

'Everyone can unite to make
a difference in the world.'
(Kevin, 21, Indonesia)

THIS IS OUR 2015
#EDUVERDICT
WHAT'S YOURS?



Stand #UpForSchool with
A World at School



United Nations
Educational, Scientific and
Cultural Organization

FOREWORDS



'As we reach the 2015 deadline for Education for All (EFA), it is clear that despite all efforts by governments, civil society and the international community, many challenges have yet to be overcome in order to ensure every child's right to education.

This report highlights the progress and challenges that countries have faced over the past 15 years, bringing together the voices of young people to show how EFA has affected their lives. Young people have identified education as their top priority for the post-2015 education agenda. As we move to adopt a new goal and set of targets, it is vital that we continue to mobilize the energy, skills and inventiveness of this generation, because the future belongs to them.'

(Irina Bokova, Director General, UNESCO)

'The year 2000 was full of hope. The war in my country, Sierra Leone, was drawing to a close. We were finally home after spells as refugees. My friends and I were calling for our government to recognize our right to education and make education free and guaranteed for all. On the global stage, world leaders came together and made big promises to our generation with the Millennium Development Goals (MDGs). The most important promise, for most young people I encounter around the world, is MDG 2 and the Education for All goals – the promise that universal education would be achieved by 2015.

In this innovative and compelling report by the Education for All Global Monitoring Report and A World At School, youth pass our #EduVerdict using the evidence, and through our stories and testimonies, bring the data and numbers to life. The stories of these young people illuminate the remarkable progress the world has made in education, the heartbreaking and costly failures, the urgent challenges that lie ahead and the hopes and dreams of a still optimistic generation.

The stories reveal a glimpse of a huge groundswell of activism for education. The youth who defied terrorists and joined hands to declare #IamMalala and #BringBackOurGirls, who took over the United Nations to call for education and who are creating pressure globally with the #UpForSchool petition – set to be the largest petition in history – are doing some revolutionary things in villages and cities around the world to make the dream of education a reality.

Above all, these youth voices convey a sense of urgency. At least 58 million children are still out of school. Many are kept out of the classroom by violent conflict or emergencies, extreme poverty, child labour, child marriage, disability or just because they are girls. Meanwhile, development aid to basic education continues to be cut, many countries are not increasing their own budgets and a mere 2% of humanitarian aid is spent getting children who are traumatized by disaster and violence back in the classroom. This is simply unacceptable. In 2015, as the world takes stock and puts together a new global agenda, world leaders and development partners should read this report and support us to ensure that we do all we can to fully deliver on promises made and finally make the dream of education a reality for everyone, everywhere. You will see in these pages why it can and must be done.'

(Chernor Bah, Co-founder, A World at School, and Global Youth Advocate for Education).

'Education is more than a right. It holds the key to a better life for children and adolescents worldwide: a life of opportunity, better health and a greater ability to take their future into their own hands. Reaching the most disadvantaged – girls, children with disabilities, those living in conflict – and helping them to learn is a challenge we cannot afford to ignore.'

**(Anthony Lake,
Executive Director, UNICEF)**

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First edition

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EDUCATION FOR ALL

Education is a human right, enshrined in the Universal Declaration of Human Rights (1948)

This is the same declaration that protects us from torture or slavery and ensures our right to food, housing and medical care.



In 2000, 164 countries came together to make a global commitment to Education for All (EFA). This commitment focused on making sure that every person on the planet could access quality education. Six goals were set and countries were given until 2015 to meet them.

We are now at the 2015 deadline. How did we do? How has progress towards EFA improved education for young people and their experiences at school? Who continues to miss out? And why?

In this report, young people share their experiences of education over the past 15 years and their hopes for the future. Read their stories, share yours and join young people all over the world in standing up for the right to quality basic education.

