THE BIG BOOK 2006

The Case for Teachers

GLOBAL CAMPAIGN FOR EDUCATION

EVERY CHILD NEEDS A TEACHER

The Big Book 2006

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This book is dedicated to the memory of Katarina Tomasevski, former UN Special Rapporteur on the Right to Education and fearless campaigner on behalf of children and teachers alike.

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Every Child Needs a Teacher

Welcome to another Big Book!

We have come a long way since the Global Campaign for Education was formed seven years ago. This year I am very glad to announce that more than five and half million campaigners, young, old, in and out of school took part. That is not to mention the thousands of civil society organisations and trade unions, hundreds of thousands of schools in 120 countries that worked together collectively to form one huge global voice that shouted 'Every Child Needs a Teacher'.

Around the world compelling evidence was collected that could not make the case for teachers clearer. Every country had a unique voice, that told a unique story about what teachers mean to them. Child labourers, denied the right to go to school in India and Mexico, united with international leaders and celebrities in making their individual, equally important, plea for teachers, heard.

Global Action Week was once again the highlight of our year. During this week heads of state, politicians, international leaders and education officials were presented with heart-rending, colourful, passionate evidence and stories about teachers. During this week, over 6,000 officials and 1,000 Ministers of Education, Ministers of Finance and Members of Parliament either went 'Back to School' or sat in Big Hearings under the auspices of the Global Campaign for Education.

But, not content until every child is in school, we have kept up our public pressure for education, on leaders and international institutions throughout the year. Our campaigners have reminded the World Bank, IMF, and G8 to keep their promises, leaving them post-it notes or grading them in school report cards. World Literacy Day and World Teachers Day were also used to call on heads of state in Africa, Asia and Latin America to do their duty to provide Education for All.

Reading though this book will give you a taster of some of the colourful events and happenings that the Global Campaign for Education mobilised this year. Please remember it is impossible to summarise everything into these pages. Whilst you hear teacher Mendes story from Mozambique, we have been unable to include teacher Stella's. But every story, picture, song and piece of evidence has been crucial to the impact we have had this year. Unfortunately this Big Book is just not big enough to include them all!

Finally, thank you to everyone that has been involved in the Global Campaign for Education. Since the Global Campaign for Education was formed many millions more children have entered the school gates. I hope that this book will inspire you all, and that you will join us again, or for the first time in 2007. This will be the half way point to reaching the globally agreed Education for All goals, but we've got more work to do than ever, if everyone is to have a free and quality education by 2015. Education is a right, not a privilege. In 2007 we will be asking you to Join up for Education Rights Now!

Kailash

Kailash Satyarthi

(President of the Global Campaign for Education, and world-renowned child rights activist)

STOP PRESS:

Since this book was written brand new statistics have revealed the number of children out of school has gone down from 100 million to 80 million. Keep up the good work!

Global Campaign for Education

The Global Campaign for Education (GCE) is the unique coalition of actors who have come together to demand that future generations should not have to suffer the scourge of illiteracy and ignorance. Since our formation in 1999, thousands of organisations have united under the GCE banner, campaigning in over 100 countries for everyone's right to a free, quality education. Civil society organisations, teachers' unions, non-governmental organisations, child rights activists, UN agencies, schools, teachers, parents and students collectively form the eclectic mix that makes up the Global Campaign for Education.

Education is a fundamental human right, yet at least 100 million children are still out of school, the majority of them girls. Over 800 million adults are unable to read and write and nearly one-sixth of humanity lack the basic tools to work their way out of poverty. Time and time again world leaders have promised to right this wrong, and achieve Education for All, yet their warm words have not been matched by actions.

GCE calls on local governments, national governments, regional bodies, and international institutions to correct this global travesty and achieve the globally agreed Education for All goals. Although set for 2015, the current rate of progress is so slow that every child will not enter the school gates for another 150 years. Tragically in 2005 we already missed the first goal – of getting an equal number of boys and girls in school.

The organisations and unions that formed national GCE coalitions, our member organisations and board members are listed at the back of the Big Book. To find out more about GCE and how to get involved please visit www.campaignforeducation.org.

Education for All (EFA) goals:

As agreed by over 180 countries at the World Education Forums in 1990 and 2000 in Jometian and Dakar. These goals are set for 2015.

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

Millennium Development Goals (MDGs) - the two of the eight that focus on education:

As agreed by 191 Heads of State at the UN Millennium Summit in 2000

- Ensure that all boys and girls complete primary schooling by 2015
- Eliminate gender disparities in primary education by 2005, and at all levels by 2015

Namibia

"As a parent, I want my children to be taught by great teachers, all children deserve this chance in life. I'm supporting the Global Campaign for Education's call that Every Child Needs a Teacher. It's the least we should do for children – provide them with teachers."

Angelina Jolie

The Case for Teachers

"Any nation is as great, as good, as its citizens make it... It is teachers more than any other single group of people who determine attitudes, and who shape the ideas and aspiration of the nation."

Julius Nyerere in 'The Power of Teachers', 1966

In 2006 over 100 million children woke up every day without the hope of an education. These children know AIDS, poverty, hard labour and hunger... but did not know a teacher.

Teachers are the lifeblood of any education system – a school place, books and classrooms are useless without a teacher. Across the world, millions of teachers, most of them women, are working tirelessly for poverty wages and educating the next generation. Everyone who has been to school remembers their favourite teacher – the person who inspired them and helped them become who they are. Teachers shape the minds of the future. But there is a huge global shortage of teachers. During GCE's Action Week, UNESCO published new research announcing 18 million more teachers are needed between now and 2015 if every child is to get an education.

Once respected members of the communities, teachers are now overworked, demoralised and undervalued. Teachers are under pressure, coping with enormous classes, HIV/AIDS, low salaries, poor living and working conditions. Although teachers are the most important investment national governments could make to achieve Education for All, they are far from a priority for policy makers. In attempts to save money, education and teachers' salary budgets are low, leaving new teachers un-recruited, poorly trained or badly paid.

In the 21st century the lack of quality teachers for every child is both unacceptable and unnecessary. Teachers are the unsung heroes of our age. It's only once they are recognised that Education for All will be realised.

"We have a crisis that is almost beyond magnitude, but it's a soft one and easy for people not to worry about it."

Peter Smith, UNESCO Assistant Director for Education

"If my school had more teachers, I wouldn't have to leave my home and family behind to continue my education –
and everyone would be happy."

Eliane, aged 11, Brazil

Global Action Week 2006

"You might think that you are powerless, but if all the children of the world act together they will be more powerful than any government."

Nelson Mandela, talking to young GCE campaigners this year

Global Action Week is the most campaign intensive part of the GCE calendar, with national education coalitions preparing for up to nine months in advance, so that no opportunity is wasted and the week has a maximum impact on decision makers. Every year GCE's Action Week takes place at the end of April on the anniversary of the 2000 World Education Forum in Dakar where the Education for All goals were affirmed

Every Child Needs a Teacher was the slogan under which campaigners across the globe united during the week 24-30th April. Children, parents, teachers and campaigners did everything possible to put the Case for Teachers to education officials and political leaders. They called upon governments and international institutions to enable the recruitment and retention of a professional well motivated workforce so that every child can be taught by a qualified teacher in a class no bigger than 40.

Three actions made up this year's campaign for Every Child Needs a Teacher.

Stage 1: Creating Dossiers
Dossiers (files of evidence used in a legal cases) were created by children, campaigners, parents and teachers. The dossiers contained The Case for Teachers and comprised of stunning evidence in the form of pictures, stories, poems, plays and also hard hitting facts, the numbers of teachers still needed and their poor living and working conditions.

Stage 2: Officials 'Back to School'
The dossiers were then discussed and handed to officials, political figures and celebrities at 'Officials 'Back to School" Days. This gave GCE campaigners an opportunity to highlight the reality of the situation facing learners and teachers. Officials were asked to respond to the content of the dossiers and report on what they had done to keep previous years' pledges.

Stage 3: The Big Hearing
This year campaigners took officials and Heads of State to a mock 'court' –in the style of a legal hearing or public enquiry. Children and campaigners took over court rooms, government or official buildings and invited education officials, celebrities and the media, to teeth-clenching, headline-making trials in the case for teachers was presented; thus ensuring that teachers were put at the forefront of education agendas.

Whilst the strength of the global GCE coalition is clearly demonstrated through the remarkable similarity of actions around the world, each national coalition gave their own national campaigns unique flavour. Local songs, plays, art exhibitions, posters, street festivals, postcards, desk research, primary research and photos are just a few of the methods used to draw political attention to the undeniable truth that Every Child Needs a Teacher. For everyone involved it was an incredible opportunity to increase the pressure, or alternatively for the leaders to feel the pressure on them, to keep pledges to ensure that every child is not only able to go to school, but is also taught by a well-qualified teacher in a class no bigger than 40 pupils.

Global demands were set and communicated in an international campaign briefing paper, but once again each campaign, adjusted and set appropriate demands depending on their national needs.

In 2006 the Global Campaign for Education demands

Rich Countries to:

- Increase aid and cancel debt to allow countries to expand education systems
- Support countries' long-term education plans including teacher salaries
- End harmful donor conditions that prevent countries from employing teachers

Poor Countries to:

- Increase public spending on education
- Ensure quality in teaching, by training teachers to a professional standard
- Pay teachers a living wage and give them a say in education policy-making
- Reduce class sizes to improve learning conditions.

As a result of continuous loud pressure, politicians and often Heads of State, signed pledges and made policy changes towards achieving Education for All.

Ireland

Previous Global Action Weeks

In 2005 a staggering five million campaigners united in over 112 countries demanding leaders to Educate to End Poverty by sending themed colourful hand-made paper cut-out, 'friends' that represented the 100 million children out of school. The 'friends' were delivered to world leaders, throughout the year, and en masse prior to the G8 and the UN Millennium + 5 Summit.

In 2004 2.5 million campaigners young and old, targeted Heads of State, dignitaries and officials in the World's Biggest Every Lobby. In some countries children took over the national legislature or parliament for the day. Officials and Members of Parliament also engaged with children and teachers as they returned 'Back to School'.

In 2003 a world record was broken as 2 million people in over 70 countries took part in Girls Education: The Biggest Lesson. At UN headquarters, Secretary-General Kofi-Annan, Mrs Nane Annan and singer Angelique Kidjo teamed up to teach the Biggest Lesson. In Gambia, officials sat in class being taught by the daughter of a peanut seller. Likewise similar classes were given across the globe.

2007 'Join Up for Education Rights Now!'

In 2007 the Global Campaign for Education will focus Education as a Human Right. Marking the international midway point to the Education for All and Millennium Development Goals, leaders will be reminded that the time is running out to meet their promises.

To do this campaigners are joining up across the world to form the longest people-chains asking for education. Where this fundamental right has been violated, campaigners will report stories and pass these up the chain – from rural schools to international leaders, campaigners will be united, and stand side by side, in demanding international right this wrong immediately.

Year-round Action Yields Results

The Global Campaign for Education continues to go from strength to strength, with membership and secretariat alike working to maximise the advocacy potential of global and national events and political opportunities. The launch of an independent International Secretariat office by GCE President Kailash Satyarthi in February marked the start of an exciting year of campaigning, media work and lobbying that has kept GCE and its members centre-stage in the drive to achieve Education for All. GCE's focus on teachers turned the spotlight on the need for the 2005 commitments to really translate into a massive boost in aid to primary education for poor countries, as well as good national policies and adequate investment of domestic resources.

This year the GCE also supported follow-up advocacy and campaign work around the 'Every Child Needs a Teacher' theme. The idea of this was to enhance the impact of the Global Action Week lobbying and campaigning focus throughout the year and build up sustained coalition work beyond Action Week. Countries such as Senegal, Cameroon, Pakistan, Kenya, Bangladesh, Vietnam and Mozambique followed-up on Action Week with events such as policy round tables with unions and Ministries, to establishing 'EFA Action Forums', to follow-up press conferences and seminars timed to coincide with World Literacy Day. These activities and many more were designed to focus the minds of decision-makers and education officials on the issues first raised in Action Week, with serious dialogues taking place to arrive at solutions for the teacher related issues that surfaced in these countries.

Here are some International milestone events that saw GCE at the heart of the action.

March 8th - International Women's Day

GCE issued a statement to world leaders to take action to reverse the unacceptably slow progress on girls' education.

Education equips girls and women with a basic confidence in their abilities and rights, an ability to acquire and process information, and increased earning power. In the 21st century there can be no excuse for 60 million girls to be denied it.

The failure to reach the 2005 UN girls' education goal will result in 10 million unnecessary child and maternal deaths over a decade. It will also keep HIV/AIDS infection rates unnecessarily high, female incomes low, and leave violence against women and girls unchallenged.

"Last year the world missed the 1rst Millennium Development Goal: to eliminate gender disparity in primary and secondary education by 2005. World leaders barely raised an eyebrow as millions of girls are denied life-saving education."

Rasheda Choudhury, GCE board member

April 10th – UK launches new 'education initiative' in Mozambique

The UK government made a huge pledge of $15 billion in aid to primary education over the next 10 years, to finance countries' long-term strategies to achieve universal primary education. The announcement was made by UK Chancellor of the Exchequer, Gordon Brown, in Mozambique where he met with President Armando Guebuza, Nelson Mandela, and Graça Machel. Brown made it clear that this announcement is intended to galvanise other rich nations into action on what he sees as an urgent global priority. He called for forthcoming international events to focus on primary education and deliver a real increase in resources and progress so that the 2015 goals can be met.

As the UK and Mozambique politicians met, young GCE campaigners from UK and Mozambique's schools were there to question them.

This significant step forward is undoubtedly partly due to GCE's continued campaigning over the past years. Importantly, this is exactly the kind of long-term pledge that we have been demanding, enabling countries to take the politically risky step of increasing the teacher workforce on the basis of guaranteed future funding. GCE welcomed the announcement and encouraged other donor nations to make similar pledges.

