

APRIL-MAY 2025

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# GCE BUZZ

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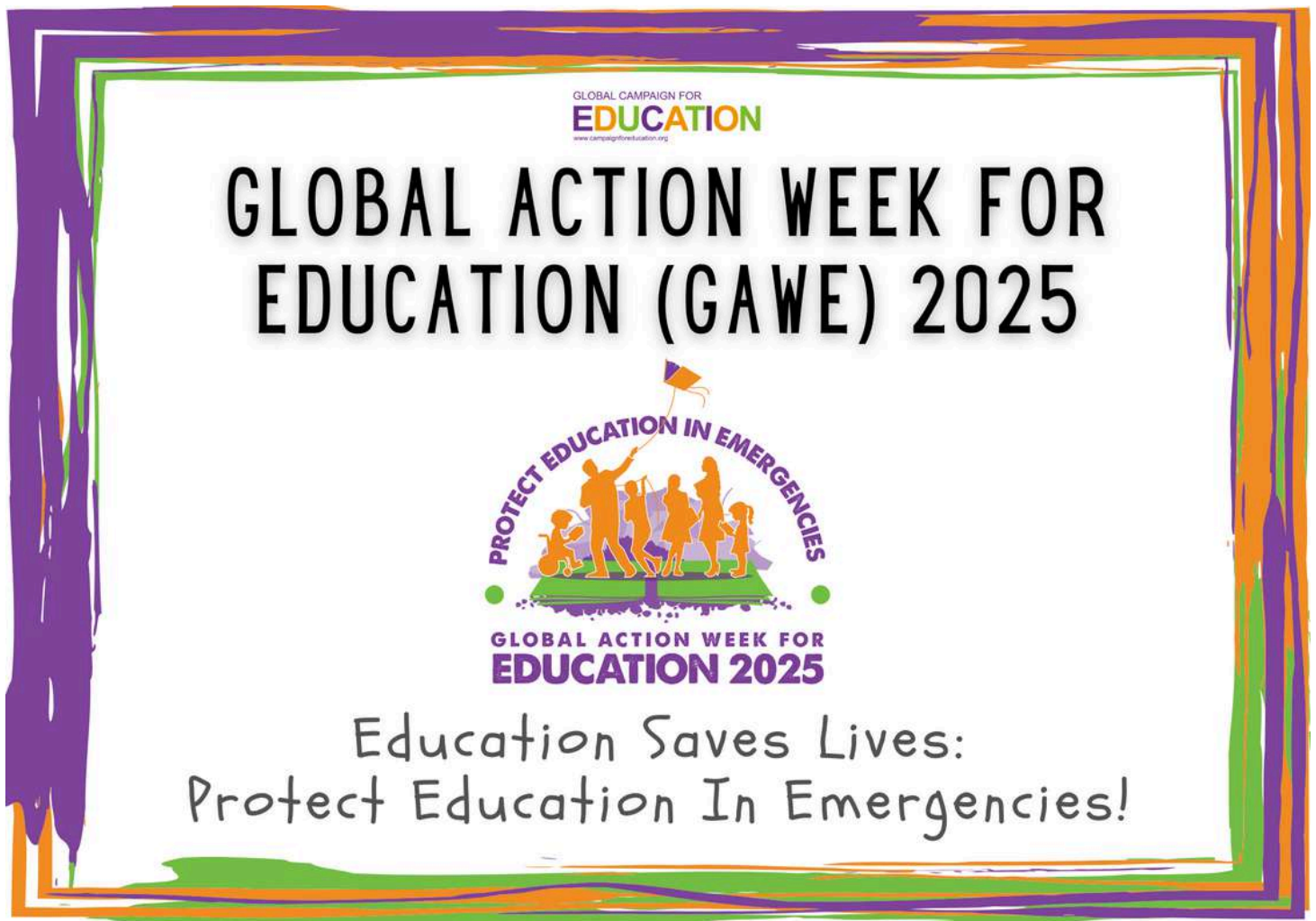
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Global Action Week for Education (GAWE) was held from 28 April - 5 May 2025. The following is a recap of how several GCE members commemorated the occasion.



