

INTERNATIONAL EDUCATION: ANNUAL REPORT 2006

EXECUTIVE SUMMARY

2005 was a key year for education work across ActionAid. A major step forward came with the approval of a **new International Education Strategy 2005-2010**, and the recruitment of a multi-locational core education team of 6 people (based across UK, South Africa and Nigeria). Lead education resource people were also named in 30 ActionAid countries (these people play a role in linking to all the education work in their country and spend 25% of their time linking across countries). This means we have a better-coordinated **global team** than ever before. Almost all members of this full team met in Johannesburg from 14th-17th May (with 42 lead education people from 29 ActionAid countries) to discuss the draft strategy. Following approval of the new education strategy there was an Asia regional meeting of education lead people in September and an Africa regional meeting in Kenya in November helping us to build a really strong sense of a team.

As a result of the international meetings and the development of the strategy, big steps forward were taken during 2005 in respect of **coherence** across the organisation. Most countries organised their 2006 plans around the strategic priorities of the new framework and reported that they found the framework to be useful.

Although this internal progress is important, this is only a means to an end and in 2005 we also saw significant progress towards some of our “ends”. The Global Campaign for Education Week of Action **mobilised people** in at least 112 countries, including all ActionAid country programmes. Over 3,000 members of parliament went back to school and over 5 million “buddies” were made – cut outs representing children excluded from school around the world. Many of these convened in the UK to put pressure on the G8 meeting in July and then went to the UN Summit in New York with Mr Kimani (the world’s oldest primary school student – an 85 year old Kenyan) to put pressure on Heads of State. This mobilisation received overwhelming coverage in the global media – including over 300 newspaper articles.

We made significant progress in understanding the **macro picture** of education, with the publication of “Contradicting Commitments: how the IMF undermines investment in EFA”, based on work in 8 countries where education advocates interviewed Ministry of Finance and Central Bank officials about constraints to national education budgets. This has inspired people in a further 20 countries to now do detailed work in 2006 on these issues.

October 2005 saw the publication of “Deadly Inertia: a cross country study of educational responses to **HIV/AIDS**” based on work in 20 countries. This joint AA and GCE publication was part of a UNAIDS / UNESCO Global Readiness Survey and offered critical insights into the state of HIV/AIDS education and has helped us place new priority on teacher training which has been widely overlooked until now.

A report “Writing the Wrongs: International Benchmarks on **Adult Literacy**” was based on research in 49 countries – the most comprehensive survey ever of effective adult literacy programmes. This was developed by ActionAid and the Global Campaign for Education with funding from Unesco and the Education for All Global Monitoring Report. It was published in October and launched in over 20 countries. It is likely to have a significant impact on the adult literacy sector and will create more space for the Reflect approach (which won a second UN Literacy Prize in 2005).

We also deepened our understanding of the **WTO and education** – commissioning papers on GATS and on Intellectual property rights / copyright law as they affect access to learning materials / textbooks. We have broken new ground with work on **Constitutional Rights to Education**. Working with Katarina Tomasevski, the former UN Special Rapporteur on the Right to Education and with Amnesty International, we are exploring the possibilities of constructive legal action in 2 or 3 countries. This will lead to the production of an Activist’s Guide.

One exciting area of development has been the new partnership forged with Education International: the global federation of **teacher unions** – starting with detailed discussions in 6 countries to explore the threats

to the status of professional teachers and ways of deepening links between NGOs and teacher unions / associations. A major workshop is planned for April 2006.

There was progress too with the **Commonwealth Education Fund** which completed a Mid Term Review and defined future directions in the CEF Strategy 2010 Proposal – which was submitted to the UK Treasury in June and received positive endorsement from Gordon Brown, the UK Chancellor in December.

ActionAid prioritised education as one of the key area of work in responding to the Tsunami early in 2005, especially in Sri Lanka. Later in the year learning from this experience was shared with colleagues in Pakistan responding to the devastating earthquake. DFID approved a new £2.8 million proposal for ActionAid to explore how schools can play a lead role in **disaster** risk reduction in 7 countries around the world. This ground-breaking work is a partnership between the education team and human security team.

With support from the Banyan Tree Foundation project 13 ActionAid countries **documented innovative work** in 2005 with a total of 60 studies that were compiled by Simeon Ogbonna in ActionAid Nigeria into a draft resource pack which will be published in 2006. This marks an important direction for the future – improving the way in which we share grassroots practice.

No global overview can capture the hugely diverse work of ActionAid programmes around the world. Most of what we do is still at a national and local level where most of our resources are still channelled – and it is the base of this work that enables us to contribute to international processes. Our greatest strength lies in the fluid communication between local, national, regional and global level education work – and the breaking down of old distinctions between programme, policy and campaigning work. Some of the diverse work that **different countries** have highlighted in 2005 includes:

- empowering parent teacher associations in Ghana
- establishing counselling units to give girls a voice in schools in Kenya
- creating a flexible education calendar for The Gambia
- giving young people a second chance to learn in Liberia
- influencing national education policy in Tanzania
- mobilising children and parents in Mozambique
- building a new education coalition in Orissa, India
- overcoming the language barrier in education in Vietnam
- training teachers on human rights in Pakistan
- ensuring fair representation of poor parents in school management in Nepal
- mobilising on pre-school education in Brazil
- linking local and national action on education in Guatemala
- building solidarity in Ireland
- linking domestic and international education policies in the USA
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ActionAid spent 15% of its direct project expenditure (**over £11 million**) on education in 2005. Africa tended to spend more (18%) and Asia less (9% average). Ghana spent the most £758,000 though post-conflict countries spend the highest proportion of their income on education (Rwanda 61%, Sierra Leone 45% and Liberia 41%). The only countries not reporting education spending were Afghanistan, Zimbabwe and Thailand (and these are all now starting education programmes).

1. THE YEAR OF EDUCATION IN ACTIONAID: A SUMMARY OF INTERNATIONAL WORK

New Strategy

A major step forward came with the approval of a new International Education Strategy for ActionAid, running from 2005-2010. Education is one of 6 thematic strategies which now underpin the work of ActionAid globally (others are women's rights, HIV, food rights, human security and governance) and this represents a significant increase in the formal status of education work across the organisation

New Core Team

New members of staff for the International Education team have been recruited so the full core team is now:

- David Archer - Thematic Head of Education - based in UK
- Victorine Djitrinou Kemonou - Advocacy / Campaigns Coordinator – based in South Africa
- Akanksha Marphatia – Senior Policy Analyst / Research Coordinator – based in UK
- Tania Boler - Senior Policy Analyst on HIV and Education – based in UK
- Balaraba Aliyu - Programme and Shared Learning Coordinator - based in Nigeria
- Egigayehu Summers – Operational Coordinator – based in UK

New Extended Team

One of the major steps forward in 2005 has been the creation of lead education resource people in 30 ActionAid countries. These people play a role in linking to all the education work in their country and spend 25% of their time linking across countries. This means we have a better-coordinated global team than ever before. Almost all members of this full team met in Johannesburg from 14th-17th May (with 42 lead education people from 29 ActionAid countries) to finalise the Education Strategy. Following approval of this strategy there was an Asia regional meeting of education lead people in September and an Africa regional meeting in Kenya in November helping us to build a really strong sense of a team. We believe these meetings were a very good investment at this time!

