Arab Campaign for Education for All-ACEA
More than 1100 individuals from 164 countries met in April 2000 in Dakar, Senegal to participate in the World Education Forum. The participating teachers, prime ministers, academics, policy makers, NGOs, directors of notable international organizations in the forum adopted the Dakar Framework for Action “Education for All: Meeting our Collective Commitments.” Additionally, the participants determined 6 broad educational goals to be achieved by 2015.

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

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

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

Arab Campaign for Education for All-ACEA

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

The Beginning:

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

Mr. Refat Sabbah, the current general coordinator of ACEA, became in 2009 the chairperson of the Arab Network for Civic Education (ANHRE), encouraging the members of ANHRE in ten Arab countries to form independent educational coalitions and participate in the campaign in 2009. Iraq, Lebanon, Egypt and Jordan participated vastly in the Global Action Week (GAW); in addition to communicating with the Palestinian and Sudanese coalitions and encouraging the teachers union and organizations in Yemen to establish the educational coalition; this took place in the Sanaa’ conference, titled “Activating the Role of the Civil Society in Education in the Middle East” from 25-27/May/2009 with participants from Jordan, Egypt, Iraq, Yemen, Lebanon, Morocco, Sudan and Palestine.

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

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

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

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

An Arab social and educational movement contributes to the creation of a renaissance in the Arab world to contribute to building a democratic civil society that respects human rights, safeguards dignity and encourages diversity and equality without discrimination.

ACEA Mission

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

ACEA's Strategies:

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

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

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

Jordanian Coalition for Education for All

The Jordanian coalition was established in 2009 due to an initiative by ANHRE to remind the government of its international commitments to improve the quality of education, ensure openness to challenges and acknowledge, address and monitor them as education is the key to human rights, in addition to urging the government to prioritize expenditure on education and increase the educational development budget.

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

Egyptian Coalition for Education for All

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

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

The Iraqi coalition was established in 2009 and consists of a group of educational civil society organizations, a number of teachers' unions and attorneys.

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

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

Somali Coalition for Education for All

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

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

Yemeni Coalition for Education for All

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

The Yemeni coalition for education for all provides a common ground and a meeting point for civil society organizations to coordinate activities of education for all, in addition to networking with national and regional networks and international organizations to strengthen the coalition, promote its capacities and contribute to building a national, regional and international movements that guarantee in the long term the achievement of the millennium development goals for the year 2015, which is to provide education for all.
Moroccan Coalition for Education for All

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

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

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

Lebanese Coalition for Education for All “Arab Network for Popular Education”

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

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

Sudanese Coalition for Education for All “Sudanese Network for Education for All”

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

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

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

Arab Network for Civic Education- ANHRE

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

Arab Resources Workshop for the Development of Knowledge

The Arab Resources Workshop for the Development of Knowledge was established in 1988 and is based in Lebanon. The workshops works with its partners on the production and ownership of knowledge build human resources, promote culture, practice of participation and networking and calling for the activation of children's and youth rights in the society.
**1. The 6th UNESCO meeting on Collective Consultation for Non-Governmental Organizations on Education for All - Paris, October 2012**

**The overall goal of the meeting:** Discuss and reflect on the achievements, challenges and the future of Education for All. In view of the approaching EFA and MDG target date of 2015

**Meeting outcomes:** The participating countries formulated recommendations on the work of education agenda beyond 2015 including:
- Emphasis on the inclusion of the un-met goals of post-2015 agenda
- Developing the agenda based on the recognition of education as a basic human right

**2. The UN Global Thematic Consultation on Education for Post-2015. Dakar/ Senegal March 13- 19, 2013**

**The overall goal of the consultation:** Assess the progress and challenges of achieving the Millennium Development Goals related to education, which was adopted in 2000

**Most important outcomes of the consultation:**
- The meeting concluded that a rights-based approach to education was critical to an overarching goal "equitable quality lifelong education and learning for all"

**3. GEM 2014, Muscat, Sultanat of Oman, 12-14 May 2014**

**The overall goal of the meeting:** To critically assess progress towards EFA based on the EFA Global Monitoring Report and regional reports, to agree on tangible actions for follow-up and to prepare the future education agenda.