Mozambique

"This announcement gives hope that the millennium promises made in 2000, that all children will have the opportunity to attend school, will be kept. But other rich countries need to follow the UK lead, otherwise this will not happen."

Kailash Satyarthi, GCE President

"Together you can be the generation that sees every child get the education that is their right."

Nelson Mandela

April 21st - IMF and World Bank Spring Meetings

As they arrived at the Washington meetings , delegates passed a gigantic job advert, with life-size cut-outs of teachers.

The ad sought 2 million teachers highlighting the 'missing' teachers worldwide, because of a lack of resources to pay for their training and salaries. It also drew attention to the policies of the IMF's loan conditions that set such severe economic targets that country's governments cannot afford to pay teachers, doctors and nurses adequate wages.

"Rich country leaders are making a mockery of their promises to increase aid by squandering public money on expensive technical assistance, including overpaid consultants. The same amount of money needed to hire a consultant for 100 days would pay 100 teachers for a year."

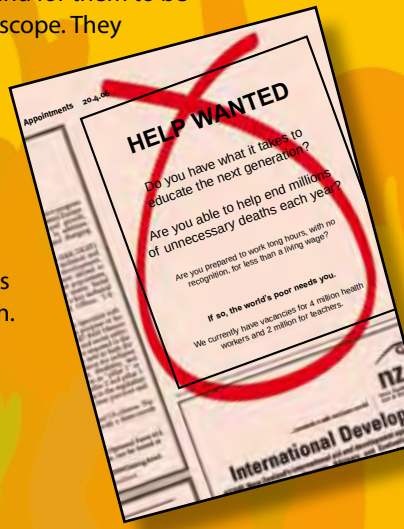
Max Lawson, Oxfam International

Later that same week, World Bank President Paul Wolfowitz joined Gordon Brown, Netherlands Executive Director Jan Willem van der Kaaij and Nigerian Finance Minister Ngozi at a press conference to endorse the Education for All Fast Track Initiative and call for more donor support to countries' long-term education plans.

May 22nd - Abuja Financing for Development Conference

22 African nations committed to working on 10 year plans and projections to achieve the Education for All goals. This unprecedented step ramps up the pressure on rich countries to respond to the needs identified, as well as showing the huge amount of domestic resources that will be dedicated to EFA during this time. The Abuja Outcome Document also called on the IMF to work in partnership with national governments to ensure that fiscal space is opened up so that domestic and external resources can be invested responsibly to meet the MDGs.

ANCEFA representatives (African Network Campaign on Education for All and GCE Board member) were present and demanded that governments include civil society voices in the planning and for them to be truly ambitious in their scope. They called on Ministers to focus on making basic education free and compulsory, as well as addressing the needs of girls, children affected by HIV/AIDS, teachers, adult illiterates and out-of-school youth.



June 16th – Day of the African Child

On the 30th anniversary of the Soweto uprisings, GCE paid remembrance to the thousands of children that took to South Africa's streets in demand of equal education.

It is unacceptable that in 2006, children in South Africa and across the continent find that their quality education is dependent on their class and their ability to pay.

To remind the world that 30 years on the world is still so far from equal education, not least in South Africa, GCE put the writing on the wall. In Soweto a large mural was painted, showing education though the three decades – with the words: "30 years later: the struggle for education continues..."

Crowds of children and teachers sang and danced to show the world media that the struggle was not yet over, as actors from the South Africa's Oscar winning film, Tsotsi, unveiled the mural.

South Africa

July – Run up to the G8

GCE was invited to take part in an unprecedented high-level meeting between G8 host, Russian Federation President Vladimir Putin and leaders of global development, environment and human rights NGOs. The round table discussion with other civil society organisations lasted three hours, during which President Putin was pressed to continue emphasising Education for All rather than the education interests of rich countries.

Meanwhile GCE national coalitions in G8 countries were busy lobbying their own Heads of State. Lobby letters were sent from Southern and Northern coalitions to G8 leaders setting out the case for a massive increase in international aid so that countries can hire teachers and ensure all children complete primary education. Giant post-it notes were left as crucial reminders for the Heads of State in France, Canada, Germany, Russia, UK and USA.

France's President Chirac's reminder was left all over Paris, asking him to keep his promise at the G8, and get 100 million children into school.

UK's Prime Minister Tony Blair was visited at home by popular young band McFly and school students heavily laden with cut-out 'teachers. Mr Blair was asked to take these cut-out 'teachers to the G8 summit in Russia and impress upon other world leaders the importance of every child having an adequately paid teacher.

France

July & August – GCE launches Education and HIV research

GCE's research 'Deadly Inertia' highlighted a looming crisis in education systems, which, it found, are unprepared to cope with the challenges of HIV/AIDS as the pandemic reaches ever-more dangerous levels. At the Johannesburg launch, civil society advocates: Graca Machel and Solly Mabusela criticised governments for not doing enough, to empower women and to confront taboos and stigma in order to tackle HIV.

"We all look at schools as if they have the response to HIV/AIDS. But how much time do teachers have to sit down and really talk to learners, or to talk to parents? Have we given teachers the capacity to cope?"

Graca Machel

"No matter how much governments do things with bureaucracy, without civil society you'll get nowhere... and whilst we sit here and talk statistics teachers are dying."

Solly Mabusela (GCE Board Member)

UK

September 8th - World Literacy Day

This is one of the few days that the 800 million adults who are unable to read and write are put at the top of the agenda. GCE put out a statement and supported advocacy events on World Literacy Day.

"Without an education you are almost certainly destined to live in poverty. You are more vulnerable to HIV/AIDS and your children are more likely to die in infancy or grow up malnourished."

Gorgui Sow, GCE Board Member

Two thirds of adults unable to read and write are women.

"Governments have ignored adult literacy for too long and International donors have done the same. Despite GCE research that shows how literacy is an essential catalyst for development and democracy".

David Archer, GCE Board Member

September 19th – World Bank and IMF Annual Meetings

GCE launched the 2006 School Report (Underachievers) and staged a protest at the World Bank & IMF annual meetings in Singapore. They drew attention to the G7 nations' failure to provide aid to education.

Wearing masks depicting Heads of State from Italy, Germany, the US and Japan, campaigners were handed their 'report cards' - ranking their performance on helping poor nations achieve education targets.

The protest action took place as finance and development Ministers gathered to review progress on the Education for All Fast-Track Initiative and consider future actions responding to education plans being put forward by a number of African and Asian countries.

World Bank President Wolfowitz, Gordon Brown, UK Development Minister Hilary Benn and Netherlands Development Minister Agnes Van Ardenne spoke very strongly about the importance of education and their commitment to supporting it. Mr Wolfowitz said that World Bank commitments to all levels of education could reach up to $1.5 billion next year. Hilary Benn announced a ten year commitment to Mozambique of £150 million and Minister van Ardenne announced $100 million additional support for the Catalytic Fund for both 2006 and 2007.

The Ghanaian Finance Minister reported on the long term education plans prepared by 15 African Finance and Education Ministers. These plans included commitments to education from domestic resources of over $50 billion over the next ten years. This was presented as a clear demonstration of developing countries fulfilling their side of the compact. There were several calls for donors to increase the levels of long term predictable financing for the education sector.

EC commissioner Louis Michel indicated that a proportion of the €3 billion for supporting MDGs and good governance would be allocated to education.

"We are all fully aware that achieving quality Education for All requires more than building the classrooms to receive children who were previously excluded. Classrooms, after all, don't teach. Good teachers do, but they need to be trained and they can only be hired if their salaries are available for more than just a few years."

Agnes van Ardenne-van der Hoeven, the Netherlands Minister for Development Co-operation

"The urgency could not be clearer. In sub-Saharan Africa, more than 40 million children do not go into primary school along with another 45 million in Asia. Far too many young people, 130 million between the ages of 15-24 can't even read or write. We cannot afford hollow promises."

World Bank President Paul Wolfowitz.

October 5th - World Teachers' Day

Six months after GCE's Action Week, our members Education International once again turned global attention onto teachers. The theme of this year's World Teachers' Day was Quality Teachers for Quality Education. Being the 40th anniversary of the ILO/UNESCO Recommendation on the Status of Teachers brought a particular urgency to the campaigning work of teacher unions on this important day.

Teachers are the lifeblood of any education system – a school place, books and classrooms are useless without a teacher.

Campaigners drew attention to recent announcements, such as Peru and Sudan's increases in education budgets and pay rises for teachers in Kenya, but also drew attention to the increasing numbers of teachers needed – the 18 million more teachers needed by 2015.

GCE thanked teachers for their dedication, professionalism and support for Education for All.

"Every Peso, Penny or Euro spend on education is a Peso, Penny or Euro well-spent."

Marten Kircz

AFRICA

From Durban to Dar es Salaam, Maputo to Monrovia – few corners of Africa were left without the call **'Every Child Needs a Teacher'**. Children marched through city lanes and major highways, heavily laden with giant posters and cases containing their evidence for teachers.

By 2015, Africa will have the largest shortage of teachers. It is not surprising when African nations spend only $48 on a child's education each year, compared to the global average of $629.

Children talked to the hundreds of politicians and officials as they returned 'Back to School' and sat in Big Hearings. Plays depicted school conditions in Accra. Rappers sang for Education for All in Niger. Teachers were voted for in South Africa. And a documentary about teachers made in Rwanda.

All this brilliant campaigning is having an effect: New commitments to education were made, more teachers recruited and pay and recognition increased.

ANGOLA

Following a press conference, Action Week in Angola mainly focussed on taking members of parliament, political parties, government representatives, and academics to schools across the country to show the reality of the state that they are in countrywide. To demonstrate some of the poor conditions of schools, photos were taken during these visits and exhibited. A national seminar was held to highlight the shortcomings of the national education policy and the low level of investment made in education.

BENIN

An impressive 200,000 children and adults participated in this year's action week, during which almost 100 officials went 'Back to School'. Teachers played a prominent role throughout the week, their voices heard on TV debates, radio interviews and during a televised film that depicted the harsh reality of teaching in rural areas.

Hundreds of teachers and students paraded through Cotonou, on the way to the national Big Hearing. Research, giving a strong case for better quality education, was presented at this amazing event. Part of this research showed that since 1990 the numbers of children going to school has more than tripled – but retention is poor with only 27% of girls completing primary school in poor areas. Hence GCE campaigned for quality education and no more than 40 pupils to be in each class. Their pleas resulted in support from the President and a commitment from the Minister of Education to do all she could to get both more girls into school and that they would be taught by qualified teachers.

"Action will be taken by the authorities to increase numbers of teachers in the system. It is the dream that all the children of the country grow up to be good men and women through education."

President de la Republique Yayi Boni

BURKINA FASO

Action Week climaxed in Ouagadougou's Nation Square, when huge crowds gathered to march through the city streets demanding Education for All. Throughout the week 13,000 campaigners had their voices heard by the 50 Members of Parliament and officials who went 'Back to School'. Campaigners presented officials with giant cut-outs that represented the numbers of teachers still needed in the country, and questioned Ministers on how they were planning in order to support a quality education. A spontaneous theatre forum, outside Dori's town hall, entertained and enlightened passers by to the importance of girls attending school. As a follow-up to the country's Big Hearing, a meeting with the Minister for Basic Teacher discussed how best to implement the findings to support more quality teachers in Burkina Faso.

BURUNDI

Following the recent success of dropping school fees in Burundi classes have tripled in size, leading GCE campaigners to focus on provinces where there are especially large numbers of pupils and insufficient numbers of teachers. Publicity surrounding the week of action included a press conference and a televised documentary. This film showed the reality of life in primary schools, where amazingly children have no choice but to try to learn in classes as big as 150.

Many officials did go 'Back to School' to see this for themselves and to experience first hand the effect to the system of having such a huge lack of quality teachers. To add to this students and teachers gathered outside parliament to lobby the government to increase the budget to education, make long-term education plans that include teachers' salaries, reduce class sizes and employ more teachers.

Benin

Burkina Faso

Burundi

CAMEROON

"All great personalities of yesterday and today have passed through a teacher."

Teacher, Buea Town

'Teachers are the Light of the World' was sung by children, as they marched through city streets carrying banners that warned of the plight of their teachers and the looming crisis in education.

22,000 more teachers are needed in Cameroon if every child is to go to school and sit in a class no bigger than 40. This case, in the form of essays and pictures, was presented by students to officials who had come to visit their schools. A tree of importance was painted, showing teachers as the roots that carry the weight of society.

In mock parliament style, the Big Hearing took place in Yaounde. The public, teachers and children presented songs, poems, drawings and messages revealing the predicament of teachers in Cameroon. They praised teachers for their efforts – and asked for their lives to be improved through better pay and better training.

Becoming a teacher is like signing a contract with poverty! The teacher needs a better salary!

Teacher, Buea Town

CHAD

Across the country the public heard on the radio and in the newspapers about issues faced by teachers. Childrens', parents' and teachers' messages were read out on-air to explain the situation in schools today. These messages formed part of the dossiers of evidence that were presented to a massive audience at Chad's Big Hearing.

COTE D'IVOIRE

The Minister of Education was targeted from all sides in Cote D'Ivoire – to commit to education, and finalise the country's plans to ensure Education for All. Teachers and children worked together to gather evidence and create their 'Case for Teachers'. As a result of Global Action Week, the Minister for National Education, National Commission of UNESCO, and coordination group of Education for All, sat together and debated the issue and ways forward for teacher recruitment. The Education Minister also agreed to finalise the education plans in the near future.

DEMOCRATIC REPUBLIC OF CONGO (DRC)

This year saw a fantastic turn out of politicians and officials engaging with civil society to hear about the issues of teachers and quality education.

The country's Vice President launched the campaign, and encouraged officials to go 'Back to School' during Global Action Week. Officials watched processions, football matches, dances and songs and took part in long debates that discussed the needs of teachers in DRC. Mass public attention was turned towards the theme 'Every Child Needs a Teacher', on National Teachers Day. The week climaxed at the Big Hearing, in the House of Parliament.

