ACEA REPORT

2010-2011
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1. Project Background
Between 25th and 27th May 2009, the Secretariat of the Global Campaign for Education organized a conference entitled "Enhancing the Role of Civil Society in Education in the Arab World." The conference took place in Yemen, with the participation of civil society organizations from numerous Arab countries (the Occupied Palestinian Territories, Lebanon, Jordan, Egypt, Morocco, Tunisia, Algeria, Bahrain, Sudan, Iraq and Yemen). This event provided a platform for the exchange of knowledge, experience and interests which would enhance progress toward the objectives of the Education for All agenda. During the conference, participants agreed to establish the Arab Campaign for Education for All" (ACEA), a regional coalition to support civil society organizations concerned with education in the Arab region, with a secretariat based in Sana’a, Yemen. An interim steering committee was appointed and the director of TCC was elected to be the interim regional coordinator. Since April 2009, eight Arab coalitions have been established in Jordan, Palestine, Iraq, Sudan, Yemen, Egypt, Morocco and Lebanon. Outreach continues with other Arab countries including Somalia, Bahrain, Djibouti, Algeria, Libya and Tunisia. This project funds the development and strengthening of the national coalitions in Egypt, Palestine, Yemen, Lebanon and Morocco, as well as the establishment of the Arab Campaign for Education for All.

Project Goal: To pressure Arab governments in Jordan, Palestine, Iraq, Sudan, Yemen, Egypt, Morocco and Lebanon, to fulfil their obligation to meet Education for All goals by 2015

Objective: To put pressure on the governments of participating Arab countries to increase budget allocations for education, with a special focus on school development programs

Expected Results

Impact:
1. Enhanced quality of education, by catalyzing Arab governments to meet their obligation to achieve Education for All, by increasing budget allocations to education.
2. A strong, effective, established, and organized effort in the Arab region, and implementation of the Arab Campaign for Education for All, to maintain pressure on Arab governments to do what is required to improve the education situation in the Arab region, throughout the year, not only during key GCAP/GCE events.

Outcomes:
- Increased awareness amongst Arab communities regarding Education for All.
- Mobilization to advocate for education rights, focusing on Education for All.
- Statements demanding in Education for All, through the participation of a broad range of stakeholders (media, politicians, Members of Parliament, institutions, NGOs, CBOs, unions etc).
- Involvement of decision makers (governments) in improving the quality of education and establishment of developmental programs.
- Increased funds for education, from the government and contributions from donors, sponsors and the private sector.
- Formation of a sustainable Arabic Coalition, capable of implementing successful advocacy and lobbying campaigns promoting Education for All.

Outputs:
1. 15 well-established coalitions in 15 countries in the Arab World
2. Large mobilized participation in 15 campaigns implemented in 15 countries between December 2009 and November 2010.
3. Launching of the Arab Campaign for Education for All (ACEA).
2. Results of the Project

2.1 Executive Summary
This project has successfully established highly active coalitions in Yemen, Egypt, Morocco, Palestine and Lebanon, each with their own structure, working mechanisms, coordinating committee and national objectives, annual plans and by-laws (also called internal charter, cooperation protocol in some countries) - creating a sustainable platform. These coalitions have involved key stakeholders, parties interested in education, and a broad spectrum of the civil society in national campaigns for quality education for all, and in educational decision making. Three of the national coalitions have achieved GCE approval, 2 await final approval of their application. Two national coalitions have developed strategic plans; three are taking steps to prepare for successful completion of this process. For many of the participating NGOs and CBOs, use of democratic methods to build a coalition/social movement towards a unified goal was a completely new experience and a challenge, but they indicate that this has inspired them to continue working together in the future. These coalitions successfully recruited and involved school teachers, students, community leaders and movements, parents, NGOs, CBOs, the media (which was heavily involved), and the MOE and government decision makers. The coalitions have exerted extensive efforts to influence. As for teachers unions, they have had limited involvement; therefore, their increased participation remains a challenge and a target. In order to develop a sense of ownership amongst coalition member of the campaign mission, coalitions need to integrate the campaign as part of their programs, upscale their level of activity, and put more effort into customizing working mechanisms to their country's specific needs. Coalitions have already started implementing this orientation, which is obvious in their plans to implement additional capacity building, to further develop working mechanisms, and the intention of the Yemeni and Egyptian coalitions to develop sub-coalitions in 8-10 governorates each, to enhance the impact of future campaigns.

This project achieved extremely broad participation and unprecedented levels of mobilisation in campaigns demanding equal rights to quality education in Yemen, Egypt, Morocco, Palestine and Lebanon between April 2010 and March 2011 - raising the awareness of, and influencing civil society organizations, schools, community leaders, the media and decision makers regarding the status of education and related challenges, and creating links between key stakeholders/coalition members. The five coalitions supported though this project directly involved 240 coalition member organizations in planning, implementation and evaluation of national coalition activities, and these coalitions mobilized one million, four hundred thousand people across the five countries. The Palestinian coalition alone mobilised one million people. Coalitions utilised a range of creative methods to build grass roots impact on political leadership, and set educational issues at the forefront, including marathons, cycling races, involvement of re-known footballers, student camps, art and literary contests, discussion of campaign goals in school morning announcements, workshops for journalists, question/answer sessions with the Prime Minister, government officials launching of key events, participation in parades and marches, collection of over 10,000 signatures on a petition to increase educational funding - as well as a plethora of community forums and meetings.

Through this project, national reports on the current status of education (policies, statistics, budgets, challenges and strengths) were prepared by Egyptian, Palestinian, Moroccan, Lebanese and Yemeni coalitions, pinpointing national needs, guiding coalition decisions, and enabling them to mobilize the broader community to pressure authorities to meet real needs. Broad dissemination of these important studies amongst decision makers, and at the national level in each country, provided a powerful tool and statistical basis for advocacy campaigns in the five
countries. In several cases this resulted in government officials announcing their commitment to increase (and even double) budget allocations to education.

The Global Action Weeks were conducted in the context of the Global Campaign for Education as part of the activities of each coalition’s work. The Global Action Weeks helped into mobilizing more people and communities and promote the Education for All campaign to reach more people.

The foundation of the Arab Coalition for Education for All (ACEA) was developed through national campaigns in Egypt, Palestine, Yemen, Lebanon and Morocco, and campaign follow up (in Jordan, Iraq and Sudan). The launching of ACEA is planned to be in January 2011 in which the internal charter will be ratified and the board will be elected.

The five coalitions achieved these gains despite numerous challenges: the extensive coordination required to build and fully establish their national coalition, coordinating committee and working committees, the extensive outreach required to achieve nationwide participation from all community sectors, and to access, and maintain communication between remote areas & communities across the country, often in the face of political instability, delays obtaining security permission for coalition activities, and reluctance of some teacher unions to participate in their national campaign because it was not under government patronage. The need for additional capacity building and financial resources also limited organizational capacity at times.

While this project has successfully created broad, powerful vehicles for educational reform in five countries, coalition organizers propose the following recommendations to further entrench gains in the long term: additional capacity building programs (in advocacy, human rights, monitoring of political processes, and fundraising); expansion of union involvement and grass roots participation; greater focus on educational policy / legislation; enhanced efforts to integrate the campaign into coalition members' programs/plans; development of creative fundraising approaches to support ongoing coalition work (including involvement of businesses/the private sector, and promotion of in-kind contributions) and development of a financial sustainability plan.

To date, 80% of the planned activities have been successfully completed. This report details the activity/outputs of the five coalitions funded by this project, between April - Sept. 2010, with some comments on progress toward outcomes. The final report will cover outcomes in greater detail and provide information on other national coalitions (ACEA members) that ANHRE and TCC followed up on.

2.2 Project Outputs
At the output level, this project successfully built and strengthened coalitions in Egypt, Lebanon, Yemen, Palestine, and Morocco, involving communities in educational decision making, setting educational issues at the forefront, and building grass roots impact on political leadership. In each country, coalition members worked with their community to mobilize an expansive campaign demanding the right to quality education, based on the findings of current reports on the status of education, educational needs and priorities in their country.

Output 1:
**Well established coalitions in Yemen, Egypt, Morocco, Palestine and Lebanon**

**MEMBERSHIP**
The coalitions in Yemen, Egypt, Morocco, Palestine, and Lebanon are now well established and utilize democratic process, creating a movement for educational rights in each country involving non-governmental organizations, community-based organizations, educational organizations,
academic institutions, cultural organizations, women organizations and unions, youth foundations, student federations, training centres, social development foundations, charitable organizations, organizations working for the interest of special groups like elder people and refugees, and developmental organizations representing diverse communities and geographic areas within each country. To date, the five coalitions have directly involved 240 member organizations in the planning, implementation and evaluation of coalition activities. Coalition membership ranges from 21-93 participant organizations per country; specifically, 93 coalition members in Lebanon, 24 members in Egypt, 61 members in Yemen, 41 members in Morocco, and 21 members in Palestine.

BYLAWS & COORDINATING COMMITTEES
Each coalition has its own internal charter /by-law which organizes and legalizes their work; Egypt has a Cooperation Protocol signed by members, Lebanon developed a Charter of Honour and Ethics instead of by-laws, and Morocco draft by-laws were not yet formally agreed at the time of this report. Each coalition elected/chose a small national coordinating committee ranging from 5-14 members; specifically, 9 members in Yemen and Palestine, 14 members in Morocco, 6 members in Egypt and 5 members in Lebanon. The by-laws of these national coordination committees require several meetings per year, to institutionalize the work and ensure the cooperation, transparency, and involvement of all members, however, in the founding and planning stages, it was essential for coordinating committees to meet more often. Thus far, there have been 7 meetings of the Egyptian National Coordination Committee, 6 meetings of the Moroccan Coordinating Committee, 15 ordinary and exceptional meetings of the Yemeni Coordinating Committee, 8 regular and exceptional meetings of the Lebanese Coordinating Committee, and 5 meetings of the Palestinian Coalition Coordinating Committee. The Palestinian Coalition has had five generally assembly meetings, as of this report). Egypt and Yemen have scheduled General Assembly meetings for 3 October and 6 November respectively. Lebanon and Morocco have not yet scheduled their GA meeting.

THE INVOLVEMENT OF TEACHERS UNIONS
Involving teachers' unions in coalition work, has been a challenge. In Arab countries, teacher unions are not always independent of the government, although they are established as independent non-governmental unions. Hence, coalitions are cautious to verify the independence of teachers' unions before involving them, to ensure that unionists do not impede coalition work. Despite this, in Yemen, the coalition successfully involved three out of the four existing teachers' unions, and attempts continue to include the fourth. In Morocco, the coalition successfully included three teacher unions (out of over 35 Moroccan teachers' unions around the country). In Egypt, the teachers' union was unwilling to join the campaign because the Ministry of Education was not represented as a member. The Lebanese coalition has contacted the teachers unions, and they are working on an effective approach which will encourage them to participate. In Palestine, the coalition successfully involved the General Union of Palestinian Teachers, as an active member of the coalition.

ANNUAL AND STRATEGIC PLAN
The five national coalitions supported through this project have all developed annual plans. Regarding strategic plans, Yemen has completed a 3 year strategic plan, in two workshops; another workshop is scheduled for 1st Dec. 2010 to further strengthen this plan. In Morocco, the coalition identified the need for training to support development of their strategic plan; this training is scheduled for February, 2011. The Lebanese coalition is planning a retreat to create their strategic plan. Egypt has not yet developed their plan. In Palestine, a strategic plan was developed after several workshops on strategic planning.
CAPACITY BUILDING
Capacity building to enhance coalition members' effectiveness is considered essential, but has been somewhat constrained by limited financial resources. Building the capacity of each coalition was achieved directly by training the members of the coalition (as in the case of Yemen), or indirectly through seminars, studies, public events, meetings and workshops which enhanced the capacity of the members, especially the coordinating committee, in each coalition. Direct supervision, comments and directions from TCC and ANHRE, also, enhanced the capacity of the coalitions, especially evaluation and revision through on-line meetings.

The Moroccan coalition scheduled a workshop for key coalition activists in strategic planning in February through this project; and they are seeking another source of funding for training in budget analysis. In Lebanon, the coalition is led by Lebanese and Palestinian NGOs who have already been trained in, and adopted the pedagogical approaches and methodologies used by the Ecumenical Popular Education Program (EPEP); a retreat is scheduled to help coalition members develop the Lebanese coalition's strategic plan. In Palestine, coalition members participated in several training workshops to enhance their capacities, including a project management workshop, a database training course, and several workshops on strategic planning. TCC staff provided the coalition with training in budget analysis. In Yemen, the coalition conducted a series of workshops to build members' capacity in advocacy, the right to education and strategic planning; additional training in strategic planning is scheduled for December, and 20 male and female trainers representing their member organizations, are scheduled to join a 5-day workshop on the right to education and advocacy in Sana'. The coalitions noted the need for additional capacity building, especially in advocacy, human rights, monitoring of political processes, and fundraising.

GCE REGISTRATION
The Palestinian, Moroccan and Yemeni coalitions are registered members in the Global Campaign for Education; Egypt and Lebanon have submitted all required documents and await final approval.

OUTPUT 1:
Well established coalitions in Yemen, Egypt, Morocco, Palestine and Lebanon

The Egyptian Coalition for Education

The Egyptian coalition for Education for All is still very new. The leading organization is Egyptians without Borders for Development, an organization which works in Aswan upper Egypt, a less privileged area.

Project funds were used to build the coalition, raise community awareness of educational issues in Egypt, promote Education for All objectives, and involve as many members and supporters as possible. This coalition immediately initiated work with schools (students, parents and teachers) -their primary target groups- as campaign supporters, with special activities for students (being the primary group affected by the education system). Decision makers and community leaders were also targeted by this campaign, and the media was highly utilized to promote the campaign, and to reach decision makers.
Objectives of the Egyptian coalition for 2010 are:
1) To provide common ground and a platform for civil society organizations to coordinate Education For All activities in Egypt
2) To raise public awareness of the importance of Education for All, and build a national movement which supports Education for All and monitors the status of education in 2010, in order to achieve 2015 Millennium objectives in the field of education
3) To network amongst national and regional institutions and international organizations in order to achieve the goals of the Arab Campaign for Education for All

The Egyptian coalition is composed of 24 member organizations from Cairo, Aswan, Giza, Alexandria, Delta governorates, Menia, Bani Sweef, and Qena. The coalition was established in 2009 when ANHRE informed its members, which included Egyptians Without Borders (EWB). EWB subsequently encouraged Egyptian participation in 2009 Global Action week, the big Lesson, in cooperation with 6 Egyptian organizations which met and volunteered to take the initiative. After the Yemen Conference in May 2009, the coalition opened its membership, promoted outreach to new members, and broadened its work in 2010. EWB held a meeting on April 3, 2010 to consult ANHRE members in Egypt and take the lead in this project. The coalition’s expansion to 24 member organizations, is the result of extensive efforts in 2010.