**Most important outcomes of the meeting:**
- Emphasize that "education is a fundamental human right" which must be put on the top of the global development agenda for the 2015 – 2030 period.
- The participants pledged to galvanize international support for the overarching goal to "ensure equitable and inclusive quality education and lifelong learning for all by 2030"

**4. 7th Meeting of the Collective Consultation of NGOs on EFA (CCNGO/EFA). Santiago, Chile May 21-23, 2014**

**The overall goal of the meeting:** Discuss and reflect on the achievements, challenges and future of Education for All and the participation of civil society in the EFA movement. The meetings also aimed to develop a CCNGO/EFA position on the post-2015 education agenda and make recommendations for the post-2015 education Framework for Action

**Most important outcomes of the consultation:**
- The adoption of a Final Declaration that calls for the continuation of “a revitalised EFA process and structure up to 2030” and for the post-2015 agenda to reflect rights-based, universal, holistic and lifelong learning perspectives.
- The participants also pledged to continue mobilizing support and to increase advocacy for education both within and outside of the education community, and to specifically mobilize “all governments at local, regional and central level to engage and commit to active participation in the development of the post-2015 education agenda and its subsequent implementation”.

**5. World Conference on Education for Sustainable Development- Aichi Nagoya, Japan 10 to 12 November 2014**

**The overall goal of the meeting:** Important station in preparation for the World Education Forum, which highlighted the importance of the inclusion of education for sustainable development in the development agenda beyond 2015.

**Conference outcome:**
- Launch of the final report on the DESD ‘Shaping the Future We Want’
- Adoption of the Aichi-Nagoya Declaration on ESD

The overall goal of the meeting: Develop and validate regional recommendations for the international framework for action to be adopted at the World Education Forum in Incheon in 2015.

Conference outcomes:
- The conference provided an opportunity for Arab countries to express their ideas and needs for education beyond 2015 to contribute to shaping the future of education in the context of the development agenda from regional perspective.
- The conference contributed to create a common vision for the status of education for all in the region from regional perspective on the proposed global goal of education beyond 2015.


ACEA participated in the GCE's 5th World Assembly that was held in Johannesburg, South Africa 23-26 February 2015, and brought together 190 delegates representing civil society campaigns fighting for the right to education across 91 countries.

Delegates discussed campaign priorities for the education movement now and for the proceeding four years of the GCE collective strategic plan. The core strategic focuses for the movement between 2015 and 2019 will be quality, equity, financing, public systems and the role of the State, transparency and citizen participation, and education in conflicts and disasters.


Goal of the Conference: Set out a global roadmap for Education until 2030.

Conference outcomes:
The Declaration on Education 2030 to be agreed at the Forum will mobilize all countries and partners to implement the new agenda, and propose ways for its coordination, financing and monitoring – globally, regionally and nationally – to ensure equal educational opportunities for all.


The Arab Campaign for Education for All-ACEA participates in the 70th Session of the UN General Assembly and the Adoption of the Post-2015 Development Agenda. The session is conducted in New York 22 to 30 September, 2015. With high level participation included Heads of State, Government leaders, UN High Level Representatives and civil society for the historic adoption of new Sustainable Development Goals, from 25 to 27 September. These represent a universal, ambitious, sustainable development agenda, an agenda "of the people, by the people and for the people," crafted with UNESCO's active involvement.

10. Special High-Level meeting Education 2030 Framework of Action Paris, France - November 4 2015

This high-level meeting, preceding the work of the Education Commission of the 38th UNESCO General Conference, will formally adopt the Education 2030 Framework for Action (FFA).

The FFA will provide guidance to countries for the implementation of the Education 2030 agenda. It has been developed through a highly consultative process and the frameworks’ essential elements were agreed upon in the World Education Forum 2015 (Incheon, Republic of Korea). During the meeting, Ministers and invited leaders of WEF 2015 co-convening agencies and parties, including civil society, are asked to share through brief interventions their views on, and commitments to, the final FFA.

The Forum was co-organized by UNESCO, the Chinese National Commission for UNESCO and the Educational Management Information Centre of the Chinese Ministry of Education, with the support of Weidong Group, as an immediate step to implement the Qingdao Declaration, adopted at the International Conference on ICT and Post-2015 Education (Qingdao, China, 23 to 25 May 2015).

The Forum aimed at formalize the global partnership for the operationalization of the Qingdao Declaration, identify main lines of action, and set up the operational strategies for cooperation.

The outputs of the Forum included an agreement on the proposed Global Alliance for Qingdao Declaration and the action plan for following-up activities.


