

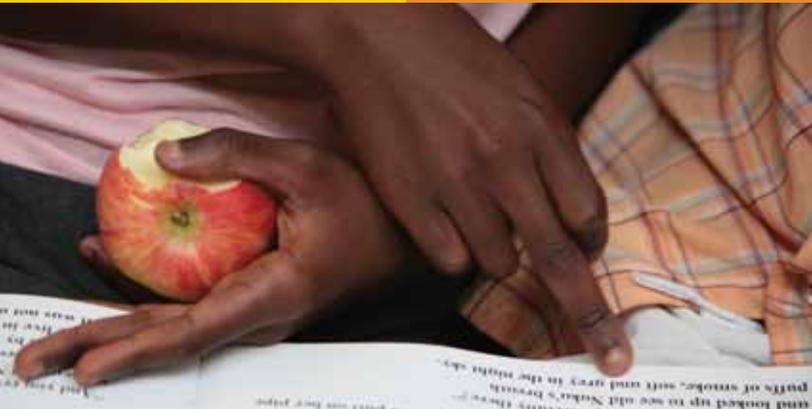


GLOBAL CAMPAIGN  
FOR EDUCATION

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Annual Report

2009



GLOBAL CAMPAIGN FOR  
**EDUCATION**  
[www.campaignforeducation.org](http://www.campaignforeducation.org)

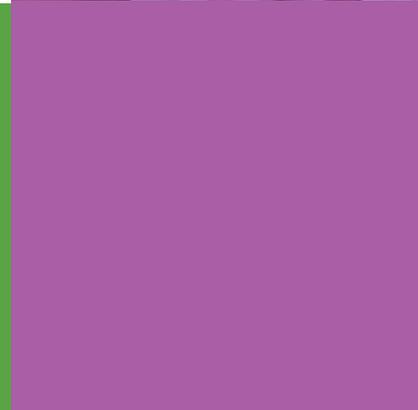
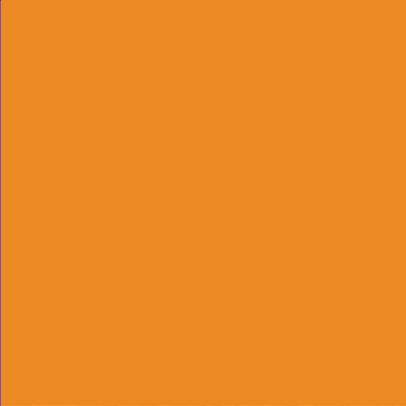


# Annual Report 2009

## GLOBAL CAMPAIGN FOR EDUCATION

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“...there is much work still to do if we are to get governments to stand by their pledge to achieve free quality education for all children by 2015.”



*Kailash Satyarthi*

# 1 President's introduction

Dear Members,

Another year has gone by with almost one-sixth of the global population illiterate. With only a few years left to fulfill the Education For All (EFA) goals, we are in grave danger of not meeting our target – with \$16 billion in aid needed per year if we are to succeed by 2015. The lack of political will alongside the economic recession has hit the education agenda hard.

The Global Campaign for Education (GCE) has taken this challenge of ensuring quality education as a fundamental right, and has made considerable progress over the past year as it continues to keep up the pressure for achieving the EFA goals. Our members and national coalitions deserve a huge thank you for the wonderful work and progress reached so far – in some cases the introduction of new national education policies, promises for increased education financing, policies focusing on girls' access to education, and the provision of free primary and secondary education.

Participation in our annual Global Action Week has grown by leaps and bounds, with just under 2 million participants when it launched in 2002 to almost 15 million this year – momentum that we will continue to grow.

This year GCE also participated in a number key meetings and groups, including the International Teacher's Task Force and CONFINTEA VI. This year also saw the creation of the Civil Society Education Fund

(CSEF) to help ensure that civil society can properly assume the new roles expected from civil society organizations under the FTI governance framework.

However, there is much work still to do if we are to get governments to stand by their pledge to achieve free quality education for all children by 2015. We must continue to pool our strengths together to get governments to not only recommit to the EFA goals, but to act on their commitments and release the necessary funding to put the world back on track towards achieving EFA. I am sure we can together make Education For All a reality.

I look forward to your continued support and commitment in our fight to achieve Education For All.

In solidarity,

A handwritten signature in black ink that reads "Kailash". The signature is written in a cursive style and is underlined with a single horizontal line.



India 2009

# 2 About GCE

## About GCE

The Global Campaign for Education (GCE), established in October 1999, is an alliance of diverse independent and voluntary organisations. It unites civil society in the common pursuit of the right to quality basic education for all, with emphasis on publicly funded education in more than 100 countries.

The GCE's founding aim was to ensure that the World Education Forum in Dakar, April 2000, would result in concrete commitments and viable policies for implementing the Education For All (EFA) goals, including gender equity by 2005, universal enrolment in and completion of free primary education by 2015, and a 50 percent reduction in adult illiteracy by 2015. In its 2001 world congress, the GCE committed itself to building an international movement, one with minimal bureaucracy and a long-term commitment to monitoring the achievement of the EFA goals.



Malawi 2007

## Mission Statement

The Global Campaign for Education (GCE) promotes education as a basic human right, mobilises public pressure on governments and the international community to fulfil their promises to provide free, compulsory public basic education for all people, in particular children, women, and all disadvantaged, deprived sections of society.



Afghanistan 2007

“exclusion from education will translate into growing poverty, inequality and deprivation”



East Timor 2009

# 3 Principles

The Global Campaign for Education (GCE) is driven by the conviction that quality education for all is achievable, and by the concern for immense cost of failing to achieve this.

GCE believes that in an increasingly knowledge-based economy, exclusion from education will translate into growing poverty, inequality and deprivation.

The GCE commits itself to achieving its mission with objectivity, transparency and accountability and to follow democratic norms and processes in all of its plans and actions.

## GCE believes education is:

A universal human right

The key to poverty alleviation and sustainable human development

A core responsibility of the state

Achievable if governments mobilize the political will and available resources.

## GCE fights for:

- Free and compulsory quality public basic education for all children for at least eight years
- Increased provision of quality early childhood education and care
- The eradication of adult illiteracy, and a second chance for youth and adults who miss out on formal schooling to learn
- An end to child labour
- Democratic participation of, and accountability to civil society, including teachers and their unions, in education decision making at all levels
- Reform of International Monetary Fund and World Bank policies to ensure that they support rather than undermine free, quality public basic education
- Fair and regular salaries for teachers, properly equipped classrooms and a supply of quality textbooks
- Inclusive and nondiscriminatory provision of services for all
- The mobilisation of political will and new resources in support of national education plans to realize the EFA goals, including adequate public expenditure of at least 6 percent of the GNP, and substantially increased aid and debt relief for the poorest countries.

“this year alone the recession could see up to 90 million people driven into extreme poverty”



Bangladesh 2009

# 4 Programme overview

## Why Education For All?

Education has been enshrined in the UN Declaration of Human Rights since 1948. It is absolutely crucial for tackling poverty and achieving economic, social and physical wellbeing. An individual's earnings can increase by 10 percent with each year of senior schooling, which can translate into a 1 percent annual increase in GDP if good quality education is offered to the entire population.

And there are more benefits: 7 million cases of HIV/AIDS could be prevented if every child received an education; a child born to a literate mother is 50 percent more likely to survive past the age of five, and there are strong links between education and combating hunger.

World leaders have continually made promises to make the right of education a reality. But despite Education For All being promised by 2015 when over 164 countries signed up to the Education For All targets at the Dakar World Education Forum in 2000, there is still far to go. The 2010 GMR shows that there are:

- 759 million illiterate adults, two-thirds of whom are women
- 72 million children of primary school going age out of school
- 1 million adolescents were out of school in 2007 - almost one on five of the total age group

The recent global economic downturn threatens to stall or even halt the progress made so far. With mounting pressure on government budgets in light of the recession, there is an imminent danger that education will once again be put on the back burner. To avert that danger, the international community must keep up the pressure for achieving universal primary education. Already, conditions for a concerted push towards the 2015 targets have deteriorated across the developing world. And the GMR statistics show that in 2010 alone the recession could see up to 90 million people driven into extreme poverty.

**The Dakar World Education Forum set the Education For All goals that are to be achieved by 2015. These are:**

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

Two of the eight Millennium Development Goals (MDGs) agreed also in 2000 at the UN Millennium Summit focus on education. These are to ensure that all boys and girls complete primary schooling by 2015; and to eliminate gender disparities by 2005 in primary education, and at all levels by 2015.

It is these targets that underpin the ongoing demands of the GCE. Much has already been achieved in some of the world's poorest countries, but the fact is that this global initiative has veered off track to the point where we risk losing the battle to achieve universal primary education by 2015. Education is a priority area. Any slowdown in the rate of progress will have negative long-term consequences across a range of issues, including economic growth, poverty reduction and advances in public health.



Denmark 2009



Palestinian Territories 2009

# Achievements 2009

**GCE's three goals for 2008 - 2010 are:**

## GOAL 1:

To demand that state bodies make measurable progress towards the achievement of Education For All at the national level in poorer countries

## GOAL 2:

To demand that richer countries and international institutions deliver good quality aid to reach the 'fair share' investment and conducive policies to realize a global compact on Education for All

## GOAL 3:

Grow the scale and strength of the GCE, members and the Education For All movement

To achieve these goals GCE carries out campaigns throughout the year, most notably during our annual Global Action Week, rallying a joint global cry for education, mobilising pressure from all sectors and holding governments and international institutions to account.

GCE represents civil society on education issues at key education decision-making body meetings including those of the the Education Fast Track Initiative Steering Committee, the Education For All UNESCO led Working Group and High Level Group. We also coordinate national campaigns to lobby the annual G8, World Bank and IMF meetings in demand for long-term good financing for education. GCE coordinates policy research on different aspects of the Education For All (EFA) agenda, including what's needed to achieve EFA and how national governments are performing.



Mexico 2008

# Areas of GCE work

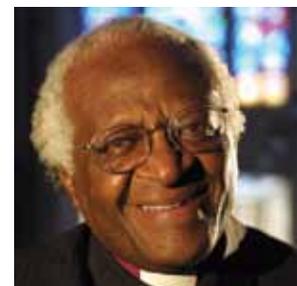
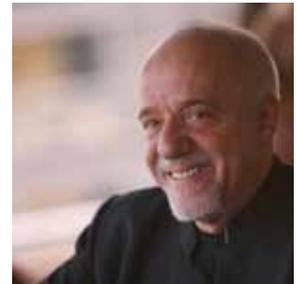
## Global Action Week (GAW)

All of the targets set for GAW 2009 were met and exceeded. 13.4 million people took part in the Big Read activities – up by around 5 million people compared to 2008 (8.9 million people). This response was achieved through a coordinated plan of action with coalitions and other stakeholders, and outreach to wider networks.

The 2009 GAW campaign took place from 20-26 April, focusing on adult literacy and lifelong learning. Titled “The Big Read”, it brought the support of many authors and big names for education and literacy for all. The week gained the attention of campaigners of all ages around the world, with millions taking part reading stories and adding their names to the Big Read.

Queen Rania of Jordan was the 2009 Global Action Week Honorary Chair, gaining maximum coverage for the campaign. Her story, written in the Big Read, was joined by stories from Paulo Coelho, Alice Walker, Desmond Tutu, Mary Robinson, Natalie Portman, Chimamanda Ngozi Adichie, Ishmael Beah, and Dakota Blue Richards.

The Big Read remains available on the GCE’s website [www.campaignforeducation.org](http://www.campaignforeducation.org)



CONTRIBUTORS TO THE BIG READ

Left to right:  
*Queen Rania, Paulo Coelho,  
 Alice Walker, Desmond Tutu,  
 Mary Robinson, Natalie Portman,  
 Chimamanda Ngozi Adichie,  
 Ishmael Beah, Dakota Blue Richards  
 and many others.*



**In 2009 GCE demands focused on poorer and richer countries respectively. National governments in poorer countries were asked to:**

1. Make constitutional provisions that stipulate adult literacy and adult and youth education are rights, in line with the international bill of rights and other international instruments that recognise the right to education.
2. Increase budgetary allocations to ensure that at least 3 percent of education budgets are spent on adult literacy.
3. Expand national education strategies to address the twin challenges of ensuring youth and adult literacy and a quality basic education for all.

