sahid Laxman jubak Sangh, ABVP, Institution of Rural Development Programmes, DSO, HRD Org. Network, Rastra Seva Niketan, MLKCDHR, Bhubaneswar, Basti Area development Council, Jeevan Jyote, CIDR, Society for Rural Development, Rastra Nirman, Lok Kalyan Foundation, High Hope Society, ActionAid, CARE, Oxfam, Beti

Indonesia

E-Net for Justice Indonesia*, Community Learning Activity Center Forum of Indonesia (FPKBM), Mosque Council of Indonesia (DMI), Teacher Association in Indonesia (PGRI), Tamancilaki Group, Koalisi Pendidikan, Oxfam GB Indonesia, Islamic School Coalition (JSIT), National Coordinator EFA Forum (Forkornas EFA), CBE, YPAL, Naturlike, SPPM, PPLIH Bali, BPPLSP regional II, SIMPUL Pendidikan, Garuda Nusantara, Serikat Petani Pasundan, Pemkot Bandung, Cimahi, Pemprop Jabar, GAPURA, GEMA NUSA

Japan

ACE, FTCJ, JNNE*, JTU, Oxfam Japan

Malaysia

NUTP

Nepal

GCE-Nepal*, ActionAid, Concern Nepal, CWIN-Global March South Asia, EJC, IFCD, ILO, MOE/DOE, MS Nepal, NNTA, PLAN Nepal, Save the Children Norway, Save the Children US, UNDP, UNESCO, UNICEF, VSO, WFP, World Education, World Vision, Educate the Children, Seta Gurans, USC Nepal, Global Action Nepal

Pakistan

Pakistan EFA Network*, ActionAid, SPO, Niralı Kitaben, Save the Children-UK, SPARC, PEF, UNESCO, Godh, Oxfam, UNICEF, LAW, ANCE, Pakistan Education Forum, Idara-e-Taleem-o-Aagahi, Indus Resource Center, Human Rights Education Program, TRDP, SGA, Faran Educational Society, Bright Education Society, SRSP, Khwendo Kor, Human Resource Management and Development Center, SCSPEB, Institute of IDSP, SAHE, Bunyad, Niralı Kitaben, Alif Laila Book Bus Society, Sudhaar

Philippines

E-Net Philippines*, ACT, ELF, PEPE, AER, TCP, TCI, SMP-NATOW, Kulay, KMBM, Sarilaya, Pinasama, Arugaan, WomanHealth-Philippines, AMANPHIL, Lumah ma Dilaut, ABK Initiative, Pag-aaral ng Bata para sa Kinabukasan, Tandaya Foundation, ECCD Duyog, BigLead, SOS Children's Village, Centre for ECCD, Kadasig Parents Association, Soroptimist Child Care Center, PRRM, ERDA, World Vision, PLAN-Philippines, Save the Children Fund-US, CCF-Philippines, Piglas Kababaihan, ABLE, Kabarkada para sa GAW, Polytechnic University of the Philippines, Human Rights Center, ASPBAE, Coalition for Betterment



of Education, ESSC, Teacher's Network, CD ECCD, KASAMA-KO, Trainers' Collective, Phil-Net – Rural Devt Initiatives, College of Community Health, Management and Development, AMANPHIL Phils, Center for Early Childcare and Development, PINASAMA, Philippine Rural Reconstruction Movement, PLAN Philippines, Womanhealth Philippines, Duyog-Early Childhood Care and Development, Akbayan! Citizen's Party, Sarilaya, Popular Education for People's Empowerment, LAKAS, ESKAN, Paaralang Bayan Alumni Assoc. Mindoro, Paaralang Bayan ng mga Aeta sa Sambales

Singapore

World Vision, PHUS-E

Solomon Islands

ASPBAE, Coalition on Education Solomon Islands, Solomon Islands Handicap Centre, Development Services Exchange, Save the Children Australia, Literacy Association of Solomon Islands, Solomon Islands Principals Association, Vois Blong Mere Solomons, Solomon Islands College of Higher Education, Solomon Islands Teachers Association, USP Solomon Islands Centre, Solomon Islands Association Of Rural Training Centres, Solomon Islands National Council Of Women, Non Formal Education Division

Sri Lanka

Interactive Children's Movement, Kudagama Govt. School Teachers and Children, Kudagama Welfare society

Taiwan

National Teachers' Association. R.O.C. (Taiwan)