Structure of the coalition
The Egyptian coalition is composed of NGOs and CBOs from all over Egypt, including organizations working in awareness, advocacy, and training, organizations working with children, women and in the interest of underprivileged groups (such as refugees and marginalized communities in upper Egypt), organizations working in development, human rights and formal and informal training & education, research and training centres, and two movements: the Egyptian Movement for Change, and the Egyptian Movement for Workers in the Educational Sector.

Teacher Unions in Egypt are known to be very pro-government, and uncooperative. Egyptian Teachers’ Unions were unwilling to participate in the Education For All campaign, because the Ministry of Education was not a member in the campaign. After extensive efforts, the coalition successfully involved one of the most important independent educational movements, the Egyptian Movement for Workers in the Educational Sector; this movement works to improve the status of teachers in Egypt, and contributes to educational reform.

Working mechanisms
Memberhip is open to all Egyptian civil society organizations working in the field of education, provided that they are independent and non-governmental. The Egyptian coalition has met regularly to discuss important points (such as membership and the formation of the coalition), to make decisions, and to plan and organize its work.

The National Coordinating Committee is composed of six member organizations: the Egyptian Foundation for Refugee Rights-EFRR, the Afro-Egyptian Organization for Human Rights and Development (AEHRO); the Arab Program for Human Rights Activists (APHRA), Egyptians Without Borders for Development (EWB); Bent Al-Nile Association; and MANF for Tourist, Cultural and Environmental Development.

The National Coordinating Committee has held seven meetings to plan and evaluate the work of the coalition since its establishment. The first meeting of the six-member Coordination Committee was held in Cairo on 10th April 2010, to develop the action plan to launch Global Action Week (GAW) in the different governorates across Egypt. The Committee distributed roles, prepared the “Learn it Right” campaign and discussed how to select students applying for the art competition (essays, poetry etc); and decided to implement Global Action Week in the
The Lebanese Coalition for Education for All

The Lebanese Coalition was established in March 2009, after several preparatory meetings and extensive contacts. Ecumenical Popular Education Program (EPEP), an ANHRE member organization, was contacted by ANHRE and encouraged to participate in 2009 Global Action week “Big Lesson” in cooperation with 28 Lebanese and Palestinian organizations working in Lebanon, who are part of the Arab Network for Popular Education (ANPE). After the Yemen Conference (May 2009), the coalition opened membership, implemented outreach, and expanded the Lebanese coalition. Establishment of the Lebanese Coalition was a challenge, because over 93 organizations working in the education sector decided to join (Lebanese organizations as well as organizations within Palestinian refugee camps located inside Lebanon) from Beirut, Tripoli, Saida, Bourj El Barajneh, Ein El-Helweh. The broad participation of organizations and institutions working in education enhances the sustainability of the Lebanese coalition, however, extensive efforts are required to activate their full participation in the coalition's work.

Project funds were used to build and institutionalize the coalition, conduct coalition meetings and two seminars, and to implement Global Action week. In April 2010, the Lebanese coalition was not registered in the GCE. The Coalition included GAW in their proposal when they realized that they wanted to participate in Global Action Week (GAW), an event which would provided fertile ground to promote the coalition and build a movement for Education For All.

Coalition building is complicated in Lebanon, where it is very important to include the complete spectrum of organizations across a range of viewpoints, and a diversity of political, religious and cultural backgrounds. Interestingly, this shed light on the status of education within the Lebanese structure for Palestinian refugee camps, leading the Coalition to address educational challenges and status in these camps, and involve civil society organisations working for refugee rights. Elderly people and illiteracy were also a focus. Attendance in coalition activities demonstrated how successful the coalition was at putting education issues on the forefront.

Overall Coalition Goals

The coalition aims to:

1. Link those who work on popular education and adult education, eradicate illiteracy, and
2. provide the opportunity to share experiences
3. Organize joint activities in the field of popular education, in targeted areas and at the regional level
4. Connect popular education activists in Arab countries with international organizations with distinctive expertise in popular education, literacy and adult education
5. Raise public awareness of the importance of raising literacy and resolving educational crises
6. Discuss educational developmental constraints, based on previous experience and programming, and the relationship between education and developmental programs
7. Identify educational methods, approaches and techniques which improve educational performance, and facilitate curricular reform which keeps pace with societal change
8. Organize common ground for coalition members
9. Involve the full spectrum of coalition member organizations in all activities
10. Implement Global Action Week activities until 2015
11. Implement joint projects at the local and regional level

The objectives of the Lebanese 2010 campaign were to:
1) Emphasize the importance of the teaching/learning process in Lebanon, through precise research on the status of education and related challenges
2) Establish constructive discourse with public officials, and international organizations - especially the United Nations Agency Relief and Works Agency for Palestinian Refugees (UNRWA)
3) Activate the role of civil society organizations, mobilize the community, and implement several workshops promoting the following Global Campaign for Education goals:
   a- Provision of free and compulsory primary education for all, by 2015
   b- Integrity in providing quality education for all
   c- At least a 50% reduction in illiteracy in all locations
   d- Elimination of gender disparities at all levels of education
   e- Improved quality of all aspects of education, and promotion of basic life skills
   f- Empowerment of community movements to hold the government accountable for comprehensive implementation of Education for All goals
   g- Obtain the financial resources needed to achieve the above mentioned goals

Coalition Structure
The coalition includes a spectrum of 93 Lebanese organizations (including Palestinian organizations living in Lebanon) from different localities and with a diverse range of backgrounds and views, including Lebanese and Palestinian NGOs and CBOs, with a focus on education (particularly those focusing on literacy and adult education), cultural organizations, women's organizations and unions, youth foundations, student federations, training centers, social development foundations, charitable organizations, organizations working for special interest groups such as the elderly and refugees from Beirut, Tripoli, Saida, and Bourj El Barajneh and Ein El-Helweh Refugee Camps. The Coalition has invited the 35 existing Lebanese teachers unions to activities, but they have not attended to date. The coalition is increasing its efforts to involve Palestinian and Lebanese teacher unions, through outreach to these groups. One of the coalition’s achievements has been the participation of Dr. Imad Samaha, a member of a teachers’ union, in a paper discussing the main problems facing education, presented in a panel discussion at a conference launching the Global Campaign for Education (April 23, 2010 at UNESCO Conference Center, Beirut).

Capacity Building
Most of the 93 Lebanese and Palestinian member organizations involved in the Lebanese Coalition for Education For All, are members of the Arab Network for Popular Education in Lebanon, who have already been trained in, and adopted the pedagogical approaches and methodologies used by the Ecumenical Popular Education Program (EPEP).

Working mechanisms
Membership is open for all Lebanese and Palestinian civil society organizations working in Lebanon and in the field of education, provided that they are independent and non-
governmental. All member organizations are active in social work or popular education, particularly literacy and adult education.

**The Charter of Honour and Ethics** was developed to organize the coalition's work, determine methods of collaboration amongst associations, specify the relationships amongst them, and stipulate the decision making process. The Coalition decided that decisions must be unanimously agreed.

**A five member national coordination Committee** was formed to plan activities, monitor and evaluate implementation plans, and suggest revisions as necessary, including:

1. Ecumenical Popular Education Program (EPEP),
2. The Association of Social Aid (Al Najdeh al ijtimahieh),
3. The Association of Aazem wal Saadeh,
4. World Students Christian Federation (WSCF),
5. The Danish Council

The Lebanese Coordinating Committee has met regularly to plan and organize its work, including discussions on coalition formation, membership and by-laws, to make decisions, form committees (i.e. the monitoring and follow up committee), plan and organize activities, monitor and evaluate their implementation, and suggest adjustments when necessary. A preparatory meeting was held in January, 2010 to announce the campaign and encourage civil societies to join the coalition. This meeting also set the preliminary strategy and action plan for the 2010 campaign. The membership form, and the final version of the action plan were agreed in subsequent meetings in February and early March. After the Coalition was established, the National Coordination Committee met three times (in late March and April), to prepare for implementation of activity, and to develop and agree upon administrative and financial procedures, and evaluation methods to assess project impact. The Committee also met on 19th May 2010 to evaluate Global Action Week, (implemented between 19 and 25 April 2010) and other completed activities, and to plan subsequent activities.

Coalition members were invited to attend several meetings: in April (6 and 15th April 2010) to prepare for action week, call for a public meeting to involve many NGOs and official representatives as possible, and organize a media campaign and press conference; in June (9th June 2010), to meet with the coordinating committee, which had prepared a presentation evaluating the coalition’s work, and to plan subsequent activity; and in July (7th July 2010), to finalize preparations for a seminar on "Compulsory Education in Lebanon : الزامية التعليم : Activate the Role of Civil Society Organizations". The Coalition decided to postpone the seminar from July to December, to avoid summer vacation and allow more time to prepare. A follow up meeting was held on 21st July 2010 to share more ideas and discuss how to expand coalition membership.

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**Moroccan Coalition "the Moroccan Coalition for Education for All –MCEA"**

The leading organization in the Moroccan Coalition is Moroccan Forum Alternatives- FMAS.

The Moroccan Coalition for Education for All (MCEA) was created in a meeting of 60 social movements, representatives of civil society organizations, social forums and unions on March 6, 2010. The meeting was held in a center in Bouznika, in Chaouia-Ouardigha region, in the presence of the interim Regional Coordinator of the Arab Campaign for Education for All. In this meeting, 38 organizations agreed to jointly establish the Moroccan Coalition for Education for All.

Creation of MCEA was seen as an opportunity to start a social movement which would effectively influence educational policies, and improve the quality of education and educational
environments in Morocco. This Oxfam-Novib-supported project helped build the infrastructure for a strong active coalition, consisting of 41 member organizations, including 3 teacher unions. MCEA successfully institutionalized a coalition structure through formation of active committees, distribution responsibilities and roles, and development of Coalition by-laws (still a draft at the time of this report). The Coalition actively participated in 2010 Global Action Week, developed papers and research on education throughout the course of the project, and made this information available to organizations, to shed light on the status of education in Morocco.

Morocco the government has successfully developed and approved educational reform programs, developed an educational strategic plan, and increased budget allocations for education. Hence, the coalition determined that its role was to maintain these positive governmental legislative changes, pressure the government to ensure implementation of these programs and plans, and to monitor educational improvements.

**Coalition Goal and Mission**

The mission of the Moroccan coalition is to mobilize Moroccan civil society in support of the goals of the Global Campaign for Education, to ensure quality education for all, especially females, towards the achievement of the millennium developmental goals in the field of education.

The Moroccan Coalition aims to:
1. Achieve the six Education for All goals, as per the Dakar agreement
2. Mobilize efforts in order to improve public school education, and develop a strategic plan to ensure free and compulsory primary education, especially for girls, based on relevant studies and scientific research
3. Have a positive impact on educational policies, and contribute to educational reform

**Coalition Structure**

The MCEA is composed of 41 member organisations including representatives of various NGOs, social movements, trade unions and 3 teachers unions, from all over Morocco, including Rabat, Casablanca, Sale, El Jadida, Safi, Ben Ahmed, Taourirte, Guelmim, Errachidia, Essaouira, Bouizakarne, Tanger, Zagora, Marrakesh, Al-Mahameed, Fas, Ir Shaidia, Meknas, Temara, Sidi Qasem, Al-Kenitra, Arford, Mazan, Tawnat, Missour and Kser Bono.

The Coalition has successfully involved three (out of over 35) Moroccan teacher unions. Teacher unions are known to be far more independent in Morocco than in other countries, however, numerous unions registered across the country when the government opened the door for teachers to form as many unions as they wanted, causing confusion, and a lack of unity and overall vision.

**Building the capacity of the members**

The coalition is planning to implement two workshops in February, to enable its members to develop a 3 year strategic plan, and to develop their capacity in budget analysis. One workshop will be funded by this project; the coalition is searching for additional funds to conduct the second workshop.

**Working mechanisms**

**Membership** is open for all Moroccan civil society organizations work in the field of education, provided that they are independent and non-governmental.

MCEA is a member of the Global Campaign for Education, and of ACEA
By laws were developed to organize coalition work and establish 3 legal entities in the coalition: the General Assembly which meets annually; the National Coordination Committee which is elected for 3 years, is composed of 9 organization members and meets at least 6 times a year; and the executive committee, appointed by the Coordination committee.

It was agreed that decisions will be taken unanimously, or by an absolute majority (half plus one) if voting is necessary.

Coalition Committees: A small interim committee of Al Massar Association for Citizenship Education, Alternatives Morocco represented, and Espace Associatif "Space Association" was formed to quickly register the coalition in GCE and draft a 2010/2011 plan. After several meetings, the coalition agreed to form a national coordinating committee composed of 14 members, while agreeing to maintain the small committee as is. After the coalition was established, the small interim committee met urgently on 7th, 10th, and 17th March 2010 to draft coalition by-laws, an action plan and GCE registration.

The Coordinating Committee has met 6 times since its establishment. On 10th April 2010, the interim committee called a meeting to present the Global Campaign for Education, propose GAW activities, and to discuss formation of the national coordinating committee and nominees for this committee; nine organizations attended this meeting. On 24 April, 10 organizations met to evaluate GAW activities which had been implemented; at this meeting, they agreed to extend the Education for All campaign beyond 25 April to provide an opportunity for more organizations to work, and implement additional activities. On 31 May, thirteen organizations met to evaluate the activities of the GAW and plan forthcoming activities. On 25 June, 14 members met to ratify formation of the coordination committee and keep the small committee as is. On 22 September 11 members of the coalition met to draft a 6 month action plan and to discuss the Moroccan coalition's participation in the World Social form to be held in Palestine. On 29 September, 10 members met to discuss draft by-laws (prepared by the small committee), and to prepare for the World Social Forum in Palestine.

Yemeni Coalition for Education for All - YCEA

Leading Organization: HOOD organization

The Yemenis exerted extensive efforts to build a strong coalition, which could respond to the urgent need to improve the status of education in Yemen, which affected by severe poverty and harsh conditions. The coalition has continued to work since its establishment in 2009, regardless of the level of available funds, and has developed an annual and strategic plan. Through this project, Oxfam Novib has helped YCEA to institutionalize and strengthen its coalition, and build its members' capacity.