**Goal of the meeting:** Reaffirm centrality of education in sustainable development, internalize the FFA and most importantly, discuss and agree on a roadmap for operationalizing the Agenda in the Arab region.

UNESCO organized this first meeting for the Arab region under the auspice of His Excellency Minister of Education, Arab Republic of Egypt

### 13. CCNGO Coordination Group Meeting in Paris-France- May 23-24, 2016

**Goal of the meeting:** discussing the updates of the implementation of SDG4Education 2030 agenda and future plans, activities undertaken by the CCNGO Coordination Group, SDG architecture and processes at the UN and SDG Education 2030 Steering Committee

The meeting also aimed to discuss the new role of the CCNGO in light of SDG4Education 2030; revise current working procedures of the CCNGO; Plan/strategize new CCNGO activities in the SDG4Education processes including advocacy, supporting implementation, reviewing and monitoring etc. as an integral part of the new Education 2030 architecture, as well as SDG processes; and discuss and plan for the next global CCNGO meeting


**Goal of the meeting:** Ensure a continued shared understanding of SDG 4 based on strategic information sharing and updates on SDG-wide and SDG 4 – Education 2030 specific developments at both global and country levels. In addition, this meeting aims to agree on a Terms of Reference of Regional Support Group and define possibilities for joint action in communication/advocacy, financing and monitoring

**Meeting outcomes:** It was agreed to create coordination group upon member states that is responsible for preparing the meetings in order to support Member States to achieve the Goal by 2030
Goal 4 - Ensure inclusive and editable quality education and promote lifelong learning opportunities.
Global Action Week for Education for All

What is “Education for All”?

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

What is Global Action Week?

The Global Action Week is a major international campaign for education worldwide. The GCE started organizing the activities of the GAW in 2001, as an annual occasion where coalitions, campaigns and organizations working in the field of education nationally, regionally and internationally take the necessary steps to highlight one aspect of the EFA agenda, by adopting a unified discourse that would allow for making coordinated demands to politicians. Popular participation and schools participate vastly in the activities of the GAW, leading to the participation of millions in over 100 countries around the world. Topics and mottos of the GAW between the years 2009 - 2016 included:

- 2009: Eradicating illiteracy and lifelong education;
- 2010: Funding education;
- 2011: Girls’ education;
- 2012: Early childhood care and education;
- 2013: Every Child Needs a Teacher;
- 2015: The Right to Education 2000- 2030;

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

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

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

The GAW presented success stories of adults who learned to read, write, mathematics, and information systems and were able to change their life to the better, in addition to presenting special experiences in addressing illiteracy and the major challenges faced. “I am happy to share my story with you after joining the illiteracy center, as I was facing earlier difficulties in my daily life, including loss of direction because I did not know where the bus I was taking was heading” Um Ibrahim from Jordan shares, who is one of the women that enrolled in the illiteracy centers in Jordan and stood confidently in the opening festival in Al-Ahliyya Amman University to share her passion for education, the difficulties she faced before enrolling in the illiteracy center and the positive impact she experienced after becoming able to read and write.
The year 2010 enjoyed vast participation in 9 Arab Countries, with more than 1,070,372 participants in Lebanon, Egypt, Iraq, Jordan, Morocco, Palestine, Sudan, Yemen and Somalia. The slogan “One Goal: Education for All” was the main message behind the efforts and activities of the coalitions, in addition to conjugant campaigns like (“We Want to Learn Correctly” was the name of the campaign in Egypt and “Our Rights” was the name of the campaign in Yemen.)

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

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

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

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

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

“Early Childhood Care and Education- Rights from the Beginning” Campaign- 2012

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

The campaign included various activities in integrate official and popular institutions in the “Early Childhood Care and Education” campaign to lobby governments to change their educational policies to fulfill children’s rights in the early childhood period. The year also witnessed the participation of Bahrain and Mauritania, with more than 12,973 participants in 8 Arab countries within the educational coalitions of the “Rights from the Beginning” campaign.
“Every Child Needs a Teacher” Campaign -2013

“Every Child Needs a Teacher” is a campaign led by the GCE to demand that the law guarantees a well-trained teacher for every child, in light of the fact that 61 million children are not enrolled in primary schools and the most important thing that we can give them to give them their right to education is to ensure that they have trained teachers; to achieve this we need 1.7 million teachers.