New Convergence / Coherence

As a result of the international meetings and the development of the strategy, big steps forward were taken during 2005 in respect of coherence across the organisation. Most countries organised their 2006 plans around the strategic priorities of the new framework and reported that they found the framework to be useful.

New Momentum with CEF

A week-long workshop in Accra, Ghana convened two people from each of the 16 countries involved in the Commonwealth Education Fund. This meeting analysed outcomes from the draft CEF Mid Term Review and defined future directions. The final Mid-term review (available on request) and CEF Strategy 2010 Proposal were submitted to the UK Treasury in June and received positive endorsement from Gordon Brown, the UK Chancellor in December who promised to release all available matched funding for CEF.

Growing Global Mobilisation

The Global Campaign for Education Week of Action mobilised people in at least 112 countries, including all ActionAid country programmes. Over 3,000 members of parliament went back to school and over 5 million “buddies” were made – cut outs representing children excluded from school around the world. Many of these convened in the UK to put pressure on the G8 meeting in July and then went to the UN Summit in New York with Mr Kimani (the world's oldest primary school student – an 85 year old Kenyan) to put pressure on Heads of State. This mobilisation received overwhelming coverage in the global media – including over 300 newspaper articles. ActionAid's financial input was relatively modest but was able to draw on GCE's prior investment internationally to achieve a large impact in New York.

New Pressure on the IMF

“Contradicting Commitments: how the IMF undermines investment in EFA” was published by ActionAid and GCE in September and launched in events in Washington, New York and London. It is based on work in 8 countries where education advocates interviewed Ministry of Finance and Central Bank officials about constraints to national education budgets. This has inspired people in a further 20 countries to now do detailed work in 2006 on these issues. The IMF and David Archer exchanged correspondence in the Washington Post about this report which has been widely read and referred to.

New Partnerships with Teachers

An agreement has been reached for close coordinated work with Education International: the global federation of teacher unions – starting with detailed discussions in 6 countries to explore the threats to the status of professional teachers and ways of deepening links between NGOs and teacher unions / associations. A major workshop is planned for April 2006.

New Work on Constitutional Rights to Education

A legal intern, Ben Spier worked with us to map experiences around the world of testing the legal right to education. Working with Katarina Tomasevski, the former UN Special Rapporteur on the Right to Education and with Amnesty International, we are exploring the possibilities of constructive legal action in 2 or 3 countries. This will lead to the production of an Activist’s Guide.

New Momentum on Adult Literacy

A report “Writing the Wrongs: International Benchmarks on Adult Literacy” was based on research in 49 countries – the most comprehensive survey ever of effective adult literacy programmes. It was published in October and launched in over 20 countries. This was developed by ActionAid and the Global Campaign for Education with funding from Unesco and the Education for All Global Monitoring Report. It is likely to have a significant impact on the adult literacy sector – especially in relation to the payment of facilitators, the focus on creating a literate environment and the cost of quality programmes.

New Response to Disasters

ActionAid prioritised education as one of the key areas of work in responding to the Tsunami early in 2005, especially in Sri Lanka. Later in the year learning from this experience was shared with colleagues in Pakistan responding to the devastating earthquake – and was reported by emergency staff on the ground to be “valuable” and “timely”.

New Resources for disaster risk reduction

DFID approved a new £2.8 million proposal for ActionAid to explore how schools can play a lead role in disaster risk reduction in 7 countries around the world. This ground-breaking work is a partnership between the education team and human security team.

New funding proposals

Major new funding proposals are being developed on Violence Against Girls in Schools (in 12 countries), and Education and HIV/AIDS (focused on abstinence education). UNAIDS recently approved \$100,000 for work on girls education and HIV/AIDS – and this is likely to be just the start of something bigger.

New insights into the Deadly Inertia around HIV and Education

October 2005 saw the publication of “Deadly Inertia: a cross country study of educational responses to HIV/AIDS” based on work in 20 countries. This joint AA and GCE publication was part of a UNAIDS / UNESCO Global Readiness Survey. The report identified a clear gap in the training of teachers – which ActionAid is now prioritizing in its future work in this area.

New Perspectives on the World Bank’s investment in education:

David Archer participated in the 4 person external panel to independently review the World Bank’s investment in education over the past 15 years. Critical comments were made both on the various country studies and background papers as well as the draft of the final report. The final version of the full report should be published in early 2006.

New Understanding of the WTO and education

In 2005 we commissioned two papers on the WTO and education - one on GATS and one on Intellectual property rights / copyright law as they affect access to learning materials / textbooks. These helped us to frame a strategy for 2006 which will focus on challenging privatization in education and pushing for governments and donors to demand open content licenses in all textbooks – enabling them to be adapted, reproduced and photocopied without punitive costs

New look for Education Action magazine

The 20th edition of Education Action magazine was produced at the end of 2005, with a significant shift away from its previous focus on Reflect to cover a much wider range of education stories. Over 5,000 copies of the magazine go out in four languages to people in over 100 countries.

New documentation on Accountability, Mobilisation and Transformation

With support from the Banyan Tree Foundation project 13 ActionAid countries documented innovative work in 2005 (see below), with a total of 60 studies that were compiled by Simeon Ogbonna in ActionAid Nigeria into a draft resource pack which will be published in 2006.

Another UN prize for Reflect

For the second time in three years, Reflect won a UNESCO International Literacy prize for the work of GOAL in Sudan. ActionAid helped by putting in the nomination.

New research on Reflect and literacy

Jude Fransman, an intern who previously worked on the EFA Global Monitoring Report, started work on a project to document the effectiveness of Reflect for adult literacy – with an extended visit to Tanzania and a further visit to Vietnam now scheduled. This should inform plans for a major workshop in 2006 revisiting Reflect for literacy.

New spaces in the US

A workshop in 2005 co-convened with Just Associates in Washington brought together education advocates in the US with international campaigners to build new partnerships on education looking at how US domestic policy is connected to policies exported by USAID, WB and others.

New Global advocacy

ActionAid's education team contributed to the pressure on many key global processes affecting education in 2005, including:

- influencing Blair's Africa Commission,
- working with the Make Poverty History coalition and the Global Call for Action Against Poverty to put education on their agenda
- popular campaigning around the G8 meeting in Gleneagles in June
- participating in the EFA Working Group meeting in Paris in July
- influencing the UN Summit in New York in September
- raising issues at the WB and IMF annual meetings in September
- participating in the EFA High Level Group and Fast Track Initiative meetings in Beijing in December
- maintaining close dialogue with the UK Treasury about follow up to 2005.

This global overview fails to capture the hugely diverse work of ActionAid programmes around the world. Most of what we do is still at a national and local level where most of our resources are still channelled – and it is the base of this work that enables us to contribute to international processes. This is an iterative process – so that our work internationally helps us to provide a clear strategic framework for national work – and gives us new insights to emerging issues and challenges which might inform or impact our local work. Our greatest strength lies in the fluid communication between local, national, regional and global level education work – and the breaking down of old distinctions between programme, policy and campaigning work.