ETHIOPIA

This year's campaign was stronger than ever before – as campaigners united in voice and their research on 'Every Child Needs a Teacher'. There are currently 189,000 teachers employed in Ethiopia – but if every child is to sit in a class no bigger than 45, an extra 383,000 teachers are needed. In schools male teachers are more than twice the number of female teachers, whilst in secondary schools, boys are twice the number of girls.

For the first time in Ethiopia Global Action Week events took place right across the country, As part of these events speeches were given by professors, community leaders, and retired teachers, and broadcast in the three languages: Amharic, Oromifa and Tigryna. They addressed the importance of more qualified teachers to keep the morale of teachers up in the drive to end poverty in Ethiopia.

Cameroon

Ethiopia

GAMBIA

Gambia's Big Hearing had an amazing turn out of civil society and officials – in fact 85% of all the National Assembly Members attended. On the way to the Big Hearing children paraded through town singing songs and carrying banners with messages for more teachers.

As witnesses were called forward in court, women and children depicted school life, through song, dance and drama. Strong emphasis was placed on the lack of teachers in rural areas, poor teacher training, and the lack of teaching materials. Finally the demand to increase the national education budget and teachers' salaries was put to officials. The Big Hearing was a great success – as a result officials stated their commitment to Education for All, and set up a teachers' service commission, with the particular mandate of improving the lives of teachers.

GHANA

A week was simply not long enough for all the different events that the campaigners had planned – Ghana hosted a whole Action Month! Launched at the Osu Children's Home in Accra, vulnerable children acted out a sketch on 'Every Child Needs a Teacher' to Ms Lydia Osei and other officials from the Ministry of Education. At the launch Ms Osei pledged the government's support to improve teacher conditions.

As in other countries across the world campaigners identified the issues that affect teachers, and made 'dossiers' and presented these to officials when they went 'Back to School'. On the way to the Big Hearing, children paraded through Accra and once at the hearing campaigners asked the government to keep its promises and increase the education budget, recruit, train and motivate more teachers so there were enough teachers for every child to sit in a school class no bigger than 35.

"The problem is that the World Bank is giving our government loans on the condition of spending cuts in social services, such as education. We urge them to drop this condition.
This is no way to build a society."

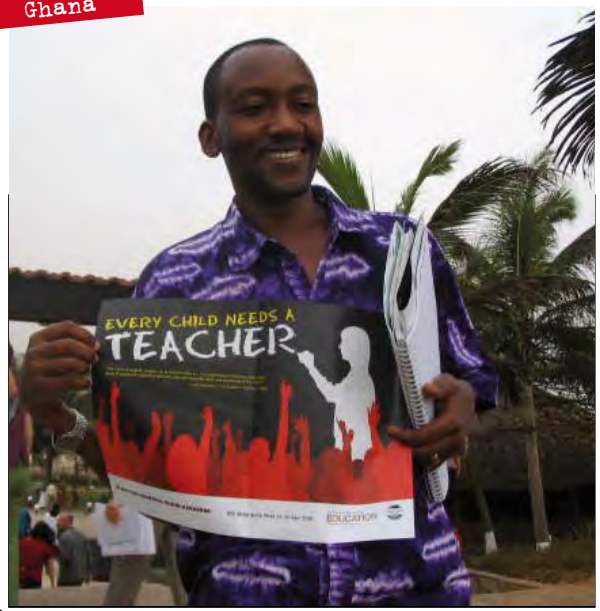
Emannual Kuyaole

Leaky roofs and huge class sizes in Ghana

Teacher Albert, as his students like to call him, worries about the status of the school that he's been head teacher of for the past eight years. The dilapidated classrooms have been battered by heavy rains year in and year out. With every passing rainy season, classroom walls collapse, exposing the children more and more to snakes, scorpions and insects creeping from overgrown bushes nearby.

Last year many more children started coming to school, when the government dropped primary school fees. But there's been no increase in the numbers of teachers. In the kindergarten alone, 70 eager children sit on broken benches and struggle to gain individual attention of one teacher.

Ghana



Ghana

GUINEA

A host of activities were organised that brought to light the problem of teachers' enrolment, the lack of provision for tackling HIV/AIDS and the poor living and working conditions of teachers in Guinea. Students and teachers presented their dossiers to government officials at a Big Hearing in Palais de Congrès.

KENYA

Eager campaigning started early – back in October 2005 on World Teacher's Day. Since primary school fees were dropped in Kenya class sizes have shot up but IMF conditionalities have prevented the recruitment of more teachers. This has lead to the ridiculous situation where children sit in classes of 120 students to one teacher whilst at the same time 50,000 trained and much needed teachers are unemployed. In rural schools there are few, and sometimes no, female teachers, resulting in high drop out rates for girls.

Officials witnessed the reality as they went 'Back to School's' in Nairobi's slum areas. On the same day children paraded through towns on the way to government buildings with the clear message: 'Every Child Needs a Teacher'.

The conveners of The Big Hearing presented evidence to the Assistant Minister of Education for the need for more teachers and demanded more investment in teacher recruitment and pay. The efforts of the campaigners had effect – after action week President Kibaki announced his commitment to improve the welfare of teachers and a pay rise for teachers.

The ANALYST

EMPTY CLASSES, HOPELESS KIDS

– How Will WAEC Fare?

Kenya

Will I Really Pass Without a Teacher?

By Lulah Lucy Chakala,
Iraha Primary School, Kenya

Every early morning
I take my bag and dust it
Put on my tattered clothes
Then off to school I go! Why?
I need a teacher.

On an empty stomach
I run for ten kilometres
Usual I am late and tired
In class, here are not enough desks
On my lap I write! Why?
I need a teacher.

With no uniforms, am sent back home
At home my mother says
Hakuna pesa. "Elimu ni ya bure."
I hide myself in the bush and go home late. Why?
I need a teacher.

Concentration is my major problem, one
Teacher for five classes
There is not enough time to mark books
When I reach home mother asks
Wapi kasi yako? Why?
I need a teacher

LIBERIA

Officials heard about teachers from a child's point of view, when they went 'Back to School'. Children had thought long and hard about what they wanted to say, and argued for more good teachers.

Later in the week children, teachers and campaigners gathered in a long parade through Monrovia. They finished in the Houses of Parliament where they lobbied for more female teachers. The issues were further talked about on broadcast television, on the radio and in the national papers.

MADAGASCAR

Despite government efforts, there's a long way to go before every child has a quality teacher – they are too few, and they're amongst the lowest paid sectors of society. Over 50,000 campaigners engaged in this year's call to officials, demanding the education rights of children and illiterate adults.

The 5,000 officials that went 'Back to School' talked to children and teachers, and heard their stories and the research they had compiled on teachers. This evidence was further used and compiled into 'A Charter of the Teacher' and presented at the Big Hearing to the Prime Minister, Minister of Education, Minister of Sport, Minister of Population and 30 other Members of Parliament. They were invited to open the 'window of education' to all those missing from school, and provide them with a good quality teacher.

MALAWI

Many politicians, celebrities, and influential people returned to school during Global Action Week. Whilst viewing the school conditions and the lack of teachers they listened to stories from children on their wish for more good teachers.

The Minister of Education, Hon Bazuka Mhango, attended the Big Hearing at the Karonga Teacher Training College. The 'Case for Teachers' was put strongly: there are currently 5 million illiterate people in Malawi, and for children in school, the average class size can be as many as 117 pupils. During the day school children mounted displays, marched around the football pitch, recited poems and performed traditional dances. Throughout they gave their demands to improve the supply of teachers and improve teacher welfare.

In response the Minister of Education pledged to address all the pupils', teachers' and community leaders' concerns', that teachers' pay and living conditions would be reviewed and an HIV strategy would be put in place.

In Malawi, a young girl called **Lusubilo Nyondo,** asked the Minister of Education:

"Have you asked me what I need as a pupil? As you sit confidently in front of others do you think of what I need to also sit in that chair in future?"

MALI

Famous Malian singer Baba Salah got things going in Gao, as the official Education for All Ambassador in Mali, he dedicated his songs to getting children into school and providing them with good teachers. Continuing the emotive impact, a children's theatre troupe depicted the daily problems encountered by teachers. The huge audience of 20,000 included the Minister of Education.

Following national meetings in Bamako, the Minister promised to equip all Malian schools with sufficient numbers of teachers and improve teacher training. The Governor of Gao Region, Colonel Amadou Baba Touré also committed to increasing the numbers of teachers, after visiting a school with as many as 180 children sitting in one class.

Mali

Malawi

Malawi

Mali

MAURITANIA

The week ended with a bang when music from different local groups, on the theme of free education, filled the Ksar Stadium. Throughout Action Week at least 15,000 people took part and 50 officials went 'Back to School' whilst at the same time nine conferences took place on the subject of Education for All.

The Big Hearing presented school children's research and possible solutions were put forward for how to increase the numbers of female teachers in schools. The Head of State, Prime Minister and Minister of Education were all present and engaged with the debates on building a quality education system in Mauritania.

MOZAMBIQUE

Activities started early in Mozambique, with the coalition working hard to get their voices heard at a media event on the 10th April. Graça Machel, Nelson Mandela, the President Armando Guebuza, UK Chancellor of the Exchequer, Gordon Brown and Nigeria Finance Minister met with young GCE campaigners and answered questions on what they were doing to ensure that all children are able to go to school to receive a quality education.

Action Week was launched in a primary school under the slogan 'Toda Criança Precisa de um Professor'. The school was a good example of what still needs to be done. 555 students are enrolled yet the school only as four classrooms and 15 teachers. Officials returned to other schools in the week and were quizzed on what they'd done to improve education since the 2005 Action Week.

Children expressed their disappointment that 1 million of their friends in Mozambique are still unable to go to school. Another 55,000 teachers are needed if the situation is to be rectified. Furthermore only 20% of existing teachers are women, resulting in nearly twice as many boys than girls' finishing school.

Mozambique

17 years teaching, and the salary barely provides for the family, in Mozambique

Mr Mendes is committed to teaching English in a Pemba Secondary School, he taught throughout the civil war, when his classroom was raided. But today there are different problems.

"Mozambique is a poor country with a lot of problems. We need doctors and engineers to develop this country for the future - that is why I am a teacher.

Our town is expensive now, because so many tourists come here. My family struggle on what I earn, sometimes all it pays for is food for the month. It's not me alone; all teachers in Mozambique have these problems – problems of food, transport and health."

Mozambique

their family from malnutrition, HIV, illness and poverty... In Malawi the lack of teachers in schools

NAMIBIA

Globally renowned movie star, Angelina Jolie, made a special exception to avoiding the media during her pregnancy. During Global Action Week, she was staying in Namibia, from where she added her voice to the global call for more teachers. Through interviews with the media she strengthened the global plea – for every child to have a quality teacher.

NIGER

EFA (Education for All) if not a reality, rings a particular resonance in Niger, as the name of a popular rap song by the group Kaidan Gaskia. To the delight of the crowd the song was played during the night in celebration of teachers.

Throughout the week 25 Members of Parliament went 'Back to School' and met with children, including Minister Mohamed Ben Oma. In Dosso other children met the Governor and plucked up the courage to give their demands for more trained teachers.

The Big Hearing was attended by the Minister of Education and numerous Members of Parliament who listened to the presentation of dossiers that illuminated the problems in schools: 40% of classrooms in Niger are temporary straw huts; girls make up only 40% of pupils; there's a shortage of 1,000 teachers and there's rising numbers of teachers with no qualifications.

NIGERIA

The Minister of Education attended the Action Week's national launch in Akure, Ondo state. The week continued with officials going 'Back to School', watching campaigners march and rally, and witnessing the Big Hearing. The activities throughout the week were covered on national prime-time television and radio stations.

At the Big Hearing GCE campaigners asked the government to improve teaching and learning environments, teacher salaries, school inspections, and finance to education and to attain the Education for All Goals. The outcomes were not insignificant: more teacher recruitment was promised in Lagos, increased spending on basic education was promised in Plateau State and teacher salary negotiations started in Bauchi State.

RWANDA

A new education coalition carried out an unprecedented bout of campaign pressure both nationally and locally. Events focused on why teachers are so vital to communities and development. From these events, materials were produced and displayed at the Big Hearing in Kigali. One of these pieces of evidence was a short documentary about teachers' situations in Rwanda where different teachers were interviewed about the poor conditions in which they work and live.