"My dream is to have the power to fight for human rights and see all children in school instead of sitting in the street, and working or getting married at a very early age."
(Amal, 20, Yemen)

121 million children and adolescents are currently out of school



The world's poorest children are four times less likely to go to primary school than the world's richest children



If current trends continue, 25 million children – 15 million girls and 10 million boys – will never attend school



20 million more children will have completed primary school because of the EFA movement

EDUCATION FOR ALL

1
GOAL

Expand early childhood care and education, particularly for the most vulnerable children

2
GOAL

Achieve universal primary education, particularly for girls, ethnic minorities and marginalized children

3
GOAL

Ensure equal access to learning and life skills for youth and adults

6
GOAL

Improve the quality of education and ensure measurable learning outcomes for all

4
GOAL

Improve levels of adult literacy, particularly for women, and ensure access to education for all adults

5
GOAL

Achieve gender parity and equality, with a focus on equal access to education of good quality

73 million children aged 5 to 11 worked in 2012



34 million more children will have gone to school for the first time thanks to the EFA movement

EFA
GOALS

"My grandfather went through wars, imprisonment and isolation. Yet he always told me, "Love education. Learn for yourself. If you are educated, nobody will be able to manipulate you. You will become a better person and citizen for the world." Today, there is nothing impossible for daring students. Keep on trying, learning and having dreams, because if your dreams don't scare you, they are not big enough."

(Avgi, 22, Greece)

1 EXPAND EARLY CHILDHOOD CARE AND EDUCATION

GOAL

We know that early childhood care and education improves children's health, nutrition and how a child's brain and intellect develops. Pre-school programmes are vital in preparing children for education. Progress has been made over the past 15 years in making sure more children access pre-primary education.



50%

Child mortality fell by nearly 50%. However, in 2013, 6.3 million children under the age of 5 died from preventable causes

The number of children going to pre-school has increased from 112 million in 1999 to 184 million in 2012



"During my first year in pre-school, we were introduced to the importance of primary education and education in general. Despite this, we didn't have well-educated teachers from universities and colleges in our pre-schools. We were at a disadvantage because our teachers stopped their education at grade 6 or 9. The school fees were expensive for my family to pay."

(Andrew, 19, Gambia)

But this progress has not helped children from poor and disadvantaged backgrounds, as their families struggle to afford school fees

"Unlike other children in other areas of Kampala, I started pre-school when I was 5 years old as my mother was unable to pay the school fees. I appreciated the privilege of going to school even though most of the children in my area started much earlier than me."

(Sheila, 12, Uganda - Told by Harriet)

When families have to pay pre-school fees, many of the poorest are left behind.

The quality of pre-school programmes remains a serious concern



"My elder brother got into pre-primary school for his education. My mom told me that when she wanted to get me admitted, my relatives stopped her. Girls are not their priority so why should they invest in building their daughter's foundation? Pre-primary education is one of the first stages to address these stereotypes."

(Iram, 28, India)

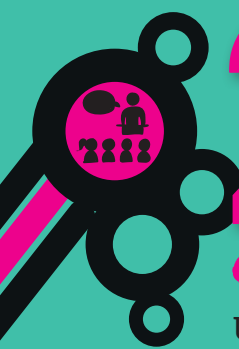
PRE-PRIMARY EDUCATION IS CRUCIAL. GOVERNMENTS MUST COMMIT TO PROVIDING AT LEAST ONE YEAR OF FREE AND COMPULSORY, QUALITY PRE-PRIMARY EDUCATION TO ALL CHILDREN.

By 2014, pre-school was compulsory in



40 COUNTRIES





2 ACHIEVE UNIVERSAL PRIMARY EDUCATION

GOAL

Universal primary education is the EFA goal that has received the most attention from governments and civil society organizations since 2000. As a result, the opportunity to go to school has increased for many millions of children. However, the lack of free and compulsory primary education still affects children from poor households, ethnic minorities, children from rural and conflict areas, and children with disabilities.



Ushma Dhamdhare - India

POEM

Hi, nice to meet you
My name is Jane.
Mommy says
go to school,
even when it rains.
One pair of black shoes
two skirts, one bow
Whistling a tune
to school I must go.
Dancing on the gravel
Jump over cracks in
the road
No books, no backpack
but I can put on a show.
Go to the schoolyard
Some dirt, no grass
Treasure every moment
and fractions
but no time to stay
for I must take care
of my sisters each day.
Walk to my front door
pause for a while
Mommy's face hold raindrops
instead of a smile.
But mommy hugs me
and hides all the papers
Pats me on the head
says, 'Don't tell the
neighbours.'
The next day I don't
have to iron my
school clothes.
Instead, I cook, clean
as time goes and goes.
Hi, nice to meet you.
My name is Jane.
I wonder when next I will
dance in the rain.