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## GAWE 2025 - ACEA



Photo: ACEA



### THEME AND PURPOSE

- “*Education Saves Lives: Protect Education in Emergencies!*” stressed education as a lifeline and right during crises.
- Urged governments and donors to prioritize education in humanitarian responses.

### REGIONAL HIGHLIGHTS

- Events and advocacy spanned Palestine, Lebanon, Egypt, Syria, Morocco, Mauritania, and more.
- Focused on funding gaps, attacks on education, and the impact of displacement and conflict.

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## **GAWE 2025 - ACEA**



Photo: ACEA

## **CORE DEMANDS**

- Protect teachers, students, and schools; recognize attacks as war crimes.
- Ensure sustainable, transparent funding and equal access for girls, women, and persons with disabilities.

## **ADVOCACY AND ENGAGEMENT**

- Workshops, webinars, and cultural events raised awareness and built community resilience.
- Digital campaigns and fact sheets amplified calls for inclusive, crisis-resilient education.

## **KEY OUTCOMES**

- Strengthened civil society-government partnerships and regional coordination<sup>1</sup>.
- Reaffirmed education as a non-negotiable right, central to recovery and resilience in emergencies



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## GAWE 2025 - GCE SPAIN



Photo: GCE Spain



### MOBILIZATION AND ACTIVITIES

- Over 8,000 students and educators participated nationwide in events, parliamentary sessions, and public demonstrations.
- Education resources were distributed and used in multiple cities, increasing awareness and engagement.

### ADVOCACY FOCUS

- Emphasized education as a lifeline and a right, especially in emergencies and crises.
- Called on leaders to protect education for children affected by conflict, disasters, and displacement.

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## **GAWE 2025 - GCE Spain**



Photo: GCE Spain



## **IMPACT AND OUTREACH**

- Promoted sustained investment and policy action for education in emergencies.
- Ongoing social media campaigns and school activities reinforced the message and broadened reach.



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## GAWE 2025 - BENIN



Photo: Oxfam International



### THEME AND FOCUS

- Emphasized the vital role of adult educators in emergency situations.
- Explored their needs, protection, and recognition across West Africa

### MAJOR ACTIVITIES

- Launched a widely disseminated advocacy statement to rally stakeholders.
- Ran a robust communication campaign with infographics, banners, and a special scroll to raise awareness.



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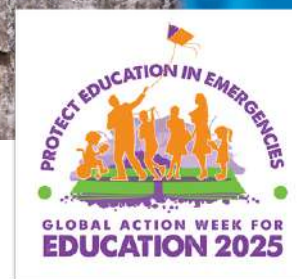
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## **GAWE 2025 - Benin**



Photo: UNICEF



## **REGIONAL ACTIVITIES**

- Hosted a bilingual webinar with panellists from 14 countries, sharing best practices and strategies for adult educator support in emergencies.
- Issued a special edition newsletter in French and English to summarize activities and share advocacy messages.

## **IMPACT**

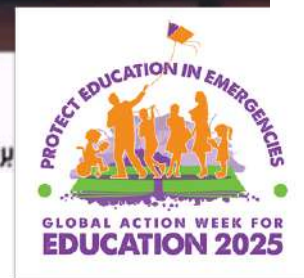
- Mobilized educators, policymakers, and communities, strengthening regional collaboration.
- Promoted inclusive participation and broad dissemination through multimedia and multilingual content.

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## GAWE 2025 - MAURITANIA



### EVENT AND THEME

- National symposium in Nouakchott under the theme: *Because Education is Life! Let's Protect Our Education in Emergencies and Crises.*
- Brought together diverse stakeholders to address education challenges.

### MAIN DISCUSSIONS

- Urgent need to improve teachers' working conditions and support.
- Emphasized resilient, sustainable education policies and community engagement



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## **GAWE 2025 - Mauritania**



## **KEY ISSUES IDENTIFIED**

- Gaps in school infrastructure and digital access.
- Necessity of equitable access for marginalized and crisis-affected children.

## **RECOMMENDATIONS**

- Strengthen education system resilience and stakeholder coordination.
- Promote inclusive policies and invest in digital learning infrastructure

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## GAWE 2025 - BURKINA FASO



### CONTEXT AND THEME

- Focused on protecting education amid insecurity and mass displacement.
- Emphasized education as essential during crises, not just after.