Turkmenistan

UNICEF, UNESCO

Vietnam

World Vision International, Plan International, Save the Children, Oxfam, UNESCO



EUROPE

Albania

IRCCRA, ACRN, ACA, World Vision, CISP, Defence for Children International

Armenia

Armenian Constitutional Right-Protective Centre (ACRPC) NGO, Secondary Schools, Project Harmony, Armenian School Connectivity Programs

Austria

Kyrgyz Committee for Human Rights and Rehabilitation Centre "Batiya"

Denmark

IBIS*

Finland

World Vision Finland, UNICEF Finland, Plan Finland

France

Solidarité Laïque* et ses organisations membres (ADFE, ADOSEN, ALEFPA, AFEV, ANATEEP, ANIMAFAC, CAMIF, CASDEN-BP, CEMEA, CNAFAL, EEDF, Entraide Universitaire, FCMR, FCPE, Léo Lagrange, FEP CFDT, FDDEN, FGR, FOEVEN, Francas, GODF, GREF, JPA, Ligue de l'enseignement, Mission Laïque Française, FDGAPEP, Prévention MAIF, BFM, LMDE, MAE, MAIF, UNCME, MGEN, FSU, SGEM-CFDT, SE-UNSA, UNSA, UNSA-Education, SNUIPP, OCCE, SUDE), Aide et Action France, AGIR ICI, Members of the Commission Education, Coordination Sud.Partners: Etudiants et développement, LDH, Max Havelaar, RNJA (Juniors Associations) Accordages, Afrane,



Afghanistan libre, Aïna, Aides, Atout Sud, Club Servir, Darah, FACEEF, Hors la rue, Parada, UGVF, Valentina, Zonta International

Germany

GCE Coalition*, Aktion Weibes Friedensband, CARE, Gewerkschaft Erziehung und Wissenschaft, Kindernothilfe, Oxfam, Plan, World University Service, World Vision

Greece

ActionAid Hellas

Ireland

Irish GCE Coalition*, ActionAid International Ireland, Association of Secondary Teachers Ireland, Concern Worldwide, GOAL, Irish Congress of Trade Unions, Irish National Teachers' Organisation, Oxfam Ireland, One World Week, Teachers Union of Ireland, Union of Secondary Students,

Lithuania

Lithuanian College of Democracy, ASPnet, The Public Institution 'Baltupi viesis', Lithuanian Ministry of Education and Science, Social communication institute of Vilnius Pedagogical University, Child and Family Wealth Centre, NGO/UNICEF Regional Network Lithuanian Forum for Child Wealth, Lithuanian Alliance of Pupils, Lithuanian Council (Parliament) of Pupils, Lithuanian National UNESCO Committee, National Forum of Education, Lithuanian Association of Social Pedagogies

Netherlands

GCE – Netherlands*, Novib – Oxfam Netherlands, Plan-Netherlands

Norway

Union of Education Norway, Norwegian Union for School Employees (SL), Save the Children Norway, Norwegian Commission for UNESCO, UNICEF Norway, Elevorganisasjonen, NAAE, PLAN Norway, SEIF

Poland

Polish Teacher's Union (ZNP)

Portugal

Oikos Cooperação e Desenvolvimento, Museu Municipal de Palmela, CNAsti, ESE de Viana do Castelo, ISU-Viana, Divutec-Guiné Bissau, Comité Português para a UNICEF, Oikos-Angola

Romania

Save the Children, Federation of Free Trade Unions from Education, Development Agency "Together" (Agentia de Dezvoltarea "Impreuna", Parada Foundation – Apel Programme, ASCHFR, Motivation Romania Foundation, "Trebuie" – Romania, ARAS, Foundation ARMS – "Support and socio-medical recovery for children", ILO, UNICEF, Ministry of Education and Research

Russia

Education and Science Employees Union of Russia, Perm Regional Department of the All-Russian Public Organization "Children and Youth Social Initiatives", The Regional Youth Public Organization "Tver Association

of Youth Travellers", Tyumen Regional New Perspectives Foundation, Regional Public Organization Club "UNESCO – Sphere", Tyumen, Boarding-school of Kizhevato, Serov, Volunteer Centre "Nadezhdinsk", Serov, Association "Sirius", Youth Initiatives Association, Voronezh Regional Public Children's Organization "Iskra", Kalmykia Regional New Perspectives Foundation, Perm Regional Department of the All-Russian Public Organization Children and Youth Social Initiatives, Center for Children and Youth Movement Support