(Zara, 17, Jamaica)

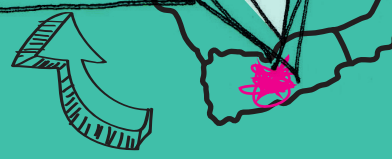
Children living in conflict-affected zones made up 36% of all out-of-school children in 2012

The poorest children are five times less likely to complete primary school than the richest children

Despite some national efforts to reduce fees, many families still pay significant amounts for their children's education

"In Yemen, most children in remote mountainous areas do not go to school, not only because it is thirty minutes to one hour by foot, but the continuous armed conflicts in those areas make it extremely dangerous. When I went to one of those places and asked students in 30 schools about what project they would like me to conduct in their schools, they asked me to tell people to stop fighting and shooting because when they do, children are forced to stay at home and cannot continue their education."

(Mohammed, 26, Yemen)



Globally, more than 172 million people were estimated to be affected by armed conflict in 2012. Conflict-affected countries and zones account for one-third of people living in extreme poverty and over half of global child mortality.

"Between 1990 and 1997, it was always a struggle to keep up with my school fees and things like books and uniforms. My twin and I were often sent home for fees but mum had to work tirelessly to make sure we remained in school because she believed education was the only tool that could never be taken away from us. In 2000, as part of the government's plan to attain the 2015 MDGs, primary education became free for every child. School enrolment went up but the government still struggled to pay teachers and provide financial support to schools. Schools later resorted to charging parents fees to help subsidize teachers' salaries and school supplies, which most parents couldn't afford."

(Joannes, 27, Cameroon)



Imani Williams - Jamaica



S.M. Abdullah Al Mamun - Bangladesh

The proportion of out-of-school children living in conflict-affected countries has increased substantially in the Arab states since 2000, especially in Egypt, Mauritania, Saudi Arabia and Yemen.

Between 93 million and 150 million children live with a disability. They are more likely to be marginalized and the disadvantages of disability are often magnified by social status, gender and health conditions.

"I have never attended primary school in my life. I was denied a place at school because I am disabled. The school was far from home and not equipped as it had no ramps. The mindset of the headmaster was not good towards me because of my disability. However, I met with a kind-hearted primary school teacher. He came to my place once per week for nine months to teach on a voluntary basis. I sat for the primary exams and succeeded brilliantly."

(Yaaseen, 26, Mauritius)

Since 2000, 50 million more children are in primary school



Despite this progress, 58 million children were still out of primary school in 2012



In 31 countries, at least 20% of children enrolled are not expected to finish primary education by 2015



"We need to move a step ahead and provide children with financial support, at least equivalent to what they earn daily, so they don't feel guilty "wasting" their day at school."

(Sajiha, 22, Pakistan)

"Education is the best way to help inoculate the next generation against radicalism. Books are more effective than bombs."

(Mohammed, 29, Yemen)

ALL COUNTRIES MUST OFFER GOOD QUALITY PRIMARY EDUCATION THAT IS FREE AND COMPULSORY. FEES FOR TUITION, TEXTBOOKS, SCHOOL UNIFORMS AND TRANSPORT MUST BE ABOLISHED.





3 GOAL

PROMOTE LEARNING AND LIFE SKILLS FOR YOUNG PEOPLE AND ADULTS



Creating equal access to learning and relevant skills for work and life is crucial. Although there has been major progress in expanding access to secondary school, inequalities persist for marginalized children.

A substantial proportion of adolescents are pressured to work outside of school due to difficult family circumstances.

“Poverty and child labor are the main causes of dropout. It is unfortunate, when the constitution provides the right to free education until secondary school, that children are forced to work because of insufficient financial resources. A friend of mine left school because he was the eldest of many siblings and his father couldn't feed them all. Now he runs his father's French fries stall.”