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

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

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

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


The year 2015 is a crucial moment for the education sector and specifically for the GCE movement, marking the deadline for achievement of both the Education for All (EFA) Goals and the UN Millennium Development Goals (MDGs). GCE was originally founded in 1999 to influence the EFA framework, and has continued as a movement dedicated to furthering achievement of these goals through civil society action to hold decision-makers to account. Moreover, in 2015, the next set of goals – covering the period 2015 to 2030 – will be finalized: these will play a major role in determining the future shape and focus of education policy and financing. The GCE movement has been heavily involved in both demanding accountability for promises made in 2000, and trying to influence the new commitments to be made in 2015.

- Global Action Week 2015 campaign aims & objectives
- In this context, the overall aim of Global Action Week (GAW) 2015 is to use the opportunities offered by 2015 to ensure that governments:
  - Individually commit to and take policy and financing action to meet the unfulfilled promises of 2000 (the EFA goals and education MDGs);
  - Collectively commit to a post-2015 framework and architecture that will bring the world closer to realizing the right to education by 2030; and
  - Recognize the role of civil society in delivering EFA since 2000 and commit to ensuring citizen participation in developing and monitoring post-2015 framework.


The Global Action Week in 2014 focused on inclusive education for persons with disabilities (children, youth and adults); following the Education for all objectives articulated by the Education for All “EFA” campaign.

The number of disabled people from all age categories around the world almost exceeds 1 billion, around 15 percent of the world population. In a world full of legislative, cultural, and social barriers, engaging disabled persons in all walks of social life and define the concept of integrating education as a set of values, principles, and practices to deliver effective education for all a major challenge.

The year 2015 is a crucial moment for the education sector and specifically for the GCE movement, marking the deadline for achievement of both the Education for All (EFA) Goals and the UN Millennium Development Goals (MDGs). GCE was originally founded in 1999 to influence the EFA framework, and has continued as a movement dedicated to furthering achievement of these goals through civil society action to hold decision-makers to account. Moreover, in 2015, the next set of goals – covering the period 2015 to 2030 – will be finalized: these will play a major role in determining the future shape and focus of education policy and financing. The GCE movement has been heavily involved in both demanding accountability for promises made in 2000, and trying to influence the new commitments to be made in 2015.

"Fund the Future: Education Rights Now!" Campaign -2016

In 2015, world leaders committed to the most ambitious global development agenda in history. For education, this includes the pledge to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030' - regardless of personal, social or political context. Such ambitious goals need to be paid for. Since education is central to the achievement of all the development goals, failing to make adequate investments in education puts the success of the entire new agenda at risk.

This first year of implementation is critical, and provides citizens the world over with an unmissable opportunity to ensure the issue of financing is firmly center stage. Investment in education now will help to fund a better future tomorrow.

"Stand up for Education: Time to Deliver"- 2017

GCE’s Global Action Week for Education in 2017 focused on ensuring accountability for SDG4, and active citizen participation.

In 2015, citizens campaigned successfully for governments to commit to a Sustainable Development Goal which ensured that everyone has the right to quality education – education which should be public, equitable, inclusive and free. Two years later, it is time for governments to prove they are working towards this goal – it is time to deliver.
Conferences

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

Founding Conference: the first education conference “Activating the Educational Role of the Civil Society in the Arab World” in Sana’a, Yemen, 2009

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

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

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

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

In an important and historic step for civil society organizations concerned with education, the participants agreed to commence in the formation of a regional coalition to support civil society organizations concerned with education in the Arab region.
ACEA organized the “World Educational Forum” in Palestine between 28-31/October/2010 under the slogan “For a Possible Other World”. Education was the main focus of the forum, such that it was provided with a platform for dialogue across borders, exchange of practical experience, theoretical discussions; discuss ideas on the role of education and its economic, social and political impact and environmental impact on the local, regional and international levels.

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

The concept of the World Educational Forum in Palestine emerged from the need for exchange of teaching experience between Palestine and the world. The forum does not aim to be a solidarity initiative in Palestine only but also to employ the power of education in bridging the gaps between theory and practice as a mechanism that can liberate people from the darkness and relative isolation, in addition to integrating all Palestinian refugees that desired to be part of the World Educational Forum, even if they could not attend because of restrictions on freedom of movement.