2. A SAMPLE OF NATIONAL AND LOCAL EDUCATION WORK

Below are some examples of education work undertaken in 2005 from a range of diverse ActionAid countries: from Ghana, Kenya, The Gambia, Liberia, Tanzania and Mozambique in Africa; from Nepal, India, Pakistan and Vietnam in Asia; from Guatemala and Brazil in Latin America, and from Ireland and the USA. These give a flavour of the diversity of education work at local and national levels across ActionAid. They are drawn from either country programme annual reports, articles written for Education Action or presentations given at meetings during 2005.

2.1 GLIMPSES FROM GHANA

AAI Ghana interventions sought to empower Parents Associations (PTAs) and School Management Committees (SMCs) to demand accountability of school and District education authorities and to ensure effective delivery through participation in school governance. A research project on PTA/SMC performance established the limited capacity of PTA/SMCs to engage in effective school governance - and this informed AAIG intervention to strengthen them and increase their role in promoting rights to education.

There is similar work at a national scale through support to the Ghana National Education Campaign Coalition (GNECC) – which organised a roundtable conference early in 2005 and issued a Communiqué calling on Government to intensify its efforts at making education really free. This influenced the Government’s White Paper on the Education Reform Review Committee report. It is therefore not surprising that in the course of the year, the government introduced a “capitation grant”. GNECC again organized a press conference to lend its support to pro poor policies by advocating on behalf of the public schools instead of private schools.

ActionAid followed this up with regional programmes to raise awareness of the capitation grant with parents and other rights-holders and also to raise awareness of government officers, the duty bearers.

Another piece of research tracked the supply of textbooks showing that although there is a transparent system for the distribution of book, the quantities supplied are inadequate and there is limited monitoring of usage at the school level. This research again informed both school level engagement and national level advocacy work.

Another strand of work was around early childhood education. AAIG and partners continued to facilitate the improvement in the pre-school system which is now a government requirement in all public schools. In Brong Ahafo region such capacity building sessions had this outcome: *“I benefited from a 2-week training for nursery attendants organized by ActionAid International Ghana and Ghana Education Service. Aside handling children properly in the classroom, it is possible now for me to identify problems like boredom in class. I also now have the skills to prepare lesson notes and prepare teaching and learning materials. I must say that the training has been very helpful for the children and me because it has improved my ability to handle the children properly”* Pokuaa Amoasie, a 26-year nursery attendant from Ohiatua in Asutifi)

2.2 FOCUS ON GIRLS IN KENYA

During the year, ActionAid in collaboration with Child Life Trust supported training for over 60 managers of children’s homes (institutions that provide shelter and other services to homeless children) in addressing the rights of children. The participants were exposed to Children’s Act 2001 and the United Nations Convention on the Rights of the Child. Some of the immediate visible outcome of the training has been greater emphasis on child leisure activities and the participation of children in deciding on the menu for their meals.

ActionAid has also been organising Girl’s Forums to give girls an opportunity to highlight their problems while at school. This has helped to unearth many problems that affect girls as well as giving them a voice and courage to openly discuss about their issues. Parents and teachers are beginning to appreciate their roles and are slowly changing their attitudes. Roselyn Odhiambo, a teacher and supporter of girl’s forum at Sirimba Primary School in Busia DI says,

“Having the girls in school throughout the year had become such an uphill task. At one point we were blaming the girls whom we felt didn’t want to take their studies seriously. But I later realised that I needed to understand the girls better and get to know what really affects their education. The idea of bringing the girls together in their own forum has given me the opportunity to understand them better. When the idea of the forums began, the girls were too shy to speak. They feared talking about what affected them. They thought they would be victimised by their parents or teachers. But as time went by, the girls began to open up.”

In Mombasa, guidance and counseling units in all schools were supported through training to ensure that children have a place where they can voice issues affecting them and where they also receive psycho social support. As a result of these efforts, guidance and counseling is now institutionalized in schools and has improved learning environment. Schools now have at least two trained teacher counselors. Madam Hawa of Likoni Primary School estimates that, on average 60 children receive counseling in her school every week.

The guidance and counseling has had a positive impact on children and particularly girls who have now formed peer counseling groups. This has enabled children to deal with challenges affecting them. Parents and teachers have been made aware of all the tenets that constitute the rights of the child. They are now supporting their children and protecting them from abuse, and where it happens, they are able to act by reporting the cases to relevant authorities including taking the violators to court.

2.3 CHANGING THE CALENDAR IN THE GAMBIA

The Gambia Teachers’ Union, Parent Teachers’ Association and the Education For All Secretariat in the Ministry of Education, in collaboration with ActionAid The Gambia have embarked on designing a flexible calendar for schools. The rationale is to enable children from the rural areas to attend school regularly thereby increasing the contact hours. It is also hoped that this will boost enrolment and retention at the basic cycle level (Grades 1 – 9). Empowering parents, teachers and pupils to participate in designing the school calendar fits within a wider spirit of decentralisation and should increase people’s sense of ownership.

The Education Policy 2004 -2015 made a commitment to a flexible school calendar but there was nothing in the policy which stated how this flexible calendar would be produced and who would lead this process. The Gambia Teachers’ Union in consultation with the Parent Teachers’ association approached ActionAid for a partnership to ensure the realisation of this statement. The Education for All Secretariat were also closely involved to ensure the realisation of this initiative. Cluster based focussed group discussions were held at each of the Regional Education Directorate levels and a national debate for consensus building ensued.

The starting point was to organise cluster based focussed group discussions around the country. Two such discussions were held at each of the six Regional Education Directorate levels. With an average of 75 participants in each of these 12 cluster group discussions, over 900 people were actively involved – including parents, teachers and local leaders. The discussions were held in the most commonly used local language of each area. Facilitators introduced the paragraph in the Policy dealing with the flexible calendar and expounded on the rationale for the importance of achieving 880 contact hours. This was followed by a question and answer session during which clarifications were made.

In each meeting, people were then asked to break into groups of twelve. In each group it was important that at least one or two members could write. The instructions were for each group to come up with a school calendar of 880 instructional hours, with holidays and other religious holidays indicated. They were encouraged to consider seasonal patterns of livelihoods in the local area, daily routines of girls and boys, and any other factors they considered to be relevant. At plenary, presentations were done by each of the 6 groups and the proposals were discussed and critiqued. There then ensued a process of synchronising the 6 calendars, taking similarities into consideration in order to produce 2 calendars. As there were two cluster consultations in each region this meant that there were four agreed sample calendars from each part of the country. The next step was for a core group representing parents and teachers to sit at regional level and come up with two options out of the four, which would then be presented at a national debate for consensus building

During the national debate there were ten representatives from each region. They presented the regional draft calendars to the other regional delegates who subjected the drafts to a debate followed by suggestions. There were some key parameters agreed in order to help the discussions. For example, it was agreed that all calendars needed to start the school year on the same date and that all regions would have to publish the full timetable for the year on this first day. It was also agreed that the Ministry of education would ensure that teachers would be posted to schools in line with the agreed regional timetables so that all classes would have a teacher. Furthermore it was agreed that parents associations and school management committees would ensure that villages were prepared in advance for the new timetables and would make houses available for teachers to rent. There would also be some scope for very local adaptability, for example to accommodate market days: where markets took place during the school week concrete arrangements could be made by school management committees and parent teacher associations to replace the day with another. There may also be ad hoc variations in the calendar to accommodate the receiving of dignitaries or deaths of important persons in the village, etc.