(Ahmed, 14, Pakistan)

“One thing I would change is the curriculum and after-school activities in order to develop the skills of young people and scale them up.”

(Joy, 26, Nigeria)

Two out of three countries where lower secondary education was not compulsory in 2000 had changed their legislation by 2012, including India, Nigeria and Pakistan



education bill

In 2012, 551 million adolescents accessed secondary education around the world, a 30% increase from 1999



However, 63 million adolescents were still out of school in 2012



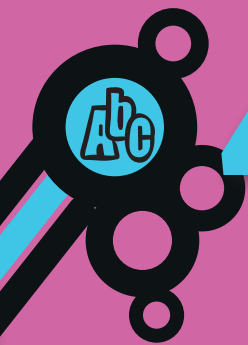
“My secondary education is preparing me for life. I think it is a lot of work and they are helping me as much as they can. My dream as a young blind woman is to become a lawyer or a judge. After my secondary studies, I will go to university. I will tell other disabled people, “Don't let people let you down or let yourself down because of your disability. Believe you can do anything because you can do anything or try to do it.”

(Paula, 14, Guyana. Told to Leroy)

“In my country, education is no longer a dream but a realistic goal. I really want students to attain an education at the end of the five years of secondary school. Many arrive but too many are leaving without the education they once yearned for. It reminds me that I am not only training students to pass an exam, but I am educating people for life.”

(Latoyaa, 27, Trinidad and Tobago)

FULL-TIME SECONDARY EDUCATION, AT LEAST AT THE LOWER SECONDARY LEVEL, SHOULD BE FREE AND UNIVERSAL. GOVERNMENTS ARE RESPONSIBLE FOR MAKING THIS HAPPEN. YOUNG PEOPLE SHOULD HAVE ACCESS TO PROGRAMMES THAT ENABLE THEM TO ACQUIRE THE KNOWLEDGE AND SKILLS THEY NEED FOR LIFE AND WORK. ALL COUNTRIES SHOULD FOLLOW INTERNATIONAL RECOMMENDATIONS TO ESTABLISH A MINIMUM AGE FOR EMPLOYMENT.



4 REDUCE ADULT ILLITERACY BY 50%

GOAL



Marteen Boersema

Progress in adult literacy has been slow. Today, literacy is seen as part of a continuum of basic skills that individuals obtain throughout their lives enabling them to participate more fully in society and the economy.

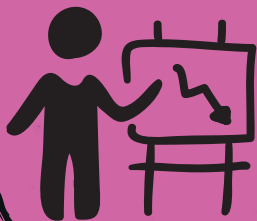
"My parents could not read and write but my sibling and I were lucky because my parents wanted their children to have a better future. They believed that education was the only way they could assure a better life for their children."

(Norbert, 27, Kenya)

"Both my mom and dad cannot read or write. It was hard for me, especially in pre-school where I badly needed a parent to help me with my homework. The most oppressing impact is that they can't express their thinking in writing or explore a lot through reading. I made sure that I didn't misuse the opportunity they offered me when giving me an education. I knew it would give me the opportunity to be my family's eyes and teach them some basics of how to read and write."

(Kansiime, 26, Uganda)

From 2000 to 2015, the adult illiteracy rate dropped from 18% to 14%



Only 17 out of 73 countries are projected to at least halve their adult illiteracy rate by 2015



Illiteracy rates among women are particularly high in sub-Saharan Africa, where over half of all women lack the most basic literacy skills



Some 781 million adults in the world are denied the right to literacy, and two out of three of them are women

"There were days where I would not see my mom and dad because they had to work long hours and days when my parents would ask me to explain documents they got from work and need help to fill them out. My parents' lack of education was frustrating and sometimes overwhelming because, if only they had the opportunity to go to school, they would not be working two to three jobs each just to make sure we had enough to eat."

(Ramatu, 21, United States)

LITERACY SKILLS ARE IMPORTANT FOR CHILDREN, TEENAGERS AND ADULTS. ALL COUNTRIES SHOULD PROVIDE EDUCATIONAL OPPORTUNITIES AND EFFECTIVE LITERACY AND LEARNING PROGRAMMES THROUGHOUT PEOPLE'S LIVES.