**National governments in richer countries were asked to:**

1. Expand the remit of the Education For All Fast Track Initiative (EFA FTI) so that it encourages countries to address all six EFA goals, including an emphasis on literacy.
2. Increase the knowledge base on education through a concerted drive to gather data on literacy levels, and develop analytical studies on the impact of literacy.
3. Increase aid for youth and adult literacy as a matter of priority.
4. Encourage the development of strategies that include adult and youth literacy programmes as a core part of education.
5. Guarantee the predictability of long-term education development aid, which includes literacy as a core feature.



Bolivia 2009



Malawi 2009

# 4 Achievements 2009

## CONFINTEA VI

The Global Action Week mobilisation calling for better policies and increased resources to adult education, literacy and lifelong learning was just one part of a much bigger global effort to secure a positive outcome from CONFINTEA VI. Held every 12 years, this UN conference provides an important global platform for policy dialogue and advocacy on adult learning and non-formal education. The conference brings together UNESCO Member States, United Nations agencies, multi- and bi-lateral cooperation agencies, organisations from civil society and the private sector, and learners from all world regions.

GCE members and staff took an active part in regional consultations during 2008/9 and were out in force for the International Civil Society Forum (FISC) preceding the main event. This colourful, thought-provoking gathering is a new and exciting

development for the adult education community, providing an opportunity to share experiences and agree common advocacy platforms. GCE staff presented two self-organising workshops, on Global Action Week and education financing.

FISC took 10 demands to CONFINTEA and held regular caucuses to ensure the effective lobbying of national delegations throughout. GCE also showcased The Big Read in the opening plenary of the conference, with board members Matarr Baldeh and Maria Khan from the GCE Board making an impassioned plea for delegates to hear and respond to the demands of 14 million campaigners around the world who have backed the FISC positions.

Campaigners were successful in winning space and recognition for civil society within the conference. Indeed, positions for strengthening action on the right to education for all adults and young people were fully endorsed by the heads of 22 national



Germany 2009



Pakistan 2009

government delegations from all regions. This also won significant support from another 14 governments and were debated throughout the conference. However, there were significant flaws in the process for incorporation of amendments within the drafting committee for the final declaration, leading to frustration at critical points.

Nevertheless, as a result of civil society action and support from many governments there were some significant gains. There was an acknowledgement of the urgent need for action on adult literacy and there was a welcome recognition that we need to move beyond simplistic understandings of literacy to recognize a continuum of learning. There was a commitment to produce fully costed and well-targeted plans backed up by legislation – and with active participation from civil society, educators and learners themselves. There was strong language recognising different forms of discrimination that undermine access to education.



Malawi 2009

The commitment to monitoring progress on adult education was significantly reinforced with clear timelines. There was a commitment to developing educational responses to the increasing challenges of migration. Perhaps most importantly, there was a commitment to ensuring that the major global financing mechanism for education for all (the Education For All Fast Track Initiative) should explicitly support adult literacy.

Building on the progress made by CONFINTEA VI there are some important issues that need to be pursued further in order to provide a strong framework for achieving real progress on adult education:

There is an urgent need for governments to commit to a 6 percent target as an equitable share of the domestic education budget to be earmarked for the education of adults and young people.

Northern governments need also to commit 6 percent of their education aid budgets for the education of adults and young people, in the context of fully funding their share of the EFA financing gap.

There needs to be a stronger recognition of the role of adult education in ensuring gender justice and a clear recognition of gender as an integral and cross-cutting issue.

Action is also needed to address the macro-economic policies which presently block countries from investing adequately in education, particularly in the context of the financial crisis, which has discredited past prescriptions from the IMF.

In the coming years there needs to be greater recognition of the enormous scale of the violation

# 4 Achievements 2009

of the fundamental right to education of adults and young people. We need to move from recognising that basic adult education is a justiciable human right, to a point where governments pass legislation to make all adult education legally enforceable.

Civil society has a crucial role to play in rigorous monitoring and in being a partner of government in developing adult learning policy and practice. While recognising the enormous efforts made by UNESCO in CONFINTEA VI it is clear that future conferences must ensure that processes for handling amendments and finalising documents need to be significantly improved and made more transparent.

GCE and its members will now advocate for the implementation of the positive aspects of the CONFINTEA VI declaration in national contexts and other global forums. We continue to condemn the neglect of this vital dimension of the EFA agenda and will not rest until it takes its rightful place at the heart of national and global education strategies.

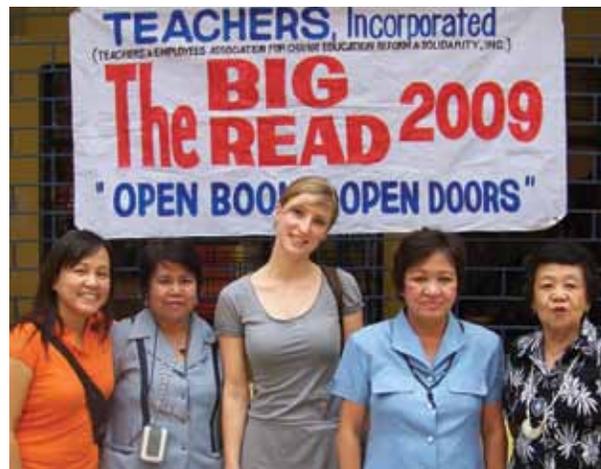
*\*\*The latest year for which official data is available from the OECD Development Assistance Committee*

## International Teacher Task Force

During 2008's Education For All High Level Group meeting (EFA monitoring and policy body) in Oslo, one of the most noteworthy outcomes was the endorsement of an Action Plan on Teachers for Education For All. This plan included the creation of an International Teacher's Task Force mandated to work on the crucial issue of addressing the worrying worldwide teacher gap, whether it is in terms of financing, training or policy. GCE participated in the first meeting of this task force, which took place at UNESCO headquarters in Paris, where it was nominated to participate as member of the management committee (on a rotating system with VSO) alongside Education International. This structure, made up of representation from donors, governments, multilateral and regional bodies, will hopefully tackle the challenge of introducing clear targets on needs and will push for more transparent monitoring of donor contributions in support of the provision of a professional and motivated teacher work force.



Philippines 2009



Philippines 2009

## Quality

Continuing to build on the work started in 2008 to support advocacy on quality within the membership, the GCE secretariat has created a resource pack on quality education. Synthesising the findings from the quality consultation undertaken in September 2008, and promoting approaches and lessons learned through a number of work streams, the pack highlights current debates in quality education and provides guidance on defining objectives and indicators for coalitions' work. The resource pack has been created with the assistance of regional coalitions and is based on the methodology developed from the quality survey and the initial three countries involved in the organization of

quality workshops in late 2008. It will encourage national coalitions to consider adopting indicators across inputs, processes and outcomes of education, through participatory techniques, which will elicit these ideas in a workshop process.

Last year the GCE also worked to deepen the quality project started in 2008, supporting selected coalitions to develop advocacy campaigns to achieve policy and implementation change in identified priority areas. Priority fields for support have been identified with a number of national coalitions, including follow-up work with the initial three partner coalitions from 2008 to build capacity to secure specific changes to policy, process and practice. The aim is to embed the agreed objectives



Kenya 2007

and indicators into national coalition advocacy strategies, and assist the national coalitions to identify internal assets and mobilise external resources to enable them to realise these strategies. Support involved the signing of a Memorandum of Understanding (MoU) with Peru, aimed at strengthening its campaign on access to quality early-childhood education for all. A similar collaboration agreement is presently under review as a follow up measure to the Zambia workshop, which identified several quality education indicators (including teacher qualification) to build an evidence-based campaign for 2010.

In late 2009 the GCE secretariat also initiated collaborative research work on national education strategies with national coalitions in a number of countries (Cameroon, Gambia, Kenya and Indonesia) with special emphasis on education quality, civil society participation, professional teacher class size ratios and the full Education For All agenda. Another aim of these collaborative frameworks was to develop more in-depth research, analysis and advocacy capacity building centred on a limited amount of country case studies that illustrate global trends and concerns affecting the EFA agenda.



2005

## Real World Strategies (RWS)

Real World Strategies II - Towards Achievement of Education for All (EFA) by 2015 is a five-year initiative (2006-2010) funded by the Netherlands Directorate-General of Development Cooperation. RWS is coordinated by GCE and regional organisation partners: ANCEFA, ASPBAE and CLADE. RWS adopts a context-based, demand-driven approach, supporting the “real world” education advocacy strategies of civil society groups. It also helps build new national and regional education coalitions. RWS strengthens sub-regional, regional and global advocacy campaign actions so that these efforts reinforce each other for greater effectiveness. In 2009, RWS also helped countries prepare for the new Civil Society Education Fund (CSEF). The paragraphs below highlight some regional activities, done in conjunction with national education coalitions.

### AFRICA

In 2009, ANCEFA used RWS to strengthen and synergise the work of education campaigners, researchers, unions, media and other activists to address education matters at local, national, regional and international levels. In addition to RWS work with 32 national coalitions, it supported the establishment of national coalitions in Namibia, Guinea Bissau, South Africa, Somaliland and Cape Verde. A Southern Sudan education network was also set up. RWS supported advocacy around elections and budget cycles, helping civil society actors monitor public resources for effective and

accountable delivery of quality education. ANCEFA supported two national coalitions’ use of public interest litigation and civic action to press for enforcement of the right to quality basic education. It strengthened Education Watch as a mechanism of monitoring EFA implementation in 6 countries, including four new ones. Through RWS, ANCEFA undertook critical policy analysis and production of position papers on key issues to guide debates and policy dialogues. It also initiated a Campaigns and Communications strategy, including upgrading the ANCEFA website and mailing system to enhance the flow of information among the network and its partners.

<http://www.ancefa.org/>

### ASIA AND THE PACIFIC

In 2009, ASPBAE focused on creating an effective frontline of EFA campaigners in 3 sub-regions: South Asia, South East Asia and South Pacific, and laying the groundwork for big challenges ahead, such as greater institutional sustainability of education coalitions. It also sought to preserve and build on gains from earlier national and regional policy advocacy, especially with sub-regional organisations of Education Ministers and the Association of South East Asian Nations, with ASPBAE providing mentoring and overall support to education campaign coalitions through coordinated action; held a South Asia Workshop on the content of Budget Tracking Toolkits developed from Education Watch; conducted a regional consultation on privatisation; and used country-level workshops to build capacity on the subject of education aid. To harmonise regional efforts, ASPBAE held a regional consultation of 11 coalitions, enabling them to: reflect on how

# 4 Achievements 2009

RWS has strengthened capacities and made concrete policy gains; initiate three-year strategic planning; share their plans and receive feedback. In late 2009, ASPBAE began an RWS Creative Narratives and Knowledge Sharing Project documenting the RWS experience in all participating countries.

<http://www.aspbae.org>

## LATIN AMERICA AND CARIBBEAN

One of CLADE's main focus areas is affirming education as a right, specifically by implementing initiatives against all forms of discrimination in education. In 2009, CLADE took action at the Durban Review Conference, launched a public campaign against discrimination in education and contributed research and publications on the issue. It also took the issue of the violation of the right to education of persons with disabilities to a thematic hearing held at the Inter-American Commission on Human Rights. CLADE pursued justiciability in the UN system by monitoring the Universal Periodic Review and engaging civil society in the advocacy process with States being reviewed. In 2009, the Youth and Adult Education movement was at the centre of attention and became stronger through the occasion of CONFITEA VI and of the International Civil Society Forum (FISC), both of which CLADE was directly and actively involved in. CLADE began planning advocacy actions on Early Childhood Care and Education (ECCE) and Secondary Education. CLADE also supported national coalition advocacy, noting progress in Colombia and Brazil.