YCEA is composed of 61 member organisations from Sana’, Al- Baidha, Hudaidah, Ibb, Hadramout, Taez and Thamar. The Yemeni Coalition was established on 3rd August 2009 as a result of several meetings implemented after the Yemen Conference in May, 2009.

A draft YCEA strategic plan was developed after two workshops conducted in the Yemen Women Association. YCEA plans to conduct another workshop on 1 December, 2010 to jointly strengthen and agree upon the final version of the three year strategic plan, and to develop the annual plan for 2011, with the support of experts.

YCEA has successfully raised public awareness of the Right for Education for All and has strengthened the capacity of coalition members through training workshops and advocacy.
sessions. YCEA has institutionalized their work by establishing regular meetings and coalition by-laws. The Yemeni Coalition also established Media Workers for Education as one of the educational links that they intend to establish for various stakeholders, such as parliamentarians, academics, educators, politicians, media workers, artists, and volunteers.

**Yemeni Coalition for Education for All Objectives for 2010**

1: To contribute to establishment of national, regional and international movements for Education For All
2: To provide a common basis and network amongst civil societies, to coordinate the activities of Education For All
3: To organize and conduct campaigns which advocate for policies and regulations which ensure that every male and female has free quality education

**Structure of the coalition**

The Yemeni coalition is composed of a range of NGOs, CBOs, educational, human rights and women's organizations, teacher unions, training centres, youth foundations, social development foundations, charitable organizations, and organizations working for democracy and serving children, from Sana’, Al- Baidha, Hudaidak, Ibb, Hadramout, Ta’ez and Thamar. YCEA works with three of the four existing teachers unions in Yemen, and they are trying to involve the fourth.

**Capacity Building**

The coalition held two workshops on strategic planning, to enable them to develop their strategic plan; this project did not fund these workshops. Members also joined a training workshop on “Management of Advocacy Campaigns on Education” organized by the Youth Development Foundation (a coalition member) through its Education for All project, funded by Save the Children “Sweden”. 22 coalition members representing 20 organizations attended the workshop. Also through the YDF, 25 YCEA member organizations sent representatives to a workshop on children's rights.

Male and female representatives of 20 YCEA member organizations are scheduled to join a 5-day workshop on advocacy and the right to education, through this Oxfam Novib project, between 27 November and 1 December in Sana. Another workshop will be held on 1 December to build the capacity of key YCEA activists in strategic planning; in this session, participants will jointly strengthen and agree upon the final version of the three year strategic plan, and the 2011 annual plan, with expert support.

**Working mechanisms**

Membership is open for all Yemeni civil society organizations working in the field of education, provided that they are independent, non-governmental and are not related to any political party.

The Yemeni coalition is a member of both GCE and ACEA, and looks forward to membership in regional and international networks.

The Yemeni Coalition is also a member of the Yemeni Anti-Corruption Coalition (which focuses on education, health, water and social care). Ibraheem Al-Dhahra, a YCEA representative, has been appointed Assistant General Coordinator of the Education Sector, in the Anti-Corruption Coalition.

YCEA by-laws were established to organize coalition work and establish 3 legal coalition entities: the General Assembly which meets annually; the National Coordination Committee which is elected for 3 years, is composed of 9 organization members and meets at least 4 times a year; and finally the executive committee appointed by the Coordination Committee. Decisions are taken unanimously or by an absolute majority (half plus one), if a vote is required.
Committees: An interim preparatory committee (composed of the Youth Development Foundation, the Yemeni Teachers' Union, Al-Noor Foundation and Yemen Women Association) was formed to follow up on the recommendation of the Yemen Conference; 30 organizations were invited; 18 attended and discussed and approved proposed internal by-laws. The interim committee also met and prepared a meeting to launch the Yemeni Coalition. In August 2009, 80 organizations attended the Coalition founding meeting, ratified the internal by-law, and elected the national coordinating committee.

The National Coordinating Committee (NCC) is composed of nine members, elected to serve three years in the founding meeting. A three-member election committee was formed to monitor elections: Al-Own Humanitarian organization, an NGO which is not part of the coalition, and an independent media representative.

Responsibilities were assigned as follows: Ibrahim Al-Dhuhra is an NCC representative and chairman of Teachers Association, Entlak Al-Motawakel is the NCC vice chairman and represents the Youth Development Foundation, Ahmed Al-Motawe was elected YCEA’s financial administrator and represents the Naser Social Development Foundation, Abdulmalik Al-Okab was elected YCEA’s membership coordinator and represents the Social Development Society, Fawzeyah Noman was elected YCEA training coordinator and represents Yemen Women Association, Mohammed Naji Alaw is YCEA coordinator of foreign relations and represents Hood Organisation, Abas Al-Saberi was elected YCEA information coordinator and represents Taibah Foundation, Mohammed Al-Rebat is YCEA’s project coordinator and represents Islah Charitable Social Society, and Najeeba Al-Khateeb is YCEA’s planning coordinator and researcher, and represents Al-Noor Foundation.

Meetings of the National coordination committee:
The Yemeni National coordination committee held 15 periodic and special meetings in its first year, to:
1- Discuss registration in the GCE
2- Discuss and agree on a coalition framework, strategic plan, annual plan, and slogan
3- Plan the 2010 campaign, under the slogan ”Education is First”
4- Make decisions related to coalition participation and activities.
5- Study financial obstacles and how to overcome them
6- Follow up on preparation of the coalition's financial and administrative regulations

By-laws only require quarterly meetings, however, additional meetings were necessary in the founding year.

The first General Assembly meeting will be held on 6 November, 2010.

The Palestinian Coalition for Safe School Environments

Leading Organization: Teacher Creativity Center (TCC)

The Palestinian Coalition for Safe School Environments (PCSSE) was established in 2007 by a group of Palestinian NGOs through a Teacher Creativity Center initiative, to unify and optimize the effectiveness of all efforts exerted in the area of educational development. This Coalition develops intervention programs which enhance school Environments and the quality of education. The coalition is composed of a qualitative body of interested educational institutions, CBOs and organizations working to positively influence educational policies to improve educational quality, in an effective manner, and whose main interest and field of work is in the
Palestinian educational sector. The coalition provides a platform for these organizations to network, coordinate and jointly improve educational quality and services. Since its establishment in 2007, the PCSSE has become a well known Palestinian social reform movement in the field of education.

The Palestinian Coalition for Safe School Environments is also part of a national team working to hold the Prime Minister accountable for Palestinian National Authority general budgets, while shedding light on the budget allocations to the education sector.

When the Palestinian Coalition for Safe School Environments was established in 2007, it focused on community awareness and coalition building, through numerous meetings with potential members. In practice, the coalition chose to focus on those organizations which were most active and committed to the Coalition’s mission. Hence, in 2010, the coalition asked coalition member organisations to confirm whether they wanted to maintain their membership by actively sustaining the efforts of the 2010 campaign.

The vision and strategic plan of the coalition were developed, through several workshops on strategic planning. PCSSE has also developed their 2010 annual plan, which is related to their strategic objectives for the year.

The Palestinian coalition successfully mobilised one million community members in the Education for All Campaign, influencing decision makers and gaining massive media attention. The high level of involvement of the media and top decision makers, the Coalition’s ability to influence the top of the decision-making pyramid, are an indication of the Coalition’s success; this Palestinian Coalition for Safe School Environments catalyzed national dialogue and debate on educational issues.

2010 Objectives of the Palestinian Coalition for Safe School Environments
1. To increase budget allocations for educational development programs which enhance school environments by:
2. Increasing the number of schools, especially in far reaching villages and communities in area C, and in Jerusalem
3. Increasing the number of classrooms, to decrease overloads, and maintain international standards
4. Provision of scientific and computer labs to all schools
5. Improved classroom physical environments (painting, windows, doors, etc)
6. Rehabilitation of school play grounds, especially in co-ed schools, where female students are deprived of their right to play.
7. Development of teaching methods and techniques which will transform the educational system into one which is based on, and promotes analytical and creative thought
8. Increased and improved teacher education programs
9. Approval of an incentive system to encourage teacher creativity
10. Improved quality of life for teachers, through improved wages (which will encourage them to play their optimal role)
11. To ensure totally free basic education, for all Palestinian Children.

Coalition Structure
The Palestinian Coalition for Safe School Environments is composed of 21 organizations, including the General Union of Palestinian Teachers, organizations working in the educational sector, with women, youth, in early childhood, and some health, environmental and agricultural organizations which implement programs inside schools.
Building the capacity of the members
Members have joined training workshops to develop their capacity in project management and database maintenance, and they have joined numerous workshops focusing on strategic planning, to facilitate development of the coalition's strategic objectives and vision. The TCC also offered a workshop on budget analysis for Coalition members, to enable them to analyze the general budget, and effectively advocate for allocation of additional education funding.

Working mechanisms
Membership is open for all Palestinian civil society organizations provided they are independent, however the quality of work and their willingness to actively participate are key criteria for acceptance into the Coalition, and to maintain this membership.

The Palestinian coalition has attained membership in both GCE and ACEA

The Palestinian Coalition for Safe School Environments has drafted by-laws and awaits their approval by the General Assembly.

The coalition consists of 2 legal entities: the General Assembly and the National Coordination Committee.

The National Coordinating Committee was expanded from 7 to 9 members, in 2010. The General Assembly has had five meetings between April - Sept. 2010. The first was on 1st April, to approve the action plan for Palestine's Global Action Week. The second meeting was on 10th May to prepare for the World Social Forum, to be held in Palestine. The third meeting was on 8th June to discuss a draft study on the role of schools on social capital. The fourth and fifth meetings were to prepare for the World Social Forum, with the forum committee.

The coordination committee met five times during the period of this report, on 11 April, 27 April, 16 May, 31 May and 1 July 2010, to prepare Global Action Week and coalition activities, to evaluate them, and to prepare for the World Social Forum. This included a special meeting to release a statement condemning Israel's attack on the "Liberty" ship which crossed the sea to break the Israeli siege on Gaza.

Output 2:
Broad Mobilization and Participation in Campaigns in 15 Countries

Overview: Between April 2010- March 2011, 15 coalitions across the Arab world raised the awareness of civil society organizations, schools, decision makers, community leaders and the media, regarding the status of education and related challenges, and created links between civil society organizations, NGOs, and coalition members. The national coalition in each country provided a platform for all parties interested in education, and mobilized a broad range of stakeholders and all sectors of the community in their national campaigns. The project catalysed studies on education, providing a statistical basis for concerned NGOs and coalition members. In Palestine, in particular, the coalition initiated intensive advocacy with decision makers, and heavily involved and utilized the media for the benefit of the campaign.

Details follow:
National reports on the status of education (policies, statistics, budgets, challenges, strengths)

Through this project, national reports on the current status of education (policies, statistics, budgets, challenges and strengths) were prepared by Egyptian, Palestinian, Moroccan, Lebanese and Yemeni coalitions, pinpointing national needs. These papers, have guided coalition activities, providing concrete data on the true status of education in their country, and enabling coalitions to pinpoint national needs, and mobilize the broader community to pressure authorities to meet these needs. Study findings were integrated into coalition objectives, and provided the basis for all project activities, particularly advocacy with government officials when coalitions called on their governments to enhance support to education. Broad dissemination of these important studies amongst decision makers, and at the national level in each country, provided a powerful tool and statistical basis for advocacy campaigns in the five countries.

Lebanese Research

Prior to this project, Lebanon lacked accurate official statistics on education, and development associations did not consider educational issues a priority. The Lebanese coalition has taken powerful steps to rectify this, by releasing two important papers on education 1) Primary Issues and Problems in Education and 2) Popular Education as an Approach that fulfils the aspirations of the Palestinian people in Lebanon. These papers were presented at the launching of the Lebanese Global Campaign for Education, at the April 23, 2010 conference attended by decision makers, media and civil society organizations. These documents also highlighted the impact of the financial crisis on the educational system after 20 years of war in Lebanon.

Two more papers entitled 1) Education in Lebanon: Activating the role of Civil Society Organizations, and 2) Capacity Building in Educational and Developmental Programming, will be presented at educational seminars on December 2010 and March 2011.

Further analysis was made to the educational system in Lebanon from two perspectives: the school environment and the external environment as follows:

First: Outside School

1. Actual Illiteracy Rates: Illiteracy rate have reached 30% in Lebanon, reflecting non-application of compulsory education legislation, and community/official a lack of awareness and interest in education.
2. Marginalization of women and its impact on education: several studies indicate that the ratio of women to men is 6:1 in Lebanon, due to migration and war. Yet two thirds of those who are illiterate are female, women are still marginalized by some ethnic / sectarian parties, especially in rural areas, and women’s role is marginalized in education and the community.
3. Internal and external war: The cycle of violence has led to a community, government and developmental focus on survival, rather than education. To compound matters, ongoing internal and external violence has constrained progress on projects which attempt to promote educational reform.

Second: School Environments

1. School dropouts: Dropout rates are near 50% in elementary and primary schools, across most of Lebanon.
2. Poverty & Children Labour: The unemployment rate in Lebanon is between 15-40%, compelling many families to resort to child labour for survival; this is correlated with high drop out rates.
3. Poorly Qualified Educators: The insufficient budget allocation for public schools are correlated with the employment of unqualified teachers, at low salaries.

4. Inadequate School Facilities: Inadequate, unsafe and uncomfortable facilities in most schools, discourage students from attending class.

5. Compulsory Education laws are not implemented, largely due to government neglect, leading to low enrolment.

6. Poorly Qualified School Administrators: Most school administrators focus on financial and organizational issues, at the expenses of educational vision and programming

7. Absence of an Educational Philosophy: The absence of an educational philosophy, and the impact of this on curriculum, are primary factors in the educational crisis in Lebanon. There is a tendency for schools to neglect civic education and history, and replace them with a broad range of new subject areas.

8. Poor Motivation Amongst Students: who are aware that the effort and expense required to obtain an educational degree is unlikely to lead to a good job/decent salary.

Palestinian Educational Problems in Lebanon
Most of Palestinian refugees who stayed in Lebanon since 1967 are officially prohibited from registering in Lebanese government schools. Hence, almost 400,000 Palestinians living inside refugee camps suffer from a shortage of school buildings, poor quality education, and poverty levels which have raised school dropout rates to over 50% amongst this community.