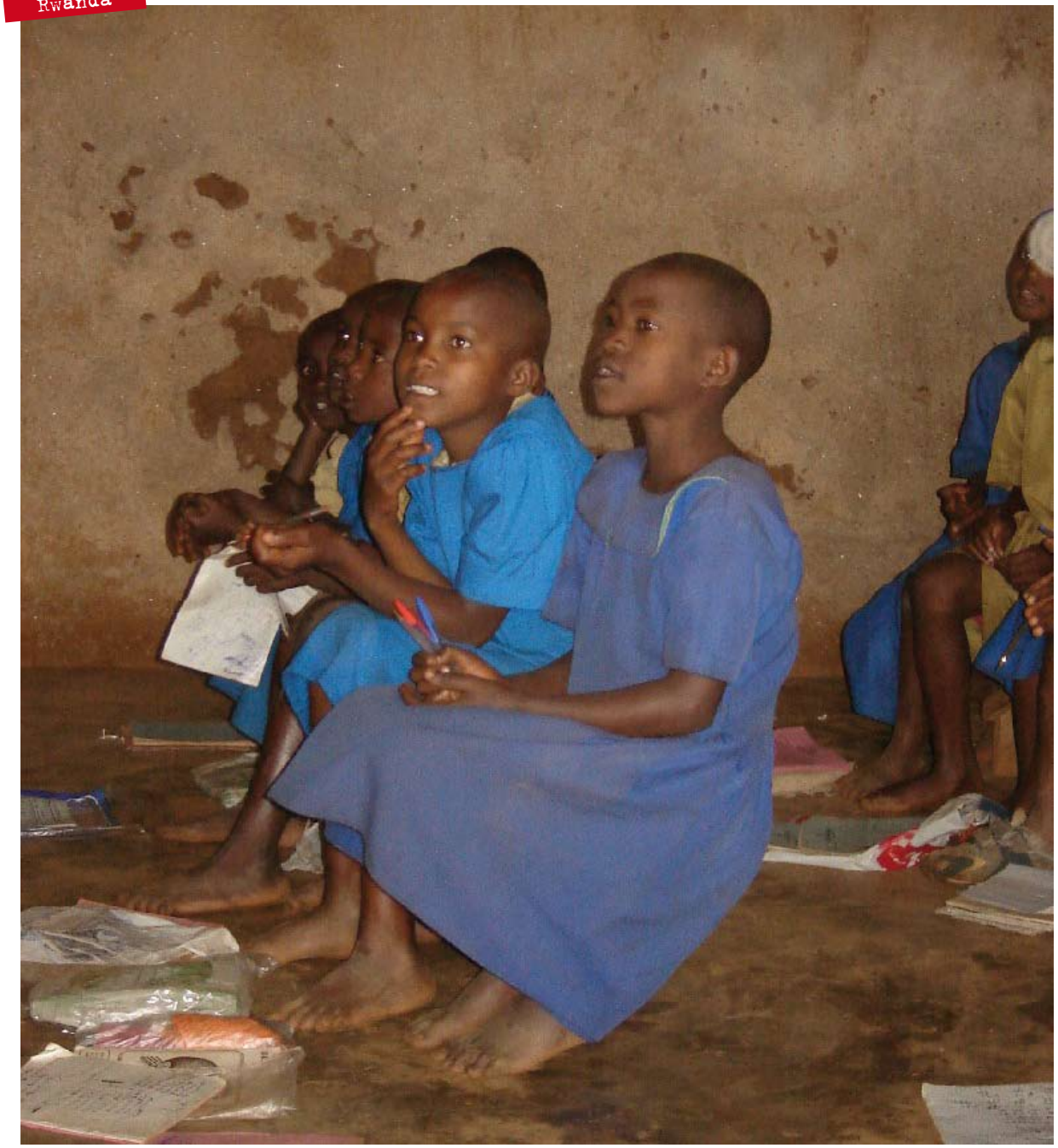
A 'Celebration of Teachers' was held in Rwanda's National Stadium. On the way there a thousand people marched, behind a 'Universal Education Bus', that was decorated with pictures of the many children, who struggle to get 'on the bus', as a way of representing the children who are not able to go to school. A marching band and traditional dancers stopped traffic throughout Kigali. The celebration went on to illustrate the challenges facing teachers in Rwanda, to politicians and education officials who were then asked to sign pledges of commitment to Education for All, and support for teachers.

Namibia

Niger

Nigeria

Rwanda



Teachers Nikombamera Prudence and Hujawimana explain the joy and challenges of being a teacher in Kigali:

"Teachers teach all the children in the community. They are the light of their surroundings. They are also counsellors. Many people come to them to ask questions about practical things and teachers help them in many ways even though they are themselves poor. But we work in near impossible conditions. We lack resources and we do not get enough training. At school teachers look after 160 students, in order to cope children do half days, we teach classes of 80 in the morning, and 80 in the afternoon.

Teachers are often ill because of the conditions they live in and the little money they earn. Some cannot afford accommodation. In our school, one of the teachers has been living in a classroom for 3 years."

Rwanda

SENEGAL

An impressive 100 Members of Parliament, 340 officials and the Minister of Education went 'Back to School' and took part in the Big Hearing.

Musicians and sport stars showed their support by signing a lobby letter for 'Every Child Needs a Teacher' and took part in broadcast interviews asking the government to do more on this issue.

"School is no island. We are always educating the next generation. We design the curriculum together. We train teachers to serve the community. After school hours we educate about AIDS, work as sport trainers and collect the garbage."

Abdoul Sy, Teacher in Senegal

SEYCHELLES

During Action Week children collected evidence and wrote statements on why 'We need a teacher'. These were delivered to the Ministry of Education and School Managers who then participated in panel discussions. Campaigning for teachers continued throughout the year and World Teachers' Day focused on the theme: "Celebrate Teaching: Every Child Needs a Teacher".

SIERRA LEONE

The stunning Big Hearing took place in Freetown's Queen Victoria Park, where children and teachers addressed the Speaker of Parliament and Minister of Education. Coinciding with the 45th Anniversary of Independence, almost 100,000 showed their support by marching through town. Many of them heard about the activities during radio broadcasts and other EFASL coalition programmes organised in the build up to the week.

The week finished with the Speaker of Parliament and Minister of Education pledging to improve teacher training, teacher-learner materials and school infrastructures.

SOMALIA

During Action Week political tension and insecurity in the country prevented politicians and VIPs from attending events. Despite the tension, and a last minute change of location, an impressive 13,000 showed up to support the Big Hearing and make their feelings for more teachers known. At this impressive event, in a Mogadishu school, children discussed how they could support their friends out of school to get an education. Throughout the country the main focus was on how best to reduce the numbers of street children who have no access to school.

Senegal

Sierra Leone

SOUTH AFRICA

Campaigners started the week marching through Cape Town – demanding 'Every Child Needs an Educated Parent' and 'Education is a right, not a privilege'. This is particularly poignant given that since democracy adult illiteracy in South Africa has grown by half a million.

On South Africa's Freedom Day, the hugely popular Kwaito artist, Zola and the Sesame Muppets went 'Back to School' and held a mock vote for teachers. Others that returned to school included the Minister of Education, Naledi Pandor and Deputy Prime Minister, Phumzile Mlamblo-Ngcuka, who used to teach. They were confronted with concerns about the reality of the large class sizes. The fear in this context is that lack of teaching staff could turn pupils to crime, gangsterism and drugs, as they struggle to learn and develop in crowded classrooms.

The officials who took part in the events gave their commitment to recruiting, training and retraining teachers. Since then a positive sign is that they have given many primary schools 'no-fees status' which allows several thousand pupils (yet still far from all) to benefit from not paying school fees.

"We go to provinces to tell people to vote, but what can we tell them when their promises are not being kept. And South Africa has the budget for other things, I just don't understand. If the government can build four prisons – why can't they build one primary school and pay teachers, because if they don't do this, these children will end up in prison."

Zola

South Africa

South Africa

South Africa

TANZANIA

Comprehensive research was carried out to highlight the issue of teachers in Tanzania. It brought to light that in the last ten years school enrolment has doubled, leading to an average class size of 60. It also demonstrated that more than 50,000 teachers are needed, to keep class sizes below 40. Inadequate teacher housing, high workloads, low moral and few female teachers were among the other problems brought up.

The Big Hearing took place in Dodoma, where parents, girls and boys put forward their case on their right to a quality education. Presenting testimonies and recommendations to the Minister of Education, they asked what the government was going to do. 'Every Child Needs a Teacher' was also the topic of discussions on the radio and television throughout Action Week. The Minster of Education then promised to look into the issue, and try to rectify some of the problems, but warned that the issue of salaries may take a while to streamline.

"When I joined teaching in 1978, I was teaching subjects I'd been trained to teach. Since then the government has been adding new subjects, which I know very little about... We need to be trained every time changes are made in the syllabus, otherwise you will find that the subject is not being taught."

Songea Urban, Teacher in Tanzania

TOGO

An amazing 100,000 people got involved in this year's Action Week through writing letters to the government and writing speeches on behalf of teachers and what they do.

The Big Hearing, united many communities and teachers, as they gathered and debated how education could be improved. Their thoughts were fed back to officials in a 'Teachers Defence Speech' written and presented by some of the best students. Officials also showed their support by returning 'Back to School' to talk to students and teachers.

UGANDA

Global Action Week was packed with events and supporters – over 70,000 people took part. Children and teachers were busy gathering evidence for their 'Case for Teachers'. During the week many politicians went 'Back to School' to hear about the realities of teaching and students and teachers met at a conference on 'Every Child Needs a Teacher'. Finally the week's work culminated in the presentation at three Big Hearings. Here children presented their evidence on the 'Need for Teachers' to the Prime Minister Appollo Nsimbambi. They then went on to perform songs and dances on the issue and asked the officials to sign pledges to do more for teachers. All the activities received lots of media attention and coverage in over 16 outlets.

All these activities clearly had some effect on the Education Minister, Namirembe Bitamazire who then went on to announce an extra Sh30 billion to recruit 2,000 more teachers.

Tanzania

Togo

Uganda

Zambia

ZAMBIA

Motivated campaigners worked long and hard to pull together compelling stories, facts and statistics that made up their 'Case for Teachers'. They illustrated a number of problems including: donor conditionalities that have prevented the government from recruiting 7,000 desperately needed teachers, a high loss of teachers to other countries and other professions and lack of houses for teachers.

The research was presented at the Big Hearing and was covered in the newspaper and in a national documentary, which invited the public to comment on the issues discussed. In April this year a new teacher recruitment drive and improvements to teachers' accommodation was announced.

Zambia

More students in school, but less support for teachers, in Zambia

"It was my uncle who inspired me to be a teacher. Growing up I used to sit and watch him read books, and I got really interested in learning and loved going to school. I've been teaching for 17 years now.

In this time, many things have changed for the worse. More and more children are coming to school, but teachers now get less and less support. We're teaching classes of 70 students. We have to mark all those books, and assess and evaluate each of the pupils work. It's not easy.

We are often not paid on time, sometimes wait up to 45 days for our salary, but we still have to pay rent and keep our families. Many of my colleagues have problems, family members have died from one of the many diseases in the country. And we are looking after children at school who are orphans."

ZIMBABWE

Campaigners and drum majorettes marched through the towns, with banners demanding Education for All. Following speeches and drama, officials went 'Back to School' to show support for the idea that all children should be able to go to school.

Across the country 10,000 people participated in all of the 72 districts, sporting the slogan 'Every Child Needs a Teacher'.

AMERICAS

From Santiago to San Jose, Montevideo to Mexico City children, parents and teachers took months preparing their compelling Cases for Teachers.

Latin America and the Caribbean have almost succeeded in getting every child into school – but the quality is often low, class sizes big, and children often have to pay for the right. In North America the USA is one of the most miserly states in providing aid to teachers in poor countries.

Campaigners made their feelings heard. Children made the world's largest poster for education in Canada, questioned Ministers in Belize City and Kingston, released 100 balloons into the sky in Suriname, and met with the USA's First Lady, Mrs Bush – all in the name **'Every Child Needs a Teacher'.**

Record numbers of Ministers and officials engaged with education campaigners and sat, listened and changed policy to give children more, better paid teachers.

ARGENTINA

With high poverty rates that affect 65% of children, and their right to an education, campaigners fought hard to reach the MDGs and for every child to have a quality education. Special attention was given on the need for transparency in the national and provincial budget allocation and to focus on minority groups that have so far been excluded from education.

Parents were invited to join the campaign, and find out more about the rights of their children. Officials went 'Back to School'. Alongside this national meetings were held and two Big Hearings took place in order to publicise the poor education situation and need for more teachers.

BELIZE

During Action Week civil society attended the Ministry of Education's open house, where they engaged with education officials, asking questions and giving suggestions about how to achieve Education for All nationally. Secondary schools also held debates and award ceremonies for outstanding students and teachers to highlight the issue that 'Every Child Needs a Teacher'.

"Of course Every Child Needs a Teacher and it's not only about the teacher in a classroom, it's about everybody in our society being teachers and trying to help out our young people."

Francis Fonseca, Minister of Education

BOLIVIA

Colourful exhibitions and fairs took place in the 3 main cities of Bolivia. Groups of children and students acted out and mimed in educational shows that depicted stories based on the subject of teachers. Children's art work depicted how they see the education situation in their country and what they would like teachers to be and be able to do.

BRAZIL

Across the country vast numbers of children, teachers, and campaigners worked through what an 'ideal teacher' would actually mean. Their evidence for teachers included the fact that teachers in Brazil receive some of the lowest salaries in Latin America, that most of them are women and that they are shown little respect. Pressure has been increasing on the government to invest in education, under the slogan: 'In education, we don't improvise, we invest'. One solution that has been put forward is to convert external debts to finance education in Brazil.

An amazing turn out of civil society sent e-cards to the Minister of Education and attended the hearings in parliament buildings. The radio covered the action week activities and teachers stories on a daily basis, getting good publicity for the campaign. At the national Big Hearing itself, a lesson was given on why public spending to education needs to be increased. The country's President Lula himself came to listen to the evidence for teachers. Having heard all the evidence that was presented to him he concluded the hearing by reiterating the country's efforts to attain Education for All, as a crucial step in fighting poverty.

11 years old and cleaning houses to go to school in Brazil

Eliane, aged 11, is in her fourth and final year at her village school in Saõ Sebastião de Jaçara. Her school only has one teacher, who teaches all four years at the same time. Now in order to continue her education, Eliane will have to move to Porto de Moz, far away from her parents. Like her brothers and sister, she will stay with a family and pay her rent, by working as a domestic labourer. If she's lucky she'll get to go home to her parents twice a year.

"I really want to finish school, but I don't want to leave my family. It will be so hard to live with someone else and only come home twice a year. If our school had more teachers I wouldn't have to make this choice. I could finish my education and stay with my family and everyone would be happy".

Argentina

Brazil

CANADA

Creating the 'World's Largest Poster for Education', was the impressive accomplishment of Canada's GCE. On the poster 3,000 children drew pictures and wrote messages to the Prime Minister asking that their friends in developing countries be able to attend school and have a good teacher. Young school children learnt about what education is like in Africa through a story called 'Samia's New School'.

The Minister of Heritage, Bev Oda, was among the 130 Members of Parliament, Senators, teachers and union representatives that attended a breakfast in Parliament during Action Week. The breakfast raised issues facing teachers in developing countries, and discussed what could be done about the brain drain of teachers who move from poor countries to wealthier ones such Canada and the UK.