[www.campanaderechoeducacion.org](http://www.campanaderechoeducacion.org)

## RWS RESEARCH WITH THE UNIVERSITY OF AMSTERDAM

Masters students from the University of Amsterdam conducted a Transnational Advocacy Research Project, documenting the experience of education coalitions in Ecuador, Brazil, Zambia, Ghana, India and the Philippines, including partnerships with teacher unions in education campaigns and analysing the factors influencing coalitions' impact. National workshops explored the findings.

## Civil Society Education Fund (CSEF)

In December 2008 the Education Programme Development Fund (EPDF) Committee of the FTI pledged to fund \$6.5m for the first year (June 2009 – June 2010) of the Civil Society Education Fund (CSEF), after GCE presented a proposal directly to the committee, as the first ever global initiative. The EPDF Committees also agreed to prioritise two further years of funding for this work beyond the initial grant, once arrangements for the future of EPDF were put in place. It was recognized that CSEF would help to fill an important gap in ensuring that civil society can properly assume the new roles expected from CSOs under the FTI governance framework. In 2009 GCE began working to finalise the details of the grant contract, with the promise to transfer funds to GCE in May 2009. However, GCE faced a great deal of technical delays getting clearance to finalise the contract and monetary transfer. The Grant Agreement was finally signed in July 2009 but money only transferred to the GCE in late September 2009. The belated processes

caused huge delays for the project on global and regional level and stalled national coalition work in CSEF's target countries. In November 2009 the EPDF Committee approved \$11.1m additional funding to continue CSEF until 2011.

Despite the above-mentioned challenges, GCE has been able to keep the momentum of the work going and together with initiatives in Africa, Asia and Latin America, made great progress. As a result the CSEF project is, at the end of 2009, on track to achieve its year one objective: *To establish a funding process through which national civil society coalitions can receive support for building their capacity to monitor national education plans, track budgets and education sector spending, conduct policy-oriented research and lobby government officials on education issues.*

## CSEF achievements 2009:

The CSEF contract was signed by GCE and the World Bank on behalf of the EPDF committee in July.

- CSEF funds were transferred to GCE on 30 September.
- A regional secretariat, a Fund Manager and a Funding Committee have been set up in Africa, Asia and Latin America. The CSEF secretariats are hosted by regional education coalitions: ANCEFA in Africa, ASPBAE in Asia and CLADE in Latin America. The fund managers are hosted by financial management agencies: Oxfam GB in Africa, Education International in Asia and ActionAid Americas in Latin America. All secretariats and fund managers have recruited several staff to work on various parts



Zambia 2006

# 4 Achievements 2009

of the CSEF, including Regional Coordinators and Lead Accountants. Funding committees, made of credible individuals, have been set up in each region.

- An Acting Project Manager has been employed to coordinate the project globally on a temporary basis. GCE is in the process of recruiting a permanent CSEF Global Coordinator, and will also appoint a Project Officer and a Global Accountant to form the Global CSEF secretariat, which will be based in Johannesburg.
- All regional secretariats have received proposals from national education coalitions and assisted them with revisions and final proposals

for submission to funding committees.

The committees have, through various communication processes, discussed and made decisions on whether to approve the applications.

- In Africa, the funding committee members have been communicating regularly through meetings, teleconferences and emails. Moreover, they organised, together with the secretariat, two workshops to build capacity and support coalitions in their proposal writing process. The Funding Committee approved 22 proposals (Angola, Benin, Burkina Faso, Burundi, Cameroon, Djibouti, DRC, Gambia, Guinea Bisau, Ghana, Kenya, Lesotho, Liberia,



Philippines 2009

Malawi, Mozambique, Niger, Nigeria, Senegal, Sierra Leone, Togo, Uganda and Zambia).

The decision for the Ethiopian proposal was deferred and a fact-finding mission undertaken by funding committee members to uncover whether the proposal was suitable for CSEF funding. Based on their findings, the mission team made the recommendation to support Ethiopia through CSEF. The Funding Committee has also discussed encouraging FTI-eligible Cape Verde to apply for CSEF funding in 2010.

- In Latin America the Funding Committee and secretariat have, in addition to face-to-face meetings, communicated through email and teleconferences. Several funding committee members have undertaken country visits to work with coalitions in the pre-CSEF period. Reports from the visits were produced and shared with the committee. The Funding Committee approved proposals from Nicaragua and Bolivia and continued to work with Haiti and the Dominican Republic, who will reapply for funding in 2010. The secretariat and committee hopes that Honduras, which has been struggling with political instability, will be ready to apply for CSEF funding next year. Additionally, the aim is to work more closely with the coalition in Guyana.
- In Asia, secretariat staff have worked closely with coalitions and presented proposals to the Funding Committee. Through a face-to-face meeting and other communication, the committee approved eight proposals (Cambodia, Solomon Islands, Nepal, Sri Lanka, Bangladesh, PNG, Pakistan and India).
- CSEF money was transferred from the GCE to the regions in October. Initial funds to all approved coalitions were transferred from fund managers in November and December and most coalitions have been able to initiate their planned work, though processes are still premature.
- In Africa, 20 national coalitions are currently legally registered and others are in the process of registration. In Latin America, none of the national coalitions are currently legally registered, but are working through the legal status of other agencies. In Asia, five national coalitions are legally registered and others are in the registration process this year.
- In June GCE, together with CLADE, prepared a proposal to AECID (the Spanish government) on behalf of CSEF Latin America. As only six countries qualify for FTI funding in the Latin American region, the proposal entailed a funding request to support national education coalitions from 13 further countries: Argentina, Brazil, Colombia, Costa Rica, Chile, Ecuador, El Salvador, Guatemala, Mexico, Paraguay, Peru, Venezuela and Uruguay. The proposal was submitted by GCE Spain (Ayuda en Accion), who was in charge of communicating with the Spanish government who later approved the proposal of \$4.5m for three years.
- In November GCE presented a CSEF extension proposal to the EPDF Committee at an FTI meeting in Rome, and the committee approved a further \$11.1m funding until mid 2011.
- Secretariats and fund managers have begun work with new coalitions for potential CSEF

involvement (e.g. Vanuatu, Afghanistan, Guyana)

- A monitoring and evaluation framework is currently being developed. Coalitions and regions are doing their initial reporting to GCE in January 2010. A communications system and website are also in the process of being set up to strengthen communication within and across regions, as well as between regions and the GCE.
- A plan for piloting national CSEFs in the three regions is being shaped, and further sustainability mechanisms discussed.

## Education Financing

### **A global compact for EFA? Securing more and better aid for basic education**

GCE has a long history of advocacy on aid to basic education, calling on richer countries to live up to their part of the commitment made at the 2000 Dakar conference on EFA, that ‘no country with a serious plan for the achievement of EFA should be thwarted in this ambition for lack of resources.’ GCE estimates that \$16 bn per year is needed in external financing to reach the goals.

Aid to basic education increased in the early part of the decade, going from under \$2 bn per year to a high of over \$5 bn in 2004. However it has since slipped to under \$4 bn in 2007. Although 90 percent of the funds committed to education at GCE’s 2008 ‘Class of 2015’ event have been delivered so far according to our research, it remains to be seen whether this will restore an upward trend.

Throughout 2009 GCE kept up the pressure on richer countries through lobbying and campaigning, particularly during Global Action Week, where donors were called to fulfil their overall aid commitments and ensure adequate provision for adult literacy. Board member Imad Sabi and GCE President Kailash Satyarthi represented GCE at meetings of donor ministers at the spring and annual meetings of the World Bank/IMF to call for donors to fulfil their pledges. GCE staff also attended the G8 meeting where a fun version of the GCE School Report was handed out to participants in the form of a school exercise book. Full School Report cards on the 22 Organization for Economic Cooperation and Development (OECD) countries (were also issued) in December.

However, in 2009 GCE also voiced concern about the effectiveness of the global institutions that are meant to ensure the flow of aid to good quality education plans. The Education For All Fast-Track Initiative (EFA FTI) has many strong achievements to its name, but a number of design flaws and operational realities have hampered its ability to deliver sufficient and predictable aid flows to finance the core running costs of education, to hold donors accountable and attract new ones. This, together with signals of interest from the new US administration, motivated GCE to call for an evolution of FTI into a Global Fund for EFA in April. The proposal has contributed to a lively debate about the future of FTI and the need for further and deeper reform of the global aid architecture, including the Global Advisory Council of the World Economic Forum. We will continue to advocate strongly for a global aid system fit for the purpose of achieving EFA throughout 2010.

## New lease of life for the IMF must mean a new deal for poor nations

GCE believes that if the EFA goals are to be reached, poorer countries – especially low-income countries (LICs) – need to determine the macro-economic policies that best allow them to invest in education. Research has shown that conditions attached to loans by the International Monetary Fund (IMF) constrain governments' ability to mobilise sufficient predictable resources to provide good quality education.

In 2009, GCE greatly increased its visibility on the issue of macro-economic policies blocking the use of resources, especially to hire desperately-needed teachers. In April we released *Education on the Brink*, a major research report that exposed the limited flexibility being allowed to LICs by the IMF in the aftermath of the financial and economic crisis. This was in stark contrast to the free reign given to richer countries to spend their way out of recession, running up budget deficits and taking a chance on inflation. The report called on the G20 – which on 1 April granted a massive boost of cash to the IMF – to require reform of macro-economic conditionality and to pro-actively promote the use of counter-cyclical policies in LICs to combat the worst impacts of the financial crisis.

The report was launched at a panel presentation in April during the IMF/World Bank Spring Meetings. Following this, GCE held a series of meetings with the IMF, World Bank and on Capitol Hill, supported by Ghana Teachers' Union representative Benjamin

Osei. Further Months of subsequent lobbying culminated in the participation of GCE Board Member and ANCEFA Co-ordinator Gorgui Sow at a press conference staged by civil society advocates at the G20 Pittsburgh summit.

The analysis of IMF macro-economic conditionality has also happened within the GCE membership, for example an analysis of IMF lending in Eastern Europe by Education International, a briefing at Confederacion de Educadores Americanos, Confederation of American Educators (CEA's) gathering of Latin American teacher trade unionists in July, a training for education advocates at the September Madrid meeting of northern coalitions, and another training in November at the civil society forum in Brazil that pre-dated CONFINTEA VI. GCE member interest has picked up and several national coalitions have requested training in macro-economic literacy and advocacy in 2010.

Over the year, the IMF has issued a number of statements in support of LICs, claiming that greater flexibility is being allowed and positioned itself as a defender of social protection and services. While there is some evidence of short-term relaxation in macro-economic conditionality, we need to keep the pressure up in 2010 to ensure that this is extended at least to 2015, so that governments can make long-term sustainable plans to achieve EFA.

## The Class of 2015: Education For All

On the 25 September 2008 the GCE joined some of world's leading charities, international corporations, supportive governments, education advocates, trade unions, faith leaders, celebrities and other supporters of EFA including FIFA to launch the Class of 2015: Education For All.

The class members came together with the conviction that universal education is so important, a new urgent united effort is to bring about the chance to get the necessary political will and resources to achieve Education For All.

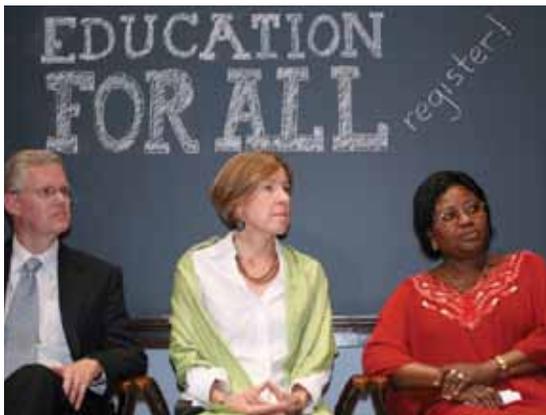
The launch of the Class of 2015 used the momentum of the UN High Level Event on the Millennium Development Goals (MDGs), taking place at the same time in the UN headquarters in New York. Class members joined together to secure a big breakthrough in the battle for Education For All, and also highlighted what the individual members were contributing towards achieving EFA. The combined pledges totalled to \$4.5 bn towards the achievement of Education For All over the next three years, two thirds of which to

basic education and half of which was new funding according to GCE estimates.