The process was not easy. There were some irrational demands made by delegates. It was not easy to guarantee teacher supply and the movement/transportation of teachers to fit different calendars. There were complexities also around the movement of pupils and transfers between schools. It was a mistake not to involve the Planning Directorate of the Ministry as they play a key role in such matters. There were also failures in giving clear guidelines on matters such as statutory national holidays. It has also been a little unclear how the process will be monitored and evaluated – and who will be held accountable if problems emerge.

But despite these problems this creation of flexible calendars in different regions has widely been seen as a great success. The Decentralised school calendar is being implemented for the academic year September 2005- July 2006. There are some significant changes, for example with schools in the provinces closed earlier than those in the Greater Banjul so that children can assist with key agricultural work. There has also been an important breakthrough with the Ministry of Education who have agreed to increase the allowances for teachers who are willing to be posted in remote areas. This was an unexpected gain from the process – but is precisely the sort of outcome that will emerge from a participatory process that brings grassroots voices from across the country into national level policy discussions.

2.4 REBUILDING LIVES IN LIBERIA

Education is one of the greatest post-conflict challenges the country has to meet. Although compulsory, basic education (primary and secondary schools) has been on the books since the 1940s, Liberia has an alarming 85% illiteracy rate and only about half of all children go to school. One immediate cause of low access is limitation in physical infrastructure. In 2003/04, 57% of 3,840 educational facilities assessed were either completely, or mostly, or partly destroyed. Another immediate cause of low access is low disposable incomes of households – as parents have to contribute various “supplementary costs” for the education of their children. “Free” education means little in practice on the ground. Meanwhile, low salaries and deteriorating working conditions are driving qualified teachers out of the public schools – and a growing number of unqualified teachers are entering the classrooms.

ActionAid Liberia places a priority on youths below the age of 30, strengthening the managerial and leadership capacities of youth organizations and CBOS for social and economic rehabilitation. There is a real need to develop young people’s life skills and sense of identity, as well as their capacity to live harmoniously and peacefully, encouraging constructive participation in community rehabilitation. For example, war-affected children and youths have been involved in the reconstruction of 5 primary and secondary schools. This goes far beyond a normal school construction project as the building is only on small part of the outcomes desired. The youth learn carpentry and masonry skills, and learn to work together for the collective public good. They also earn an income for this work.

There is also engagement in national education policy debates influencing the government to extend quality education access to disadvantaged and marginalized groups. A key means for doing this is building the capacity of school Management Committees and Parent Teacher Associations, ensuring they represent the interests of excluded groups. The Reflect approach is important in contributing to this capacity building.

2.5 INVITED AND CREATED SPACES IN TANZANIA

Through the national education coalition TEN/MET it was possible for people from the grassroots to be consulted on the review of Tanzania's Education and Training Policy. This "invited space" was an invaluable opportunity. Civil society participation influenced both the policy content and the process, ensuring that the new policy is much more people-centred. Particular attention was placed on influencing the design of the "Performance Assessment Framework" for the new education plan. Once in operation, this should serve as an effective management tool in monitoring and evaluating education sector performance.

Formal policy influencing was matched by mass mobilisation to create new policy spaces. Thousands and thousands of pupils marched from their villages to ward level-headquarters and others accompanied by teachers and parents went to the parliament. They shared a central demand that the government should take responsibility to ensure access, retention and attainment of quality basic education for all. The message was delivered through the parliamentary social committee at national level but the same message was also taken to district executives. The whole process was captured by local and national print media and by national as well as pirate TV stations.

2.6 MOBILISING CHILDREN AND PARENTS IN MOZAMBIQUE

In order to sensitize the government officials and wider civil society, AAIMoz participated actively in the Education for All campaign, mobilizing teachers, priests and other local religious and political leaders through discussions and meetings to address problems affecting the quality of education. During the EFA week, marches

were organized, involving the whole community, boys and girls in and out of school. The children carried banners with various messages and sung songs about the problems of education. Delfina Rufino Cossa who attends grade 4 commented on the experience of being involved in this

"... this year we took part in a march alongside other children and we asked for more schools, school furniture, teachers, uniform and light meals for all the district's children, particularly at our school, for at our school there are some children sit on the floor in class. These children will get their clothes dirty every day, and this is sad. To this date our requests have not been met, for this reason we would like to continue with the actions aimed at getting quality education for all that meets our needs, to have schools with good facilities where we can study and play properly. Lastly, we would like to ask again what we requested during the EFA campaign for us and for all the children in our country."

The mobilisation of parents is also important. Regina Francisco, a parent from a small village called Mussiquil in the province of Manica gives some insight into how ActionAid and its partners now work to secure the right to education at a local level.

"Our village is very far from the district headquarters, where the decisions that affect our community are taken. And for a long time we did not know that we could also have a say in these decisions and how they affect our families and us. For many years our children had their classes under a tree. During the rainy season it was impossible to have lessons and this meant that they missed out on a lot of learning time. It was hard enough for poor parents like us to pay the \$20 a year it costs for the school materials, having to pay it again for repeated years that were not the children's fault was very difficult and not fair."

"We felt bad when we realized that the villages nearer the district headquarters did not have this problem. All their schools were properly built and had proper classrooms so the pupils could go to school even when the weather was bad."

When MAGARIRO, ActionAid local partner, came to work in our village, we began to learn much more about how decisions about schools are made and how Parent Teacher Associations (PTAs) work. We explained our problems to them and they said that if we formed a PTA, it would be a good way to get the government to listen to our needs. I was very happy to be a member of the group because I thought it could be a way to change some of the problems our children had at school."

The first thing we wanted to do was to get the District Education Officer to come to our village for a meeting and explain why we did not have a proper school building in the village. It took a long time, but with the help of MAGARIRO, we managed to bring him and officials from the Ministry of Housing and Public Works to our village for a meeting. At this meeting the Education Officer said that they did not have enough money to build the school alone. We agreed that the community would mould the bricks, collect sand and help with the labour and the government would provide the expertise and materials like nails, zinc, and timber for the doors and windows."

All of us on the school committee were really pleased as it seemed like we would be able to get a school built for our children. Everyone in the village was very happy too and we all came together and made the bricks very quickly. Six months later we had the school built. All of us were so happy to see the school finished, especially the children. It is good to know that the weather will not stop them getting a good education.”