Canada

CHILE

Refusing to settle for anything second best children demanded 'We Want A-Grade Teachers', to the Minister of Education. 10,000 children across the country logged on to an electronic forum and filled in surveys recording their desirable teacher qualities. They presented the results and ideas on A-Grade teachers at a huge public ceremony. Their wishes included: teachers must treat students fairly and not discriminate; they must engage with students through class activities, they must listen to and respect students and that students should be encouraged to express themselves and their rights. After the colourful presentation, the popular Chilean author José Ignacio Valenzuela then read his story, 'Every Child's Wish'.

COLOMBIA

Action Week kicked off with a Right to Education forum at the Palace of Justice. Mimicking a court hearing the forum was attended by Judges and Judicial Officials. The week went on to host an Education Day, an Art Exhibition – on the right to education, a Children's Party and a Big Hearing on the theme: Every Child Needs a Teacher. 20 Members of Parliament and officials took part and returned to school. Alongside the 45,000 people that took part in the activities thousands more learnt about the Education Rights and the importance of teachers through mass advertising and coverage of the activities in the media.

Chile

COSTA RICA

The Global Action Week's opening ceremony assembled child rights activists, teachers, children, UNESCO officials, civil servants and the Minister of Children and Vice-Minister of Culture.

The forum hosted heated discussions about inclusive, quality education, and the country's needs for teachers. Teachers shared their opinions and concerns, in particular issues about their equal opportunities, and person development. Children played their part in the campaign by depicting the needs and problems as they understood them through making small models of schools.

ECUADOR

Thousands of teachers, parents and students took part in this year's Action Week in 400 schools across the country. Evidence was gathered on 'Every Child Needs a Teacher', arguing that children need to be able to enjoy both the right to education, and enjoy school when they are there. Not just any old teacher will do, students said, as they identified the qualities needed for teaching. The most important values for a teacher to have, as identified by the children, were respect, patience, responsibility, confidence and understanding: 'If they don't understand us, they don't help us'.

The findings were debated by students during the week, as was the issue of quality education, which was broached and discussed on radio and television programmes. Campaigners united on the cry for more quality teachers as they marched for the Right to Education.

EL SALVADOR

Over 4,000 people took part in a number of high profile events during Global Action Week. Children and teachers researched and pulled together their own 'dossiers' for teachers before presenting these along with a set of demands to the Minister of Education.

They demanded an increase in the expenditure on education, stopping privatisation of schools, and that immediate priority be given to ensure that as many girls as boys go to school. They also called for the assurances on the safety and protection of all female teachers and pupils in school.

Costa Rica

Ecuador

Guatemala

GUATEMALA

'Every Girl Needs a Teacher' was the call across Guatemala. A whole range of workshops at national, departmental and municipal levels helped raise awareness of the education situation and develop plans that would help insure that international commitments were kept.

A Big Hearing on the importance of teachers was attended by the Vice Minister of Education. Improvements to the education system were welcomed and then demands made for further changes that are needed, along with a plea for more teachers nationally.

HAITI

Keeping up the annual pressure on the government to improve the education system, campaigners put forward a powerful 'Case for Teachers' that was centred on maps that highlighted the schools that are run by only one teacher. Other evidence included children producing stories about their ideal teachers; teachers' photos of their lives in poor areas, and artists' pictures of teachers in schools.

The dossier was presented to the representative of President Réné Garcia Préval and Mr Joseph Jasmine at the national Big Hearing. Hundreds of professors, children, teachers and campaigners gathered from around the country to present the evidence of what the reality of 'school' is like in Haiti. As a result Mr Jasmine announced the immediate set up of a workforce on Education for All.

HONDURAS

In Honduras over 70,000 people and 150 members of parliament took part in Global Action Week, whilst thousands more learnt about this campaign week, and what the Education for All and the Millennium Development Goals are thanks to all the publicity that was broadcast on TV and aired on the radio. Throughout the week children were part of lessons that discussed the issues around why 'Every Child Needs a Teacher'. The week climaxed in a national Big Hearing that was attended by the Vice President of Congress, Ilsa Diaz Zelaya.

Mr Minister (of Education, Rafael Pineda), how are you going to make sure that every child in Honduras attends school?

Young Campaigner in Honduras

JAMAICA

In Jamaica, Maxine Henry-Wilson, the Minister of Education and Youth, gave her support publicly by announcing:

"If Jamaica is to continue to make progress then there must truly be Education for All."

MEXICO

The Case for Teachers was gathered in bright and colourful pictures and murals done by children. They depicted images of schools, the ideal qualities in teachers and then used trees and rivers as ways to examine the contributing factors for achieving good quality education. They also wrote plays, carried out opinion polls and wrote letters to the Minister of Education that were collected and compiled into dossiers in 72 communities. These were presented at the Big Hearing and to the 18 officials that went 'Back to School'.

Last year, the World's Oldest Teacher, retired in Mexico. Albina Cruces, age 102 , gave her support to teachers campaigning with GCE and gave encouragement to all fellow teachers across the world.

Haiti

Mexico

PERU

Over 25,000 children in 16 regions of Peru took part this year under the slogan 'Quality Education for All needs Good Teachers: more and better investment in education.'

In the schools students worked with teachers to analyse the school situation and what is quality Education for All. As well as in colourful parades, their findings were presented in Regional Hearings to local education authorities and political leaders. A selected group of student leaders from all the regions went to the capital city, Lima, for the National Big Hearing, where they presented their demands to Congressmen and Ministers of Education, Health and Women and Social Development. After hearing the case for teachers the newly elected President Alan Garcia, promised a rise of 0.25% of the GNP in the education budget (an additional $1.4 million). GCE is now keeping up the pressure to make sure that this money is spent well and previous promises are kept.

"This story is about very brave boys and girls. They decided to change the country's direction. They went to government members who have done little or nothing for us and gave them a good telling-off."

Young girl, Yasmín Rojas Benavides (Huancayo, Junín)

"All Congress members and authorities tell us that they are going to change history, to help the people, but they forget about us very soon."

Young GCE campaigner, Elizabeth Cachay Sebastián (Paiján, La Libertad)

SURINAME

100 balloons were released into the air by children, teachers, parents and the Minister of Education. Signifying the 100 million children out of school, the balloons carried the message 'Every Child Needs a Teacher'. In case the public did not see the balloons there were billboards, and flyers with similar messages.

A national children's book festival held lots of activities that encouraged children to read and learn about the Global Campaign for Education. Children wrote letters and drew pictures of teachers and sent these to the Minister of Education, asking for Education for All.

Campaigners and the Minister of Education also took part in research and a forum on what quality education means in reality.

Suriname

URUGUAY

The campaign was launched at Parliament, with civil society organisations, education campaigners and politicians, media and officials all in attendance.

The Big Hearing took place in the formal setting of the National Library where campaigners presented in-depth research, and summed up the results of surveys, questionnaires, along with children's essays and paintings. It was a unique opportunity for civil society organizations and other institutions working in formal and non-formal education to present the work done for the campaign. It was also a useful and successful way for them to put forward their demands to authorities from both the Ministry of Education and Culture and the Ministry of Social Development. Quality education that promotes integral development of youth and adults was one of the key demands.

In his closing words, the Director of Education showed his concern and commitment of the Ministry in tackling these issues.

Uruguay

USA

The USA could not have found a more popular advocate for Education in the form of the movie star Angelina Jolie. Ms. Jolie showed her commitment to education rights for all children and GCE, by both appearing on popular television shows, and a joint press-conference call with the Chancellor of the Exchequer Gordon Brown. Together, the coverage of these appearances reached nearly 20 million people.

Around the nation, young people created posters making the case for Education for All or took part in congress-style 'hearings' in their schools. At the US Congress, a Big Hearing was conducted that combined dedicated young people from the USA with former child labourers from India, Mexico and Columbia. In a unique and touching session, these former child labourers joined hands with American school children and provided the members of Congress with both facts and personal testimonies on the need for all children to go to school.

15 year old Puren told the audience of his childhood as a stone breaker in India. How his father borrowed money off him and how his family had been taken as slaves, and that his hope of an education had been only a dream until he was rescued.

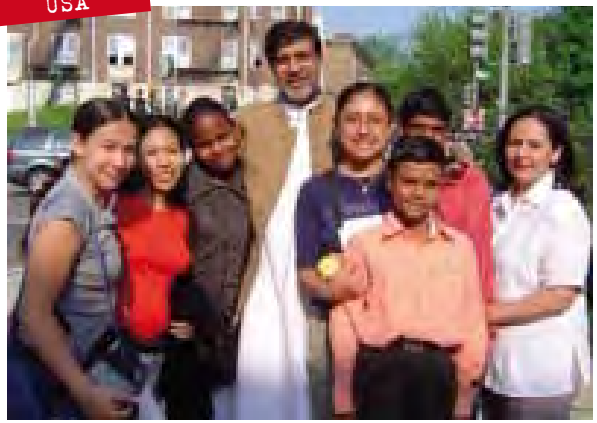
Listening attentively were several members of Congress such as Senator Hillary Clinton, Congresswoman Nita Lowey, Senator Tom Harkin, and Republican Congressman Spencer Bachus. They all pledged their continued support to encourage an increase in US education funding. One point made was that the US was only spending one-third as much as the UK – which had recently committed to spend $15 billion, over 10 years – even though the UK economy is one-sixth the size of the US.

"My favourite teacher was my second grade teacher, Ms Gnagy. I wanted to grow up and be just like her. And I did – I became a teacher... I know that who we are today, everyone in this room, all of us, are who we are today because of teachers that we had throughout our lives."

Mrs Bush, USA first lady

Uruguay

USA



ASIA & OCEANIA

From Manila to Mumbai, Bangkok to Beijing children painted, and adults researched in the lead up to brilliantly well evidenced Big Hearings for teachers.

Research showed that 2 million more teachers will be needed in India in the next ten years. That's not to mention the current problems with training, pay, and recognition for teachers across the continent.

Campaigners put their case across even while often working in politically unstable conditions. Children drew pictures of their ideal teachers in China and Pakistan, street children took part in plays in India, thousands took part in Vietnam's festival for teachers, and giant cut-out teachers were made in the Philippines.

BANGLADESH

An amazing 1 million people took part in Global Action Week activities. An enormous dossier was made up of children's sketches, stories and photographs of their teachers and comprehensive research. The findings showed the problems that teachers face – a lack of voice and control in their situation and often being housed far away from their home, in inadequate accommodation. Other evidence from the research showed that in Bangladesh 25% of teachers are untrained, there is a lack of female teachers and rural schools are understaffed.

Whilst the Minister of Education attended the Big Hearing, in Dhaka, 30 other hearings took place around the country, and were attended by local politicians. They all pledged to address the following issues: create more space in schools, ensure all teachers get good training before entering classrooms, to make a law forbidding harassment at school, and review primary school teachers' salary structures.

"We like teachers who do not scold and humiliate us. We like to listen to stories, see pictures, sing songs and dance."

Bangladeshi student

Bangladesh

Cambodia

CAMBODIA

'Every Child Needs a GOOD Teacher' was the slogan in Cambodia, in which almost 400 organisations united, as part of GCE. Over 3,000 children marched through the city and addressed the Deputy Prime Minister Tea Banh, at the national Big Hearing. GCE asked the government to provide enough qualified teachers so that no child learns in a class bigger than 40 students, and that teachers have better living conditions especially in rural areas.

"The marching of children today is the evidence that reflects the strong determination and highest consideration of the Royal Government, National and International NGOs, parental guardians, teachers, and society as a whole for their rights protection and health improvement; especially pushing education for the better future of all the children."

H.E. General Tea Banh (Cambodia's Deputy Prime Minister)

China

CHINA

Across the country more than 40,000 children and teachers actively participated in the first Global Action Week organized in China. They partook in hundreds of schools in 14 regions. Many children participants expressed their vision of their ideal teachers in the form of drawings and letter writing. Their work highlighted the situation of teachers, especially those in rural and remote schools, migrant teachers, those from minority backgrounds and those in special schools.

The organizers in different parts of China also succeeded in inviting 50 officials to visit schools and take part in dialogues with teachers, parents and children during the Action Week. A book on the Action Week in China is already in the pipeline.

INDIA

In the five years since the government proclaimed the constitutional dream of "Free Education", half a million teachers have been appointed, many of them with little or no formal training, yet the country still desperately needs another many thousand teachers.

Excellent detailed research into the lives of teachers gave light to the desperate situation, in geographical areas with few teachers. Teachers are under pressure to perform in and out of class, especially where there is only one school teacher – valuable teaching time is cut, as they cook school meals or pick up their wages.

20,000 children took part – painting pictures of teachers, acting in street plays, debating and signing petitions. 15 politicians returned back to school during the week before many local Big Hearings. Children put their 'Case for Teachers' to policy makers and legal experts. Some of the most powerful evidence came from children who had been denied an education. **Shilipi**, aged 14 and recently rescued from child labour, said:

"I can not properly imagine a school to paint on this large sheet of paper as I have never been to a school since I was born."

In response to the Big Hearing, the Member of Parliament, **Mr Ravi Prakash Verma**, urged on the importance of the government passing a new bill on the right to education and advocated:

"Public spending on poverty eradication and other social welfare programmes can be reduced if the government ensures education for every citizen of this country".

"EACH ONE, TEACH ONE"

This is 'teacher of the year' Juliet Sashikala's methodology. Teaching in Bangalore's slum, Juliet classroom is literally in the mud. After school every child knows that they are to pass on their knowledge to friends, neighbours and family – as many of them are still without the hope of going to school.

China

India

India

In Jharkhand, India 33% of schools being run by one teacher, classroom time is

INDONESIA

The evidence for teachers couldn't be clearer, to get the 1.8 million children currently out of school the chance of a good education, 360,000 more trained teachers are needed in Indonesia.

The situation of teachers was written about by thousands of teachers and children in a national essay writing competition on the theme "Every Child Needs a Teacher". It was also the focus of public rallies, film making, letters, photograph and art exhibitions and 15 Big Hearings. Politicians and Ministers gathered and were reminded of their promises and the need for more, better respected, better paid teachers. Dossiers were also delivered to officials that refused to meet children, claiming 'it's premature for children to have political involvement'.