UNRWA provides primary and secondary education to Palestinian refugees in these camps, through 74 schools, which feature overcrowded classrooms with approximately 55 students per class. Parents are not allowed to observe or participate in these schools. War, lack of investment in education, and the factors mentioned above have led to an overall illiteracy rate of 48% amongst this community.

Reasons for the poor level of education at UNRWA schools:
- Deteriorating socio-economic status
- A shortage of school buildings, and weak building infrastructure
- Poor quality school curricula
- Lack of modern technology to keep up with global 21st century educational standards
- Ineffective school administrations
- Lack of rehabilitation and training programs for teachers
- Loss of hope/motivation among youth

Moroccan Research
Two papers formed the basis for coalition work in Morocco. One studied establishment of the Moroccan Coalition and advocacy for public schools. This paper was very important as it shed light on Moroccan educational statistics, and establishment of the Moroccan coalition in order to activate the National Covenant on Education and Training, the national governmental reform program on education designed to enhance the status of education. The second study by the Moroccan coalition researched educational reform over the last two decades. In January, the Moroccan coalition will hold a national seminar on the status of education in Morocco, and Education for All objectives; the two papers will be presented at this event, establishing a strong basis for future coalition work. In March, the coalition will develop a third report on the status of education in Morocco as per the six Education for All objectives.

Egyptian Research
A study conducted by the Egyptian Coalition found that the Egyptian education system, which is the largest educational system in the Middle East and North Africa with approximately 20.4 million students, faces two main challenges: poor quality of education, and limited budget allocations for education. Extreme centralization is a main characteristic of the Egyptian regime;
the Ministry of Education’s control over all aspects of the educational process (policy-making, development and implementation of strategic plans) constitutes a major problem in Egypt. This study also pinpointed use of traditional educational models as a primary factor which has hindered improvements in the quality of Egyptian education. But the most serious problem is that 14% of the general budget is allocated for education, and 80% of this is spent on running costs and salaries, leaving scant funding for educational and developmental programs.

Total public expenditure on education in Egypt in 2007/08 amounted to about 33.7 billion pounds, up 21% from the previous year, the largest increase seen during the last three years. However, despite this increase, the share of total education spending has fallen from about 17% in 1999/2000 to about 16% in 04/2005, and to 12.5% in 06/2007 to less than 12% in 07/2008. Not only that, but the real increase in the public expenditure on education during the 2008/07 is less than it seems, especially if we take into account the increase in the number of students and the high inflation rate (about 11.7% in 07/2008). In other words, the average per student spending on education has declined in current prices. In other words, the average expenditure per student has declined, given current prices. As a result, the rate of spending has also decreased from the gross domestic product (from 5.3% in 1999/2000 to about 3.7% during 2007/2008).

Other chronic problems are the poor status of school construction, and a shortage of school buildings, which results in overloaded classrooms; this in turn discourages teachers, who are already poorly motivated due to low pay, and limits access to modern educational techniques and tools.

**Yemeni Research**

In Yemen, studies indicated that public education faces two types of pressure: quantitative pressure related to an increase in population growth, and qualitative pressure linked to the poor quality of education. Research found that Inadequate funding for education has led to weak programs, rising illiteracy rates (especially amongst 6-14 year olds who remain out of school), high primary school dropout rates (especially females), and limited literacy and adult education programs in rural and remote areas. This is correlated with several factors: low budget allocations and low wages for literacy program, a need for additional centres and qualified teachers, and the lack of community or media awareness campaigns clarifying the incidence and impact of illiteracy on the community.

The recent government report indicated that illiteracy rates remain high, at approximately 47.2% (25.7% in urban areas and 54% in rural areas). Although the rural population accounts for 74% of the total population, the number of students in general education (primary, secondary) in the rural areas was **1547 thousand students in 2008/09**, compared to 3361 thousand students in urban areas (a ratio of 2:1) although the number of schools in the rural areas increased to be 13575 schools in 2009, compared to 2,086 schools in urban areas.

High dropout rates are exacerbating illiteracy in Yemen - a complex problem which is stunting economic and social development and is correlated with several economic, social and education issues. Gender indicators highlight additional challenges, and the need for extensive reform efforts to achieve equity (given that half of the population is female).

The rates of expenditure on education of the total public spending in Yemen had witnessed large fluctuations and characterized by the lack of stability during the period 2006-2010. It has reached its lowest levels in 2008 by 13% and reached the highest levels of spending in 2010 to reach 17.7% of the total public spending. The increase in spending came as a result of increased current expenditures on wages and salaries because of workers compensation in the education sector for the rising prices and as a result of the restructuring of wages and salaries.
The expenditure on education and training from the gross domestic product has declined to reach during the period between 2003 and 2008 an average of 5.7% of gross domestic product, 5.3% in 2009, and 4.9% in 2010. That entails a big challenge of how to stop the decline in the budgets of education and increase education's share from the gross domestic product.

**Palestinian Research**

The Palestinian coalition researched the impact of government spending on education, comparing budget allocations for education with impact, with other Arab countries, and with the right to Education for All and its role in raising the level of education for women and marginalized groups. The Palestinian study indicated that 19.4% of total public expenditure goes to education. This allocation increased from 15% in 2000 to 17.9% in 2003, to 18.7% in 2008, and 19.4% in 2009—in other words, increases in educational spending between 2003 to 2009 did not exceed 1.4% per annum. The study also demonstrated that 68% of government spending on education covers salaries/wages, 5% covers operating expenses such as electricity, water and rent, and 14% of this allocation went to developmental programs. Findings also indicated that salaries and wages in the education sector constitute 27.3% of the total wages paid to government employees (which constitute 48.4% of the total public spending). The study also revealed that the total current expenditures constitute a greater proportion of total government spending at the rate of 81.5%, while the developmental expenses and capital are only a proportion of 18.5% of total government spending.

**Global Action Week (GAW)**

Lebanon, Egypt and Morocco, focused on Global Action Week since they are newly established coalitions, to enable them to promote the idea and mobilize people. Most importantly, campaigns in each country stressed social justice, gender equality, and the actual figures and studies on the recent status of Education. Community mobilization was also a cornerstone of each coalition, as well as media campaigns.

Global Action Week composed a main component of each coalition’s work; some coalitions also contributed to other campaigns (i.e. the “Learn it Right” campaign in Egypt and “Our Rights” in Yemen). Community mobilization and media campaigns were the cornerstones of Global Action Week. Details on implementation of Global Action Week in each country follow:

**Global Action Week in Egypt**

The “ONE GOAL: Education for All” Campaign was launched during Global Action Week in Egypt. This campaign was highly successful, and initiated extensive debate in the governorates where activities were implemented. This was largely due to the active participation of male and female students, who shared their artistic works, reflecting the educational situation in Egypt. The Learn it Right campaign launched by “Egyptians without Borders for Development” in several governorates also exerted pressure for educational reform. These campaigns caught the interest of television and printed media, broadened participation, and triggered extensive Facebook discussions.

**Launching of the Learn it Right Campaign in Aswan**

Over 100 people attended the launching of the Learn It Right Campaign in Aswan governorate on April 24th; specifically, 47 parents, 20 students, 29 educational leaders, 5 decision makers including the General Secretary of the Ministry of Education, head of the Parliament Education Committee, and directors of educational directorates. The ceremony was held in AlAqqad Cultural Palace with the participation of Egyptians without Borders Foundation for Development, Egyptian Foundation for Refugees Rights, several youth foundations, the Eighth Channel, South
of Saeed (upper Egypt) Radio, the Administration of Public Education in Aswan Governorate and
the governorate’s local council education committee.

The ceremony opened with a speech delivered by the director of Egyptians without Borders
Foundation for Development, shedding light on the objectives, and local and international
campaign partners. Mrs. Wissam Al Sharif, Executive Director of the Foundation, pointed out that
2010 campaign activities coincided with world cup finals, highlighting the role of FIFA in
enhancing opportunity to achieve one goal uniting more than one hundred countries under the
slogan “Education for All”. Educational leaders subsequently delivered speeches expressing their
profound desire to contribute to campaign success, by building partnerships with the coalition.
This was followed by a question and answer session, to enable journalists to obtain details
related to campaign activities and objectives. The Board of Egyptians without Borders
Foundation for Development, answered all of the questions, through a communiqué issued at the
end of the ceremony.

Students with the top three submissions to the Learn it Right campaign, received prizes and the
local media interviewed winners. Children explained their artistic works, and openly discussed
their views with the judges and educational leaders. The ceremony in Aswan achieved an
important outcome which is a partnership between the media and the Ministry of Education,
regarding forthcoming activities.

Launching the Learn it Right Campaign in Alexandria
On April 22, the Learn it Right campaign was launched at the Egyptian Center for Development,
by Egyptians Without Borders Foundation for Development (EWB), in cooperation with the
Alexandria Youth and Sports Directorate, the Egyptian Center for Development, the Egyptian
Foundation for the Rights of Refugees, members of the Egyptians for Change Movement, and
with the participation of graduates of the “Egyptian Citizen” program in Alexandria. 76 people
attended the event (5 decision makers including the General Secretary of the Ministry of
Education and directors of educational directorates, 27 parents, 28 students, 5 educational
leaders and 11 organizations. Students who participated in the Learn it Right campaign received
prizes. The EWB timed the launching of the campaign to coincide with the Global Action Week.
During the ceremony, representatives of Alexandria’s Youth and Sports Directorate offered to
cooperate with campaign leaders through technical support, and the hosting of campaign
activities by youth organizations. In Alexandria, the audience was astonished by the ability of
participating students to monitor and portray access to free education, related challenges, and
the social and educational gap resulting from inequitable educational systems, in their artistic
works. Primary achievements stemming from this event include: monitoring of education
problems in Alexandria, adoption of the campaign by several public figures, and their promise to
discuss the recommendations and outcomes of this meeting with senior education decision-
makers.

Launching the Learn it Right Campaign in Delta governorates (Qayloybiyah, Gharbiyah
and Sharqiyah)
Almost 168 people (60 parents, 21 students, 56 educational leaders, 28 school principals, and 3
General Secretaries of the Ministry of Education in 3 governorates) attended the launching of the
Learn It Right campaign in Delta governorate on May 1st 2010. This ceremony was part of the
Arab Program For Human Rights Activists’ Global Campaign for Education activities within its
project on supporting decentralization of education. Representatives of the Board of Trustees,
representing 28 schools, attended the launching of the “1 Goal: Education for All” campaign as
part of this big campaign in schools.
A preliminary meeting with educational leaders, parents and school directors in Delta governorates (Qaylobiyah, Gharbiyah and Sharqiyah) shed light on the objectives of the “1 Goal: Education for All” campaign. Campaign brochures were distributed to principals from 28 participating schools, explaining campaign objectives, upcoming activities and the role of various partners (coalition members and participating schools). In this meeting, participants discussed potential activities, potential common ground between campaign objectives and the objectives of school Board of Trustees, and issues which needed to be resolved.

Global Action Week in Lebanon
The launching of the Global Campaign for Education in Lebanon was a major challenge for the Arab Network for Popular Education, given the involvement of 93 member organizations in the Lebanese coalition. This type of collective educational commitment was new to these associations; prior work had been limited to preparatory meetings to raise awareness related to the Global Campaign for Education.

The leadership of the Lebanese Coalition and the secretariat of the Arab Network for Popular Education exerted great efforts to achieve the successful launching of this initiative, which was oriented toward Palestinian refugee camps as well as Lebanese society. The noticeable participation of such a significant number of associations, and the efforts they exerted to ensure success, indicate their level of engagement.

Preparatory work included visits to NGOs working in the field of education to raise their awareness of GCE goals and objectives. GCE materials were translated into Arabic and distributed to the NGOs, along with forms encouraging them to become members of the Lebanese Coalition. Coalition members held ten meetings to develop the Plan of Action, prepare for GCE week activities, and form a Committee to monitor and follow up on the week’s events. These meetings provided an opportunity for extended analysis of the current situation, and issues related to education for the Lebanese community and for Palestinians living in Lebanon.

Press Conference Launching the Campaign
A press conference launched the campaign on 19th April 2010 under the auspices of Dr. Tarek Mitri, Lebanese Minister of Information. A press release was also prepared and distributed to the media publicizing the launching of the campaign and a call was made for all organizations to attend the event. 50 people attended the press conference, including a representative of the Ministry of information, 2 representatives of Lebanese TV, representatives of 10 Lebanese newspapers, and 37 members of the Lebanese coalition.

Launching of the Global Campaign for Education in Lebanon
On April 23, the Global Campaign for Education was launched in a conference in the UNESCO Conference Center in Beirut, under the auspices of Lebanese Minister of Information, represented by his advisor Dr. Andre Kassas. 500 participants attended the event, including representatives of the Minister of information, 485 representatives of Lebanese and Palestinian civil society organizations and members of the Lebanese coalition, 10 educators, professors from various private and governmental universities, one representative of the teachers’ union, and 3 media agencies. The program was intensive, and opened transparent discussion on the status of education - reality versus needs - and related statistics which were highlighted in the national report presented in presence of governmental and non-governmental organizations. The ceremony also included testimonies, essays, poetry readings, art, and music that conveyed the “right to education”.

The opening address was delivered by Ms. Elsy Wakil, Coordinator of ANPE and the coalition; she underlined ANPE’s pride in initiating the launching of the GCE in Lebanon, to raise
awareness of the importance of education, and the need to enforce compulsory education in Lebanon. Ms. Wakil highlighted 2015 goals and GCE objectives, including expanded & improved comprehensive early childhood education, a 50% reduction in illiteracy rates, closing the gap between male and female enrolment in elementary and secondary levels, and promotion of civil society movements for full achievement of "Education for All".

The Minister of Information address was delivered by Dr. Andre Kassas who emphasized the importance of building efforts to increase funding, to achieve 2015 GCE goals and objectives. He noted that "Education is for All", applies to adults as well as children, and thus, required a diversity of educational methods and approaches. He said every educated person should make a commitment to positively impact his/her immediate circle, as this would ultimately expand into global change, and a unified and harmonious vision of education.

A panel discussion was conducted on the status of education: reality versus needs, and the status of education in Lebanon. The General Secretary of EPEP facilitated discussion on educational challenges. Two professors highlighted major issues related to education in Lebanon and in Palestinian camps. Dr. El Khalidi proposed Popular Education as a method to achieve the Palestinian people’s aspiration for societal change, right of return, and a life of dignity in Lebanon. She underlined the importance of including issues related to Palestinian identity in basic educational programs, such as Palestinian history and geography. Finally she highlighted the issue of school drop outs, particularly amongst male students who enter the labour market because of laws/regulations limiting employment opportunities for Palestinian refugees inside Lebanon.