Former child labourer Devli Kumari from India kicked off the launch telling her story to the class members including: UK's Prime Minister Gordon Brown, EC's President José Manuel Barroso, Australia's Prime Minister Kevin Rudd, Norway's Prime Minister Jens Stoltenberg, World Bank President Robert Zoellick, Her Majesty Queen Rania Al Abdullah of Jordan, UNESCO Director General Koichiro Matsuura, Bono and Bob Geldoff.

GCE's President acted as host for the Class of 2015, inviting the members to say a few words on their commitments before signing the register. FIFA's President Sepp Blatter pre-recorded a video message to the class and stated the claim to mobilize support for an estimated 30 million fans watching the 2010 FIFA World Cup for the goal of achieving Education For All in Africa.

Acting as the secretariat for the Class of 2015, the GCE leads on the mobilising and lobbying work of the Class of 2015, through five strands of stakeholders: government, private sector, public support, faith groups and football.



2008 Class of 2015

**EDUCATION  
FOR ALL  
CLASS OF 2015**

[www.classof2015.org](http://www.classof2015.org)

## The Class of 2015 Register

ActionAid International  
 Archbishop Migliore  
 Archbishop of York  
 Australian Government  
 Bono  
 Sir Bob Geldof  
 Cisco Systems  
 Clinton Global Initiative  
 Comic Relief  
 Education For All Fast Track Initiative  
 Education International  
 European Commission  
 Federation Internationale de Football Association (FIFA)

Forum of African Women Educationalists (FAWE)  
 French Government  
 Global Campaign for Education  
 Goldman Sachs Foundation  
 Government of Kenya  
 Government of the Netherlands  
 Government of Norway  
 Government of Rwanda  
 Government of Sierra Leone  
 Government of Spain  
 Government of the United Kingdom  
 Intel Inc  
 InterAction  
 Kingdom of Saudi Arabia  
 Microsoft

ONE Campaign  
 Oxfam International  
 Queen Rania of Jordan  
 Results  
 Save the Children UK  
 Street Football World  
 UNESCO  
 UNICEF  
 United Arab Emirates  
 William and Flora Hewlett Foundation  
 World Bank  
 World Council of Muslim Philanthropists  
 World Economic Forum  
 World Vision International



2008 Class of 2015

## 1GOAL: Education For All

Growing out of the football strand of the Class of 2015 and the desire to build a huge momentum for delivering Education For All, came a new campaign – 1GOAL: Education For All.

1GOAL aims to ensure that every child worldwide has the opportunity to go to school and learn. With GCE acting as the secretariat, we've joined football stars, the football world and FIFA along with education champions, charities and campaigners – for the 2010 FIFA World Cup to make this campaign a success.

The 2010 FIFA World Cup is not only the world's biggest single sporting event, with over half the world watching, but also the most watched and talked about event of the year. It is also the first time that the FIFA World Cup is to take place in Africa. The 1GOAL campaign is using this opportunity ask fans to sign up their support to give every child out of school the chance of a free, quality education. 1GOAL is signing up the support of millions around the world via the website

**[www.join1goal.org](http://www.join1goal.org)**, and mobile phone.

As the managing secretariat for the campaign GCE has temporarily grown to accommodate staff to run the 1GOAL campaign successful in areas such as sport ambassadors, new media and broadcasting. New funds have been secured to run the campaign and to date there have been some key wins.

As co-chair of the campaign Queen Rania launched 1GOAL of Wembley Stadium alongside David James, Mikael Silvestre, Kanu and Gary Lineker, in August 2009. In October leaders signed into 1GOAL in a

global moment – linking by satellite across the world. The hour long event showed South Africa's President Jacob Zuma, Queen Rania al Abdullah of Jordan, UK's Prime Minister Gordon Brown, US Secretary of State Hillary Clinton, Prime Minister Gordon Brown, Prime Minister Kevin Rudd in Australia, President Rodríguez Zapatero in Spain, President Atta Mills in Ghana, Prime Minister Balkenende in the Netherlands, FIFA President Sepp Blatter, UN Secretary General Ban Ki Moon all sign the 1GOAL blackboard in support of Education For All.

To date 1GOAL has grown, receiving support from over 100 footballers, international NGOs, multi-national corporations, and celebrities. Sepp Blatter gave a special mention to 1GOAL at the World Cup draw in December as he handed over the cup to President Zuma.

In 2010 GCE is using the 1GOAL action and branding to build supporters during Global Action Week, and around a 1GOAL: Lesson for All to deliver new commitments and real momentum towards the Education For All goals.



## Digital presence

In order to grow the education movement and the impact of the campaign, GCE recruited a new media officer into the communications team in May 2008, and a developed a digital strategy to take this work forward.

With the aim of making the campaign more accessible to the public, GCE’s website was re-designed to fully function in four languages, and give the public easy campaign actions through pages designed for Global Action Week. During the Big Read in 2009 – each of the stories was digitised so that they could easily be read online or downloaded as a resource, as well as movies and audio files of the authors reading their stories uploaded.

The website also features new social media tools that bring together online activists such as Twitter, Flickr, YouTube and Facebook.

GCE’s online campaign is currently being driven by 1GOAL – with regular updates on the 1GOAL: Education For All website in six languages, and also through engagement of mobile phone partners to

allow people to join the campaign by text message.

The GCE communications team are now developing the work further, developing digital tools that coalitions can use and adapt to build their national campaign websites, and by sharing learning and training to build the new media capacity of national coalitions around the world.

## Middle East project

GCE’s World Assembly III in January 2008 in Brazil gave note of the EFA challenges in the Middle East and the need for a concerted effort to support civil society’s movement on EFA in the region.

Since the World Assembly, Arabic has been accepted as GCE’s fourth official language, and with the support of GCE new education coalitions have been set up in Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Oman and the Palestinian Territories.

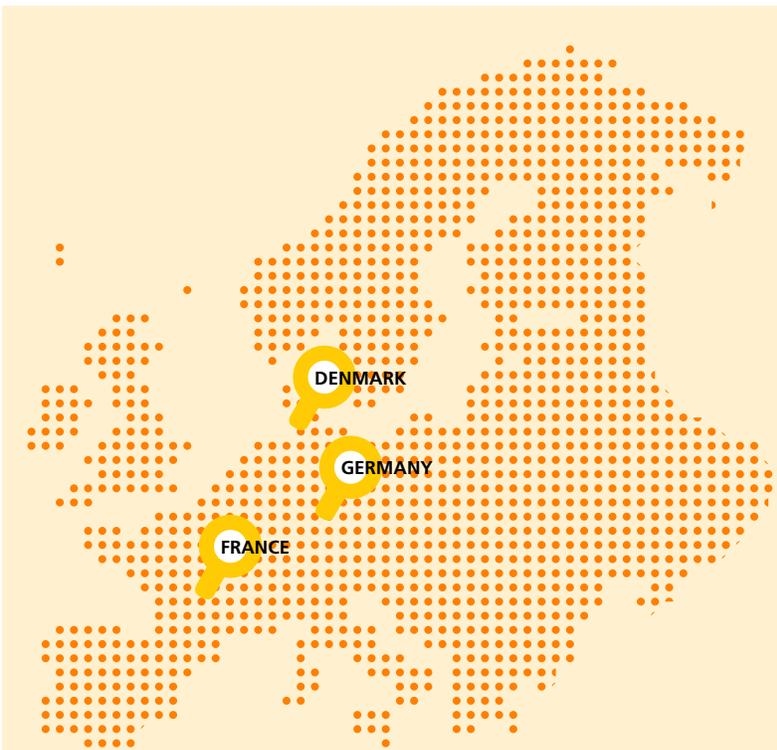
In May 2009 a regional meeting took place, bringing together education civil society movements from across the Arabic region. The new network is called the Arabic Coalition for Education for All (ACEA).



## Developments at national level in 2009

Over the year a number of coalitions have made significant progress on furthering the EFA goals at national levels, with the introduction of new national education policies, promised increases in education financing, specific policies supporting the access of girls to education, and in some cases, the provision of free primary and secondary education in their lists of policy changes. Policy highlights have also included increased financial commitments to the FTI. Below is an overview of developments at national level in a selection of countries.

## EUROPE

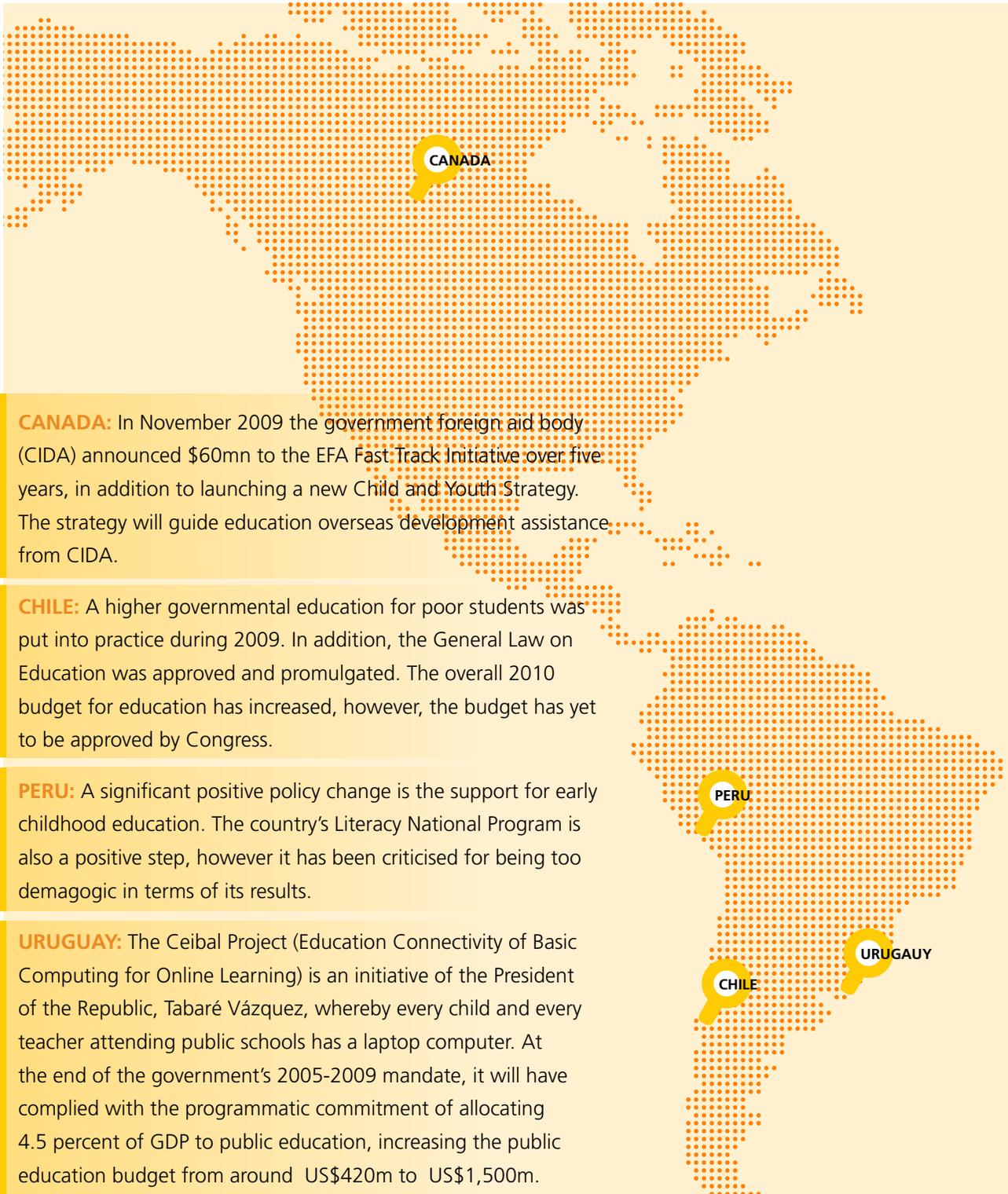


**DENMARK:** The government budget proposal for 2010 indicates a slight increase in the amount of Danish development aid going to education. Recommendations presented in Spring 2009 by the Danish Africa Commission focused overall on development through private sector development and growth, including youth employment.