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

The forum developed a set of recommendations, including promoting international solidarity with the Palestinian people on all levels in terms of the right of return and independence; work on expanding popular solidarity via international organizations participating in the forum; lobbying governments to take serious steps in supporting the Palestinian people in the international arena; support UNRWA employees and their demands to maintain their responsibility in the provision of services to refugees and provide support to reach a solution that guarantees their legitimate rights; refuse perceptions on Jerusalem as the capital of Israel and a land for Jews; refuse apartheid approach that limits Palestinians’ basic rights; provide support for liberty initiatives that seek to break the siege on the Gaza Strip and condemn the ethnic cleansing policy practiced against the Palestinian people in Jerusalem by the occupation; encourage international and national organizations to lobby governments and work on providing education for all whether they are poor or prisoners; allocate higher budgets for education concurrently with providing good quality education for children in a safe and healthy environment; and work on effective communication between different non-governmental organizations.
Conferences

“Reforming Education in the Arab World” Conference- 2013

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

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

The conference was held in the presence of representatives of 13 countries worldwide (Latin America, Northern Ireland, Brazil, Somalia, Sudan, Yemen, Iraq, Palestine, Jordan, Lebanon, Egypt, Morocco and Tunisia). Participation varied and included official educational institutions, Ministries of Education, civil society organizations concerned with education, teachers’ syndicates, academics, university professors, teachers, experts and journalists, in addition to members of alliances in 11 Arab countries, where the aim of the conference was to create a networking and coordination mechanism between different bodies working in the field of education.

Participation in the World Social Forum Tunis 2015

The Arab Campaign for Education for All participated in the World Social Forum that was conducted in Tunis during March 2015. Within the activities of the Forum, ACEA conducted a conference under the title "Road to Dignity…education post 2015" on 26th March 2015 that was hosted by the Tunisian coalition for education for all and sponsored by the Forum.

The coalition's Jordan, Egypt, Sudan, Morocco, Lebanon, Palestine, Yemen, Tunisia participated in this conference and they presented papers on the main subject on education post 2015 and ended up by recommendations to be applied by the civil society, national and regional coalitions, unions and decision makers to achieve the educational objectives beyond 2015. All coalitions exchanged experience, vision and idea. Also, they were encouraged to add inputs to the subject with the context in their countries, to localize it and use it. These papers helped at the regional and global level to shape our speech in the World Education Forum.

"Road to Dignity" Conferences: Education Beyond 2015- World Social Forum

Within the activities of the World Social Forum, ACEA conducted a conference under the title "Road to Dignity…education post 2015" on 26th March 2015 that was hosted by the Tunisian coalition for education for all and sponsored by the Forum. The full-day conference was included two sessions, the first session included papers on the achieved and not achieved objectives of education since the Dakar Conference in the past period 2000-2015, and the second session included monitoring of proposed plans in order to continue the work on achieving the educational goals between 2015 and 2030.
Capacity Building of ACEA Members

Strategic planning and advocacy workshop:

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

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

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

The results can be summarized as follows:

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

The Regional Initiative for Adult Education Advocacy

The Arab Campaign for Education for All launched the Regional Initiative for Adult Education Advocacy (4As) in coordination with DVV International working and three regional Arab networks involved in adult education and lifelong learning. This initiative was launched to unify efforts and cooperation in order to enhance inclusive education for adults through lobbying, advocacy and guaranteeing quality and innovation.

The Arab networks (4As) are: The Arab Network for Literacy and Adult Education, headquartered in Egypt, the Arab Network for Popular Education, headquartered in Lebanon, and the Arab Network for Civic Education (ANHRE), headquartered in Jordan. DVV International is the Institute of International Cooperation of the German Adult Education Association. The networks represent and include hundreds of civil society organizations all over the Middle East.

Goal of this initiative:

- To cooperate and create synergies to better promote innovative and inclusive education.
- It aims to strengthen the capacity of key actors in AE from advocacy and development perspective.
- In addition to promote better networking and more involvement in regional and global level.
The activities of the Regional Initiative for Adult Education Advocacy

1. **Launches Global Action Week 2014-Inclusive Education – Equal Rights and Opportunities**

   The Regional Initiative for Adult Education Advocacy launched the Global Action Week for the Year 2014 under the title: “Inclusive Education – Equal Rights and Opportunities”. The Launch was held on April 30th, 2014 in Amman, sponsored by the Middle East Network on Innovative Teaching and Learning "MENIT".