2.7 BUILDING A NEW EDUCATION COALITION IN ORISSA, INDIA

Even though, India is the largest democracy in the world, more than forty percent of the total population is illiterate. In Orissa gross enrolment ratio in the early grades of primary school is low, at just 72%, and this falls to a shocking 44% in upper primary schools. Children drop out at an alarming rate (in upper primary school, over 60% of girls drop out), and those who stay on seem to learn very little. It is estimated that 15 per cent of the child population in 5-14 age group in Orissa are working as child labourers.

In this context, ActionAid has worked with the Commonwealth Education Fund to initiate a campaign in Orissa to activate government schools. With local partners CCWD and the Forum against Child Exploitation (FACE) the campaign aims to create awareness of the government’s Education For All plan (Sarva Sikshya Abhiyaan). It started modestly with focused work in 10 schools, one each in 10 backward districts of Orissa, looking to mobilise communities to demand proper implementation of existing government plans.

The campaign proved to be a successful way for re-constituting and re-activating malfunctioning Village Education Committees (VECs) and even forming some new committees where none had previously existed. It showed the value of linking pressure for improvements in primary school to pressure for greater investment in pre-school (3-6 year olds) through the Integrated Child Development scheme. The campaign succeeded in removing blocks in infrastructure development as well as in securing appointments of new teachers where needed. Transparency of schools was a particular focus with all schools involved putting up public displays of information regarding the income and expenditure of schools.

After this successful pilot work in ten schools in ten tribal districts of Orissa, the campaign scaled up to more than 300 schools in 19 districts of Orissa. More than thirty-two partners joined hands together to develop a common platform for the scale up, all agreeing a core minimum agenda to facilitate universalisation of school education. The organizations that came together for this scaled up work called themselves the “**Orissa Education Campaign**”. The objective of the campaign is to use community mobilization to activate existing government schools so that they deliver quality education to all children. Strategies to achieve this goal include

- Mobilizing political will at the grass root level - to make education a live issue
- Facilitating knowledge management processes to ensure good governance
- Building alliances with Teacher’s Union, other trade unions and Civil Society Organizations
- Intervening to demonstrate innovative models and processes

One highlight of the popular mobilization work was on Teachers Day in October 2005. The day was marked by the release of a white paper document called “*School Education in Orissa –the sacrificial lamb for fiscal reform in the state of Orissa*”. Prof. Abani Baral, President of the teacher’s unions in Orissa, wrote this. Popular information materials and leaflets about the status of education in Orissa, present budgetary provisions and shortfalls backed up this serious policy paper.

A key part of the partnership behind the Orissa Education Campaign has been the link between NGOs and teacher unions. This partnership has been key both in public mobilisation and putting pressure on government for more budgetary allocations. Until this campaign took off the teacher’s union used to fight only for their own economic rights, their own pay and conditions. This is now beginning to change.

The Orissa Education Campaign has now built a legislature’s forum on education at the state level to carry forward the policy level debate onto the floor of the assembly. The engagement and ownership of education issues by political leaders has clearly impacted at field level in some communities which have seen more investment in education and the resolution of some problems.

The key to success is working with all stakeholders – so that there are links right the way from village level to the State Assembly. The aim is to shift public discourse and to embed the idea that development will only be sustainable when all citizens are educated. The “Orissa Education Campaign” wants to put children’s lives right at the centre of public concern and wants to put education high up the agenda for public investment. The seeds of this work have been sown and we are already harvesting some results.

2.8 ETHNIC MINORITY EDUCATION IN VIETNAM

Although Vietnam is a poor country, it has achieved significant results in the field of education. The rate of children entering primary and secondary schools is relatively high and 94% of population are literate. However, in remote and mountainous areas there are large numbers of people between 15-35 years old who are illiterate, especially amongst ethnic minority communities (illiteracy rates are 75% among Dao communities and 88% among H’mong communities). In these groups, the numbers of illiterate women are often double that of men. The story will be unlikely to change in the near future because of very high drop out rate of children, especially girls in remote areas.

Reflect was first introduced in Vietnam in the late 1990s and after being approved as an approach by the government (following a two year pilot) has spread rapidly. It is highly appreciated by local people and local authorities as an effective approach to literacy and wider development. Presently, ten other international organisations including the World Bank, AusAid, World Vision, Oxfam Hong Kong, Caritas Switzerland, DFID...and several local NGOs are applying *Reflect* in Vietnam. So far there have been more than 11,000 participants mostly women from ethnic minority groups in remote areas.

Aiming to further expand the use and impact of the approach, AAV is paying most of its strength to promote adoption of *Reflect* in to the programmes of other NGOs and government as well. A *Reflect* Network has been formally established with the leading role of AAV. Reviews and research on *Reflect* have been carried out in order to provide a more concrete basis for lobbying for the full integration of *Reflect* in to the adult literacy programme of the government.

Apart from literacy, AAV supports poor children to have better access to pre-school and primary education through activities such as providing essential teaching equipments, fresh water and sanitation in schools. In the ethnic minority areas, where Vietnamese is not the mother tongue, there is a big language barrier in primary schools. To address this, AAV supports teaching Vietnamese to preschool children and teaching local languages to primary school teachers. Working with primary and secondary schools, AAV has improved the quality of teaching by providing better equipment, teaching materials and on-the-job support.

Promoting establishment and operation of parent-teacher associations, AAV helps to raise the awareness among poor, illiterate families on the need and their right to education. The associations also give parents the opportunity to have their voice in school management.

Language no longer a barrier

“I did not like going to school because I often got bad marks. I did not understand what my teacher says as I was unable to speak and listen in Vietnamese (language of the majority) whereas my teacher was unable to communicate in my ethnic language. I was extremely scared when was asked to answer questions. My classmates always mocked at me when I wrongly answered. I told lies to my parents that I had been ill and felt exhausted of travelling for 40 minutes over rocky mountains to reach the school - as an excuse to stay at home. The teacher came to my house shortly afterwards. She encouraged me to return school. I was persuaded and came back to school. My teacher now can speak H’Mong language and she even gives more understandable lessons by telling stories, using visual materials to illustrate the lessons. All students in my class find it easier to understand and obtain higher marks. We are now eager to go to school everyday”
Cu Thi Phua, 7 years old schoolgirl, Khung Nhung village, Ha Giang province.

2.9 RIGHTS “IN” EDUCATION IN PAKISTAN

Keeping in view the goals of ActionAid’s International Strategy, this year we expanded our work on education by including issues relating to rights ‘to’ education as well as rights ‘in’ education.

Acknowledging that classroom practices are crucial while addressing the issues of rights ‘in’ education, we tried to focus on ways these practices can be improved.

Our Teachers' Training Program can be cited as an example in this regard. Moving beyond better teaching methodologies, we designed teachers' trainings with a focus on human rights, which included sessions on gender and peace. Specially developed for community teachers in our development areas, the trainings aimed to link human rights issues to actual classroom practices. Schoolteachers from our development areas attended these trainings. Encouraged by the positive response, we have planned to take the program on to the next year, focusing on developing local resource teams.

We also worked on strategic issues at a national level. We organized a national workshop in November 2005 with eminent educationists, academicians and intellectuals. The overall objective of the conference was to challenge neo-liberal social and economic reforms and their links to the privatization of education and exclusion of poor children. Through this conference, we tried to build a collective understanding of the degree to which neo-liberal reforms are changing our educational system. We focused particularly on the World Bank-sponsored higher education reforms, which controversially trigger privatization of higher education. The critical questions identified in the conference will be the basis for our future research and policy debate.