Dr. Imad Samaha, a member of the teacher’s union, emphasized that democratic education cannot occur without comprehensive political, social and economic reform, and that there can be no progress without a democratic secular state based on law and accountability. He also raised the issue of limited enrolment in public schools, and the high cost of, and limited allocations for education, educational material and equipment and professional upgrading of teachers. Drop-out rates he said, are estimated at 22% in the fourth grade and 19% by the end of the ninth grade (this statistic includes drop outs who enter the labour market, or shift to vocational training schools).

The panel was followed by a reading of 10 of the best texts written by learners who attended literacy classes. The texts covered a variety of subjects, including the following titles (selected by the learners themselves): My Right to Education; I Oppose Child Labour; My Personal Transformation; I have learned Despite all Obstacles; My New School; and other success stories written by learners. Ten people gave testimonies on their experience as beneficiaries of popular education programs, highlighting the benefits, improvement of living conditions and enrichment gained. An artistic dance conveying "Education for Peace" was prepared and delivered by 20 Palestinian and Lebanese students. A poem about education, written by a student, was also shared with the audience. GCE T-shirts and caps were offered to children of learners, and GCE posters and flyers were distributed to participants to raise awareness and promote GCE goals.

Global Action Week in Morocco
In Morocco, this year “1 GOAL: Education for All” campaign coincided with Global Action Week activities and the 40th anniversary of Earth Day, and Rabat was selected to stage the event this year. As a result, the whole country was mobilized to organize activities promoting protection of the environment and sustainable development. Hence, the Moroccan Coalition for Education for All extended the global action till May 5, 2010 instead of 25 April. Scientific institutions and a diverse range of associations were involved in these activities. Scientific institutions, colleges and universities across Morocco organized Lesson for All activities, with
the participation of schools, colleges, university students, administrators, supervisors, and parents.

**ACTIVITY 1: The Moroccan 1 GOAL: Lesson for All Campaign**

The Moroccan coalition developed popular methods to promote Education for All, and increased allocations to education (the main theme of the campaign this year), such as the involvement of footballers. *Lesson for All* also called on governments to uphold their promises regarding Education for All, and to support enhanced budget allocations to education. Several brochures, booklets, stickers, and posters were distributed to participants presenting campaign goals and objectives, and introducing methods of participation and support for activities planned all around Morocco. 22,483 participants attended the 1 Goal Campaign in Morocco.

"1GOAL: Lesson for All" in Marrakesh

In Marrakesh, 5,494 students from 11 schools participated in "1 GOAL: Lesson for All" activities implemented in coordination with the AlMassar Association for Citizenship Educational, on April 20, 2010. The activity included sessions in the morning queue at school, in classrooms, in work groups and meetings with students and parents councils. Students conveyed the importance of increasing budget allocations for education, and to improve quality of education, in presentations to the community, local councils, politicians and others interested in education.

"1 GOAL: Lesson for All" in Fes

On 28 April, 1 GOAL: Lesson for All was implemented in Fes, during action week. Participants included a delegation of 300 people from the Moroccan Ministry of Education, 1,700 students from various schools, 450 retired teachers, 620 participants from Moroccan Vocational Formations Initiatives, and 300 people from the Space Association. On 29 April, 5045 students attended "1 GOAL: Lesson for All"; this event highlighted the need for greater attention to education, and for an increase in related budget allocations.

On May 6th & 11; activities in Fes concentrated on the right of all to education, and potential means to achieve this. Twenty-nine delegations of coordinators from the Education Movement Club participated in the activity, along with 12,000 students from University of Fes, 600 teachers, 20 members of the Guidance Department and 120 children from the Special Needs Center.

"1 GOAL: Lesson for All" in Meknes

On April 28, approximately 1200 students participated in Lesson for All at Ibn-Rushd School in Meknes. Students raised campaign slogans in brochures, posters, stickers and coalition banners, urging governments and officials to provide free and compulsory education for all, and to improve the effectiveness of education.

"1 GOAL: Lesson for All" in Temara & Ksar Bono

Approximately 2400 students participated in Lesson for All activities in Temara and Ksar Bono on April 20; students highlighted the importance of education, and focused on campaign objectives.

"1 GOAL: Lesson for All" in Sale

On April 28, about 1747 students attended Lesson for All; participants promoted campaign objectives and demanded increased attention toward achievement of campaign goals.

"1 GOAL: Lesson for All" in Missour

On 13 May, large numbers of students, parents, and members of the Public Recourses Defense Association gathered to express their support for the Lesson for All campaign, in Missour.
ACTIVITY 2: A Painting Workshop
A painting workshop was implemented in coordination with students from a Human Rights Club, on April 23, 2010 in Marrakesh. Each student contributed several drawings and together they painted a mural promoting campaign topics and objectives, and portraying the status of education in Morocco. Ten students painted, and 24 students from human rights clubs attended the workshop. Participants discussed concepts to be included in the paintings, and watched a presentation on 1 Goal: Education for All. The result was a fantastic mural on education, created by students.

ACTIVITY 3: May 1st Parade
The Education for All Campaign was represented in parades organized by 3 trade union branches, specifically: ODT in Rabat and Fes, and CDT in Casablanca. Coalition banners were raised, and leaflets, posters, and stickers were distributed to participants during the parade.

ACTIVITY 4: Training of Trainers in Kenitra-Gharb-Chrarda-Hessein region
On May 11, 2010, a training workshop was implemented for 29 teachers from schools in Kenitra region, and for 17 teachers from Sidi Kasem, preparing them to present the "1 GOAL Lesson" to students in their schools between May 14 and 28, 2010.

ACTIVITY 5: One Goal: Education for All Convoy - Bike Ride in Marrakesh
Marrakesh, was alive with the energy of more than 300 enthusiastic supporters of the "1 GOAL: Education for All" global campaign, when 100 cyclists from cycling clubs and over 100 male and female students, 21 organizations and 8 cycling clubs (including Al-Kawkab Club, Marrakesh Cycling Club, Attawieh Sports Club, Tamansurt Club for Cycling, Amal Club and others), participated in this large event. Teachers, students and parents also attended to offer support. On April 9, the Moroccan Coalition and Al Massar Association organized a presentation and a convoy of cyclists, to encourage supporters and interested parties to participate, and build political momentum for education. A special participant who attended to show his support was Mr. Choulli, Director of the Regional Academy of Education in Marrakesh, and a primary decision-maker in the Ministry of Education in Marrakesh. During the race, Said Ismael, a 15-year-old participant/student from Marrakesh said, "I'm here today because I believe every person in Morocco has the right to education."

Nasskech, a local music group, provided entertainment before and after the race. Latifah Zouhal, the main coordinator of the event, summed up the importance of the event with the following words, "Please join the coalition... Right now, more than 52 million children are denied an opportunity to go to school. For them, this campaign is an opportunity to make their dreams come true - to obtain their right to education.

Global Action Week in Yemen
The Yemeni coalition implemented action week under the slogan “Education First” instead of “Fund it Now” to lessen confrontation with the government. Six main organizations and institutions in Yemen participated in Global Action Week activities including festivals in support of education, and Lessons for All, between 19 and 29 April, 2010. This event, which involved 10,000 male and female students, teachers, social leaders, and citizens, was the first of its kind in Yemen.

The first activity was creation of Media Workers for Education, the first educational link established for media workers in Sana’a, to provide a vehicle to discuss media participation. Four male journalists and one female journalist were elected to the board of this link; specifically: Wadia’ Ata from Abwab Magazine, was elected General Coordinator, Altaf Kholani from Al Mara’ (woman) Magazine was elected Assistant to the General Coordinator, Mohammed Al Sayaghi from Saba Yemeni Press Agency was elected Media and Communication Coordinator, Jabr Sabr
from Annas Newspaper was elected Project and Program Coordinator, and finally Anwar Haidar from Al Motamar was elected Training and Qualification Coordinator.

Special stickers with this year’s slogan “One goal: Education for All - Education First”, 200 T-shirts, 500 hats and 1000 posters were printed and distributed in seven key areas in Sana’a, the capital.

Between 20 - 29th April 2010, school festivals were held in 4 targeted schools (Al Sabeen, Mohammad Ismaeel, Al Horsh, and Ikhwan Thabet schools) along with numerous activities to launch the action week, promote campaign concepts and highlight the campaign’s importance. These schools invited community leaders, university professors, and male and female teachers to their “Lesson for All” activities. Visitors attended presentations during morning queue along with students, and joined a lesson on the importance of education and related budget allocations in Yemen. These schools also implemented four sport activities, and a cultural competition attended by students, teachers, principals, parents and members of the Coalition. Over 10,600 people participated in the activities of the four schools. Specifically, Al Sabeen School involved 2500 female attendees in Lesson for All and 52 students and teachers attended sports activities, between 20-29 April. Mohammad Ismaeel School involved 2000 male attendees in Lesson for All on April 29th, and 500 students and teachers attended the sport activity. Al Horsh School involved 3000 male attendees in Lesson for All on April 29, 30 students and teachers attended the sport activity, and 10 students participated in the cultural competition. Ikhwan Thabet School) involved 2500 female participants in Lesson for All on April 29th, and 70 students and teachers attended the sports activity. Another achievement of this campaign is the submission of a petition with 10,000 signatories, demanding increased funding for education, to government and Ministry of Education officials.

Global Action Week in Palestine
Recognizing the limited resources available to the Ministry of Education and Higher Education (especially for developmental programs) and Palestinian National Authority (PNA) support for reform and development plans to improve Palestinian conditions, this year the focus of the Palestinian coalition’s advocacy campaign was to pressure the PNA to increase budget allocations for education, to implement all of the points and commitments mentioned in the National Reform and Development Plan, and to apply policies and regulations which will enhance educational quality in Palestine.

In the Palestinian Territories, one million children participated in Lessons for All activities as part of Global Action Week, through a variety of activities organized by the Palestinian Coalition for Safe School Environments, in cooperation with the Ministry of Education (20-26/4/2010). 3000 others participated in related sport and community activities. 10 members of the Palestinian Legislative Council also joined activities.

Coalition meetings with the Legislative Council resulted in important recommendations and Council promises to increase budget allocations for education. Local studies, which provided current figures and facts on educational status in Palestine, guided, and provided a strong basis for coalition demands. Global Action Week included extensive campaigns, public and community meetings, school activities, sports and art activities, presentation of studies, conferences and workshops and extensive media activities (literally, all activities were covered by the media).

ACTIVITY 1: Media Activities and Campaign
Workshop for Journalists
This two-day workshop (April 13-14) provided an opportunity to explain campaign goals and objectives to journalists, and provide them with information on the status of Education in Palestine, and the impact of inadequate resources on the quality of education. Thirty-six representatives of media organizations from across the West Bank participated.
Mrs. Intesar Hamdan, Director of the Teacher Creativity Center "Right to Education Program" and Coordinator of the Palestinian Coalition, opened the workshop with a presentation on this year’s Global Campaign for Education, its slogan, objectives, and work plan, followed by presentations highlighting the importance of improving the educational environment. She discussed the impact of inadequate financial resources on the quality of education. This was followed by a presentation on actual budget allocations to Palestinian education” by Fadel Suliman (TCC). Then, Ali Hason from Hurryat Freedom Institute gave a brief speech on the right of children incarcerated in Israeli prisons to education, followed by a presentation by Mrs. Shereen Zidan (Hydrogen Institute) on Safe School Environments. Ms. Nehaya Hamid from the Early Childhood Center discussed the status of the early childhood sector, and Maram Al-Am, from the Right to Play Foundation, gave a presentation on the impact of budgets on children’s right to play. Finally, Afaf Mazara discussed budgets for school health and education.

The media and education sector emerged from the final session with a cooperative workplan for upcoming activities. This event also resulted in the establishment of a new media education group - the Educational Media Forum as a vehicle to catalyze a media focus on education issues, under the umbrella of the coalition.

Press Conference to Launch the Campaign Activities
Global Action Week was launched at a press conference on April 14th, 2010 in the hall of the government media center, with the involvement of a range of supporters and political leaders, including Dr. Mustafa Al-Barghouti, a Deputy in the Palestinian Legislative Council, Mrs. Elham Abdulkader, Director of the Student Activities Department at the Ministry of Higher Education, and Mr. Anis Brewish, the General Secretary of Teachers’ Union in Palestine, as well as Palestinian Coalition members and media representatives. The press conference opened with a speech announcing the launching of Global Action Week in the Palestinian territories, for the third year, under the campaign slogan “Increased Funding for Education”; the speaker explained that this slogan was a necessary response to the educational crisis created by the World Bank decision to reduce budget allocations for education, as well as the aftershocks of the global financial crisis. The speaker outlined campaign plans to target one million four hundred thousand students in 2,430 schools in the West Bank and Gaza Strip, and to involve local and international partners. The number of children expected to attend school during the coming three years will exceed 84 thousand children. The presentation highlighted the importance of pressuring the PNA to increase funding for education, and called upon the Ministry of Finance to bring budget allocations to education in line with national plans and developmental projects. The presenter noted the challenge of increasing funding for education, and implementing educational reform while still facing ongoing attacks by the occupation authorities on the educational process, and applauded the Ministry of Education’s persistence in implementing development programs and new methodologies in the face of these challenges.

This was followed by a speech by Dr. Mustafa Al-Barghouti, a deputy in the Palestinian Legislative Council, who expressed his appreciation of Coalition efforts to promote education in Palestine. He discussed the need to advocate for quality education for all, and to increase funding for education, and highlighted the importance of implementing the National Funding Law for Higher Education approved by the Legislative Council in its first reading which allocates 2-3% of the financial aid received by the Palestinian Authority to support university students. Al-Barghouti said this fund would solve the problem of at least 180,000 students. He noted that, in the current situation, because the functioning of the Legislative Council has been interrupted, a presidential announcement from President Mahmoud Abbas is required to adopt the National Higher Education Fund Law, and allow students to benefit from scholarships, grants and loans which will enable them to complete their university studies. Al-Barghouti noted the importance
of also providing job opportunities for graduates, adding that education is the most important mechanism Palestinians have to improve their lives, as the occupation continues to damage Jerusalem and Gaza Strip.

The General Secretary of Teachers Union in Palestine, Mr. Anis Brewish, thanked all those who contributed to the promotion of the educational process in Palestine, and drew attention to the need to also highlight teachers’ rights, which are deteriorating, although they fall within educational development plans. He highlighted the great effort exerted by the union to obtain teachers’ rights, and implement programming to raise the status, efficiency and potential of teachers and administrators.