   Within the Global Action Week’s framework, the regional initiative announced its position paper, which demonstrates the current reality of people with disabilities in Arab societies and the major challenges they face. In addition to that, the regional initiative called out for local, regional and international institutions, individuals with or without disabilities, educators and human rights activists to lobby decision makers to create, activate and enforce legislative frameworks and laws to include persons with disabilities in work and education on an equal rights basis. Moreover, the position paper strongly underlined the importance of promoting supportive educational culture that should enhance the inclusion of persons with disabilities and their participation in various development processes.

2. **Academy of lifelong learning Advocacy**

   In the framework of promoting the capacity of adult education advocacy, the regional initiative to promote adult education participated in preparing, planning and implementing the Academy of lifelong learning Advocacy (IALLA) that was held in the Arab region specifically in Madaba, Jordan during the period 13 – 26 Oct. 2014 with participation of 26 candidates (10 men and 16 women), 11 of them are from the Arab region.

3. **Arab Academy for Adult Education**

   The first Arab Academy for Adult Education which will be held in Jerash, Jordan from the 8th to the 16th of October, 2015 by DVV International in partnership with the Regional Initiative for Adult Education Advocacy. In a joint vision with the four networks, DVV International will hold this academy to increase the understanding and use of empowering adult education approaches, methodologies and programs which will consequently foster individual development alongside societal development within the Arab contexts. The four Arab Networks are: Arab Network for Literacy and Adult Education based in Cairo, the Arab Network for Popular Education based in Lebanon, the Arab Campaign for Education for All based in Palestine and the Arab Network for Civic Education (ANHRE) based in Jordan.

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**Global Teacher Prize**

The Arab Campaign contributed in the preparation for the 2nd round of the Global Teacher Prize that is a US $1 million award presented annually to an exceptional teacher who has made an outstanding contribution to their profession. The prize serves to underline the importance of educators and the fact that, throughout the world, their efforts deserve to be recognized and celebrated. It seeks to acknowledge the impacts of the very best teachers – not only on their students but on the communities around them.

In cooperation with the Palestinian Coalition for Education for All and the Ministry of Education and Higher Education in Palestine, the Arab Campaign mobilized the largest participation in the second round of the award, given its importance in highlighting the reality of the education sector in Palestine. With the support of the secretariat of the Arab Campaign for Education, 3 Palestinian teachers took part in the Prize and reached the final stage, which included 40 candidates. In the end, Mrs. Hanan Harob won the best teacher award.
Projects

Arab Campaign for Education Project 2010

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

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

The project succeeded in raising community awareness and mobilizing approximately 1,089,740 people, of whom 541,730 are women, in addition to 362 member institutions in education coalitions in the targeted countries. The project has mobilized various media as a key component of the campaign, and to mobilize civil society organizations to put urgent educational issues in the foreground, and to highlight the impact of popular participation on political leaders. It also succeeded in formulating data and demands and to deliver it to decision-makers. The members of the coalitions have worked in every country with the local communities in their respective countries, in order to mobilize massive campaigns and to achieve their demands for the right to a decent education, based on the results of the reports that talked about the status and needs of education, and the priorities in these countries.

Civil Society Education Fund Project

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

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

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

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

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

Civil Society Education Fund 2013-2014

The Global Campaign for Education received funding from the Global Partnership for Education in order to fund about 50 coalitions for education in civil society, and four regional networks through the Civil Society Education Fund until the end of 2014.

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

The Civil Society Education Fund 2013-2014 seeks to meet the overall objective, and four objectives of the program through the funding of national education coalitions to carry out policy and lobbying activities, advocacy, providing technical support and capacity building of coalitions, and facilitate cooperation and sharing of experiences among countries of the South.
The overall objective of the Civil Society Education Fund is: to contribute to the achievement of national education goals and Education for All by ensuring the effective participation of civil society organizations and citizens in education debates and sector planning and review.

**Goal 1 – Policy Participation:**

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

**Goal 2 - Raising Awareness and Building Coalitions:**

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

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

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

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

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

**Civil Society Education Fund 2016-2018**

For 2016-2018 the ultimate goal (impact) of the CSEF programme is to contribute to better informed national policy dialogue and strengthened government accountability to citizens for the achievement of equitable, inclusive and quality public education. Specifically to:

2. Public mobilisation, citizen-led evidence and analysis: To support active public outreach and citizen engagement in the generation / use of research and evidence on quality, equity, financing and education system reform.
3. Linking National, Regional and Global Processes: To ensure global and regional processes relating to GPE and SDG 4 better inform – and are better informed by – national and local civil society.

**Memberships**

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

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

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