### MAJOR ACTIONS

- Built and rehabilitated schools, including 295 prefabricated classrooms and 350 structures.
- Deployed 1,221 facilitators and distributed 316,100 school kits to support displaced students.



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## **GAWE 2025 - Burkina Faso**



## **ADVOCACY AND INCLUSION**

- Prioritized girls, children with disabilities, and psychosocial support for students and teachers.
- Ran multilingual awareness campaigns and digital outreach (#EducationSavesLives).

## **RECOMMENDATIONS AND IMPACT**

- Called for stronger school capacity, feeding programs, and cyber classrooms.
- Pushed for increased emergency education funding and better coordination between humanitarian and education policies.

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## GAWE 2025 - JORDON



### THEME AND FOCUS

- Centered on inclusive and equitable education for all, especially in emergencies.
- Emphasized education as a critical right and lifeline during crises.

### COMMUNITY ENGAGEMENT

- Hosted interactive workshops, community dialogues, and school visits to raise awareness.
- Youth led forums and creative competitions, amplifying student voices.



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## **GAWE 2025 - Jordan**



## **POLICY ADVOCACY**

- Stakeholder roundtable fostered collaboration, sharing challenges and solutions for education rights.
- Generated actionable recommendations for advancing inclusive education.

## **MEDIA AND OUTREACH**

- Used press releases, radio, and social media to broaden campaign reach and public engagement.

## **KEY DEMANDS**

- Called for stable funding, teacher protection, and accountability for attacks on education.
- Urged equal access for girls, women, and persons with disabilities during crises.

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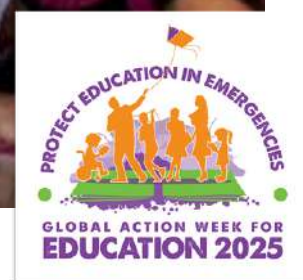
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## GAWE 2025 - LEBANON



Photo: UKFIET



### PARTICIPATION AND ADVOCACY

- Over 300 participants, including educators, students, and policymakers, joined events in Tripoli and Saida.
- Strong focus on protecting education rights during crises and ensuring inclusive access.

### CORE DEMANDS

- Ongoing teacher support (professional development, financial/moral aid) and fair, sustainable education funding.
- Promotion of inclusive education for marginalized, special needs, and displaced learners, plus accelerated reintegration programmes.



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## **GAWE 2025 - Lebanon**

Photo: Education International



## **PRIORITY ACTIONS**

- Investment in digital infrastructure and psychosocial support for students and teachers.
- Advocacy for permanent emergency committees and better coordination in education governance.

## **YOUTH AND COMMUNITY ENGAGEMENT**

- Youth speeches, plays, and artistic performances highlighted real challenges and hopes.
- Seminar and community dialogue addressed crisis impacts and called for innovative, collaborative solutions.

## **LESSONS LEARNED**

- Cultural/artistic advocacy and digital outreach boosted engagement and inclusivity.
- Flexibility, strong partnerships (with MEHE and UNESCO), and expanded networks enhanced campaign impact.

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## GAWE 2025 - MEXICO

Photo: TINTA (The Invisible Thread)



### YOUTH ENGAGEMENT AND ADVOCACY

- Youth-led media (notably the "Voces Jóvenes" podcast) spotlighted migrant education challenges and called for empathy and social justice.
- Dynamic participation at major forums and direct engagement with policymakers drove debate on education rights in emergencies.

### INCLUSIVE COMMUNICATION

- Partnerships ensured campaign materials were accessible for people with disabilities, broadening impact.
- Social media campaigns and webinars expanded reach, engaging students and the wider public



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## **Gawe 2025 - Mexico**



Photo: GlobalGiving



## **IMPACT AND LESSONS**

- Surpassed participation targets: 10+ collectives, 50+ teachers, and thousands engaged online.
- Exposed gaps between legal guarantees and real access, emphasizing youth leadership and inclusive approaches as campaign strengths.

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## GAWE 2025 - NEPAL



Photo: NCE Nepal



### Campaign Highlights

- Mobilized 10,000+ participants nationwide, with rallies and creative demonstrations in multiple districts.
- Press events and media coverage amplified calls to protect education in emergencies.