At the end of the press conference, a coalition representative explained that the purpose of the Palestinian Global Campaign for Education is to remind the Palestinian government and policymakers of the importance of education and the need to increase funding to development programs in the educational sector in order to improve the quality of education. Then, she read the coalition statement and a press release launching global campaign activities, highlighting the main theme of the campaign this year, its objectives, activities planned for global action week, and the need to raise educational standards.

**Media Campaign**

Campaign activities received broad media coverage (audio, visual, print and electronic) of campaign activities. The most important media coverage is listed below.

**Visual Media:**
- Palestinian TV channel interviewed Intisar Hamdan, Coalition Coordinator, in a morning talk show for 20 minutes, discussing the main theme of the campaign, its objectives and coalition activities.
- Coalition activities were widely announced in local newscasts and sports reports
- Watan TV (a Ramallah television statement) interviewed Refat Sabbah (Director, TCC) and discussed the Global Campaign for Education during their main newscast, on 21/04/2010
- Watan TV published several news reports on coalition activities during their newscasts

**Auditory Media:**
- Palestine radio station aired a special program which provided an opportunity for students to discuss campaign objectives and activities. Mrs. Khetam Al-Deik, one of the media representatives, also broadcast a one hour interview with Intesar Hamdan, Coalition Coordinator, and aired a report on the quality of education in Palestine, prepared by the Palestinian coalition. The program included a phone interview with Mrs. Elham Abdulkader, Director of the Students Activities Department at the Ministry of Higher Education.
- The Coalition coordinator was interviewed and discussed the campaign on a Palestinian Sound station talkshow on 10 May, 2010.
- Fathi Barqawi allocated one session of his radio program, at Ajyal station, to discuss the educational sector and the role of the coalition and the campaign activities with a panel including Refat Sabbah the regional coordinator of the Global Campaign of Education, Mr. Nabeel Sub Labn, Director of Early Childhood Organization and a member in the Palestinian Coalition, and Mr. Tahseen Yaqeen, representative of the Ministry of Education.
• Intesar Hamdan discussed campaign objectives and activities. In a 25 minute interview on PNN network, which is linked to 8 local stations in the West Bank, Jerusalem, and Gaza Strip,
• In two 30-minute interviews, Intesar Hamdan discussed campaign activities and objectives on Radio FM (a local station in Ramallah)
• Zain Radio (a Jerusalem station), allocated 10 minutes to interview Intisar Hamdan to discuss the campaign
• Angham Radio allocated 10 minutes to interview Intisar Hamdan and discuss the campaign
• Bethlehem Radio implemented a 15 minute live interview, discussing campaign activities and objectives

Printed and Electronic Media:
• Three Palestinian daily newspapers covered all campaign activities in the West Bank and Gaza Strip
• Al-Quds newspaper published a detailed report on the Global Campaign for Education on 9/5/2010
• Many websites covered Global Campaign for Education news

ACTIVITY 2: 1 GOAL: Lesson for All
Most public schools in the West Bank and Gaza Strip organized a Lesson for All between 20 and 26 April, 2010. Approximately one million students participated in various school activities, including writing and presenting essays, stories, poems, plays and presentations tackling themes of right to education, scout marches, and other activities. In some villages student marched in the streets chanting campaign slogans calling for increased funding for education. Some schools organized workshops where student demands were presented to public figures and local community members.
All directorates organized similar activities. In addition, campaign issues were addressed in morning school broadcasts. Elham Abdul-Qader, Ministry of Education Director of Activities, reported that all schools were asked to organize a Lesson for All and to delineate 20 minutes in their morning school broadcast to focus on the campaign’s call for enhanced allocations to education. Schools were also asked to invite local community figures to activities.

Qabatiya Educational Directorate
40,000 students in 84 Qabatya public schools participated in Lesson for All between 20 and 26 April, 2010. Activities included speeches during morning school announcements, and public meetings with heads of municipalities, parent councils and other stakeholders. Mr. Hussein Araj, Director of the Activities Department at Qabatya Educational Directorate, said Lesson for All raised a variety of important educational issues including mechanisms of community support for the teaching-learning process in schools, the importance of childhood education in Palestine, and school problems such as overloaded classrooms, the need for safer school environments, improved teaching techniques and early childhood education. Participants addressed decision makers and demanded more financial support for education and safer school environments, improved learning conditions, provision of computer and science labs, and other school needs.

Qalqilia Directorate
Tenth grade students presented a Lesson for All to 600 school students in Omaria Girls School on 29 April. The lesson was attended by the Director of Education in Qalqilia, the Director of Activities in Qalqilia Directorate, representatives of local organizations and parents. At this event, the Director of Activities noted the urgent need to increase budget allocations for education, and the negative impact of inadequate budget allocations on the quality of education. He also noted that in Qalqilia, over 32,000 students in 76 schools organized Lessons for All demanding totally
free compulsory education and greater support for higher education; the Director of Activities in Qalqilia asked civic education classes in all schools to discuss these issues in depth.

**Southern Nablus Directorate**

In *Lessons for All* activities, 74 Schools with participation of 37,000 students in Southern Nablus Directorate called for greater attention and increased budget allocations to education, to enhance the quality of education. These activities included storytelling, scout presentations, broadcasting and plays. Students addressed illiteracy amongst youth and adults, and low academic achievement. Raghad Dakhil, Director of Activities Department at South Nablus Directorate, noted that activities were being implemented in all schools in the directorate. Participants insisted upon formation of village educational committees to integrate efforts to develop the educational process, and to catalyse supportive teaching programs. They proposed more effective communication with Palestinian expatriates to gain their support for educational development in their villages. They also recommended activation of parent councils, to enhance their support to schools, and to enhance the relationship between parents and school representatives.

**Nablus Directorate**

Samar Qadah, Director of Activities at Nablus Directorate, reported that 67,860 students in Nablus participated in *Lesson for All* activities in 181 public, private and UNRWA schools. Students participated in morning school broadcasts, wrote articles about education, childhood and education budgets, wrote short stories, plays, poems and shared in musical activities conveying campaign themes - which promote free Education for All and enhanced school environments. Students also condemned the Israeli occupation’s violation of the right of education, in Palestine.

**Tulkarem Directorate**

Over 50,000 students in 125 schools participated in *Lesson for All* activities in Tulkarem. Adnan Qaadan, Director of the Activities Department at Tulkarem Directorate, noted that these students demanded greater efforts to improve the quality of education, because education is a basic human right and because illiteracy is the enemy of humanity. Tulkarem directorate also organized two central *Lessons for All* in Adawyia Girls School and Faroon Girls School on 20/4/2010. Activities focused on children’s right to education and the importance of increasing education budgets.

**Salfit Directorate**

In Salfit, 15,600 students in 52 schools participated in *Lessons for All*. Majed Mahmoud, Director of Activities in Salfit Directorate, reported that schools invited public figures, mayors, heads of local councils, and parents to their activities. Students demanded more funds for education, to enable them obtain access to quality education, which students emphasized is a basic right. Salfit directorate also organized a central public meeting in Salfit Girls School, attended by Nawaf Saof, Deputy Mayor of Salfit, Rafeeq Salama, Educational Director, Dr. Khaled Qarwani, from Al-Quds Open University, as well as directors of departments in the educational directorate, parents and local community representatives.

**Southern Hebron Directorate**

70,000 students in 180 schools participated in *Lesson for All* in Southern Hebron. Activities were also attended by parent council members and local community figures. Ezzat Makharza, representative of Southern Hebron Directorate, noted that every school in the directorate implemented Lesson for All activities: specifically, inclusion of campaign themes in morning school broadcasts in each school and 7 central *Lessons for All*. These activities highlighted the
importance of education, its relation to economic growth, and its role as a form of struggle against occupation.

**Jerusalem Suburbs Directorate**
Ziad Qassem, Director of Activities at the Directorate for Jerusalem suburbs, reported that activities were organized in all 61 schools in Jerusalem directorate. Over 17,270 students participated in *Lessons for All*, with a focus on special conditions in Jerusalem, where the Israeli occupation creates ongoing obstacles for teachers and students.

**Toubas Directorate**
Amjad Sawafita, Director of Activities at Toubas Directorate, reported that 20,000 students in 39 schools implemented *Lesson for All* activities, including integration of key issues in morning school broadcasts.

**Jenin Directorate**
Over 4143 students and 2548 teachers in the 128 schools in Jenin directorate participated in *Lesson for All* activities between 20-26/4/2010. Students emphasized the fact that education is a basic human right and that it should receive additional funding, adding that this was certain to enhance the quality of education.

**Gaza Directorate**
Ahmad Abu Nada, Director of Activities at the Ministry of Education in Gaza, reported that 12 celebrations were organized in 6 directorates in southern districts as part of *Lesson for All* activities. Two central lessons were organized in each directorate (one in a girls school and another in a boys school). Activities included speeches raising campaign issues as part of the morning school broadcast, distribution of brochures and posters, and the participation of over 10,800 students, and over 540 teacher and administrative staff members in *Lesson for All* activities.

**ACTIVITY 3: Sport Activities**
A number of Global Action Week sports activities involved Legislative Council Members, the Union of Military Athletes and Palestinian Police.

**Ramallah Marathon**
In cooperation with the Ministry of Education, the Palestinian Coalition for Safe School Environments organized a marathon in Ramallah on 21/4/2010. 500 students participated, wearing campaign t-shirts and carrying campaign posters and logos. Over 80 athletes from the Union of Military Athletes and police officers also participated, in the presence of a number of public figures, representatives of the Ministry of Education, Ministry of Youth and Sports, leaders of non-governmental organizations, and parents. All participants wore t-shirts and hats with campaign logos, and participants raised campaign banners. The marathon was simultaneously launched from two sites: Ramallah First Group and the entrance of Rafaat Village. The marathon was organized under the auspices of Palestinian Prime Minister, Salam Fayad and ended with a festival at Legislative Council Square (Ramallah), which was decorated with campaign posters. Speakers in the festival included Deab Haddad, Director of Education in Ramallah District; Mustafa Barghouthi, Leader of Palestinian Initiative Party; Bassam Salhi, Leader of People’s Party; Khaleda Jarrar, member of the political office of Palestinian Public Front; Qays Abdul-Karim, member of the political office of the Palestinian Democratic Front, Alaa Yaghi, member of Legislative Council from Fateh and Amal Qweider, a Coalition representative. Parliament members assured participants that the Legislative Council supports an increase in education budgets, in order to achieve quality education for all, and expressed their appreciation for the efforts of marathon organizers.
A meeting between Palestinian Legislative Council members and Palestinian Coalition Representatives

At the final festival, Legislative Council representatives met with Coalition representatives, at the initiative of the Legislative Council’s secretariat, to discuss the needs of the educational sector and how educational quality can be enhanced. Parliament members affirmed their support for Coalition demands to increase budget allocations to education and to activate the National Fund for Higher Education Legislation.

The meeting was attended by several parliament members; specifically: Qays Abdul-Karim, Naieema Sheikh, Mustafa Barghouthi, Khaleda Jarrar, Rabeeha Diab, Naser Jomaa, and Ibrahim Khreisha as well as the undersecretary of the Ministry of Youth and Sports, Director of “Pioneers” at the Ministry of Youth, and numerous representatives of coalition member organizations.

Abdul-Karim, a parliament member, affirmed the Legislative Council’s commitment to assist unions and to increase the budget allocation to the educational/higher education sector from 20 million dollars to 42 million dollars this year, noting that the real problem is with basic education.

Mustafa Barghouthi raised the issue of the National Fund for Higher Education Bill noting, that the bill for this law was put on the agenda of the very first meeting of the current Legislative Council. Unfortunately, political conflict disrupted the council’s work, and the Palestinian Legislative Council no longer functions; hence, the law was not approved.

Rabeeha Diab, Minister of Women Affairs, expressed her appreciation for Coalition efforts to promote enhanced school environments, noting that the Palestinian Coalition is a regional leader in this campaign, despite obstacles created by the occupation. Diab affirmed the importance of integrating government and civil society efforts to develop education in Palestine.

Representatives of the Palestinian Coalition for Safe School Environments noted that educational quality in developing countries is deteriorating, overall, because of the failure of rich countries to meet their Dakar 2000 commitments to support education. Coalition representatives also emphasized the urgent need to improve the quality of education, especially in schools inside Jerusalem and in Area C schools (an Israeli land classification allows Israeli access and authority in Area C).

10 km Marathon in Gaza

A marathon was organized in Gaza on 21/4/2010, within the framework of GCE global action week. Over 200 representatives of various sports clubs and centers, universities, schools and local organizations participated. All of the participants wore campaign’s t-shirts with the One Goal logo, and Gazan streets were decorated with campaign posters.

Football League for UNRWA Middle School students in Gaza

On 19/4/2010, UNRWA sponsored football games for middle schools in UNRWA Educational Area in Rafah, as a part of the campaign. Eight schools and over 1000 students participated in the presence of supervisors, and all of the teaching and administrative staff in these schools. T-shirts with the GCE logos and campaign posters were distributed during the event.

Cycling Race in Jenin (26/4/2010)

A race was organized in the presence of Qaddoura Musa, Governor of Jenin, Marwan Weshahi, Musa Abu Zaid, Undersecretary of the Ministry of Youth and Sports, Said Hamdan, Director of
Youth and Sports Department in Jenin, Refaat Sabbah, General Director of Teacher Creativity Centre, and Abdullah Jarrar, TCC coordinator in the Northern District and representative of the Palestinian Coalition for Safe School Environments, Alaa Saady, a Fateh representative in Jenin, Somoud Nazzal, Director of Marj Ben Amer Club, Salim Kielany, representative of the Ministry of Youth and Sports Activities Department, Salam Senan, Sport Clubsâ€™ Ministry officer, Majed Habbash, spokesman and public relations officer at the Ministry of Youth and Sports, Adnan Abu Qattanna, representative of Sharek Youth Centre and General Director of Salah Khalaf Centre.

300 people from 25 sport clubs participated in the race which included two divisions/age categories (older and younger than 13 years old). The race, which was launched at 2:00 p.m. on 26/4/2010, took a 7 mile route through the city of Jenin, starting at Jannat Park, and ending in Sabah El-Kheir suburb. The race was accompanied by Palestinian police and ambulances from the Palestinian Medical Relief Committees. In Sabah El-Kheir Suburb, public figures were waiting for contestants to join a final celebration, including a number of speeches and distribution of prizes.