**FRANCE:** In June 2009, the Interministerial Committee for International Cooperation and Development (CICID) adopted five priorities concerning public aid to development, including education and vocational training. In November 2009, the Minister of Budgets confirmed the expense of 50 Million Euro for EFA in the debate on the 2010 budget in the National Assembly.

**GERMANY:** German aid money to FTI increased in relation to overall FTI deficit of \$1bn, committing more aid money for education, especially for disabled and hard-to-reach children. Aid money for basic education was also marginally increased.

## NORTH & SOUTH AMERICA



**CANADA:** In November 2009 the government foreign aid body (CIDA) announced \$60mn to the EFA Fast Track Initiative over five years, in addition to launching a new Child and Youth Strategy. The strategy will guide education overseas development assistance from CIDA.

**CHILE:** A higher governmental education for poor students was put into practice during 2009. In addition, the General Law on Education was approved and promulgated. The overall 2010 budget for education has increased, however, the budget has yet to be approved by Congress.

**PERU:** A significant positive policy change is the support for early childhood education. The country's Literacy National Program is also a positive step, however it has been criticised for being too demagogic in terms of its results.

**URUGUAY:** The Ceibal Project (Education Connectivity of Basic Computing for Online Learning) is an initiative of the President of the Republic, Tabaré Vázquez, whereby every child and every teacher attending public schools has a laptop computer. At the end of the government's 2005-2009 mandate, it will have complied with the programmatic commitment of allocating 4.5 percent of GDP to public education, increasing the public education budget from around US\$420m to US\$1,500m.

# 4 Achievements 2009

## AFRICA

**BENIN:** Funding for the functioning of kindergartens and primary schools over the last three years has increased, including funding for the acquisition of schoolbooks to provide one book for every child in the 2008-2009 school year.

**DEMOCRATIC REPUBLIC OF CONGO:** Between 2007 and 2009, the education sector's budget rose by 9 percent.

**THE GAMBIA:** A policy framework for adult and non-formal education will come into force in 2010. A policy framework for special needs education was also developed and is currently being disseminated nationwide.

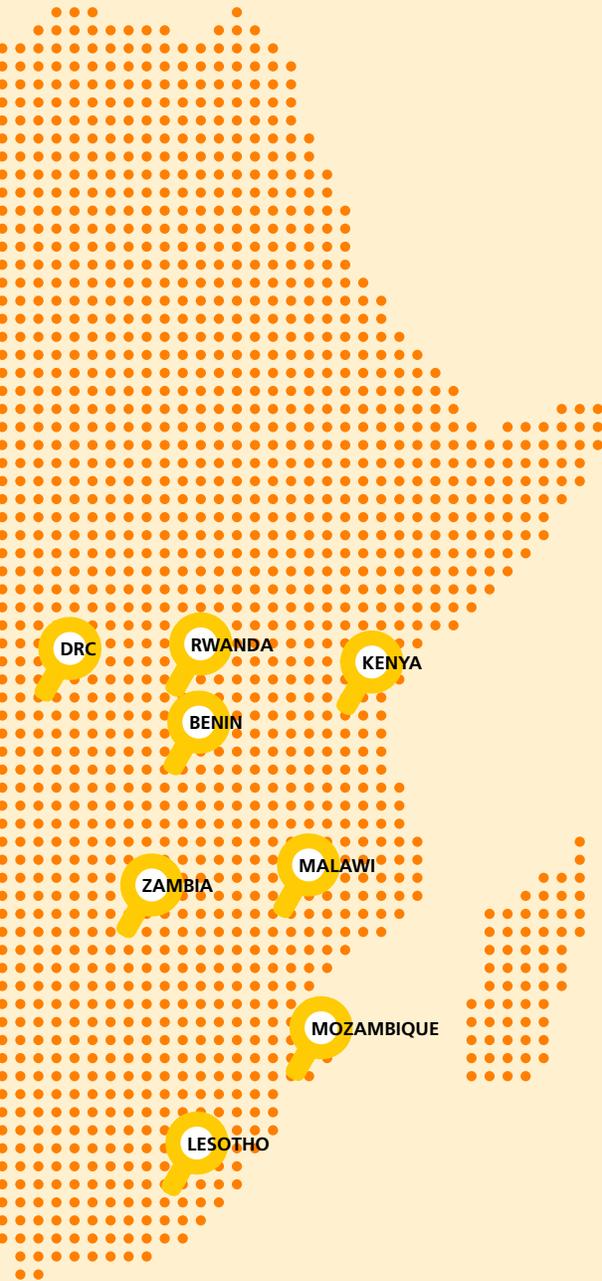
**GHANA:** In 2009 a Free School Uniform and Exercise Book Policy was instituted, 20 percent allowances for rural teachers, and an increase in the Capitation Grant from 3-4.5 cedi (GHC).

**KENYA:** 12,000 teachers will be recruited by the Teachers Service Commission to be ready for schools in January 2010. New schools have been built in every district and the school feeding program has been expanded to cover more schools in arid, semi arid, hunger-stricken districts and urban slums. Non-formal education and gender in education policies have been launched.

**LESOTHO:** The Ministry of Education and Training is currently reviewing the national curriculum to include special education needs. Training for Special Education Teachers at the Lesotho College of Education was implemented last year and the coalition hopes that the more teachers trained in special needs there are, the more learners with special education needs will enrol in schools. In April the government took the important step of reviewing the salary structures of teachers.

**LIBERIA:** The Ministry of Education recently established an education laws review committee composed of education stakeholders (including Ministry officials, national and international education partners, civil society organisations, student representatives, youth leaders and so forth).





**MALAWI:** In the 2009/2010 National Address, the Head of State mentioned education as a key priority for the development of Malawi and the ultimate realisation of EFA and MDGs.

**MALI:** The Non-Formal Education budget was increased to 3 percent of the National Education Budget. The Teacher Training Institute's training programs were restructured to better improve the quality of teachers and teaching. The Education Sector Investment Program (PISE) is currently being developed as part of the Education Development Decade Programme (PRODEC).

**MOZAMBIQUE:** Over the years the government has formalised a permanent space for civil society at the Annual Review Meeting of the Strategic Plan for Education, and the Committee for Parity which designs the final outline of the annual plan of activities to be implemented by the sector.

**NIGERIA:** In 2009, increased funds for EFA related programmes were secured. A new Teacher Education Policy was signed in 2009. A Federal Ministry of Education training for School Based Management Committees was conducted in 20 of Nigeria's 36 states, especially those with high gender disparity, to encourage community participation in promoting basic education.

**RWANDA:** In 2009 basic to secondary education became compulsory. English became the official language of instruction from the first grade.

**TOGO:** The government has pushed back its 2008 promise to institute free primary education to 2010, and extra funding is expected to support the initiative.

**ZAMBIA:** The government has embarked on a program to create additional space at basic and high school levels, now enabling all grade nine students that obtain full certificates in the Junior School Leaving Examinations to progress to grade ten. The Education budget has grown from 15.4 percent in 2008 to 17.2 percent in 2009. The 2010 budget announced in October has allocated 19.9 percent to education.

# 4 Achievements 2009

## ASIA & MIDDLE EAST

**AFGHANISTAN:** A high level commission chaired by the vice president to eliminate illiteracy was established as well as a special budget for literacy programs, The Ministry of Education is also working on a revision of its National Education Strategic Plan to improve efficiency.

**CAMBODIA:** Progressive strides were made in 2009 to eliminate unofficial payment in schools. Dormitories in all of the Teacher Training Colleges were built to accommodate 3,700 teacher trainees, as well as dormitories for girls in secondary schools. Additionally, the Ministry of Education has endorsed policies on education for disabled children.

**INDIA:** The Indian Parliament cleared the Right of Children to Free and Compulsory Education Bill 2008 in August 2009. The bill obliges the state to provide school facilities to all children aged six to 14 years old.

**JAPAN:** The government is expected to launch a new education initiative shortly, with some positive policy changes in terms of overseas development assistance.

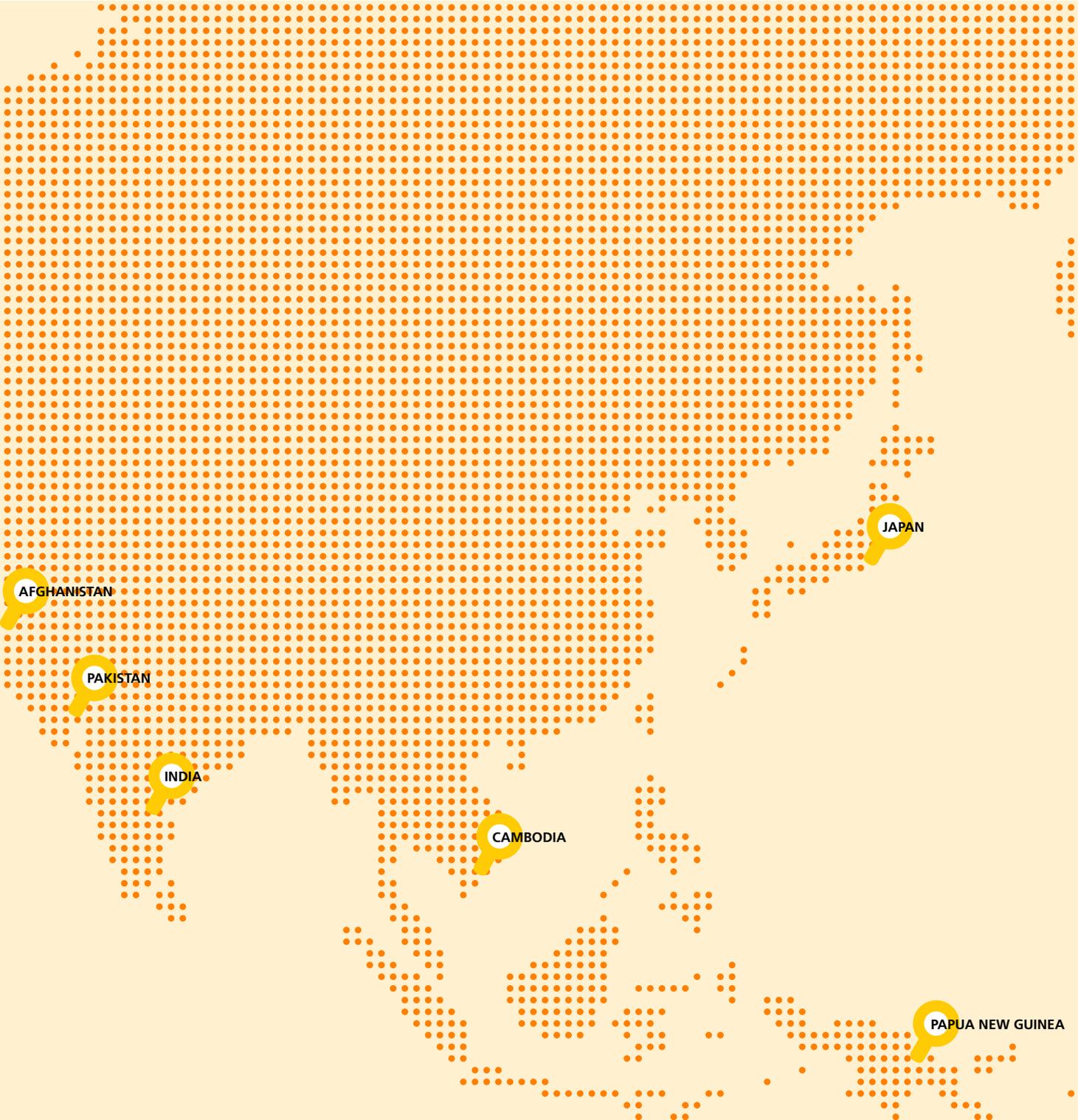
**PAKISTAN:** The approved National Education Policy (NEP) includes a complete segment on quality education in emergencies. The NEP has also increased education financing to 7 percent of the budget as of 2010.