2.10 EDUCATION IN SPITE OF CONFLICT IN NEPAL

Educational institutions, especially schools, suffered owing to the frequent strikes and conflict. Yet we are able to continue work. Over 6,000 children have been organised in 276 child groups. These groups carry out birth registrations, school enrolment campaigns and campaigns against child marriage and child labour. They have even been successful in demanding resources from government authorities.

We have also support 54 School Management Committees (SMCs) particularly for key rights holder groups like Dalits and women. These have helped groups get fair representation, have ensured that government scholarships are provided to the needy, and have monitored the regularity of teacher attendance.

2.10 THE RIGHT TO CRECHE FACILITIES IN BRAZIL

ActionAid Brazil is on the steering committee of the *National Campaign to the Right to Education* – which includes social movements, teachers unions, students unions and NGOs.

A key campaign in 2005 was “*Fundeb for Real*” using the slogan: “*The right to education begins in the cradle and lasts a lifetime*”. With baby-buggies, painted diapers and rattles, mothers and babies joined social organizations, work unions and entrepreneurs' associations to demand that Congress makes changes in “Fundeb” – the Fund for the Support and Maintenance of Basic Education. There was a specific demand that Members of Parliament improve the Constitutional Amendment that established Fundeb, ensuring that it extends to reach all Brazil's children including the 13 million in the 0-3 age range who should have rights to free crèche facilities.

According to Carla Batista from Brazilian Women Network (AMB) it is worrying that crèches were excluded from the proposal. The fight for crèches has been going on since the 70's and it is one of the main public policy demands of the women's movement:

“*Women have increasingly participated in the job market and both women and men have the right to leave for work knowing their children have safe access to education*”, says the activist.

2.11 LINKING LOCAL AND NATIONAL ACTION IN GUATEMALA

Within the framework of the Peace Accords, PRODESSA, our partner in the theme of education, has worked to establish effective Municipal Education Councils in 17 departments of the country. These have been the grassroots base for an Education for All “Group” formed by popular, peasant, indigenous, and women organizations. Extensive work has been done with the local media, to put education debates on the agenda on the radio and in print.

Submissions have been made to the Ministry of Education's Education Policy 2005-8, particularly to demand greater compliance in practice with the commitments made in the Peace Accords. The EFA Group also loudly denounced illegal payments expected from parents for their children's education – which clearly violate the right to free education. There are interesting opportunities for strategic legal action in future around enforcing the right to education. Preparations were made for the visit of the UN Special Rapporteur on the Right to Education – though his visit was sadly delayed.

2.12 SENDING FRIENDS TO SCHOOL IN IRELAND

ActionAid Ireland's commitment to the education issue has been demonstrated through the Irish Coalition for the Global Campaign for Education. We are a founding member and have coordinated it since 2000 (see www.campaignforeducation.ie).

During Global Action Week 2005 "Send My Friend to School" Primary Schools and youth clubs explored the exclusion of children, particularly girls, from school and made cut-out 'friends' to be sent to the G8 Summit. A media/public awareness raising event at the General Post Office in Dublin to post the 'Irish Friends to the G8' was a huge success. Secondary school students engaged with the issue through the Civic, Social and Political curriculum and invited local politicians 'back to school'. In one school, the Minister for Development Cooperation, Mr. Lenihan, signed a pledge to ensure that the Irish Government meets its commitment to increase Overseas Development Aid to 0.7% of GNP and to increase its spending on education accordingly.

2.13 LINKING DOMESTIC AND INTERNATIONAL EDUCATION IN USA

In early 2005 ActionAid International USA, in partnership with the AAI Education Team and Just Associates (JASS), began an initiative designed to shape and inform future education advocacy. The initial phase of the project focused on gaining a deeper understanding of the possible intersections between international education policies and US domestic education issues and politics, identifying advocacy gaps and opportunities and starting to build relationships with potential partners. Background research was complemented with open-ended consultations with over 40 informants from NGOs, community groups, think tanks, advocacy networks, and funders.

The second phase of this project, an Education Roundtable that took place July 11th and 12th 2005 in Washington DC, was intended as a consultative forum for collective assessment of the needs, opportunities and challenges associated with a solidarity building initiative. The two-day Roundtable was a great success, particularly in synergies that came out of our discussions. There was a real hunger for exchange of information between domestic and international activists - to deepen their understanding of how US domestic policy influences World Bank policies, IMF conditionality's, GATS and other trade regimes - restricting the capacity of citizens and governments in poor countries to improve public education. There was particular passion on the issue of privatization. A briefing paper based on this work, linking the domestic and international analysis, will be published in 2006.

3. SOME CHALLENGES AND SOME LEARNING FOR 2006

2005 should have been the year of *gender and education* but in the global arena education was largely swamped by the wider development agenda. 2005 marked the passing of the first MDG target (on gender parity in education). This target was missed by over 90 countries and yet shockingly little attention was paid to this even by the UN itself. Rather, there was a lot of hype around a wider development agenda. The Blair Commission for Africa, the G8 meeting, the UN Summit in New York and the WTO talks in Hong Kong were all key moments in the year. In the end much less was delivered than was hoped for. With the overwhelming focus of the development industry being on aid, trade and debt, through Make Poverty History and the Global Call for Action Against Poverty, there was little space for education. Indeed, many education activists felt guilty in raising what were seen as "sectoral issues" and felt compelled to go behind the wider call.

Ironically, many of the powerful GCAP coalitions across Africa, Asia and Latin America were built most significantly on *national education coalitions*. Education activists have been ahead of the game in building a

southern base and focus and this was indispensable for the wider poverty movement. So, education was present even if not made explicit at times. In fact arguably the most dramatic and impressive mobilisation in 2005 was indeed education focussed – with over 5 million buddies made by children in over 115 countries. When it came to the UN Summit, education was the only story to be picked up seriously by the US newspapers, largely owing the creative work of GCE's and ActionAid's communications team working with Mr Kimani, the world's oldest primary school student. Despite all this, we could have done more to demand accountability from the international community on their promises on education and gender.

In order to maintain pressure on governments to deliver on the 2005 promises, we will need to show in 2006 what these commitments mean in practice – and education is seen as one of the most powerful means to do so (including by people like Gordon Brown and Amartya Sen). Thus we come full circle. To argue for education in 2006 may not be seen as sectoral but rather as integral to the wider good and the achievement of wider goals.

There is no doubt that progress on aid helps us make progress on education, but equally it is clear that it not enough. In 2005 in ActionAid we made great strides forward in understanding the *macro-economic forces* that constrain education budgets. For the first time we developed a meaningful and constructive dialogue on education with Ministers of Finance and Central banks. This is fundamental to improving the accountability of governments for improving education provision. Too often Ministries of Education are dis-empowered. The real structural decisions on education are taken behind closed doors by Finance Ministries. Making this clear and opening up new avenues for dialogue is a major breakthrough for us. Big challenges remain in spreading economic literacy – but now we have 20 countries committed to building their skills in this area and to holding accountable the people who make the big decisions.