### Advocacy & Demands

- Urged reforms in the School Education Bill for disaster resilience, equity, and non-profit public education.
- Called for improved teacher management, inclusive infrastructure, and support for marginalized groups



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## GAWE 2025 - Nepal



Photo: NCE Nepal



## COMMUNITY AND POLICY IMPACT

- Districts pledged actions like temporary learning centers and hybrid learning models.
- Federal policymakers committed to aligning legislation with crisis-responsive, inclusive education needs.

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## GAWE 2025 - PHILIPPINES



Photo: E-Net Philippines



### RESILIENCE AND INCLUSION

- E-Net Philippines and GCE led the national GAWE 2025 celebration, focusing on accessible, inclusive education during crises.
- The campaign emphasized the importance of education in crisis response across the country.

### EMPOWERING INDIGENOUS YOUTH IN ZAMBALES

- Prioritized Education in Emergencies (EiE) through activities like poster-making, storytelling, and climate-resilient school lectures.
- Achieved greater awareness of EiE, documented community-based plans, and strengthened grassroots advocacy for safe, inclusive, disaster-prepared education.



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## GAWE 2025 - Philippines



Photo: E-Net Philippine

## UNITING STUDENTS AND LOCAL LEADERS IN CAINTA

- One Cainta College hosted a forum on *Education Saves Lives*, highlighting the role of education in disaster preparedness.
- Raised awareness for protecting learners and systems during crises, promoted EiE integration in policy and curricula, and enabled collaboration among local stakeholders.

## A CALL TO ACTION

- These initiatives reinforce the need for accessible, inclusive, and protected education systems, especially in emergencies.
- The Philippines continues to model resilience and collective action in education advocacy

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## **ANCEFA: REGIONAL COLLABORATION INTENSIFIES TO END CHILD MARRIAGE AND ADVANCE GIRLS' EDUCATION**



A regional meeting took place in Grand Bassam, Côte d'Ivoire, uniting key stakeholders from across Francophone West Africa in the fight to end child marriage and promote girls' education. Organized by the Africa Network Campaign on Education For All (ANCEFA) and Girls Not Brides, the event brought together representatives from the Ministries of National Education and Gender in Côte d'Ivoire, youth activists, Coalitions to End Child Marriage, National Education Coalitions (NECs) from Benin, Burkina Faso, Côte d'Ivoire, Mali, Niger, Senegal, Togo, and several partner organizations.



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## Key Themes and Commitments

- The urgent need to harmonize advocacy and policy reform efforts across the region was emphasized, with a focus on aligning national legislation with international human rights standards to protect girls from early and forced marriage.
- Stakeholders called for the development of a comprehensive regional strategy to strengthen collaboration, amplify grassroots voices, ensure accountability, and coordinate cross-border efforts more effectively.
- A joint statement from Girls Not Brides, ANCEFA, African Union-CIEFFA, Girls First Fund, FAWE, UNGEI, OXFAM Denmark, Bantare Impact Group, Global Campaign For Education, End Child Marriage, National Education Coalitions, and youth representatives reaffirmed their commitment to meaningful legal and policy reforms to end child marriage and promote quality education for all.

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## **Towards Gender-Transformative Education**

The meeting concluded with a unified commitment to advancing gender-transformative education as a critical tool to end early child marriage. Participants stressed the importance of addressing harmful gender roles, social norms, stereotypes, and unequal power relations that perpetuate discrimination and limit girls' potential. The goal: to ensure every child, especially girls, has the opportunity to learn, lead, and live free from harmful practices.

Click [HERE](#) to read the full declaration on the Girls Not Brides's website.

*This update highlights the collective momentum in West Africa to end child marriage and ensure every girl's right to education and a brighter future.*



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## **CIVIL SOCIETY DRIVES EDUCATION PROGRESS IN LESOTHO AND TANZANIA**



Civil society organizations (CSOs), bolstered by the Education Out Loud initiative, are proving essential in helping countries like Lesotho and Tanzania make the most of limited education funding. Drawing on years of technical expertise, experience in policy dialogue, and strong community accountability work, CSOs are now central to coordinating policy discussions and mobilizing resources for education at the national level.