**PALESTINE:** Increased international financing has led to the funding of a strategic plan for qualifying teachers. The Ministry of Education has pledged to form a national committee to establish a long-term sustainable strategy for adult literacy. Two key literacy centers were opened in the north and south regions of Palestine.



## AUSTRALASIA

**PAPUA NEW GUINEA:** Policy changes in the Universal Basic Education Plan 2010 – 2019 include the provision of grants and abolition of school fees; provision of education materials; a commitment by the Department of Education (DOE) to cover the costs of teachers upgrading their knowledge.





Spain 2007

# 5 Finance summary

## Introduction

This section outlines GCE's audited accounts for 2009. The accounts are displayed South African Rand. If you have specific questions, please contact GCE's Finance Manager Yunus Dhoda at [yunus@campaignforeducation.org](mailto:yunus@campaignforeducation.org)

**Governance and international board** – includes costs incurred for the two face-to-face board meetings that took place in 2009. This also includes special meetings at which the presence of board members was required, such as missions in Niger and Ethiopia to resolve membership status, board presence at CONFINTEA VI and FTI meetings.

**Secretariat expenses** – includes office overheads, staff costs and travel. These expenses increased from 2008 because of the increase in staff due to the 1GOAL campaign.

Specialized staff were recruited to manage relations and projects within the 1GOAL campaign, and at the same time roles and responsibilities grew within the secretariat, leading to an increase in workload.

**Communication with and between members** – These costs have been kept to a minimum regarding website hosting as we maintained reasonably priced Internet Service Providers (ISPs). Translation costs increased due to the implementation of new programmes and projects, such as the 1GOAL campaign and the Civil Society Education Fund and

fuller implementation of Arabic and other official languages. GCE provided regular updates on the website, and through e-mails to campaigners in four languages.

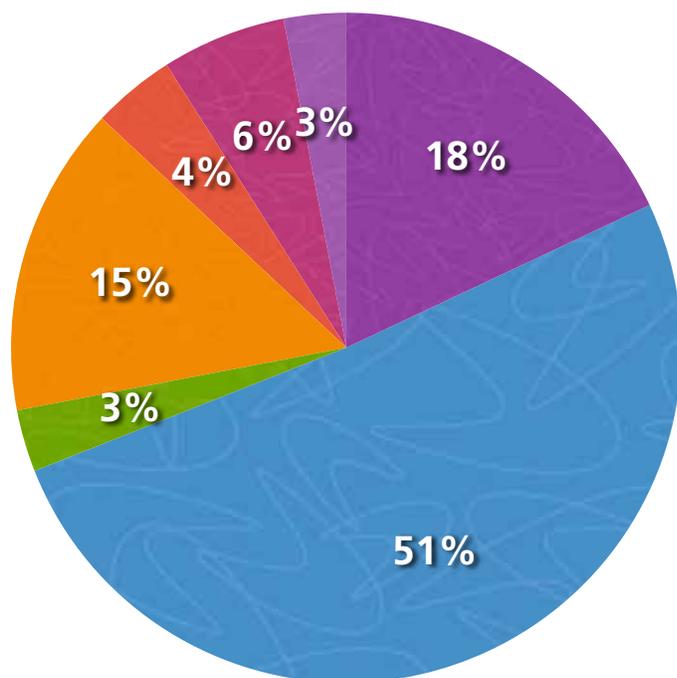
**Global Action Week** – GAW grants went out on time, enabling coalitions to carefully plan for the Big Read resulting in huge numbers participating in the Big Read 2009. A special GAW 2009 website and online campaign was developed, designed and regularly updated with stories and new content for Global Action Week. A significant amount was spent on the design, print and distribution of the Big Book.

**Research and publications** – Costs have been reduced in this area due to a postponement of the Members handbook, GCE membership survey and the Global School Report. The budget for these have been set aside for work to be carried out in 2010.

**International advocacy and lobbying** – saw three conferences taking place in 2009: CONFINTEA VI, FISC and the Durban Review Process. Costs in this area came in higher than anticipated because of the global recession's impact on exchange rates.

**Strengthening and linking national coalitions** - A Middle East conference was held in May to discuss how to strengthen education campaigning in the region and the possible creation of a regional Middle East organization. A northern coalition meeting was also held in September.

## Representation of where money goes and where it gets spent/Review of financial performance



- 18% Governance International Board
- 3% Communication with and between members
- 4% Research and publications
- 3% Strengthening and linking National Coalitions
- 51% Secretarial expenses
- 15% Global Action Week
- 6% International advocacy and lobbying

# Auditor's report

## Global Campaign for Education Report of the directors for the year ended 31 December 2009

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The directors submit their report for the year ended 31 December 2009.

### 1. Review of activities

#### Main business and operations

The main object of the organisation is to promote education as a basic human right and to mobilise public pressure on governments and the international community to fulfill their promises to provide free, compulsory public basic education for all people, in particular for children, women and all disadvantaged, deprived sections of society.

The operating results and state of affairs of the company are fully set out in the attached annual financial statements and do not in our opinion require any further comment.

The company registered a branch in the United Kingdom in the preceding year and has commenced operations during this financial year.

### 2. General review

The company's business and operations and the results thereof are clearly reflected in the attached financial statements. No material fact or circumstance has occurred between the accounting date and the date of this report.

The main object of the organisation is to promote education as a basic human right and to mobilise public pressure on governments and the international community to fulfill their promises to provide free, compulsory public basic education for all people, in particular for children, women and all disadvantaged, deprived sections of society.

The company registered a branch in the United Kingdom during the year under review. The branch has yet to commence operations.

### 2. Events after the reporting period

The directors are not aware of any matter or circumstance arising since the end of the financial year up to the date of the audit report.

# 5 Auditor's report

## 4. Directors

The directors of the company during the year and to the date of this report are as follows:

<b>A E de la Torre</b>	Filipino
<b>G de la Haye</b>	Belgian
<b>DJ Archer</b>	British
<b>G Sow</b>	Senegalese
<b>E Jouen</b>	French
<b>I Sabi</b>	Dutch
<b>C Croso</b>	Brazilian
<b>MS Baldeh</b>	Gambian
<b>HK Hjetland</b>	Norwegian
<b>MLA Khan</b>	Filipino
<b>A Napoe - Damba</b>	Togolese
<b>DT Cara</b>	Brazilian
<b>K Satyarthi</b>	Indian

## 5. Auditors

Nwanda Incorporated (Chartered Accountants for South Africa) will continue in office in accordance with section 270(2) of the Companies Act.

Global Campaign for Education  
Statement of financial position  
as at 31 December 2009

	Notes	2009 R	2008 R
<b>Assets</b>			
<b>Noncurrent assets</b>			
Property, plant and equipment	2	3	3
<b>Current assets</b>			
Trade and other receivables		223,737	117,229
Cash and cash equivalents	3	9,618,557	6,848,407
<b>Total assets</b>		<b>9,842,294</b>	<b>6,965,636</b>
<b>Equity and liabilities</b>			
Retained surplus		9,468,192	3,470,821
<b>Liabilities</b>			
<b>Current liabilities</b>			
Trade and other payables		374,105	1,826,387
Donations received in advance		-	2,584,000
<b>Total equity and liabilities</b>		<b>374,105</b>	<b>3,494,818</b>
		<b>9,842,297</b>	<b>6,965,639</b>

# 5 Auditor's report

## Global Campaign for Education Statement of comprehensive income as at 31 December 2009

	Notes	2009 R	2008 R
Revenue		41,883,376	17,713,832
Operating costs		(35,973,796)	(15,592,096)
<b>Operating surplus</b>	6	<b>5,909,580</b>	<b>2,121,736</b>
Investment revenue	7	87,791	265,837
<b>Surplus for the year</b>		<b>5,997,371</b>	<b>2,387,573</b>
Other comprehensive income		-	-
Total comprehensive income for the year		<b>5,997,371</b>	<b>2,387,573</b>

## Global Campaign for Education Statement of changes in equity for the year ended 31 December 2009

	Retained surplus R	Retained surplus R
<b>Balance at 01 January 2008</b>	<b>1,083,248</b>	<b>1,083,248</b>
Changes in equity		
Total comprehensive income for the year	2,387,573	2,387,573
Total changes	2,387,573	2,387,573
<b>Balance at 01 January 2009</b>	<b>3,470,821</b>	<b>3,470,821</b>
Changes in equity		
Total comprehensive income for the year	5,997,371	5,997,371
Total changes	5,997,371	5,997,371
<b>Balance at 31 December 2009</b>	<b>9,468,192</b>	<b>9,468,192</b>
Note(s)		

Global Campaign for Education  
Statement of cash flows  
for the year ended 31 December 2009

	Notes	2009 R	2008 R
<b>Cash flows from operating activities</b>			
Cash receipts from donors and members		41,776,868	18,286,902
Cash paid to suppliers and employees		(36,431,506)	(16,347,197)
Cash generated from operations	10	5,345,362	1,939,705
Interest income		87,791	265,837
<b>Net cash from operating activities</b>		<b>5,433,153</b>	<b>2,205,542</b>
<b>Cash flows from investing activities</b>			
Purchase of property, plant and equipment	2	(79,003)	(38,710)
<b>Cash flows from financing activities</b>			
Movement in donations received in advance		(2,584,000)	-
<b>Total cash movement for the year</b>		<b>2,770,150</b>	<b>2,166,832</b>
Cash at the beginning of the year		6,848,407	4,681,575
<b>Total cash at end of the year</b>	3	<b>9,618,557</b>	<b>6,848,407</b>

## Global Campaign for Education Accounting policies & notes to the financial statements for the year ended 31 December 2009

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### 1 Presentation of Annual financial statements

The annual financial statements have been prepared in accordance with International Financial Reporting Standards for Small and Medium-sized Entities, and the Companies Act of South Africa. The annual financial statements have been prepared on the historical cost basis, and incorporate the principal accounting policies set out below. They are presented in South African Rands.

#### 1.1 Donations

Donations are brought to account in the year in which they apply. Those earmarked for specified projects are used to fund the expenditure to date, and any portion unspent is carried forward to the following year as "donations received in advance".

#### 1.2 Membership fees

Membership fee income is recorded on the cash basis.

#### 1.3 Property, plant and equipment

Property, plant and equipment is expensed in the year in which they are acquired and are stated at a nominal value.

#### 1.4 Translation of foreign currencies

##### Foreign currency transactions

A foreign currency transaction is recorded, on initial recognition in Rands, by applying to the foreign currency amount the spot exchange rate between the functional currency and the foreign currency at the date of the transaction.

At the end of each reporting period:

- foreign currency monetary items are translated using the closing rate;
- non-monetary items that are measured in terms of historical cost in a foreign currency are translated using the exchange rate at the date of the transaction; and
- non-monetary items that are measured at fair value in a foreign currency are translated using the exchange rates at the date when the fair value was determined.

Exchange differences arising on the settlement of monetary items or on translating monetary items at rates different from those at which they were translated on initial recognition during the period or in previous annual financial statements are recognised in profit or loss in the period in which they arise.