The celebration started with a speech by the Governor of Jenin, who said the race was great way for organizers to convey their message, in service of education. He stated that education is facing organized, systemized attempts by the Israeli occupation to destroy it, adding that this event is an appeal for all those who are interested in Palestinians’ welfare, and that education is a right for all.

A speech by Abdullah Jarrar, representative of the Coalition and Teacher Creativity Centre, affirmed the Coalition’s goal to integrate and unify efforts to improve the quality of education in Palestine and called for a just level of financial support for education. Jarrar reviewed the years of struggle to develop education under an occupation which deliberately intended to destroy the Palestinian education system. Jarrar demanded application of the National Reform and Development Plan, and the approval of policies and regulations which enhance the quality of education.

Said Hamdan mentioned that it was the first time the Ministry of Youth and Sports organized a cycling race in Jenin, adding that this event, which comes within the framework of the GCE, demonstrates that sports can be for everyone, and that social and human development can be achieved through sports. Hamdan promised that the Ministry will organize similar activities for all age categories, with women’s participation.

**ACTIVITY 4: Public Meetings in Jenin**

On 22 April, over 160 people joined a meeting at Jenin Secondary Girls School - including representatives of parents’ councils, NGOs, public institutions, local councils and other public figures- to discuss the impact of budget-related issues on the quality of education. Also present were Qaddoura Musa, Governor of Jenin, Mohammad Zahri, Deputy of Jenin’s Educational Directorate, Fakhri Turkman and Burhan Jarrar, former Legislative Council members, and Mohammad Said, Jenin’s Mufti. The meeting was facilitated by Ahed Abu Rubb, Director of Activity in Jenin Educational Directorate, in cooperation with TCC’s coordinator in Jenin.

There were a number of speeches, including an introductory speech by Mohammad Zahri, which highlighted the active role of the Ministry of Education in the Campaign, noting that the Ministry actively participates in the GCE each year. Zahri noted that campaign activities were organized in every school in Jenin this year, involving parents, students, teachers and educators. These activities focused on the responsibility of all stakeholders to improve the quality of education.

Jenin’s Governor emphasized the importance of collaborative work and integrated efforts to ensure the success of the GCE campaign in Palestine, adding that refugee camps outside...
Palestine should also be included in the campaign. The governor thanked the Palestinian Coalition for Safe School Environments and the Teacher Creativity Centre for their efforts to improve the quality of education in Palestine. Elana Romahi, a coalition representative, said that the aim is to integrate the efforts exerted by all actors and focus them on one goal, which is quality education in Palestine, adding that education is responsibility of all. Romahi noted that this year’s campaign is organized under the slogan “Education for All”- fund it now!”

Romahi said the Coalition organized this campaign to remind decision makers of their commitment to pay more attention to education, and to urge them to increase budgets specified for educational developmental programs. Romahi said the focus of these programs should be on improving the quality of education, increasing the number of schools and classrooms, increasing support to education in far reaching villages, especially those in Area C and Jerusalem, and on improving teaching methods and techniques, in order to achieve an educational system based on analytical and creative thinking styles. Romahi also called for improvements in teachers’ living conditions, by increasing wages. Romahi noted that Palestine’s participation in this global event indicates the importance of education to the Palestinian people as a tool for liberation, struggle and state building, and that it also indicates Palestine’s interest in education for deprived children in Latin America, Africa, Asia and other areas.

Fakhri Turkman, a former Legislative Council Member, asked for greater efforts to increase the professional and academic competence of teachers, and to provide them with jobs and social security.

Burhan Jarar, another former Legislative Council member said that it is vital that legislation upholding free compulsory primary education be implemented, and that the government develop vocational education as a key educational strategy.

Jenin’s Mufti demanded a competency-based hiring system in education, adding that is not acceptable for teaching to become the profession of those who can’t find another job. He also expressed concern that the majority of students in university education faculties are the lowest achievers in secondary education.

Students, who participated in discussions, also raised concerns regarding the difficulty of curriculum, an overload in terms of required subject materials, and an inadequate number of computer laboratories. Students also discussed problems with general and standardized ministry tests, which are not being written or scored by students’ teachers (especially mathematics).

Participants emerged with the following recommendations:
- Increase education allocations in Palestine
- Develop school curriculum and the higher education system
- Apply modern teaching methodologies and techniques in schools
- Organize a campaign to approve the National Fund for Higher Education Law
- Improve teachers’ living conditions
- Approve an incentive system, to encourage creativity among educational cadre

Ramallah meeting
Over 80 parent council representatives attended a public meeting in Ramallah at Baladna Cultural Centre on 25/4/2010. The meeting was attended by the General Director of the “Pioneers” Department at the Ministry of Youth and Sports, and representatives of the Palestinian Coalition for Safe School Environments, and included presentations by coalition representatives on the school environment, school health and quality education. Speakers emphasized that the aim of this event, which comes within the framework of the GCE for 2010, is to increase parents’ awareness of their vital role in the improvement of education quality. The public meeting
concluded with recommendations to enhance the curriculum, increase the educational budget, and improve the educational environment.

Hebron meeting on April 28, 2010
On 28 April, a public meeting was held in Hebron City Hall, which was fully decorated with posters and campaign logos. 75 participants attended the event, including representatives of various parents’ councils and other civil society organizations. The meeting took place in the presence of Mohammad Hussein Abu Rayian, Director of Higher Education Council in Halhoul, Intesar Abu Assba, member of the Council’s Board of Trustees, and Feda Halahla, Public Relations Officer for Kharas Directorate. Fadel Suleiman, a Teacher Creativity Centre representative, spoke on behalf of the Palestinian Coalition for Safe School Environments and Khaled Hneihen, Deputy Mayor of Halhoul, gave a speech on the importance of supporting educational development programs in Palestine, followed by discussion addressing the possibility of increasing educational budgets, and the potential impact of increased funding. The meeting also addressed issues related to teachers’ rights and living conditions. All participants agreed that improvements in teachers’ social conditions and quality of life would enhance educational quality.

ACTIVITY 5: Workshops

A Workshop Organised by Mothers School Society
A workshop was organized by Mothers School Society (a member of the Palestinian Coalition) at the Headquarters of the Union of Palestinian Workers in Nablus, on 26/4/2010. Participants included the Mothers School Society’s administrative and executive staff, educational supervisors from Nablus Educational Directorate, representatives of the UNRWA Education Office, principals of private schools, a number of public school teachers and principals, and representatives of local and civil society organizations, parents, students and specialists. The workshop focused on the causes of low academic achievement among students. Sanaa Shbeit, Head of the administrative staff in the Mothers School Society, noted that the Mother’s school has participated in the GCE for three years, indicating the Society’s belief in the importance of collaborative work and coordination (among civil society organizations, government and UNRWA) to enhance education. Shbeit expressed appreciation for the efforts of the Ministry’s Educational Directorate and UNRWA Education Office to enhance the quality of education in Palestine.

Nadia Shehada noted that improved education is a top priority in Palestine, and hence, low academic achievement was the focus of the workshop. Parents, specialists, students and others, raised many questions. Alyaa Jeaan, Education Coordinator and representative of the Coalition, said that Palestine’s participation in the GCE indicates community concern that every child obtain their right to education. Participants in the workshop discussed various issues, highlighted the role of teachers, and noted the importance of parents promoting positive student attitudes towards their teachers. Participants also highlighted the need for modern styles of homework assignments, especially in English language classes.

Workshop participants recommended improved standardized testing in Arabic Language and mathematics for primary grades, and integration of efforts to enhance academic achievement through true partnership amongst all community stakeholders.

Kufer Aqab Public Centre Activities
Kufer Aqab Public Centre, is a registered organization implementing extracurricular activities for students in Jerusalem, implemented a number of art and cultural activities attended by students from various schools within the framework of the GCE on 24 April. The Centre’s coordinator highlighted campaign goals and the importance of increasing education budgets in Palestine, especially in Jerusalem, and students distributed campaign posters.
Activities of the Early Childhood Resource Centre (ECRC)
The ECRC, a member of the Palestinian Coalition for Safe School Environments, organized a program with a number of activities promoting One Goal: Education for All, and increased government allocations to the early childhood sector. This includes:

- A workshop for mothers, principals, and teachers at Dalal kindergarten in Shufaat (20/4/2010)
- A workshop in Jerusalem for kindergarten principals in the meeting room of the Childhood Resources Center in Jerusalem (20/4/2010).
- A workshop in Hebron for kindergarten teachers and principals in the meeting room of the Childhood Resources Center in Hebron (22/4/2010).
- A workshop in Ramallah for kindergarten teachers and principals in the meeting room of the Childhood Resources Center in Ramallah (24/4/2010).
- An open day for mothers, children, and kindergarten teachers in Saffa and Beitour in Ramallah (27/4/2010)

Campaign logos and Childhood Resource Center publications, addressing budget issues for early childhood education, were distributed during all of the activities. Participants recommended that the Ministry of Education take responsibility for kindergartens and preschool education.

ACTIVITY 6: A Question/Answer session with the Palestinian Prime Minister
A question/answer session with Dr. Salam Fiad, the Palestinian Prime Minister, was implemented to hold the Prime Minister accountable for the general budget of the Palestinian National Authority of 2010. The session was organized by AMAN, the Palestinian Coalition for Integrity and Transparency.

Intesar Hamdan, Coordinator of the Palestinian Coalition, commented on budget allocations to the education sector, stating "Between 2003 and 2009, the increase in allocations from the general budget, for education has not exceeded 1.5%; in 2010 the rate increased to 2%, however, this increase was accompanied by a 3.8% increase in the student population, which approximates the population growth rate in the Palestinian territories. Hence, the increased budget allocation was required to respond to the increased number of students, including the need for new schools and related needs". In the same period, the budget allocation for development projects did not exceed 14% of the education budget. To compound matters, Palestinian government plans and their 2010 budget, promote a strategy of decreased PNA reliance on donors. Hamdan asked, How can this strategy be applied toward development projects, when government funds cannot even cover the previously approved Ministry of Education and Higher Education plan, entitled "Quality of Education" Hamdan noted that the failure of most donor policies to meet the educational sector needs further exacerbates matters. Hamdan reminded participants that according to Palestinian Child Law, and Palestinian Basic Law, primary education should be free and compulsory, so school fees and other hidden expenses such as stationeries, uniforms, and books should be eliminated, to facilitate attendance of children from poor families.

ACTIVITY 7: Conference
Women in Education Conference on 29th April 2010
On 29 April, the Palestinian Coalition for Safe School Environments organized a conference with three sessions on gender in education, within the framework of the Global Action Week, under the auspices of Rabiha Diab, Palestinian Minister of Women Affairs and member of the Legislative Council.

In the opening session: Rabiha Diab emphasized that it is a national duty to qualify human resources, especially women, as a vital component of the process of national liberation and state building. She added that education has always been a distinguishing feature of the Palestinian people, whether female or male, and that education for Palestinians is a form of resistance against occupation. The Women Affairs Minister called for the emergence of sectoral councils, with the participation of pertinent ministries, to enhance women’s situation in education. She also called for greater involvement and a more active media role in addressing issues related to women in education. The Minister noted that educational empowerment must target both women and men if Palestine is to reach the highest levels of development. Diab’s speech encouraged participants to consider education as a tool and an investment project, in an environment of scarce economic resources. Diab noted that Palestinian interest in education, especially for girls, has been reflected by a number of jumps in enrolment rates, especially after the PNA took power, when enrolment in basic education reached 99.6% (2007/2008; 50% females and 49.6% males). Diab noted that women’s education is reflected in their level of engagement in labour market, which has been negatively affected by early marriage. She expressed concern for schools in Jerusalem, which are amongst the most marginalized in terms of education, due to the occupier’s control over education in this area, noting that this is compounded by high dropout rates, especially in secondary schools, as a result of the need for family income.

Diab noted that of all the obstacles and challenges to education in the Palestinian territories, measures taken by the Israeli occupation such as school and university closures, and mobility constraints which limit access to education such as checkpoints and the Separation wall - were the most damaging, especially in Jerusalem. She said school dropout rates represent another major educational problem, noting that male primary school dropout rates are higher than females (2.23% males, 2.01% females), indicating some degree of gender insensitivity because the educational system does not take the experiences of both sexes into consideration. Diab also discussed other limitations such as the curriculum’s lack of opportunity for creativity for both girls and boys, the failure of the primary curriculum to systematically, explicitly and fairly represent the role of women, and the repeated portrayal of women in stereotypic professions.

Diab stated that the government’s decision to adopt a gender-responsive general budget, which constitutes a qualitative leap toward social justice and equity on the part of the Palestinian government - is in line with the government’s social development plan, adding that this is the culmination of Ministry of Women Affairs efforts to impact formal public policies. Diab said budgets are the best starting point for any initiative that targets the enhancement of gender sensitivity in society and public life, especially in terms of developmental plans to decrease the current gender gap - but care must be taken to understand and assess gender needs, to achieve a just allocation of resources.

Refaat Sabbah, General Director of the Teacher Creativity Center and the Regional Coordinator of GCE, launched conference activities with a speech stating "We always highlight about the role of education in achieving change, increasing awareness of rights, and promotion of these rights. We demand rights not only for women but for everyone: children, people with special needs, prisoners...” Sabbah noted that education alone can not ensure this kind of change, although it is a powerful and vital tool of change. He also emphasized that education is not only a need, but a basic human right, and an essential component of human life and dignity. He continued: for
woman, education is a weapon which enables her to successfully confront all of the challenges and obstacles stifling her role, and education is a source of power, which can help women obtain the resources they need to live, providing a sense of protection and security. Sabbah emphasized women’s need for education, and supportive laws and policies which empower women, enhance education and make education more effective at enabling change in their lives. He noted that this conference is part of a campaign to pressure governments, and advocate for support from politicians, educators, journalists, parliament representatives, national figures and supporters in other sectors, in order to realize these laws and policies.

Afaf Mazaraa, representative of the Palestinian Coalition for Safe School Environments, reviewed the active role Palestinian women have played in the historical struggle against occupation, in public life and in sustainable development, noting that Palestinian women still have a long road ahead before equity will be achieved. She emphasized the urgent need to overcome the numerous obstacles and challenges to approval of new legislation which promote equity, because current legislation does not lead to legal and social equity.