5 ACHIEVE GENDER PARITY AND EQUALITY

GOAL



Gender parity is one EFA area where considerable progress has been made. Even so, many girls continue to suffer inequality and in some countries boys are also affected by gender disparity.

One-third of countries have failed to achieve gender parity to primary education



This is even worse for secondary education – half of countries have failed to achieve parity



Pregnancy is a key driver of dropout and exclusion among female secondary school students in sub-Saharan Africa



Disparity also affects boys. In Latin America and the Caribbean, for every 100 girls, only 93 boys are enrolled in secondary education

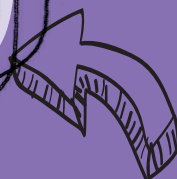


In sub-Saharan Africa, the poorest girls remain the least likely to enrol and complete primary education. In Guinea and Niger in 2010, over 70% of the poorest girls had never attended primary school.



“Menedora is among the thousands of girls who drop out of school every year because of early pregnancy and marriage. She comes from a very poor family. In 2012, she was just 13 and still in her sixth year of primary school when she got pregnant. Now she is a 16-year-old mother of two little boys that she has difficulty feeding. Without any skills, she remains in extreme poverty.”

(Fikiri, 26, Burundi)



“My father would say, “Sending you all to school is impossible.” So we went to school in turns: boys were given priority.”

(Kambale, 34, Democratic Republic of the Congo)

In 2010, 36.4 million women in developing countries aged 20 to 24 reported having given birth before age 18, and 2 million before age 15.





Ushma Dhamdhare - India



Natalia Jidovanu - Kenya

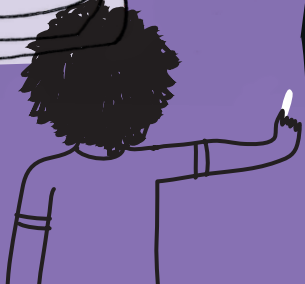
"Our society still holds a stereotypical view of daughters: they think the daughters are liabilities who will one day get married and leave for the husband's house. They do not find investing in a girl as profitable as investing in a boy."
(Tara, 19, Nepal. Told to Aparna)

"The teacher at school humiliated me. This made me reluctant to go to school. Once, a few of us could not answer a question. A girl was made to slap me in front of everybody. I was ashamed and vowed not to go to school again."
(Male student, India)

"If you are a boy from a middle class educated family then you have a chance to go to school and get an education. But if you are a girl and Muslim, it's a double tragedy. I couldn't go to pre-primary school like my brother because my relatives stopped my mom. I completed my masters degree because my mom fought for me."
(Iram, 28, India)

"I would like headmasters to encourage our parents to send their children, especially the girls, to school. When a girl child is educated and becomes a career woman in the future, she can also support her nation and other countries around the world."
(Fauzia, 14, Ghana)

GOVERNMENT SHOULD PRIORITIZE COMMUNITIES AND SCHOOLS WHERE GENDER DISPARITY IS PREVALENT. GLOBAL AND NATIONAL ADVOCACY HAS LED TO PROGRESS IN REDUCING GENDER GAPS. HOWEVER, POLICIES THAT TACKLE CHILD MARRIAGE AND SCHOOL-RELATED GENDER-BASED VIOLENCE NEED TO BE STRENGTHENED.





6 IMPROVE THE QUALITY OF EDUCATION

GOAL

It is crucial for children to attend and complete school – and equally important for them to learn while there and to develop skills for a lifetime of learning. Education quality has received increased international attention since 2000. Even so, many children drop out of school early or complete school without learning the basics.



“It is difficult for 9-year-old Putri to read and she cannot count. In her school, the facilities are so minimal. The buildings are damaged, libraries are just in the back of the teachers’ room and the books are outdated and worn. Yet, her goal is to become an English teacher. She has a high motivation to pursue education as much as possible.”