Spain

Alboan, Entreculturas, Ayuda en Acción, Intermon Oxfam, REDES

Sweden

Swedish Teachers Union, Save the Children Sweden, African Groups of Sweden, PLAN Sweden, PMU Interlife, Swedish Committee for Afghanistan, UNICEF Sweden, BLLF Sweden, Swedish EFA Forum*

United Kingdom

ActionAid UK, ATL, Book Aid International, CAMFED, Comic Relief, EIS, Link Community Development, NASUWT, NUT, Oxfam GB, Plan UK, Save the Children, SSTA, Sight Savers International, Ulster Teachers' Union, UNICEF UK, VSO

Whilst GCE has made every effort to check this information, we cannot be held responsible for errors or omissions.



The following countries also took part in Global Action Week 2005, unfortunately their reports were not available for documentation in this Big Book: Angola, Antigua & Barbados, Belgium, Bulgaria, Comoros, Dominican Republic, Ecuador, Fiji, Gabon, Georgia, Italy, Kazakhstan, Kyrgyzstan, Latvia, Macedonia, Mauritius, Mexico, Paraguay, Sweden, Switzerland, Tajikistan, Thailand and Venezuela.

The Global Campaign for Education has been very active in previous years in Bosnia Herzegovina and Papua New Guinea. Due to circumstances in 2005, they were unable to focus efforts on a large Action Week Campaign, although they are keen to re-energise their GCE activities in 2006.



GCE MEMBERS

Regional and International members

ActionAid International
 ANCEFA
 ASPBAE
 CAMFED
 CARE
 CEAAL
 Education International
 FAPE
 FAWE
 Fe y Alegria
 Global March Against Child Labour
 Ibis
 Inclusion International
 NetAid
 Oxfam International
 PLAN International
 Public Services International
 REPEM
 Save the Children Alliance
 SightSavers International
 VSO
 World Alliance of Girl Guides and Girl Scouts
 World Vision International

National Civil Society Coalitions

Bangladesh:	CAMPE
Brazil:	CDE
Burkina Faso:	CCEB
Canada:	Canadian GCE Alliance
El Salvador:	CIAZO
France:	Solidarité Laïque
Gabon:	CONCEG
Gambia:	GEFA
Ghana:	GNECC
India:	NCE
Indonesia:	E-Net for Justice
Ireland:	Irish GCE Coalition
Japan:	JNNE
Kenya:	Elimu Yetu Coalition
Lesotho:	LEFA
Liberia:	ALPO
Malawi:	CSCQBE
Mali:	ASSAFE
Mozambique:	MEPT
Nigeria:	CSACEFA
Pakistan:	EFA Network
Philippines:	E-Net
Sierra Leone:	EFA Network
Sweden:	Swedish EFA Forum
South Africa:	GCE-SA
Tanzania:	TEN/MET
Togo:	CNT/CME
UK:	UK GCE Group
Zambia:	ZANEC

Glossary

“Buddy” – The more popular term for cut-out friends in some countries, including the UK and the US.

EFA – Education for All (for EFA goals see p. 70)

EFA - FTI – Education for All, Fast Track Initiative. Launched in 2002, the EFA-FTI provides a mechanism for accelerating donor funding to good education plans in poor countries.

“Friend” – A paper cut-out figure of someone who is unable to go to school. Each “friend” carries a personal, unique message from the GCE supporter to an important person or country leader to take more action, to send my friend to school.

GATS – General Agreement of Trade in Services.

Global Action Week – GCE’s week of action, which takes place every April. Some countries refer to it as the Education For All Week, the EFA Week or the Send My Friend to School week.

GCAP – Global Call for Action Against Poverty

GCE – Global Campaign for Education

G8 – Group of Eight rich countries: Canada, France, Germany, Italy, Japan, Russia, United Kingdom, United States of America

ILO – International Labour Organisation

MDGs – Millennium Development Goals (see p. 70)