Session 1: Policies and Budgeting: Salah Soubani presented a paper entitled “The Role of the PNA Budget in Achievement of EFA Goals and the Right to Education”. This paper discussed a consistent increase in the portion of the general budget allocated to education, noting that these gains were insufficient. Soubani’s paper criticized the way the Ministry of Education’s budget was prepared, especially the lack of coordination between the Ministry’s 17 departments. The paper also noted that the Ministry’s budgeting process is not linked to, and does not contribute to the goals of the 5-year strategic plan and the National Plan for Development and Reform.

Tahseen Yaqin made a presentation critiquing the MoE strategic plan, their development programs and treatment of gender issues, noting that approved budgets are not adequately sensitive to gender issues and needs.

Session 2: Gender and Development: The second session was facilitated by Hanan Abu Ghoush, a Representative of the Women Center for Social and Legal Counselling, and included presentation of three papers.

Nadia Harb’s presentation on “Rural Women’s Contribution” presented the actual role of women and their contribution to the learning-teaching process and to the social movements, through a discussion of the historical evolution of gender and education issues in Palestine. The paper showed that since the 1920’s, records indicate that Palestine has the highest enrolment rates for both females and males amongst neighbouring countries. Unfortunately, the paper concludes, that this has not been adequately reflected in Palestinian women’s engagement in the labour market.

Suraida Hussein presented a documented analysis of challenges which have affected women’s contribution to the development process, noting that high unemployment rates, illiteracy, social, economic and legal factors, have limited women’s actual contribution to development, all of which has been sorely compounded by Israeli occupation.

Helmi Araj, Director of Hurriyat “Freedoms” Center, made a presentation on female prisoners in Israeli prisons, and their access to education. He noted over 15,000 female prisoners have been incarcerated since 1967, with 34 still in prison, demonstrating the active involvement of Palestinian women in the struggle for liberation and independence, and their participation in the state building process.

Session 3: Women, Education and the Labour Market: In this session, activist and former prisoner, Amnee Rimawi, presented two papers. The first was entitled “Needs, Strategies, and
Developmental Frontiers for Women’s Education and Participation in the Labour Market“, and the second was entitled “Integration of Gender Issues in School Education“. Intesar Hamdan facilitated the final session and a participatory discussion, which concluded with discussion and recommendations elicited from participating academic figures, leaders of feminist movements, parent council members, students and representatives of organizations working in the field of gender and education. Their recommendations include: urging the Ministry of Education to reassess the curriculum, develop vocational education, apply the free compulsory law, cancel the “parallel higher education system”, commit to principles of integrity in employment, approve gender-sensitive budgets and increase budgets for educational development programs.

Community Mobilization and Meetings
Community mobilization was a cornerstone of activity for each coalition. In addition to Global Action Week, coalitions implemented numerous activities to expand community mobilization, move the campaign forward, and develop a community movement. National coalitions in the five countries supported through this project successfully mobilized key stakeholders and the complete spectrum of community members in the campaign.

Specific details about each country follow:

**Egypt**

1. **Meeting of students and teachers of School of Languages in Aswan**
70 students and 4 teachers attended a meeting of students and teachers of School of Languages in Aswan on May 11, 2010 as part of the *Learn it Right* campaign. This meeting raised participants’ awareness of the educational status and related obstacles in Egypt, and encouraged participants to support the objectives of the Education for All campaign, participate in related activities and join the Egyptian coalition. The session focused on the need to improve the quality of education. During this meeting the facilitator announced an upcoming camp session for school students, as a component of the *Learn it Right Campaign*.

2. **A Camp for Students**
A camp for school students was implemented as part of the *Learn it Right* campaign launched in schools. In this 3-day camp session, 20 male and female students under age 17 met with 7 educational supervisors between 5-7th August 2010 in Crocodile Island, Aswan. Participants received training in leadership skills, cooperation, and tolerance and developed their concept of Education for All. Sessions utilized creative methods, and a participatory approach, games and exercises which caught student interest and maintained their motivation.

The purpose of the camp was:
1- To obtain the perspective of students (the target group of the educational process) on educational issues and problems, through discussion groups
2- To provide students with a set of skills and knowledge which qualify them to lead student activities during the project period, and throughout the campaign
3- To acquaint students, educators, parents, media and leaders in education with additional information on the international campaign for education and the role of the Egyptian coalition in addressing educational issues in the coming period

The preparation phase included meetings with 7 educational supervisors and parents, and two meetings (17and 20 July, 2010) with the 20 participating students and their parents.

3. **The First meeting of the School of Light and Hope for Sudanese Refugees**
On 22 September, the first of eight meetings scheduled for the school for Sudanese Refugees was implemented, with 55 students, 18 parents, and 6 teachers in attendance. The purpose of
the meeting was to obtain students’ perspective on educational issues and problems. Two coordinating committee members subsequently visited Light and Hope School for Sudanese Refugees to learn more about these issues, and to announce the winners of the Learn it Right literary and arts competition - for the best literary and artistic submissions (essays, poetry and other art forms) reflecting educational issues/problems from the student’s points of view. Five secondary students and 20 elementary school students were publicly honored (to enhance motivation).

Morocco

1. Meetings with other supporters (footballers, coaches, actors, film makers, singers, musicians)
The Moroccan coalition implemented a series of outreach meetings (3 & 15 May, 4, 6, 12 and 23 June) to gain supporters with the capacity to link campaign objectives with music, art and sports. Numerous actors, film makers, singers and musicians expressed their interest in the campaign and signed the petition for Education for All. Later, on 9 July, Said Errhouni, Advisor to the Ministry of Education, 5 coalition member organizations and the media met with 14 national and international footballers and coaches in Rabat to further broaden support for the campaign and enhance the involvement of popular public figures. In this meeting, campaign objectives and the work of the coalition were presented. Participants showed interest and promised to support the campaign. This event caught the media’s attention and widened the campaign constituency.

Yemen

In Yemen, the Education for All campaign also included two ongoing campaigns: the Education First campaign advocating for increased budget allocations to education, and a campaign integrating a rights-based approach into the campaign.

Output 3:

Launching of Arab Campaign for Education for All (ACEA)
The foundation of the Arab Coalition for Education for All (ACEA) was developed through national campaigns in Egypt, Palestine, Yemen, Lebanon and Morocco, and campaign follow up (in Jordan, Iraq and Sudan). The launching of ACEA is planned to be in January 2011 before the General Assembly meeting of the Global Campaign for Education that would be held in February. ACEA will be launched officially in January in a meeting that will be held in Amman – Jordan and attended by two representatives from each coalition. Representatives from Palestine, Yemen, Lebanon, Egypt, Morocco, Jordan, Iraq and Sudan will attend the launching meeting in which they will ratify the charter and elect the board of ACEA. ANHRE and TCC succeeded into strengthening the regional ties and maintaining the regional scope of work within the eight coalitions in order to prepare for the launching of a regional coalition to support civil society organizations concerned with education in the Arab region.

Details on the conference to launch ACEA, scheduled for January, 2011, will be included in the final evaluation report.

3. Challenges
- A shortage of financial and human resources
- Limited political space and cooperation from decision makers
- Unsettled/tense political environments in Yemen, Palestine and Lebanon
- Teacher unions’ lack of cooperation and interest, especially in Egypt and Lebanon
Specific challenges faced by each country/coalition

**Egypt**
- Inadequate financial support, which limited organizational capacity in many local activities, (i.e. summer camps)
- Delays obtaining security permission to implement local coalition activities in the governorates
- Political tension due to 2010 parliamentary elections and the need to wait for potential parliamentary candidates to be elected, before coalition members could formally address them and integrate the education campaign into their agendas
- The reluctance of some private sector institutions to participate in the campaign, because it was not under government patronage, as they wished to avoid confrontation with the government
- Unwillingness of the teachers’ unions to participate in the campaign, because the Ministry of Education wasn’t a member of the campaign.

**Lebanon**
- The inactivity of political and governmental officials (Palestinian and Lebanese)
- Inadequate media and public interest in some activities
- Inadequate time allotted for the intensive Global Action Week program
- Limited presence of television channels/ coverage of activities which did not involve politicians
- Time conflicts between certain activities and political/social events related to national instability, which affected attendance and responses to press releases
- The unresolved issue of Lebanese membership in the GCE
- The Mabarrat Foundation’s refusal to cooperate with the coalition, despite several attempts to work together - although Mabrarrat is registered in the GCE
- Inadequate attendance/involvement of Coalition member groups in coalition meetings
- The teacher union’s lack of response to coalition invitations

**Morocco**
- The extensive coordination required to build a well established the coalition, a national coordination committee and a small executive committee
- A delay in printing GAW products and publications, which postponed Global Action Week until May, except in Marrakesh and Al-Mahameed
- The timing of the 1 GOAL: Education for All campaign, which coincided with the Global Action Week and the 40th anniversary of Earth Day in Morocco; it would have been wiser to delay Coalition/GAW activities until after the anniversary, to allow the Education for All campaign to attract adequate attention
- Inadequate financial and human resources
- Internal challenges with people in positions of responsibility and Moroccan officials
- Difficulty accessing remote regions / governorates
- Inadequate communication between national groups, from various parts of Morocco

**Yemen**
- A shortage of cadre to work in relevant fields (strategic planning, project preparation, effective communication, team work)
- Inadequate understanding of the nature of the work, amongst some coalition members
- Coalition members’ workloads within their own organizations, which limited the amount of time they could devote to coalition activities
- Lack of a clear working mechanism for the leading organisation
- Inadequate human and financial resources for coalition work
Inadequate cooperation from governmental officials and staff
The limited capacity of coalition members, despite numerous capacity building workshops

Palestine
A shortage of financial and human resources
The unstable political situation and the ongoing occupation of the Palestinian territories, which impeded realisation of some coalition activities, especially in Jerusalem and in geographical areas classified as "C" (where the Israeli occupation has ongoing access); these areas suffer from limited numbers of schools and resources, and these schools are continuously subject to demolition by occupation forces, especially in Jerusalem
Expansion of the coalitions’ membership to include the full range of civil society and grass roots organisations, institutions, community and unions in all parts of the Palestinian Territories
Varying effectiveness of coalition members and their work, depending upon their commitment to campaign objectives
A shortage of educational resources due to damage inflicted by the Israeli occupation
Recent Legislative Council inactivity, which has led to government dominance in the area of legislation and policy

4. Recommendations
Coalition members require additional capacity building in many areas, such as strategic planning, advocacy and human rights
Greater involvement of grass roots organizations and unions in Coalitions
Greater focus on influencing educational policies and legislation
Increased targeting of decision makers, as they are key stakeholders in the campaign
Enhanced efforts to include the education campaign and its objectives in the plans and programs of coalition member organizations
Creative fundraising approaches which involve the private sector, businessmen in support of coalition work, and in-kind contributions
Coalition training in methods for sustained monitoring of political-processes

5. Management Structure
Teacher Creativity Center (TCC) is the leading organization of this project and is Oxfam Novib’s counterpart. The project’s administrative and financial procedures were strictly followed by TCC, in accordance with the agreed guidelines and procedures. Within the framework of the Contribution Agreement signed between Oxfam Novib and its counterpart, Teacher Creativity Center (TCC), for this project, ANHRE’s regional office at Amman was contracted to coordinate and follow up on the establishment and work of the five national coalitions supported through this project.

The Executive Director of ANHRE and the administrative assistant were contracted by TCC to follow up on regional work, given that most coalition members are ANHRE members in MENA. Their roles and responsibilities were as follows:

a. Communication with local project partners in the region, and between them and TCC
b. Provision of technical support to local project partners to ensure timely receipt of narrative and financial reports, and supporting documents
c. Sharing of information on progress toward project objectives, at the regional level
d. Contribution to development of the project strategy and action plans
e. Contribution to development of contacts with key stakeholders in the region
f. Contribution to the final editing of reports (narrative and financial) on project activities in the region
g. Contribution to program reporting and evaluation
h. Monitoring and control of the budget, in close consultation with the Project Coordinator and the funder, particularly, regarding delivery of regional activities, and necessary adjustments.
i. Efficient, effective and economical office operation

6. Forthcoming Activities in Each Country
The following forthcoming activities are scheduled for implementation between October 2010 and March 2011:

**Egypt**
1. The first meeting of the coalition (GA) on 3rd Oct. 2010
2. Formation of local committees with community leaders and the Ministry of Education (10 committees)
3. On-going meetings at schools in different governorates (a meeting was held with two schools in Cairo, in September; 8 more meetings will be implemented between October and February, 2011
4. A petition campaign in December 2010; signed petitions will be submitted to the Parliament education committee
5. An on-going media campaign
6. Release of a documentary film
7. A campaign to integrate the issue of education into 2010 parliamentary elections, including meetings with the Parliament education committee, a press conference in February, 2011 and the submission of signed petitions listing coalition demands, to the parliament
8. A Fund it Now campaign, with participation from the private sector, to gather sponsorship for the 2011 campaign

**Lebanon**
1. Two national educational seminars for Lebanese and Palestinian communities:
   A. "Compulsory Education in Lebanon: Activate the Role of Civil Society Organizations" scheduled for 17 December 2010 and
   B. Capacity building in educational and developmental programs, set for March, 2011
2. A series of workshops to better promote the Lebanese Coalition (not in this project budget)
3. A series of awareness meetings to better promote the Arab Network for Popular Education (not included in this project budget)
4. A series of meetings to activate coalition members’ role and involvement.
5. A retreat to build the strategic plan and action plan (not in this project budget)

**Morocco**
1. A national seminar on the status of education in Morocco, and Education for All objectives. This will include relevant papers/studies, and will establish a strong basis for future coalition work.
2. A report on the status of education in Morocco as per six Education for All objectives, in March
3. A workshop in budget analysis, and a training workshop on strategic planning, to enable its coalition members to develop a 3-year strategic plan

Yemen
1. The first Yemeni General Assembly meeting, scheduled for November 6, 2010.
2. A one day workshop to build the capacity of key actors of the Yemeni Coalition in strategic planning, where participants will work together to improve and agree upon the final version of the 3-year strategic plan, and their 2011 annual plan, in the presence of experts.
3. A 5-day workshop for 23 male and female trainers from 23 member organizations of the coalition on the right to education and advocacy, from 27th November - 1st December 2010.
4. Development and printing of leaflets and flyers
5. A workshop to develop the internal administrative and financial coalition guidelines, and general working mechanisms which will enable them to develop proposals on education, establish educational links, and effectively establish local coalitions inside governorates

Palestine
1. A conference on the impact of budget allocations on the quality of education, in October 2010
2. Participation in the 2010 Global Social Forum in Palestine
3. Preparation for 2011 Global Action Week
4. Workshops for school directorates, women’s organizations, and media workers