(Dea, 19, Indonesia)

Learning disparities in countries are often substantial. For example, in 2014, in a province of rural Pakistan, only 33% of 5th-graders could read a story, while in a wealthier area, 63% could do so



Due to teacher shortages, many teachers must teach over 40 students in a class. Some countries have hired teachers to make up this shortage without offering them proper training. In one in three countries surveyed in 2012, less than 75% of teachers were trained to national standards



“Many Jamaican children do not have the opportunity to learn English. These children conduct their daily lives in one dialect, but are expected to learn in a completely different language. The Caribbean Secondary Examinations Council conducts all its exams in English, and many students fail because they cannot understand the questions being asked.”

(Zara, 17, Jamaica)

Worldwide, 250 million children are unable to read, write or do basic mathematics. About half of them have reached the end of primary school





Ushma Dhamdhare - India

Marteen Boersema - Kenya

Wider use of local languages is also apparent in multilingual countries in Southeast Asia and Latin America.

“My school is free under Universal Primary Education. However, the government does not provide scholastic materials. Getting books, pens, pencils, proper uniforms and shoes is hard. Shoes are a much-needed necessity because many walk 20 miles barefoot to school.”

(Brownie, 22, Uganda)

“I remember how my teacher would teach us with our mother tongue and took her time with each of her pupils to teach areas of difficulties ... in my first years of primary education, I was always at position one because I learned all of the skills my teacher gave me and I got to believe in myself.”

(Changwony, 25, Kenya)

In 2012, Cameroon had only 1 reading textbook for every 12 second-graders, and only 1 mathematics textbook per 14 students in primary education.



GOVERNMENTS SHOULD EXPAND THE NUMBERS OF WELL-TRAINED TEACHERS, BUILD CLASSROOMS AND ENSURE GOOD INFRASTRUCTURE, PROVIDE LEARNING RESOURCES SUCH AS TEXTBOOKS, AND DEVELOP ADEQUATE MOTHER TONGUE OR BILINGUAL PROGRAMMES TO ENSURE THAT ALL CHILDREN HAVE THE SAME CHANCE TO SUCCEED AT SCHOOL.

YOUTH TAKE ACTION FOR EDUCATION

The Story of Umma Isah

On the first of March 2010, we picked up a little girl who was scavenging from the dustbin. She was looking hungry and helpless. The little girl's name was Umma Isah. She was 9 years old and had never been to school. She was sent out by her mother to go and scavenge so that they could sell whatever she picked and have some money to buy food.

We asked her, 'If we paid your school fees, would you be willing to go to school?' Her response was positive. So we told her to go home and tell her mother that she found someone who was willing to pay her school fees. The following day, we met with her mother, who, like little Umma, was uneducated. She expressed great interest and excitement over our gesture and even gave us her older daughter to sponsor as well.

We began the process of enrolment immediately. And five days later, Umma was in school. She got all that she needed to enjoy school including a carton of biscuits and two cartons of juice that she took to school for lunch.



We have been following her progress in school and we have noticed remarkable improvement academically, socially, emotionally and psychologically. There are many Ummas out there that we are yet to reach out to. If you and I can do something about it and do it now, I can guarantee that the number of Ummas will be greatly reduced. (Stephen, 23, Uganda)

Education beyond 2015

In September 2015, the international community will come together once more to decide on a set of universal education targets, this time as part of the Sustainable Development Goals. It is important that all countries make a strong commitment to the new education targets and ensure that there are adequate financial resources to achieve them.

The voice of every young person must be heard so that no one

is excluded, left behind or denied their right to education because of where they live, where they're from, their gender, culture or disability.

We must now continue to put pressure on political leaders to keep their promises. This is the moment to make sure 58 million marginalized children realize their right to an education.

'I went to a public school in New Mexico that had resources, passionate teachers, parental involvement, and the environment for a quality education. When I was 14 years old, I learned that every high school in Albuquerque has at least one homeless student. I began volunteering and noticed that children living just a few miles out had a much lower chance at success in school than me. Language, income, race and infrastructure barriers all obstructed children's schooling. It matters to me that other children get a good education, too.'

(Aja, 20, United States)

We must ensure that we keep our promises and make ambitious plans for the future of all children post-2015

'We live in a highly unequal world - one where those at the top will use all the skills and advantages they have to remain there. Education should act as a leveler in an unequal society, not further reinforcing existing disparities.'