At the national Big Hearing, Mr Fasli Jalal on behalf of the Ministry of Education acknowledged the crucial role of teachers. He restated the national goal of getting every child into school by 2009 and announced the recruitment of 360 qualified teachers in rural areas.

DEMOCRATIC PEOPLE'S REPUBLIC KOREA

Throughout Action Week events took place to remind the country of the six Education for All goals. Children of all ages celebrated and prepared special school lessons. A symposium focused on new teaching methods and the national press published articles on the right to education. The highlight was when the Deputy Minister of Education and other officials visited Pyongyang Sanhueng Senior Middle School.

MALAYSIA

Throughout the country teachers and children compiled their own 'dossiers' gathering material that documented the need of teachers and improvements to education. Local leaders met with the education department – which helped draw their attention to the need of children to be taught by qualified teachers. Finally two Big Hearings in Perak and Melaka hosted an informed dialogue between teachers, students and politicians.

NEPAL

Political insecurities during Action Week prevented many planned activities from taking place. Nevertheless more than 7,000 people continued to campaign, collecting signatures for more teachers, and holding public debates and forums. Their attention focused on teacher shortages, poor training and the lack of funding in the national education budget.

Indonesia

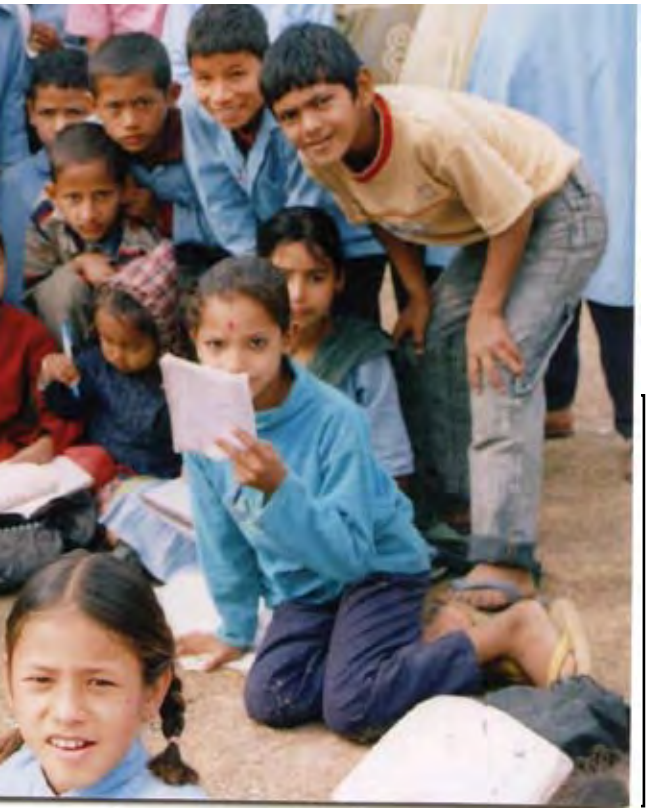
DPR Korea

Nepal

Government officials should experience what it's like to teach, in Nepal

There are 1000 students at my school and only 26 teachers, I'm teaching classes with as many as 83 students. I like my job a lot and I like watching my pupils develop. I like having a regular income but it's not enough to live on. Everyday I also teach at college or give private tuition outside of school I have no choice.

The government should come and find out what it is like for teachers, experience our workloads, and then they should appoint appropriately more qualified teachers.



NEW ZEALAND

Action Week took place during the school holidays, so campaigners looked towards their neighbouring Pacific countries and focused on how to achieve quality teachers and quality teachers for all children. They also developed plans to keep campaigning for teachers and education for all over the coming years.

PAKISTAN

Many children struggle to get a quality education in Pakistan due to a shortage of teachers, and having to start school in a second or third language, there are as many as 69 languages spoken in Pakistan.

Throughout Action Week over 130 organisations came together to carry out a range of activities in all provinces – these included seminars, policy debates, marches, letter writing, children drawing their perfect teacher and 40 officials went 'Back to School'. The Case for Teachers was presented in Lahore to the Prime Minister, Mr Shaukat Aziz. He asked teachers to make every effort to raise their prestige, respect and compensation and announced the country's determination to achieve the Millennium Development Goals, and also, significantly, announced a budget increase for teachers.

Giant steps, by the Government of Punjab, in Pakistan, have been taken to get all children into school:

- Free education up to matriculation level.
- Free books up to matriculation level.
- Stipends to female girl (in district with low literacy rate) up to matriculation.
- Completion of infrastructure in 64,000 government schools by December 2006.
- Making up deficiencies in number of teachers.
- Appointment of Teachers with higher qualification at primary level.
- Appointment of only female Teachers at primary level.

Pakistan

PAPUA NEW GUINEA

Children in the capital city were busy preparing their dossiers on 'why every child needs a good teacher' whilst GCE coordinators gathered the attention of the press.

Local members of Parliament and officials went back to their local schools. Here they witnessed the crowded class sizes, with an average of 60 pupils to every teacher. As one campaigner put it: 'In these conditions not much learning takes place, teachers merely baby sit.'

PHILIPPINES

Across the country art workshops were held. Children (in and out of school), parents and teachers painted beautiful life size pictures and rag-dolls of their ideal teachers. Messages for quality education were written and pinned to their bodies. Campaigners also sent 10,000 postcards with the message 'Every Child Needs a Quality Teacher' to the President of the Philippines, and designed a poster on the theme with space to write personal messages.

The 'Case for Teachers' was compiled from pictures, photos, teacher profiles, research and children's essays. The best essays on 'a day in the life of a teacher' and teacher research was also published. At the Big Hearing teachers demanded the Ministry of Education and Department of Budget Management to improve teachers' welfare and conditions. The discussions that were held between teachers and the department were publicised along with the issues around teacher migration. The event culminated with a theatre presentation entitled: Teachers of the People.

Shortly after Action Week the government announced 5,300 new teaching positions.

SOLOMON ISLANDS

Campaigners collected dossiers and evidence that put forward the 'Case for Teachers' and made preparations to present these to the government. Sadly the planned Action Week activities were interrupted by political unrest around the time of the government elections. Always committed the GCE campaigners continued their work lobbying for Education for All, and held their Big Hearing later in the year, bringing together teachers and the new education officials.

SRI LANKA

Evidence was collected in the form of drawings, statements, video clips and stories about teachers. These were then presented to the President and Minister of Education, Susil Premajayantha, at a national Big Hearing.

Findings highlighted the national shortage of teachers, especially women teachers and in rural areas, and also demonstrated the effect the civil war and the tsunami has had on schools particularly in small fishing villages.

The Minister for Education showed great support for 'Every Child Needs a Teacher'. Following some surprise school visits he declared he would open two teacher training colleges and appealed for retired teachers to come 'Back to School', until more trained teachers are available. The President also agreed to recruit 4,000 Tamil medium teachers.

"I am determined to do everything possible within my means to promote education in Central Province. This massive rally and Procession by the children has given me the moral boost and strength to pursue the appointment of teachers promised by His Excellency the President"

Minister for Education in Sri Lanka's Central Province

Papua New Guinea

Phillipines

Taiwan

TAIWAN

Students found last year's campaign so interesting and touching, that they were keen to get going again. In class they watched a documentary: 'Three children, four mothers' that illustrated the important role of teachers, and compared them to another child's mother.

Children learnt more about the situation regarding education globally and what they could do to help poor children across the world go to school. They discussed and wrote messages of thanks and gratitude to their teachers. Their messages were then stuck on a giant 'Every Child Needs a Teacher' poster asking for extra teachers. Seven officials met with the children and received the poster when they went 'Back to School'. They agreed to improve the quality of teachers, to reduce class sizes and to not reduce the numbers of teachers in Taiwan and compared them to and additional mother for children.

THAILAND

Disadvantaged and marginalised children took part in a learning camp, where they shared their experiences and expressed their feelings through music. After the fun day in camp, campaigners held a public seminar and called upon the government to allocate more money, so that qualified teachers could be recruited for all disadvantaged children.

UZBEKISTAN

Students, teachers and school administrators took part in an on-line forum that helped them share information about how to enable every child to have a teacher. Together they shared knowledge and ideas about Education for All, and discussed what the priorities were in Uzbekistan in order to meet the Education for All goals.

VIETNAM

Action Week in Vietnam saw a massive symposium take place in Hanoi attended by the Minister of Education. GCE members celebrated the week, by marching, drawing competitions, and festivals on the topic of 'My Ideal Teacher'. Over 40,000 children took part in more than 100 schools.

The Ministers attending the symposium pledged to improve: teacher qualifications, teachers' living conditions, education in poor rural areas, and the relationship between children and teachers to create child-friendly learning environments.

Thailand

Uzbekistan

Vietnam

EUROPE

From Athens to Amsterdam, Madrid to Manchester, messages were delivered to Heads of State and Big Hearings were attended by tens of thousands of people.

Europe contains some of the most generous donors to international development, and five of the influential G8 countries. Yet, at the same time, there are also poorer countries that are still struggling to get all their children into school – in some cases meaning that they themselves benefit from overseas development assistance for primary education

Raising the profile of Education and Teachers for All, children in Denmark made a 2.1km long poster for teachers, whilst in Spain they travelled around Madrid in a colourful, Bus for Education. Throughout cities giant adverts for teachers could be found, and paper cut-out 'teachers' were delivered in ceremonies to politicians.

Children's and teacher efforts were noticed by those that matter. New money to education was pledged in the Netherlands, UK, Spain and Ireland.

ALBANIA

Campaigners kicked off activities at a press conference in Tirana to publicise all the attention grabbing activities across the country. Events included a national public hearing which addressed Members of Parliament and the former Minister of Education, Skender Gjinushi, on the need for more qualified teachers in schools to improve the quality of learning. A focus was given on how to reduce the 10,000 students who are dropping out of school. Whilst the meeting took place, thousands of children across the country were drawing pictures on the subject of 'My Ideal Teacher'. Another more personal and powerful event was when children, formally out of school, told their stories of how teachers had helped them fit into class. These powerful testimonies were covered by journalists and TV channels.

"We ask the Albanian Government to do more for children's education in Albania. Education is the best effective tool against poverty and strengthens the society at large. For this Every Child Needs a Teacher."

Mr Hazizaj, Director of CRCA

Albania

ARMENIA

Campaigners collected their evidence for teachers in the form of dossiers. These showed that trained teachers are simply not paid enough to keep them in the profession, which has led to students receiving a lower quality education, and dropping out of school.

Drawing awareness to this situation, children's story, essay and painting contests were held. Children were then awarded prizes. Also surveys about teachers were conducted in secondary schools.

With the aim of drawing attention to all the events, posters were published in Armenian and three pages of the "Legal Culture" newspaper were devoted to the subject and distributed throughout the Republic.

Armenia

During the Big Hearing a message asking for every child to have both a teacher and proper education was signed by the GCE members and sent to the Prime Minister, Andranik Margaryan.

AUSTRIA

For the last couple of years politicians have come 'Back to School' – to be confronted by teachers in the school setting. This year teachers took their case direct to the politicians, visiting them in Parliament. They attended a session and met with their Members of Parliament to ask them what they would be doing for pupils, schools and teachers in the future.

Denmark

DENMARK

One third of all schools took part in this year's Action Week. Children from all over the country set a record in making Denmark's longest poster ever– containing more than 14,000 posters. Titled 'My Friend Needs a Teacher', the incredibly 2.1km long poster was made up of children's pictures of a colourful classroom with a teacher similar to the posters that were used around the world. Each child signed the poster with a thumb print, as an act of solidarity with children who are unable to go to school and learn to read and write. The children then stood outside the Parliament, in the centre of Copenhagen, to present their very long poster to Ulla Tørnæs, the Minister for Development Cooperation.

The ever popular 'Reading Rocket' launched a new edition – the school book is given free to all Danish school kids and is an essential part of the Global Campaign for Education in Denmark. Written and illustrated by popular Danish authors, the book opens children's eyes to the lives of children in Africa and Latin America, and the educational rights of children all over the world. One sixth of all school students read this book.

Through the website and a new report campaigners also lobbied the government to further support the Education for All goals and the need to provide budget support for more teachers in poor countries.

FINLAND

Nearly every teacher received information about Action Week and education in poor countries, and many were encouraged to take part in the Global Campaign. Along with the Finish Ministry of Foreign Affairs, GCE campaigners put together a short document on Education for All.

FRANCE

Young and old, teachers, parents and students united as they web logged their ideas, and suggestions and demands to President Chirac on the dedicated websites. The special website "Education for All" (www.educationpourtous.org) was a place for French speaking campaigners, and teachers from all over the world to meet, to talk about their profession and exchange views on how to improve quality education. On another site, children could create electronic cut-outs to support their messages.

In schools, a song contest on the melody of Jacques Duvelle "Et apprendre" ("And learn") was organised in which two schools won prizes – a CD is being made from these songs.

In the run up to the G8, GCE campaigners were received at the Elysée, to discuss their requests for Education for All. They also left reminders for President Chirac all over Paris. Post-it notes were left with the messages asking him to keep his promise and get 100 million children into school.

France

GEORGIA

Throughout Georgia over 30,000 children of all ages wrote stories and essays and drew pictures on what would make their ideal teacher and ideal school. Their fine handiwork was presented to officials that went 'Back to School'. It was also entered into a national competition and exhibited in Tbilisi's Youth Palace under the title 'My Ideal Teacher'. 10 officials went 'Back to School' and over 40 government officials took part in the Big Hearing. Here thousands of campaigners, teachers, children and journalists attended and heard the case for teachers. The campaign was not in vain – all officials that took part pledged to do their best to improved teachers' conditions and the quality of children's education.

GERMANY

In just one year, the number of students involved in GCE has doubled. This year children had fun, learnt about education in poor countries, collected evidence, coloured in giant cardboard cut-out teachers, wrote poetry, designed 'Missing a Teacher' adverts and found out what it's like to be a teacher for a day. One school went as far as banning all female pupils from the first two lessons of the day, and asked them to clean the hall so that the school pupils experience the inequality that so many children across the world face.