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The Lesotho Council of NGOs (LCN) has emerged as a leading advocate for education, ensuring that civil society not only contributes to but also leads in shaping education policy. Historically, international agencies managed multistakeholder coordination in Lesotho, which often limited the influence of local organizations and grassroots voices in education reforms.

Recognizing the need for greater local ownership, LCN put forward its candidacy to serve as the coordinating agency. Building on its technical experience, including work on the GPE system capacity grant and partnership compact development, LCN's nomination received unanimous support from Lesotho's local education group. This milestone makes Lesotho one of the few countries where civil society leads this crucial function.



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To ensure a smooth transition, LCN shadowed UNICEF, the previous coordinating agency, throughout 2024. This hands-on experience allowed LCN to facilitate local education group meetings, engage stakeholders, and oversee the grant application process, setting a strong foundation for civil society-led coordination moving forward.

In Tanzania, civil society continues to play a pivotal role in technical policy discussions and in holding education systems accountable to the needs of communities. By working closely with financial partners and maintaining active dialogue with local stakeholders, CSOs help ensure that education reforms are inclusive, transparent, and responsive to the needs of the most disadvantaged learners.

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The experiences of Lesotho and Tanzania highlight a new era of civil society leadership in education. By empowering local organizations to take on greater responsibility, the Global Partnership for Education and its partners are fostering more inclusive, effective, and sustainable education systems.

Civil society's leadership is not only showcasing grassroots voices but also ensuring that every dollar invested in education delivers maximum impact for children and communities.

*This write-up draws from an article on the [GPE website](#).*



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## YOUTH LEADERSHIP AND DIGITAL EMPOWERMENT: ZIMBABWE'S STUDENTS ADVOCATE FOR CHANGE



Student activists from across Zimbabwe gathered for a workshop to address the critical mental health challenges facing youth and students today.

Key topics included:

- Resilience in Resistance: Participants explored practical strategies for maintaining hope and motivation, emphasizing the importance of community support within activist movements.
- Stress Management in Crisis: The group shared mindfulness techniques and coping mechanisms for managing stress during turbulent times.
- Understanding Depression: The workshop enabled open dialogue about recognizing signs of depression, understanding its causes, and the importance of seeking professional help.

Participants developed actionable solutions to support each other in activism, leaving equipped with insights to share within their communities and a renewed commitment to academic freedom.

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## **Empowering Young Women Through Education and Activism**

An orientation and recruitment drive was held in a Zimbabwean province, successfully recruiting five new female student activists. The initiative focused on:

- The Importance of Education: Highlighting how education empowers women to assume leadership roles and advocate for their rights and communities.
- Ideological Orientation: Guiding young women to understand their roles in activism and preparing them for effective engagement.
- Empowerment: Creating a supportive environment that encouraged confidence and assertiveness, enabling recruits to voice their opinions and stand firm in their beliefs.



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## **Bridging the Digital Divide: Girls and Women Empowerment Network (GWEN)**

GWEN continues to prioritize education in emergencies as both a moral imperative and a strategic investment in Zimbabwe's future. Recognizing that poor connectivity and lack of technology disadvantage rural and marginalized communities, GWEN advocates for stronger policies to bridge the digital divide.

GWEN established a computer laboratory and library in Seke Rural, equipped with 20 laptops and internet access, to improve access to technology and learning opportunities for marginalized students. GWEN is now seeking donations of books and additional computers to expand the resource center's reach and impact. By working together, GWEN believes Zimbabwe can build a more inclusive and equitable education system for all.

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## **EDUCATION IN EMERGENCIES AND THE CHALLENGE OF PRIVATIZATION: KEY INSIGHTS FROM RECENT LEARNING BRIEFS**



Photo: Geneva Global Hub for Education in Emergencies

As the global landscape of education continues to shift under the pressures of conflict, crisis, and austerity, two urgent themes have emerged from recent learning briefs: the pivotal role of Education in Emergencies (EiE) and the growing concerns over the privatization of education. These learning briefs synthesize the core insights and advocacy strategies highlighted in the latest workshop and learning series, offering guidance for practitioners, policymakers, and advocates committed to equitable, resilient education systems.

Click [HERE](#) for the learning brief on Education in Emergencies.  
Click [HERE](#) for the learning brief on Privatization of Education.