This is associated with us developing greater rigour in our approaches in general. The *rights based approach* we have adopted was rhetoric at first but is now taking on substance, for example as we work to understand the constitutional rights to education in different countries and look seriously at the possibility of legal action. For now some challenges remain with “rights” discourse being used at various levels to mean various things within ActionAid. Whilst most countries have adjusted their education work to fit within the new approved strategy, in some cases this is more through playing with words than changing substance. The continuing involvement of ActionAid in running non-formal education centres or ACCESS centres in a few countries is not always done with a full sense of pursuing rights. We will need to work further to build a fully shared understanding of this. Stronger links with the teacher unions will probably help this – and will certainly make it important for us to be more consistent in practice.

In respect of *women's rights* we have focused too narrowly in 2005 on joint work around violence against girls in schools. This work, though important, risks projectising the role of women's rights in education. For example, the work on IMF constraints to education budgets was not really “engendered” in 2005. Work since the publication of *Contradicting Commitments* has turned this around with help from feminist economists to ensure that we go beyond just the usual additions of “women and girls” to every other sentence. We need to ensure that all areas of our education work are equally undertaken with a women's rights focus. This is now clearly on the agenda of the core international education team.

One of the biggest challenges we face in the education sector is the fight to keep a broad agenda on *education for all* – and stop global policy makers and funders from focusing only on primary schooling. We made good progress in getting adult literacy back on the agenda with rigour and substance behind the new case or investment in 2005. Together with the EFA Global Monitoring Report we believe we have contributed to fresh hope for the whole sector. The challenge to extend this to early childhood education remains.

Outside the “development world”, 2005 may well be recalled as a *year of disasters*, with the tsunami happening in the last days of 2004, the appalling earthquake in South Asia and the devastating hurricane season in the Caribbean. ActionAid has not in the past been well prepared to look at education challenges in such contexts, but we had an accelerated learning in the year. Education became an important part of our work post-Tsunami and post-earthquake – and in the latter part of the year we worked with our human security team to win a £2.8 million project from DFID to look at how schools can contribute to disaster risk reduction in 7 countries. This is immensely exciting work, breaking new ground and introducing a whole

new area to our work on transforming schools. Building coherence in such a complex and innovative project will be a challenge in 2006.

Other than disasters, education systems are also threatened by *HIV/AIDS*. In 2005 we published “Deadly Inertia” with GCE to show how little prepared Ministries of Education are for dealing with the pandemic. We have started to document what does work and we see this as a major priority going forward. The big gap we see in existing strategies is that teachers are too often overlooked. Policies exist and curriculum materials exist but teachers are rarely properly trained or confident enough to use them. In 2006 we will be developing close working links with teacher unions and teacher training colleges to find innovative solutions to these challenges.

One regret in 2005 was that we ended up having a *flood of publications* in the final months – papers for the UN Summit, Contradicting Commitments, Writing the Wrongs, Deadly Inertia and Education Action – all coming out within four months. This meant that people were overwhelmed and may not have been able to internalise all the issues we were raising.

This was even an issue internally, with *lead education people* in each country often working alone – and not being in a position to follow up substantial work around each of these publications. This national level thematic role remains the most complex and difficult one within ActionAid – juggling national and international pressures. The challenge remains for us to find effective ways to make this work. One solution of course is to build up our thematic capacity further so that lead education people are not alone and there is a real national education team as happens in some countries such as Nigeria. We will need to work closely with other themes to find the best way for the country / theme interface to work to best effect.

Although we have produced many international-level publications in 2005, one of the big challenges that remains is around *documentation of field practice* and national level work. In the past we have been so caught up in the “action” that we have not been good at “reflection”. But 2005 saw us beginning to turn this around with over 60 innovative initiatives documented. They were not all uniformly well documented, but practitioners put pen to paper to share their experience. In itself this is significant and the pool of 60 examples of practice is a rich one. We now face the challenge of compiling these into a compelling format to share much more extensively, not just within ActionAid. We have a framework for doing so: around local and national action to improve accountability, mobilisation and transformation. We are confident that in 2006 we can complete this work (see annex)

4. FINANCIAL INFORMATION

ActionAid spent 15% of its direct project expenditure (over £11 million) on education in 2005. Africa tended to spend more (18%) and Asia less (9% average). Ghana spent the most £758,000 though post-conflict countries spend the highest proportion of their income on education (Rwanda 61%, Sierra Leone 45% and Liberia 41%). The only countries not reporting education spending were Afghanistan, Zimbabwe and Thailand (and these are all now starting education programmes).

	Education	% of total direct project expenditure or grants to NGOs
Burundi	197,619	19%
Eastern DR Congo	5,314	8%
Ethiopia	655,920	13%
Ghana	1,458,081	30%
Great Lakes	-	0%
Kenya	1,075,156	12%
Liberia	149,929	41%

Malawi	573,109	18%
Mozambique	429,834	26%
Nigeria	723,235	27%
Rwanda	93,848	61%
SAPP	-	0%
Zimbabwe	-	0%
SIPAA	-	0%
Sierra Leone	376,991	45%
Somaliland	11,483	2%
Tanzania	105,185	12%
The Gambia	251,198	14%
Uganda	720,971	29%
Zambia	10,433	7%
Africa Regional Office	13,027	2%
	6,851,332	18%

Asia		
Afghanistan	-	0%
Bangladesh	805,746	28%
Cambodia	21,277	6%
China	20,168	8%
India	534,389	4%
Nepal	259,577	16%
Pakistan	289,183	11%
Sri Lanka	267,632	10%
Thailand	1,989	0%
Vietnam	257,089	21%
	2,457,049	9%

Americas		
Brazil	278,403	20%
Guatemala	212,718	19%
Haiti and Dominican Republic	370,934	32%
Latin America Regional Office	45,141	13%
	907,197	23%

Affiliates/International		
ActionAid International	706,328	13%
Washington	35,198	15%
Brussels	4,380	2%
UK	594,000	23%
Int'l Food Rights Campaign	-	0%
Ireland	63,449	90%
Italy	-	0%
Greece	14,063	64%
	1,417,417	15%