### Foreign translation of branch

The results and financial position of a foreign operation are translated into the functional currency using the following procedures:

- assets and liabilities for each statement of financial position presented are translated at the closing rate at the date of that statement of financial position;
- income and expenses for each statement of comprehensive income item are translated at exchange rates at the dates of the transactions; and
- all resulting exchange differences are recognised in other comprehensive income.

## 2 Property, plant and equipment

The carrying amounts of fixed assets can be reconciled as follows:

	2009			2008		
	Cost	Accumulated depreciation	Carrying value	Cost	Accumulated depreciation	Carrying value
	R	R	R	R	R	R
Furniture and fixtures	88,682	(88,681)	1	71,616	(71,615)	1
Office equipment	79,770	(79,769)	1	54,130	54,129	1
IT equipment	127,724	(127,723)	1	91,427	(91,426)	1
<b>Total</b>	<b>296,176</b>	<b>(296,173)</b>	<b>3</b>	<b>217,173</b>	<b>(217,170)</b>	<b>3</b>

### Reconciliation of property, plant and equipment - 2009

	Opening Balance	Additions	Depreciation	Total
	R	R	R	R
Furniture and fixtures	1	17,066	(17,066)	1
Office equipment	1	25,640	(25,640)	1
IT equipment	1	36,297	(36,297)	1
	<b>3</b>	<b>79,003</b>	<b>79,003</b>	<b>3</b>

# 5 Auditor's report

### 3. Donations received in advance

Cash and cash equivalents consist of:

	2009	2008
	R	R
<b>Bank balances</b>	<b>9,618,557</b>	<b>6,848,407</b>

### 4. Gross revenue

Gross revenue comprises donations and charity funding received.

### 5. World Cup Donors

Operating surplus is stated after:

	2009	2008
5.1 Agence Francaise Developpement - AFD	5,426,415	-
5.2 Charity Projects 1GOAL	231,142	-
5.3 DFID	9,096,954	-
5.4 Dutch Ministry of Foreign Affairs	8,666,957	-
5.5 Staples	811,465	-
	<b>24,232,933</b>	-

### Foreign currency equivalent:-

5.1 Agence Francaise Developpement - AFD	Euro	500,000	-
5.2 Charity Projects 1GOAL	GBP	18,000	-
5.3 DFID	GBP	701,400	-
5.4 Dutch Ministry of Foreign Affairs	Euro	800,000	-
5.5 Staples	USD	100,000	-

### 6. Operating surplus/(deficit)

Operating surplus for the year is stated after accounting for the following:

Loss on exchange differences	296,806	21,603
Depreciation on property, plant and equipment	79,003	38,710
Employee costs	9,220,401	5,497,445

**7 Investment revenue**

	2008 R	2009 R
Interest revenue		
Other interest	87,791	265,837

**8. Taxation**

The organisation is exempt from taxes and duties.

**9. Auditors' remuneration**

Fees	32,342	29,297
------	--------	--------

**10. Cash generated from operations**

Surplus for the year	5,997,371	2,387,573
<b>Adjustments for:</b>		
Depreciation and amortisation	79,003	38,710
Interest received	(87,791)	59,850
<b>Changes in working capital:</b>		
Trade and other receivables	(106,508)	60,828
Trade and other payables	(536,713)	(281,569)
	<b>5,345,362</b>	<b>1,939,705</b>

**11. Commitments**

Operating leases – as lessee (expense)

Minimum lease payments due	281,296	256,387
- within one year	242,000	523,296
- in second to fifth year inclusive	<b>523,296</b>	<b>779,683</b>

# 5 Auditor's report

## Global Campaign for Education Statement of financial performance for the year ended 31 December 2009

	Notes	2009 R	2008 R
<b>Donations received and membership fees</b>			
Action Aid International		-	1,188,496
Civil Society Education Fund		1,501,773	-
Commonwealth Education Fund		545,200	1,475,850
Education International (EI)		108,812	108,812
Hewlett Foundation		10,066,124	7,796,600
Membership fees		434,855	538,742
Open Society Initiative (OSI)		579,108	293,200
Oxfam Novib		3,122,125	3,088,480
Real World Strategies II		1,292,446	3,079,244
World Cup Donors	5	24,232,933	-
		<b>41,883,376</b>	<b>17,713,832</b>
<b>Other income</b>			
Interest received	7	87,791	265,837
		-	
<b>Expenses (Refer to page 13)</b>		<b>(35,973,796)</b>	<b>(15,592,096)</b>
<b>Surplus for the year</b>		<b>5,997,371</b>	<b>2,387,573</b>

	Notes	2009 R	2008 R
<b>Operating expenses</b>	9	32,342	29,297
Auditors' remuneration		92,733	15,450
Bank charges		78,336	86,753
CSEF-ANCEFA		709,732	
Coalition Support		-	7,120
Communication with and between members		501,577	533,633
Consumables		44,823	45,276
Depreciation, amortisation and impairments		79,003	38,710
Donations		-	100,237
Employee costs		9,220,401	5,497,445
Fifa World Cup		61,600	-
Global action week		2,613,249	2,354,265
Governance International Board		1,070,838	2,790,750
Insurance		27,723	18,092
International advocacy and lobbying		1,263,591	919,598
Lease rentals		438,217	231,927
Legal expenses		27,665	70,873
Loss on exchange differences		296,806	21,603
OSI-Swaziland & Angola		-	3,132
Postage		27,356	91,412
Printing and stationery		14,399	5,660
Recruitment and advertising costs		213,056	185,466
Repairs and maintenance		28,250	51,182
Research and publications		94,002	657,393
Secretariat		33,342	54,616
Small grant funds		-	16,611
Software expenses		2,868	10,512
Strengthening & linking national coalitions		1,656,764	437,575
Subscriptions		-	7,136
Telephone and fax		509,252	457,037
Travel - overseas		898,118	877,202
World Cup Project		16,016,089	-
		<b>35,973,796</b>	<b>15,592,096</b>



Mozambique 2007

# 6 Who makes up GCE

## Membership and national coalitions

### International Organisations

ActionAid International  
Africa Network Campaign on Education for All (ANCEFA)  
Arab Coalition Education For All (ACEA)  
Arab Network for Human Rights and Citizenship Education (ANHRE)  
Asian South Pacific Bureau of Adult Education (ASPBAE)  
Camfed  
CARE  
CLADE  
Christian Children's Fund  
CONSEJO DE EDUCACIÓN DE ADULTOS DE AMÉRICA LATINA (CEAAL)  
Comic Relief  
Education International (EI)  
Free Appropriate Public Education (FAPE)  
Forum for African Women Educationalists (FAWE)  
Fe y Algeria  
Fundación Ayuda en Acción  
Global March Against Child Labour  
IBIS  
International Day of the African Child (IDAY)  
Inclusion International  
Light for the World – Christoffel Development Organization  
NetAid  
Oxfam International  
Pamoja Africa Reflect Network

Plan International  
Public Services International (PSI)  
REPEM  
Save the Children Alliance  
Sightsavers International  
The Consultative Group on Early Childhood Care and Development  
VSO International  
World Alliance of Girl Guides and Girl Scouts  
World Vision International

### National coalitions

**Albania:** Children's Human Rights Centre of Albania (CRCA)  
**Afghanistan:** Movement for Support of Quality Education in Afganistan  
**Angola:** Angolan EFA Network (AAEA)  
**Argentina:** Campaña Argentina por el Derecho a la Educación (CADE)  
**Armenia:** Armenian Constitutional Right-Protective Centre  
**Bangladesh:** Campaign for Popular Education (CAMPE)  
**Benin:** Coalition Béninoise des Organisations pour l'Éducation pour Tous (CBO-EPT)  
**Bolivia:** Foro Educativo Boliviano (FEB)  
**Brazil:** Campana Nacional pelo Direito a Educacao  
**Burkina Faso:** Coalition Nationale EPT du Burkina Faso (CCEB)  
**Cambodia:** NGO Education Partnership  
**Cameroon:** Education for All Network (CEFAN)  
**Canada:** Canadian GCE Alliance/  
Alliance Canadienne de la campagne mondiale pour l'éducation

# 6 Members and coalitions

**Chile:** Foro Nacional Educación de Calidad para Todos

**Colombia:** Coalición Colombiana por el Derecho a la Educación

**Costa Rica:** Agenda Ciudadana por la Educación

**Denmark:** The Danish NGO Education Network

**El Salvador:** Comité Nacional de Educación para Todas /os (CIAZO)

**Ethiopia:** Basic Education Association in Ethiopia

**France:** Solidarité Laïque

**Gabon:** CONSEG

**Gambia:** EFA Campaign Network

**Germany:** GCE

**Ghana:** National Education Campaign Coalition (GNECC)

**Guatemala:** Colectivo de Educación Para Todas y Todos

**India:** National Coalition for Education (NCE)

**Indonesia:** Education Network for Justice (E-Net for Justice)

**Iraq:** Iraqi Coalition for Education

**Ireland:** GCE Coalition

**Israel:** Children International - Israel Section (DCI)

**Italy:** Coalizione Italiana delle Campagna Globale per l'Educazione (CGE)

**Japan:** Japan NGO Network for Education (JNNE)

**Jordan:** Jordanian National Coalition for EFA

**Kenya:** Elimu Yetu Coalition

**Lesotho:** Campaign for Education Forum (CEF)

**Liberia:** Liberia Technical Committee on EFA (LETCOM)

**Malawi:** Civil Society Coalition for Quality Basic Education (CSCQBE)

**Mauritius:** DCI

**México:** Incidencia Civil en la Educación (ICE)

**Morocco:** Moroccan Coalition for EFA

**Mozambique:** MEPT

**Nepal:** GCE

**Netherlands:** GCE

**Nicaragua:** Foro De Educación y Desarrollo Humano De La Iniciativa Por Nicaragua

**Niger:** ASO EPT Niger

**Nigeria:** Civil Society Action Coalition on Education for All (CSACEFA)

**Norway:** Union of Education Norway

**Pakistan:** Pakistan Coalition for Education (PCE)

**Palestine:** Palestinian Coalition for Safe School Environment

**Papua New Guinea:** PNG Education Advocacy Network (PEAN)

**Peru:** Campaña Peruana por el Derecho a la Educación

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

**Portugal:** Campanha Global pela Educacao - Portugal

**Romania:** Coalitia Globala pentru Educatie - GCE Romania

**Senegal:** Coordination des ONG et Syndicats our la defense d 'une Education publique de Qualite (cosydep)

**Sierra Leone:** Education For All Sierra Leone (EFA-SL)

**Solomon Islands:** Coalition on Education Solomon Islands (COESI)

**Spain:** Coalición Española de la Campaña Mundial por la Educación (CECME)

**Sri Lanka:** Coalition for Educational Development (CED)

**Sweden:** Swedish EFA Forum

**Switzerland:** Réseau Suisse des partenaires pour l'Éducation

**Tanzania:** TEN/MET

**Togo:** Coalition Nationale EPT

**Uganda:** Forum for Education NGOs in Uganda (FENU)

**UK:** GCE UK Group

**USA:** Global Campaign for Education US

**Vietnam:** National Education Coalition in Vietnam (NEVC)

**Yemen:** Yemen Network for EFA

**Zambia:** Zambia National Education Coalition (ZANEC)

## GCE board



### **Kailash Satyarthi (President)**

Kailash Satyarthi has worked to help under-privileged students from a very early age. To date he is responsible for rescuing 67,000 children from slave labour. He is the founder and leader of various organisations against child labour, including being chair of the Global March Against Child Labour and has received many international awards in recognition of his work, including the International Peace Prize and 'Heroes Acting to End Modern Day Slavery Award'. Kailash currently represents GCE's members at a number of important international fora and committees working on EFA – including the Education For All Working Group, sitting on the Fast Track Initiative Steering Committee.