Students presented their experiences and evidence on teachers to the Head of the Federal President's Office, State Secretary Haller. They demanded the government keep their promises made on financing Education for All, and to do as they said they would – increase aid to education from €70 million to €120 million per year.

GREECE

Continuing to display their artistic talents, 20,000 elementary students from across the country made colourful paper cut-out 'teachers' that were assembled for a public awareness-raising event in Athens Constitution Square. Under the slogan 'All the children of the world need a teacher', the square came alive with the display of the figures, and the campaign really caught the attention of the general public with the help of giant blackboards, music, an information kiosk and leaflets being handed out to passers-by.

HUNGARY

The teachers' unions played a major role holding a conference in Budapest during Global Action Week. The subject of this was: 'What teachers does Hungary Need in the 21st Century?' Education specialists, government officials and teachers gathered to debate how best to provide good qualified teachers, and the need for reforms in teacher training.

Germany

Greece

Ireland

IRELAND

Fun-filled education packs were received by all secondary schools. Through games, and class activities students learnt about education as a human right, and what they could do to make sure it was available to all. Taking on the responsibility, students participated in the national Young Social Innovators competition, on the GCE theme, and won a prize for their work towards the Millennium Development Goal.

At the Big Hearing education specialists and activists gave emotive speeches on access to education, vulnerable children, especially those orphaned to HIV/AIDS or living with disabilities, lack of access to school and teachers.

Following pressure from GCE, the Minister for Overseas Development and Human Rights, Conor Lenihan announced the doubling of Ireland's contribution to the Education Fast Track Initiative. A move in the right direction, GCE's keeping up the pressure as the total is now only €3million.

MACEDONIA

Campaigners of all ages were seen marching for teachers in towns across Macedonia. They came from over 450 schools, and carried clear messages – that everyone should have the chance to go to school. In the background of the crowds huge billboards across the capital city, Skopje, carried the message: Every Child Needs a Teacher.

The public continued to follow events, such as the Big Hearing which was aired on television. Children were heard asking for more, better quality teachers. The Deputy Finance Minister was asked to increase the education budget, and the Commission for education was asked to employ teachers and to take steps to ensure all 18,000 people currently excluded from education, start school immediately.

For all their hard work, collecting evidence, children were then given prizes at a massive children's party.

NETHERLANDS

'All none the wiser, in cramped classrooms' – was the lesson of the Netherlands' Education Day. This special day brought teachers together from the Netherlands, Senegal, Ghana and India under the banner 'Every child has the right to a good teacher'. After 18 workshops the teachers concluded to address issues of classrooms bursting at the seams, and the lack of trained quality teachers. Teaching must become more attractive as a profession, especially in rural areas and especially for women.

The Netherlands currently has an excellent track record of spending on education, but Mrs Van Ardenne promised to do more to encourage other countries to follow suit.

"Children must have a sufficient basis for participating in school. Schools must empower children and make them able to criticise the government".

The Netherlands, Minister of Development Cooperation, Mrs Van Ardenne

Macedonia

Netherlands

NORWAY

'Teachers: stakeholders in Education for All' was discussed in the Education for All Forum. Unionists, NGO-representatives and policy makers came to discussions about how to improve education and teacher education especially in Africa and the role of teachers play in this work.

At the same time teachers in other parts of Norway were giving lessons on education in poor countries and the Millennium Development Goals. Children prepared questions for their Members of Parliament and the Ministry of Foreign Affairs, and asked them what they'd done since last year to make Education for All a reality.

POLAND

Few families with a TV will not have heard about Global Action Week. Throughout the week documentaries and TV programmes on education in developing countries were aired.

PORTUGAL

Throughout the week several thousands campaigned to put teachers at the forefront of government's attention.

A conference on teachers' status was held by the teachers union and a number of officials went 'Back to School'. The week ended with a Big Hearing in the form of a Big Education for All Classroom.

ROMANIA

Children and teachers thought long and hard about how to improve the education situation in Romania. They carried out new research that highlighted the discrepancies between teachers and schools in rural and urban areas. They also made colourful cut-out teachers with their research recommendations. This was all presented to the Members of Parliament at the Big Hearing along with their recommendations.

A round table discussion was held between officials and teachers and the 60 officials that went 'Back to School' in 2005 were invited to return and comment on what they had done about their pledges since then.

Romania

Children's Recommendations:

- More money for schools' facilities
- Scholarships for disadvantaged families.
- Restore schools in rural areas
- Improve teachers' salaries
- Develop extra-curricular activities

Teachers' Recommendations:

- Reduce class sizes
- Development programmes for Teachers
- Simplify school curriculum
- Improve public perception of teachers

SPAIN

During Action Week 40,000 students swapped places with teachers, giving lessons to almost 100 politicians in town halls and state legislature buildings in the form of 30 Big Hearings. Some of these classes were held outside with no resources so that they could experience a similar situation to those faced in many countries. A very colourful 'Bus for Education' also drove around all

Portugal

Spain

levels of the government advocating for every child to have a teacher. After class the President of the Parliament and Secretary of Spain's development agency were given strict instructions to do their 'homework', consisting of increases in funding to help all children go to school with a teacher. Progress was made, when shortly after action week, the Secretary of State for Development announced and increase in spend to the Fast Track Initiative by €14 million.

SWEDEN

'Every Child Needs a Teacher' was the title of a national seminar, which politicians, campaigners and teachers attended and debated education in poor countries. They also touched on the poor quality of education in rural areas of Sweden, particularly where there are high concentrations of immigrants. The seminar called for good qualified teachers everywhere, for all children.

UK

The UK's Global Action Week launched 3 months of campaigning to the theme 'My Friend Needs A Teacher'. Across the country 100,000 children were busy making cut-out 'teachers' in 10,000 schools. Each of these represented one of the millions of teachers needed for all children to get a quality education. They delivered these to their local Members of Parliament and Prime Minister, Tony Blair, asking them to keep their promises to provide their friends with teachers.

The government's attention was grabbed when teachers from Mozambique, Guyana and Nepal gathered in the houses of parliament. They told heart rending stories of teaching huge class sizes with very little support.

All the hard campaigning work has definitely begun to pay off in the UK. This year the Chancellor of Exchequer, Gordon Brown, announced $15 billion to education over the next 10 years.

UK

GCE children in the UK ask Tony Blair to take their 'teachers' to the G8:

UK School Child
Will you take our teachers to the next G8 meeting in Russia?

UK Prime Minister, Tony Blair
Well I don't know, I don't see why not, they can just about sit in the suitcase I think. It is a great campaign, did someone say 8,000 schools are taking part in this, which is fantastic! And is this going on in other schools as well?

School Child
Yes.

Prime Minister, Tony Blair
I mean other countries as well, or is it just our country who is focused on this?

GCE Campaigner
100 countries.

UK Prime Minister
100 countries! Yes, well I can certainly take these ones with me, yes. If I take all of them I will be taking a lot.

School Child:
Prime Minister, you recently mentioned that the UK's aid budget is rising to £8.5 billion. Can you tell us what immediate differences the money pledged at the G8 last year has made for children and education in 2006?

UK Prime Minister:
Yes. If you take something like the debt relief for example in Nigeria, it has meant that they have been able to hire thousands more teachers and put I think 3.5 million children into school. The money that we are giving on not just schooling but things like HIV/AIDS which is also very very important, but in relation to schooling the debt relief money means that countries, instead of having to pay out money because of their debts, they can spend the money on their schools, and there are a lot of countries in Africa that have benefited from that.

MIDDLE EAST & NORTH AFRICA

From Casablanca to Cairo, Sudan to Syria, children, parents and teachers took to the streets carrying their posters for teachers, and bulky dossiers on why they needed more, better paid teachers.

A huge dynamic advertising campaign aired the 'Every Child Needs a Teacher' images in Lebanon, whilst Big Hearings reached vast numbers of people - connecting people by video conferencing in both Egypt and Palestine. Meanwhile in Sudan children took part in carnival festivities calling politicians for more teachers.

The Global Campaign for Education will be making a special effort to work with campaigners and leaders alike to reach out to children in the Middle East and North Africa.

EGYPT

The Big Hearing was held in the Ministry of Education in Cairo and got a fantastic turn-out. The Minister of Education, the First Lady, teachers, students and campaigners all participated in this event. To make it truly national, campaigners and officials from regional areas were connected by video conferencing.

Students' 'dossiers' contained the results of surveys about their ideal teacher, and asked for more resources and books in the classroom whilst teachers indicated the training they desperately needed to be able to use active learning methodologies.

All the efforts were recognised and appreciated by the Minister of Education, Dr Yousry El Gamal, who responded ensuring his unconditional support to attaining the Education for All goals by 2015, and his special support of girls' education in Egypt.

LEBANON

Throughout the week children drew pictures of their favourite teachers labelled with the characteristics that make them such good teachers. They also interviewed teachers and wrote letters to their politicians asking for more, quality teachers. The public heard about Global Action Week through mass advertising – an 18m poster hung over the busy highway and a public service announcement was aired throughout the week.

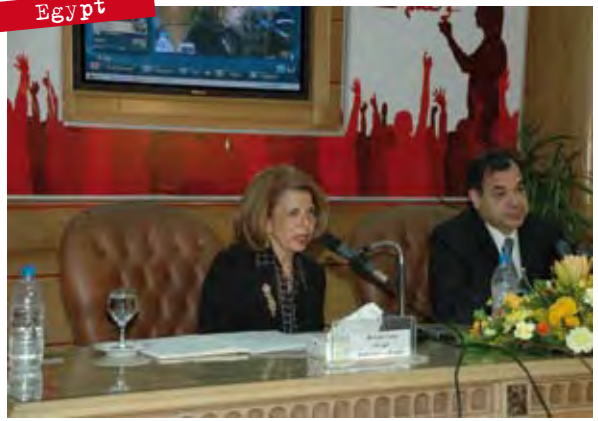
Lebanon's Big Hearing took place in the UNESCO Palace in Beirut and was attended by the Minister of Education, Dr Khalid Kabani. Children used drama and songs to present their dossiers and ask for more teachers and to increase their living conditions. Dr Kabani responded by thanking the children and the Al-Mabarrat Association, and expressed her wishes that they all received the care and attention they deserved.

Lebanon has remained in the forefront of campaigners' minds during the tragic events of this year. We salute our campaigners there and regret the destruction of schools as well as the loss of teachers' and students' lives during the war with Israel

Lebanon

Lebanon

Egypt



MOROCCO

GCE campaigners hosted a theatre production and a national Big Hearing where education officials, politicians, Teacher union members talked to parents and students about the issues concerning education in Morocco.

PALESTINE

Global Action Week was launched at the Ministry of Education, when school representatives and officials from the West Bank and Gaza Strip met via video conferencing.

Some of the biggest challenges to quality education were identified as lack of finances, lack of facilities, computers and internet connections, and mobility restrictions. Recommendations arising from the discussions included:

- Schools exchange good practice

- Improvements to Teacher training

- Further provision of technology resources

SUDAN

Action Week got going with a fabulous art exhibition in the Ministry of Education. Later in the week the Big Hearing took the form of a carnival with hundreds of children demonstrating for teachers and presenting messages to the President and the Minister of Education. Children acted and sang their messages on 'Every Child Needs a Teacher' telling of the problems they face at school. In doing so, the campaigners succeeded in highlighting the reality of the shortage of 100,000 teachers in Sudan.

At the event, the President promised to increase the GDP allocation to education, (that was less than 1%), and issued a decree to establish a National Fund for Education for All that will be chaired by the Vice President. He also promised to direct all government institutions to give full support to the education sector.

SYRIA

During the Week of Action in Damascus, the Minister of Education attended a workshop on 'Every Child Needs a Teacher' that addressed the teachers' situation – especially the lack of qualified teachers and teachers in rural and remote areas. To raise public awareness a pamphlet that discussed Education for All was produced in Arabic and widely distributed along with 'Every Child Needs a Teacher' posters. Children's artwork on the role of teachers was also exhibited.

YEMEN

This year's Action Week struck a major chord in Yemen, where the number of teachers lags far behind the actual requirements, and the number of female teachers is especially low. The national primary school enrolment rate is only 46%, and as low as 30% for girls in rural areas.

Provincial workshops brought together officials, civil society and influential people to stimulate people's understanding of the challenges to girls' education and their responsibilities to encourage enrolment and retention for all children.

Palestine

Syria

Taking part

Once again, we must offer our heartfelt congratulations to the children, parents, teachers, schools, representatives of NGOs, unions, and communities that worked so hard as part of GCE and to make this year's campaign a success. Particularly notable are the countries where diverse groups coordinated their plans through a national coalition. In some cases hundreds of organisations have come together, and sadly it has not possible here to list all these individual organisations. Instead the names of national coalitions are marked with an asterisk*. Where a coalition has a national website this is also given.