	11,632,994	15%
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ANNEX 1

CASE STUDIES DOCUMENTED WITH BANYAN TREE FOUNDATION SUPPORT

1. Coalition building—a case study development and documentation—shows how AAI Nigeria facilitated the formation of an education coalition involving more than 200 local and national NGOs/CSOs to give civil society a voice in education.
2. Influencing policy and laws around PTAs/SMCs—Documents efforts through a pilot project to establish SMCs in some schools in Nigeria as a way of influencing government to put in place laws and policies for their establishment in primary schools.
3. Mobilizing for the education of children who guide blind beggars—Documents how an NGO worked with a government department and blind beggars themselves for the education of their children in Jos, Nigeria. Useful for mobilizing with excluded groups Transformative learning process—documents how an NGO worked with teachers of particular schools to tackle reading problems in Jos, Nigeria. .
4. Cost of education in Nigeria—documents findings of research on how user fees robs children the opportunity of enrolling in school or forces those enrolled to drop out.
5. Working with excluded groups: Innovative initiatives in enhancing the provision of education for nomadic pastoralists in Nigeria.
6. The education of the girl child—a generic report of how a women’s group mobilized for the education of girls. The real case study on mobilizing women for the education of girls in a particular district is buried inside the write-up.
7. Participation and indigenous incidence in the educative reform in Guatemala – documents the efforts of CSOs in Guatemala to provide space for citizens to participate in reforming the education system.
8. Curricula with cultural and linguistic appropriateness - a national level transformation work documenting efforts to make school curricula culturally and linguistically relevant in Guatemala.
9. Work with officials of the ministry of education in Guatemala - illustrating how CSOs/citizens can engage with national level processes/consultations.
10. Influencing education planning in medium and long term in Guatemala – documents PRODESSA’s engagement with government agencies and organs in medium and long term planning.
11. Alternative materials for facilitators of alternative education (PRODESSA’s experience in Guatemala in the production of educative materials for teacher training.
12. Involving politicians in the reality of education / working with legislators to support education.
13. Influencing the national curriculum: Prodesa, Guatemala
14. Building student councils in Ethiopia - documents how student councils are set up and how they operate in Ethiopia (local level accountability
15. Enhancing community participation in Ethiopia - a report on how SMCs mobilise communities to participate in educational processes.
16. Empowering SMCs/PTAs in Ethiopia to discharge their roles and responsibilities - documents how SMCs/PTAs are empowered to discharge their roles.
17. Enhancing the behavioural changes of students against HIV/AIDS epidemic in Ethiopia - report of an initiative by a government education board to enlighten students on HIV/AIDS through the establishment of HIV/AIDS clubs.
18. Realizing the rights and obligations of students in Ethiopia - A report of how students are helped to be aware of their rights and obligations within the school setting.
19. Learning beyond the classroom in Ethiopia - generic report on how students are organized for out of classroom activities and experiences.
20. Mobilizing the community to achieve EFA goals by the year 2008/2015 in Ethiopia - report on how community structures are used to mobilise community members to support and promote education for all.
21. Improving regional educational curriculum in Ethiopia – an initiative by an NGO to develop an alternative curriculum for non formal education
22. Working with parent teachers associations in Ethiopia – a generic report on the work of an NGO to ensure PTAs participate in school development and management
23. Education through awareness and community dialogue techniques...-- intended for mobilizing with pastoralists for the education of their children.
24. Mobilising girls to have access to education in Ethiopia
25. The basic education association in Ethiopia (BEAE) - a report of how BEAE mobilized children to speak to policy makers and politicians on matters of education
26. Linking with District Local Government in Uganda - how citizens were mobilized for the reopening of a school closed by the district authorities.
27. Working with Teacher Training Colleges in Uganda – MITEP Experience: showing how AA Uganda worked with national educational institutions for the production of quality teachers in a district in Uganda.

28. Understanding and redefining the roles SMC/PTAs (Uganda)—report of local initiatives to enable SMCs/PTAs understand and perform new roles in school level management.
29. Empowering SMCs/PTAs to influence school level policy (Uganda) - report of a series of activities aimed at equipping SMC/PTA members to track and monitor the utilization of school resources.
30. Mobilizing on violence against girls in schools in Uganda and around girls' rights.
31. Using Radio Phone-in Programmes to Promote Community Participation in Education Policy Discussions in the Northern Part of Ghana.
32. Linking Local and National Mobilisation on Education: GNECC, NNED and the DEFATS in Ghana—report on the formation of Ghana's education coalition and its links with national and local level NGOs and CBOS.
33. Building Links between Schools and Communities through SMCs to Improve Pupils Performance in the Asutifi District of the Brong Ahafo Region in Ghana
34. Promoting the Rights of Girls to Education through Annual Girls' Education Camp
35. Mobilising With HIV/AIDS Orphans (Ghana)—report of an initiative to ensure children orphaned by HIV/AIDS are helped to get education.
36. Mobilising Communities in Peri-Urban Communities in the Tamale Metropolitan Area to take action using Participatory Drama
37. The Role of District Education for All Teams in Improving Enrolment in the Districts in Northern Ghana
38. Mobilizing with Street Children: The Case of Youth Alive in Ghana—report of mobilization with out of school youths in Ghana.
39. Mobilising with Linguistic/Ethnic Minorities/Dalits in Nepal: Pioneering Steps by the Dalit Community for Education—a series of stories on how Dalits in different communities mobilized to provide education for their children.
40. One NGO can make a difference: case study of work with dalits in Nepal
41. ADPP's experience in the transformation processes of basic education—documents efforts to transform teacher training curriculum to suit the needs of children and learners in rural areas of Mozambique (with pictures).
42. Magariro's experience in the accountability process—an account of processes followed in establishing an SMC for a particular school (with picture)
43. The AMME's and NAFEZA experiences the community mobilization process –documents how two civil society organizations mobilized parents and community members to fight abuse of school girls by teachers
44. Mothers' clubs in The Gambia which shows how mothers were mobilized to support the education of their daughters and other girls
45. Extending access in The Gambia through flexible school calendar documents how stakeholders worked together develop a flexible and decentralized school calendar
46. Building accountability in Tankular school - a case of a village school, which AAITG helped to establish.
47. Learning and Religion: Integrated Syllabus—documents efforts at integrating Western and Islamic systems of education curricula to broaden access to basic education in The Gambia
48. Role of School Management Committees (SMCs) in management of school funds—documents how an NGO trained/sensitized/mobilized school communities to monitor school funds in six districts in Kenya. (local accountability)
49. Budget tracking—how Elimu Yetu Campaign, Kenya developed various budget tracking modules for training various categories of stakeholders to track education budgets. (national accountability)
50. Documentation of Nali Kali (Joyful learning) Project in India - education for transformation. This documents an effort to make learning more interesting through the use of teacher made learning cards instead of
51. School Development and Monitoring Committees (SDMC) in Karnataka—a case study from India - documents efforts by a state government in India to decentralize school management to village education committees.
52. Doosara Dashak- Mobilization in education—Report of a project on the education of adolescents in one district of India.
53. Nagaland project on communitization of education - documents decentralization of education to communities in one state in India. The law on communitization gives community members opportunities to participate in education.
54. School Community Interface in Bangladesh: how community members were motivated to seek quality improvements for their schools through inter-school visits.
55. Ensuring accountability and mobilization through school budget analysis - report of an intervention to equip members of a school community in Bangladesh with budget analysis skills.
56. Improving Girls' Education in Chinkhandwe Education Zone, Malawi – strategies for mobilisation
57. Empowering SMCs / PTAs to Influence School Level Policy and Practice in Malawi, inc. training SMC members to track use of school resources.
58. Engaging with National Policy Processes and Consultations in Malawi -a Case Study of Civil Society Coalition for Quality Basic Education—
59. Working with Excluded Groups in Kalangala District, Malawi - Kadefo Experience—a generic report on various community level initiatives.