(Senel, 22, Sri Lanka)

'I believe that Nigerians should advocate for national policies to enhance the quality of education on global citizenship. This will equip learners with skills and knowledge for the 21st century.'

(Ijeoma, 23, Nigeria)

'For so many young people in Africa, education is the vehicle to get to one's dreams. And I have decided to be a bridge. Now, I am an education activist in Africa for children.'

(Jonathan, 23, Benin)

I'M STANDING #UPFORSCHOOL
THIS IS MY #EDUVERDICT

If you're feeling inspired by the stories and calls to action in this report and want to let the world know what you think about education progress and challenges over the past 15 years, join the global youth movement for education and let the world know what you think. Write your story on the blank page and share it on social media using **#EduVerdict** and **#UpForSchool**.



DO IT!

There is an education crisis: We must act now

We must continue to put pressure on political leaders to ensure that everyone can exercise their right to education. The international community must keep the promise made in 2000 that “no countries seriously committed to education for all will be thwarted in their achievement of universal access by a lack of resources.”



How to get involved.

Join the

#UpForSchool Movement

- 1) Sign the petition at www.upforschool.org
- 2) Organize an **#UpForSchool** event at your school or in your community
- 3) Share your **#UpForSchool** actions on social media and
- 4) Collect signatures and invite others to call on world leaders to do all they can to get every child, everywhere in to school.

Together we will break a world record and create the biggest petition in history!

Remember:

You could win a prize for the most signatures or the most creative campaign!

Share your story:

Using the blank page of this report, write your story or why you care about education, take a picture of yourself holding it, and share online with the tags **#UpForSchool** and **#EduVerdict**.

Talk to decision-makers:

Use the evidence in this report to talk to decision-makers about investing more in education. Meet with them, send letters, organize a social media campaign, and involve other young people.

Send a letter to the media:

Write to your local newspaper sharing how this report has inspired you and using these advocacy messages to call on decision-makers to do more for education in your community.

Run or march for education:

It's a great way to show your community that people care. You can organize it online and bring materials for people to make signs so others know why you are marching.

Talks, presentations & tables:

Organize a talk with inspiring and influential speakers. Invite the community, fellow advocates and decision-makers. Set up a table at your school to get people talking. Talk to a class about how education changes lives and millions that are denied that right. Invite media, tweet and post a video online.

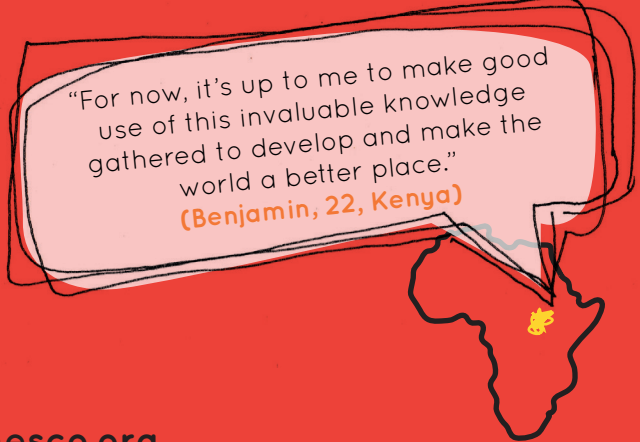
Art Project:

Gather supplies and your friends and set up in a busy part of town or school. Ask people to write or draw why education is important to them, why they are **#UpForSchool**, or what their favorite book is. Take pictures to share online.

Find out more at www.upforschool.org/EduVerdict.

Use the Youth Advocacy Toolkit on the website to find great tips on taking action and planning great events!

- ✂ What will have the biggest impact?
- ✂ How can you link it with existing advocacy, partners and youth groups?
- ✂ What's realistic? How much time and what skills and contacts do you have?
- ✂ Research the local context and consider what has been successful in the past.
- ✂ Do you need support or advice to plan and deliver your event?



“For now, it's up to me to make good use of this invaluable knowledge gathered to develop and make the world a better place.”
(Benjamin, 22, Kenya)