### **Assibi Napoe (Chairperson)**

Assibi Napoe is the Chief Regional Coordinator for the international body of teachers unions - Education International's Africa Regional Office. Assibi is a long-standing board member of the Global Campaign for Education and has represented GCE many times including hosting the 2009 media call for the Big Read with Angelique Kidjo and Ismael Beah, as well as leading the call for 18 million more teachers throughout GCE's work. She was elected Chairperson by the board at the World Assembly III, January 2008.



### **Camilla Croso Silva (Vice President)**

Camilla participated in the 2000 Dakar World Education Forum, integrating – as a civil society representative – the Writing Committee that elaborated the text of the Dakar Framework for Action. Camilla is the author of a series of articles and books on education and rights, the latest being Equality of Ethnic Relations in Schools (2007). Camilla was the coordinator for the Education Watch programme, Ação Educativa. Since then she has set up and coordinated the Latin American Coalition for the Right to Education – CLADE.

# 6 GCE board



### **Maria Khan (Vice Chair)**

Maria Khan has been the Secretary General of the Asia South Pacific Bureau for Adult Education (ASPBAE) since 1995. ASPBAE contributed to the discourse at the World Education Forum in Dakar 2000, to ensure adult literacy was included in the Dakar agenda. Maria is an expert in advocacy work and coalition building. She has led ASPBAE's work on research and documentation, and encourages the emergence of grassroots scholars to fill the void in a predominantly northern-based research on adult education.



### **David Archer**

David Archer is Head of Education at ActionAid International. In the 1980s he worked on literacy programmes across Latin America inspired by Paulo Freire, before co-developing the REFLECT methodology for adult learning in the 1990s. His advocacy work on adult literacy continues today, for which he has authored GCE reports, notably the International Benchmarks on Adult Literacy: Writing the Wrongs (GCE 2005). David now supports coalitions and campaigns on the right to education across Africa, Asia and Latin America, including helping to set up the Right-to-Education Project.



### **Matarr Baldeh**

Matarr Baldeh is the National Coordinator and CEO of the Education For All Campaign Network (EFA Net), the Gambia. Matarr previously served as the Secretary General of the EFA Campaign Network on a voluntary basis and has been an ongoing focal point for UNESCO, ANCEFA, and the Real World Strategy project. Matarr is a literacy specialist, having previously worked at SOS KDI Regional Mothers and Adult Training Centre, North/West Africa, where he designed, developed and implemented the adult literacy programme. He has also worked as the Curricula Development Officer for the Ministry of Education in the Gambia.



### **Daniel Cara**

Daniel Cara is the General Coordinator of the Brazilian Campaign for the Right to Education. Former president of the Academic Centre of Students of Social Sciences of São Paulo University, Daniel has participated in many municipal, provincial, national and international youth forums. He coordinated the Youth Latin-American Network for a Plural, Accountable and Solidarity World between 1998 and 2001 and the 2006 Education, Culture, Youth and Communication group. He was deputy president of the Youth National Council from 2005 to 2007, and is a member of the Presidency of Brazil and civil society dialogue group on Brazilian foreign policy.



### **Monique Fouilhoux**

Monique Fouilhoux has been involved with Education International (EI) since its creation in 1993. She works on various areas, in particular higher education and research issues, and the impact of General Agreement on Trade in Services (GATS) and trade agreements on education with EI affiliates, intergovernmental agencies and non-governmental organisations. She is particularly engaged with the most pressing issues concerning academics and researchers, such as working conditions, careers, academic freedom, mobility. Monique is also secretary of the EI European Higher Education and Research Standing Committee (HERSC) and moderator of the European Trade Union Committee for Education (ETUCE) Higher Education and Research on-line Network.



### **Helga Hjetland**

Helga is the President of the Union of Education Norway (Utdanningsforbundet) and represents Europe and North America on the GCE board. A former teacher, Helga held the position of president of the Norwegian Union of Teachers for five years. In 2001 when the two biggest teacher unions in Norway merged, Helga Hjetland was elected President of the Union of Education Norway and re-elected in 2003 and 2006.

# 6 GCE board



### **Elie Jouen**

Elie Jouen is a board member of the Global March Against Child Labour. Prior to his recent retirement Elie Jouen was also Deputy General Secretary at Education International. He has held the roles of Deputy General Secretary for the International Trade Secretariat of Education (ITSE) and subsequently Education International. Within this framework, Elie organised and supervised many EI activities in Africa, Latin America, Asia and Central and Eastern Europe, and more specifically in the Education and Development Cooperation fields. He maintains close relationships with many intergovernmental organisations including the World Bank, ILO, WTO, OECD and UNESCO.



### **Imad Sabi**

Imad Sabi represents the International NGO constituency of GCE on the Board on behalf of Oxfam International. His responsibilities at Oxfam entail working with an extensive network of global civil society actors. In the field of education, he is well acquainted with education in emergencies and post-conflict contexts, as well as with the promotion of reading skills among young people.



### **Gorgui Sow**

Gorgui Sow is the coordinator of the Africa Network Campaign on Education For All (ANCEFA). A civil society activist for education, his professional background includes a role as an innovation approach evaluation unit coordinator in Senegal's National Education Institute, an evaluation team member for UNDP in Angola, a consultant for the World Bank on literacy and non-formal education, and an education officer for Aide et Action. Gorgui was also a member of the Dakar framework of action drafting group in April 2000 for the world Education Forum.



### Edicio dela Torre

A former priest, Edicio dela Torre became involved in the national spirit of the Philippines Second Propaganda Movement in the late sixties. Active on farmers rights and land reform, he mobilized students and christian youth to take up their cause. He spent many years working with Filipino migrants and solidarity groups both in the Philippines and Europe, and in 1992 he started the Education for Life Foundation to help train a new generation of grassroots leaders in the needed shift from the politics of resistance to the politics of participation. In 1998 Edicio became director general of the Technical Education and Skills Development Authority.

## Secretariat

Owain James

Alex Kent

Amy Gray

David Philip

Geoffrey Odaga

Khanyi Masinga

Kjersti Mowe

Lucia Fry

Michelle Dixon

Muleya Mwananyanda

Patrick Watkins

Estelle Marais

Yunus Dhoda

Jill Hart

Judith Flick

Martin Davies

Anna Maria Williams

Lizzie Liebenhals

Gillian Clarke

**Global Coordinator**

**Communications and Campaigns  
Coordinator**

**IFI Education Policy Officer**

**New Media Officer**

**CSEF Coordinator**

**Administrator**

**CSEF Project Support Officer**

**Policy Advisor**

**International Campaigns Advisor**

**Global Action Week Coordinator**

**Policy Advisor**

**Communications Officer**

**Finance Manager**

**RWS Coordinator**

**Head of Projects and Planning**

**1GOAL Manager**

**Office Manager 1GOAL Project**

**Association and Player Liaison Manager  
1GOAL**

**Sponsorship and Broadcasting Manager  
1GOAL**



Liberia 2006

# 7

## Join GCE

The Global Campaign for Education's membership is open to national coalitions and international and regional organisations that:

- Advocate for quality public Education For All
- Subscribe to the GCE's principles and demands, and
- Agree to uphold our constitution.

GCE members are able to participate fully within the Global Campaign for Education at the World Assembly, vote for the future policy positions of the Global Campaign for Education, stand for election to the management structures of GCE, use the GCE logo on materials, apply for funding for Global Action Week and other advocacy activities.

The GCE believes in uniting civil society in the common pursuit of the right to education – therefore only one education coalition is recognised in each country. Individuals, national organisations or trade unions are encouraged to join their national education coalition, but are not eligible to join the GCE directly.

**To apply for membership please contact Yunus Dhoda (Yunus@campaignforeducation.org)**

Individuals are encouraged to join the campaign through their national coalition, alternatively they can find out more and sign up to GCE on the website: [www.campaignforeducation.org](http://www.campaignforeducation.org)

# 8 Glossary

<b>ACEA</b>	Arabic Coalition for Education for All	<b>FTI</b>	Fast Track Initiative
<b>AFD</b>	Agence Française de Développement	<b>GAW</b>	Global Action Week
<b>ANCEFA</b>	Africa Network Campaign on Education For All	<b>GCE</b>	Global Campaign for Education
<b>ASPBAE</b>	Asia South Pacific Association for Basic and Adult Education	<b>GNP</b>	Gross National Product
<b>CEAs</b>	Confederacion de Educadores Americanos, Confederation of American Educators	<b>1GOAL</b>	1GOAL: Education For All campaign
<b>CLADE</b>	Campaña Latinoamericana por el Derecho a la Educación	<b>G8</b>	Group of Eight: US, Britain, France, Russia, Germany, Japan, Italy, Canada
<b>CONFINTEA VI</b>	6th International Conference on Adult Education	<b>G20</b>	Group of Twenty: Argentina, Australia, Brazil, Canada, China, EU, France, Germany, India, Indonesia, Italy, Japan, Mexico, Russia, Saudi Arabia, South Africa, Republic of Korea, Turkey, UK, US
<b>CSEF</b>	Civil Society Education Fund	<b>IFI</b>	International Financing Institution
<b>CSO's</b>	Civil Society Organizations	<b>ILO</b>	International Labour Organization
<b>DFID</b>	UK Department for International Development	<b>IMF</b>	International Monetary Fund
<b>EC</b>	European Commission	<b>LICs</b>	Low Income Countries
<b>ECCE</b>	Early Childhood Care and Education	<b>MDGs</b>	Millenium Development Goals
<b>EFA</b>	Education For All	<b>NGO</b>	non-governmental organization
<b>EFA FTI Initiative</b>	Education For All Fast Track Initiative	<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>EI</b>	Education International	<b>OSI</b>	Open Society Institute
<b>EPDF</b>	Education Programmme Development Fund	<b>RWS</b>	Real World Strategies
<b>EU</b>	European Union	<b>UN</b>	United Nations
<b>FIFA</b>	Fédération Internationale de Football Association	<b>UNDP</b>	United Nations Development Programme
<b>FISC</b>	International Civil Society Forum (took place at CONFINTEA VI)	<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
		<b>WTO</b>	World Trade Organization

# Acknowledgements

This Annual Report was compiled by the GCE secretariat. Many thanks to staff, GCE's members and board for their help, contributions and photographs.



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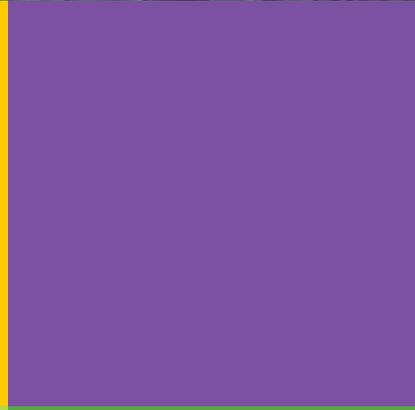
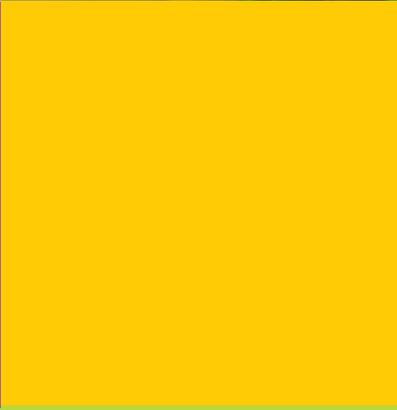
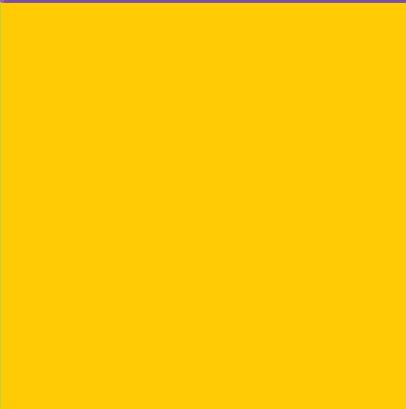
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**The Global Campaign for Education is incorporated in South Africa under section 21A of the Companies Act 1973.**

**Section 21 registration number: 2006/008358/21**

[www.campaignforeducation.org](http://www.campaignforeducation.org)



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