MEP – Member of European Parliament

MPs – Members of Parliament

NGO – Non Governmental Organisation

UN – United Nations

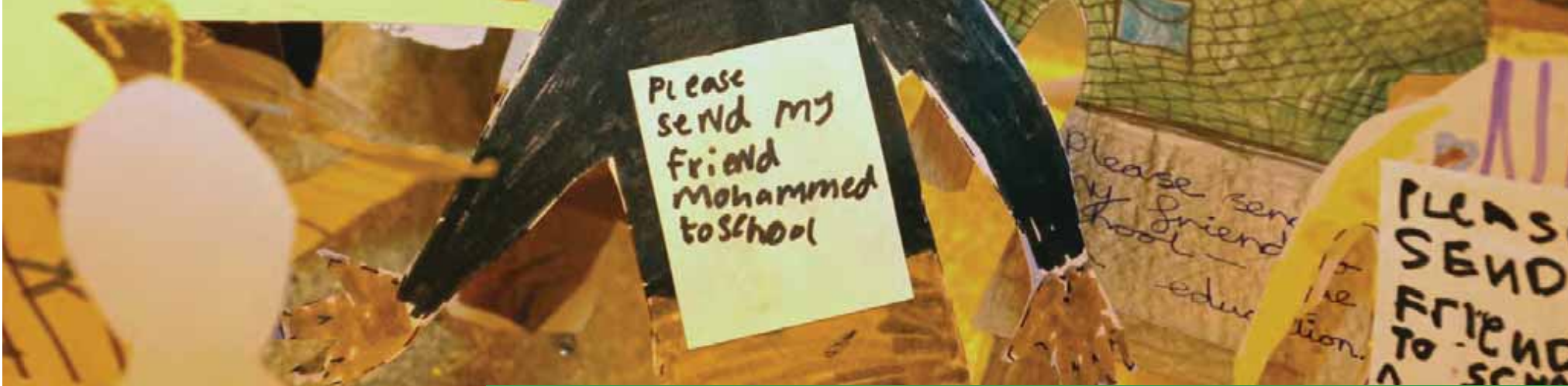
UNAIDS – The Joint United Nations programme on HIV/AIDS

UNESCO – United Nations Educational, Scientific and Cultural Organisation

UNICEF – United Nations Children’s Fund

White Band – Globally recognised symbol of GCAP

WTO – World Trade Organisation



The six EDUCATION FOR ALL (EFA) goals by 2015

An ambitious agenda for meeting the learning needs of all children, youth and adults.

- 1 Expand early childhood care and education
- 2 Provide free and compulsory primary education for all
- 3 Promote learning and life skills for young people and adults
- 4 Increase adult literacy by 50%
- 5 Achieve gender parity by 2005, gender equality by 2015
- 6 Improve the quality of education

The Millennium Development Goals for 2015

Signed by 191 heads of state at the UN Millennium Summit in 2000:

- 1 Eradicate extreme poverty and hunger by 2015
- 2 Ensure that all boys and girls complete primary schooling by 2015
- 3 Eliminate gender disparities in primary education by 2005, and at all levels by 2015
- 4 Reduce child mortality
- 5 Improve maternal health
- 6 Halt and begin to reverse the spread of HIV/AIDS and other major diseases
- 7 Ensure environmental sustainability and halve the proportion of people without access to safe drinking water
- 8 Develop a global partnership for development between rich and poor countries

A photograph of three young girls in school uniforms, smiling and pointing towards a large display of paper flowers. The flowers are made from recycled paper and are arranged in a dense, colorful arrangement. The background is dark, making the girls and the flowers stand out.

A big thank you!

To all the GCE members, friends and supporters who contributed their time, energy and resources to campaigning in 2005 – THANK YOU! This book is a celebration of the impact you had on the world, and the messages you sent to demand that everyone should have an education. Alongside our members, we thank GCAP, the UN Millennium Campaign, UNESCO, UNAIDS, Hewlett Foundation and Commonwealth Education Fund.

The Big Book was compiled by the GCE Secretariat, based on reports and articles sent in by national coalitions, Education International and UNESCO. In places we have relied solely on information provided to us, sometimes translating reports before summarising. Every effort has been made to contact each country to verify the details published in this book. We apologise for information that is incorrect and cannot be held responsible for any omissions. Each country's campaign is truly unique and reflects the needs and priorities of a national coalition – the opinions and political judgements in each country's summary are not necessarily those of GCE and its Board.

Stay in touch, find out more, and get involved in the next campaign...

Things are gearing up for yet another successful global campaign in 2006 – Every Child Needs a Teacher. Children, teachers, parents and communities will once again unite for the Global Action Week from 24-28 April, 2006. To find out how you can help make the case for teachers, visit:

www.campaignforeducation.org

Layout and design by Limeblue – info@limeblue.co.za

THE BIG BOOK 2005