Albania: Albanian Coalition for Children's Education*, ACA, CCF, CRCA, FSASH, IRCCRA, MEDPACK, Plan, Save the Children, SOS Children's Villages, SPASH, World Vision. **www.crca.org.al**

Angola: SINPROF, UNESCO

Argentina: Confederación de Trabajadores de la Educación de la República Argentina (CTERA)*, Global March Against Child Labour, Education International

Armenia: Armenian Constitutional Right-Protective Centre (ACRPC), Aravot, Armavir Development Centre, Bridge of Hope, IREX, Oxfam GB **www.acrpc.am**

Austria: GÖD, **www.apsfsg.at**

Bangladesh: CAMPE*

Belize: Belize National Teachers Unions, Caribbean Centre of Excellence in Teacher Training, UNICEF

Benin: GCE Coalition*: UNICEF, Aide et Action, Plan, CAEB, USAID, les ambassades, personnes physiques et morales, Care, World Education, CRS, CERPADEC, RACINES, Parlement des enfants, Mairies, Circonscriptions Scolaires etc

Bolivia: Instituto de investigación y Capacitación Pedagógica y Social (IIPS), PRODIS, COCAWI, CTEUB, Plan Internacional

Brazil: CDE*, Acao Educativa, CNTE, ActionAid, Cedeca CE, Cepac, CNTE, Fedecma, Forum of Childhood Education, Minas Gerais State, Fundação Abrinq pelos Direitos da Criança e do Adolescente, IPF, Miac, Mieib, Movimento dos Trabalhadores Rurais Sem, NGO Green Action, Plan, Sinproesemma, Uncme, Undime, Unipop

Burkina Faso: CCEB*: AREB, CENAPEP, ABPAM, APAC, GRADE/FRB, LIPEL, Aide et Action, Action Aid, SNEAB, SNESS, SYNATEB, FAWE, COBUFADE, SNEP, Plan, REJECED

Burundi: Bafashebige*, STEB

Camodia: Care, Cambodia Trust- Phnom Penh, Cambodia Trust-Kampong Soam, Cambodia Trust-Kampong Chhnang, Disability Action Council, Urban Poor Women Development, Hagar, Women Development Association, Children's Support Foundation, Operations Enfant du Battambang, Krousar Thmey, Mith Samlanh, Khemara, Assistance to Poor Children Agency, Volunteer Service Overseas, World Vision, Cooperation for Sustainable Cambodian Society, CIAI, Cambodia Corps Inc, New Humanity

Cameroon: Cameroon Education for All Network (CEFAN)*

Canada: Canadian GCE*, CTF/FCE, FNEEQ/CSN, **www.campaignforeducationcanada.org**

Chad: Forum of African Women Educationalist, Chapter of Chad

Chile: Corporación Opción*, UNESCO, Foro Nacional de Educación, Centro Cultural Palacio de la Moneda, Comité Bicentenario, Fundación para la Superación de la pobreza, **www.opcion.cl**

China: ActionAid, Beijing Situozhe Consultancy Centre, Gansu Insitute for Educational Research, Hebei Xinglong county Lijiaying Secondary School, Life Education in Action, Nanjing Special Education College, Northwest Normal University, Phelex Foundation, Plan China, Qinghai Normal University, Save the Children, UNESCO, UNICEF, VSO, Yuanshangcao Education Committee, Yunnan Institute for Educational Science

Colombia: REPEM, FUNDAC, FUNDECOM, FUNDEIM, CODACOP, CEM, ADE, Corporación Región para el Desarrollo y la Democracia

Costa Rica: Defensa de ninas y Ninos Internacional (DNI)

Denmark: IBIS, **www.ibis.dk/abc**

Democratic Republic of Congo: Coalition Nationale Education Pour Tous (CNEPT), Oxfam

Ecuador: Contracto Social por la Educacion en el Ecuador

Egypt: National Council for Childhood & Motherhood

El Salvador: Las Dignas/Comité Dakar*, CIAZO, CEAAL, Red Docente para la Equidad de Género, INFORP- UES, CRC, UCRES, Asociación de desarrollo económico Social, CCR, FUNSALPRODESE

Ethiopia: Basic Education Association*

France: Solidarité Laïque*, Aide et Action, Coordination SUD, Members of the Education Commission. **www.educationpourtous.org**

Gabon: CONCEG*

Gambia: Gambia EFA Campaign Network (GEFA)*, GTU

Georgia: ESFTUG

Germany: Deutsche Sektion der Globalen Bildungskampagne*: Oxfam Deutschland e.V., Plan International Deutschland e.V., GEW, World University Service Deutsches Komitee e.V., Aktion Weisses Friedensband e.V., Kindernothilfe, World Vision Deutschland e.V., CARE International Deutschland e.V. **www.bildungskampagne.org**

Ghana: Ghana National Education Campaign Coalition (GNECC)*

Greece: ActionAid

Guatemala: Proyecto de Desarrollo Santiago*, CIEP, CONAPAMG, AMERG, CNPRE, Asociación de Mujeres Indígenas de Santa María Xalapán, ActionAid

Guinea: FSPE

Guyana: VSO

Haiti: Regroupement Education Pour Tous/Toutes (REPT)*, CRAD, ODEPS, UNNOH, SOFA, ActionAid, OGPAL, GHRAP, MIOPSA, CROSS, AFAASDA, GRAF, KRFKL, JILAP, OPDPN, MITPA, AGAPA, MOPS, OPDV, RFOS, GREBED, CNEH, OPDAK, MPPDK, CEAAL, MADS, OPLA, KOP3, OJDA, IPT, ATAD, CARE, Worldvision, Save the Children, Catholic Relief Service, Radio Sel, UAFM, Zanmi Timoun, CDI/Grad'Anse, AEG/CNEH/Gonaives,

Honduras: Comcorde, Christian Children's Fund, Ayuda en Acción, CARE, World Vision, Plan Internacional, KNH, PREPACE, FEREMA, ALFASIC, Fe y Alegría, Save the Children, Fundación Ficohsa, Aldeas SOS, COIPRODEM, Asociación Prenatal, CIARH, UNICEF, FOPRIDEH, Asociación ANDAR, Asociación Navarra, Secretaría de Educación Compartir, CONEANFO, MOVIMUNDO

Hungary: SEH

India: National Coalition for Education (NCE)*, Global March Against Child Labour, CCF, CARE, CEF, Aid–et-Action, AADI, CFI, Ashraya Abhiyan, CRS, The Child Trust

Indonesia: E-Net for Justice Indonesia*, UNESCO Associated Schools Project Network

Ireland: GCE Ireland*, ActionAid, SightSavers
www.campaignforeducation.ie

Jamaica: UNESCO, JIS

Japan: JNNE

Kenya: Elimu Yetu Coalition*

DPR Korea: UNESCO

Kyrgyzstan: Kyrgyz committee for human rights, Rehabilitation Centre "Batia", Committee for Human Rights, Fond for support population

Lebanon: Al-Mabarrat Association, UNESCO

Lesotho: LEFA*

Liberia: ALPO*, LETCOM

Lithuania: Lithuania Teachers' Union LMPS

Macedonia: First Children's Embassy in the World, "MEGJASHI", Soncogledi, HO Mir, Doverba, Den do Vas, Sumnal, Svetla idnina, CSI Nadez, ROZM Daja, Bairska svetlina, Filozofski fakultet , Prosveten rabotnik, HDRZ-HAM, Specijalen zavod Demir Kapija, VAS Babl, SOZM , MCMS, Red Cross, CRZ Drom, Zdruzenie za zastita na pravata na deteto

Madagascar: Solidarité Laïque*, CEMEAM, Kiadin' Y Madagasikara, Commission Nationale Malgache UNESCO, Aide et Action, Bel Avenir, Conseil de Développement d'Andohatapenaka, ONG Manda, SOS Village d' enfants, ENDA Océan Indien, Interaide Education, Handicap International, ONG Hardi, TAHAIMA, Alliance française d'Antananarivo, UNICEF, PNUD, Fimpimamad, Ong Point Du Jour

Malawi: Civil Society Coalition for Quality Basic Education (CSCQBE)*: Action Aid, PRISAM, Save the Children, FAWEMA, VSO, CARE, TUM, CRECCOM, CCAP, Deeper Life Christian Ministries, Association of Christian Educators, Paper Making Education Trust, NAMISA, SSI, Youth and children's Rights Shield, Everychild, Youth Arm Organisation, Youth Net and Counselling, Malawi Schools Parents Association

Malaysia: NUTP

Mali: ASSAFE*

Mauritania: ONG DEFA "Développement – Education – Formation – Alphabétisation

Mexico: World Vision, Fund for Children

Morocco: Syndicat National de l'Enseignement (SNE)*

Mozambique: Mozambican Network on Education for All (MEPT)*: Teachers' Union, FAWE, FDC, ActionAid, Oxfam, Intermon Oxfam, UNESCO, UDEBA, Concern, ESAM, TRIMODER, Save the Children, Liga Dos Direitos Da Criança, CCM, Ibis, VSO

Nepal: CWIN

The Netherlands: GCE the Netherlands*,
www.globalcampaignforeducation.nl

New Zealand: NZEI

Niger: ROSEN*

Nigeria: Civil Society Action Coalition on Education for All (CSACEFA)* and Nigerian Union of Teachers (NUT), ActionAid, UNESCO, UNICEF

Norway: Union of Education Norway, Norwegian Union for School Employees (SL), Save the Children, UNESCO, UNICEF, Elevorganisasjonen, The Norwegian Association for Adult Education (NAAE), PLAN Norway.

Pakistan: Pakistan Coalition for Education (PCE)* (120 member organisations)

Palestine: UNESCO

Papua New Guinea: PNG Education Advocacy Network*

Peru: ADISUR, Asociación Educativa CENEPA, AYUDA EN ACCIÓN, CADEP, CEAAL, Centro Popular Labor, CESIP, CEPCO, CIPDES, COMETA, CTTU, EDUCA, DECAL, Edufuturo, ESCAES, Foro Educativo, IDEL, Perú En Acción, Prodia, Save The Children, STROMME, TACIF, TAREA, Tierra De Niñ@ S, UNESCO, UNICEF, VISAD, Yancanahuasy.

Philippines: Civil Society Network for Education Reforms (E-Net)*, TOPPs Phillipines

Portugal: FENPROF

Romania: Save the Children Fund,

Rwanda: VSO, ActionAid, SNEP, ECAM, SNEC, AEE, ACT, FAWE (R) and Wellspring

Senegal: Coalition Nationale Education Pour Tous (CNEPT)*

Seychelles: Seychelles Head Teachers Association

Sierra Leone: EFA Network*

Solomon Islands: Solomon IslandsTeachers Association, Coalition on Education Solomon Islands

Somalia: The MIC Foundation*,
www.mic-foundation.org

South Africa: GCE-SA*

Spain: CME-Espana*, Alboan, Ayuda en Acción, Educación sin Fronteras, Entreculturas, FE.CCOO, FETE UGT, Intermón Oxfam y STES-I
www.cme-espana.org

Sri Lanka: Coalition for Educational Development (CED)*: SUNFO, SLIMG, YESL, NATE, Sarvodaya Women's Movement

Sudan: SNEFA, Oxfam, Plan International, SC Sweden, PTA of El-Nasr and Abu Said Localities, Friend of School Association, Human Rights Watch, Islamic Relief UK

Suriname: **www.edufallall.sdgs.sr.org**

Swaziland: Swaziland National Association of Teachers (SNAT)

Sweden: Swedish EFA Forum*, Lärarförbundet

Syria: UNESCO

Tanzania: Tanzania Network on Education (TEN-MET)*

Taiwan: National Teachers' Association, Taiwan, R.O.C

Thailand: ActionAid International

Togo: CNE/CME*: FESEN, CSTT, FEST, Global March, REPTO, Aide et Action, CONGEMA, RESEAUDEC, FASPAREL , Plan, Care, FTACU, UNAPEP, FENASYET, FAWE, GVRAT

Uganda: Forum for Education NGOs in Uganda (FENU)*: NESCAA, SCORE Uganda, UNATU, TOCINET, EUPEK

UK: UK GCE Group*: ActionAid UK, ATL, Book Aid International, Comic Relief, EIS, Education Action International, (EIS), Link Community Development, NASUWT, NUT, Oxfam GB, PLAN UK, Save the Children, SSTA, Sight Savers International, UTU, VSO, World Vision
www.sendmyfriend.org

Uruguay: Internatioanal Council for Adult Education, REPEM, Red de Educación Popular entre Mujeres de América Latina y el Caribe,
www.icae.org.uy

USA: GCE USA Chapter*,
www.campaignforeducationusa.org

Vietnam: Oxfam, World Vision, Plan, Save the Children, UNESCO, UNICEF

Yemen: UNICEF, UNGEI

Zambia: ZANEC*

Zimbabwe: Plan, ZIMTA, UNESCO, UNICEF

Other countries to take part include: Antigua & Barbuda, Bulgaria, Cape Verde, Congo, Cote D'Ivoire Dominican Republic, Finland, Hong Kong, Italy, Kuwait, Mongolia, Poland, Qatar, Russia, Samoa, Ukraine, Uzbekistan and Vanuatu

Regional and International Members

ActionAid International

ANCEFA

ASPBAE

CAMFED

CARE

CEAAL

Education International

FAPE

FAWE

Fe y Alegria

Global March Against Child Labour

Ibis

Inclusion International

NetAid

Oxfam International

Plan International

Public Services International

REPEM

Save the Children Alliance

SightSavers International

VSO

World Alliance of Girl Guides and Girl Scouts

World Vision International

National Civil Society Coalitions

Bangladesh: CAMPE

Brazil: CDE

Burkina Faso: CCEB

Canada: Canadian GCE Alliance

El Salvador: CIAZO

France: Solidarité Laïque

Gabon: CONCEG

Gambia: GEFA

Ghana: GNECC

India: NCE

Indonesia: E-Net for Justice

Ireland: Irish GCE Coalition

Japan: JNNE

Kenya: Elimu Yetu Coalition

Lesotho: LEFA

Liberia: ALPO

Malawi: CSCQBE

Mali: ASSAFE

Mozambique: MEPT

Nigeria: CSACEFA

Pakistan: PCE

Philippines: E-Net

Sierra Leone: EFA Network

Sweden: Swedish EFA Forum

South Africa: GCE-SA

Tanzania: TEN/MET

Togo: CNT/CME

UK: UK GCE Group

Zambia: ZANEC

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Assibi Napoe (Education International, Togo)

Gorgui Sow (ANCEFA)

Alison Woodhead (Oxfam GB)

A Big Thank You

We would like to give a BIG THANK YOU to all of GCE's members, friends, and supporters that have contributed in 2006. In this book we celebrate the impact that you had on the world, and the steps taken towards Education for All. We give special thanks to the help and collaboration of UN agencies, especially UNESCO and our funding organisations: the Commonwealth Education Fund, the Hewlett Foundation and Oxfam Netherlands (NOVIB) and the Netherlands Government.

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

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2006 Campaign Graphics by Chris Vincze, www.chrisvincze.info

THE BIG BOOK 2006

The Case for Teachers

If you can read this, thank a teacher

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