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CSEF 2013 – 2015 Progress Report to UNESCO for the period 01 July to 31 December 2013

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Civil Society Education Fund 2013 - 2015
Coordinated by the Global Campaign for Education
Implemented in partnership with ACEA, ActionAid Americas, ANCEFA, ASPBAE, CLADE, Education International & Oxfam GB.
Funded by the Global Partnership for Education
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Executive Summary

The Civil Society Education Fund (CSEF) is a global programme to support civil society engagement in education sector policy, planning and monitoring. It is founded on a shared understanding among key stakeholders that strong, broad-based and locally-driven civil society participation – in education sector planning and policy development, monitoring of implementation and budgets, and promoting awareness and engagement of citizens in national education debates – is crucial to delivering on EFA and other national education goals.

CSEF has been developed and is managed by GCE and regional partners (ACEA, ANCEFA, ASPBAE, CLADE, ActionAid Americas, Education International and Oxfam GB), and is currently funded mainly by the Global Partnership for Education (GPE), through a grant supervised by UNESCO. The CSEF provides core financing, technical assistance and capacity support, and opportunities for cross-country learning to civil society coalitions focused on education in developing countries across countries in Africa, Asia Pacific, Latin America and the Caribbean, the Middle East and Eastern Europe. Through this support, the CSEF aims to build stronger, more consistent and more effective civil society engagement in education sector processes, and through this ensure improved progress towards education goals, in line with both the GPE strategy, and the Dakar Framework for Action on Education for All.

The current phase of CSEF has as overall aim to*: "Contribute to the achievement of national education goals and Education for All by ensuring the effective participation of civil society organizations and citizens in education debates and sector planning and review"*.

This is to be achieved through four objectives focusing on

1. Policy participation
2. Public awareness and coalition-building
3. Quality research, monitoring and analysis
4. Cross-country learning and networks for change

The **current phase of the CSEF programme** was initiated in April 2013, with a planning phase during which global and regional processes and structures were finalized, and national plans were developed and presented for approval and funding. National-level activities were due to begin from July 2013 – the start of the program implementation phase. There were, however, delays in the onset of funding. These delays had severe consequences for the CSEF program, particularly for the national coalitions, who depend on CSEF to cover salaries and rent, but also impacting on global and regional activities. As a consequence of these challenges, several coalitions were only able to start implementing their activities fully at the later part of the previous semester, which is reflected in this global report. Yet, as this report will also demonstrate, now that funds were available, a lot of progress has already been made, and GCE is confident that the CSEF program is on track in terms of achieving its objectives. The approval of an extended implementation period, into early 2015, will also allow for additional space to carry out activities as planned, and plans and budgets are currently being readjusted accordingly.

By the end of 2013, civil society structures in **54 countries** had engaged with this phase of the CSEF. Three coalitions were still developing structures and proposals, while 51 national coalitions had already submitted proposals. Of these, 46 had had their proposals approved (more than half of these in Africa); three had recently submitted and were expecting decisions in early 2014; one was receiving ongoing support to governance and

planning; and one coalition had its proposal rejected, due to insufficient internal management structures and procedures. This leaves 53 coalitions still engaged or potentially engaged in CSEF-supported activity.

All of the **46 coalitions currently implementing CSEF-supported activities** have identified policy objectives and activities that respond to their national contexts. There is a broad variety in terms of both policy focus, and the approaches and activities chosen, which resonate with the variety in the nature, characteristics and national contexts of the coalitions involved. Plans clearly respond to CSEF overall objectives, including policy participation, public engagement, research and tracking, and network-building and learning. There is also a strong reflection of core GPE themes, particularly around access and reaching every child (27 of 46 coalitions); quality of education (22 coalitions); and education financing and governance (21 coalitions). Most coalitions are focused on more than one policy issue.

Overall, and despite the delay in funding, almost all activities in the **implementation plan** that were scheduled for the period covered by this report are either completed, or in progress as planned.

In terms of **global and regional coordination and management**, this includes support to finalization and approval of national plans, with Regional Funding Committee meetings held in all regions, and extensive support to ensure any amendments to proposals were understood and implemented by coalitions. In two regions (Asia Pacific and Middle East and Eastern Europe), there have also been strong efforts to support coalition-building and proposal development in countries new to the CSEF programme: Afghanistan, Georgia, Moldova and Myanmar. Grant management and disbursement has been handled by the global Secretariat and Regional Financial Management Agencies, while the Regional Secretariats have managed coordination in each region, and GCE has led coordination between regions, with the Global Oversight Committee, and with UNESCO. Additionally, considerable work has gone into the creation of a Learning, Monitoring and Evaluation (LME) framework and system, with associated reporting templates. The only regional and global activities still delayed by the end of 2013 were the baseline survey (which was delayed to be included as part of the Monitoring, Evaluation and Learning system) and the full roll-out of the online discussion forum (although some piloting has been taking place with a smaller number of coalitions).

Progress against the four programme Objectives, and the Expected Results associated with each, has been strong, especially considering the impact delayed funding. Information for reporting against these was drawn from detailed national, regional and global reports, submitted by each implementing partner of CSEF.

Reporting against Objective 1, which concerns **coalition participation in formal policy processes**, shows that there has been considerable activity and progress in this area. In total, 41 coalitions reported the existence of a Local Education Group (LEG) structure in their country, and of these, 70 percent (29 in total) reported that they were actively engaging with the LEG. Of those that didn't, the reasons included political instability, inaccessible or exclusive structures, or lack of access for newer coalitions. Relevant political participation extends beyond the LEG, however: in total, coalitions in 44 countries reported engagement in a total of 141 political and/or policy-making forums in the education sector, encompassing Technical Working Groups, government commissions, parliamentary committees, etc. In addition, CSEF coalitions collectively contributed 115 submissions to relevant policy-making bodies during the July to December 2013 period, including commentaries on proposed laws or policies; analysis and proposals on specific policy issues; findings of research and community tracking exercises; and the results of citizen consultations and documentation of children's experiences. National work is, moreover, being used in regional and global advocacy. During this period, 17 different

regional or global advocacy processes were managed that drew on contributions from specific national coalitions, on a wide range of topics – including, for example, submissions to regional forums on youth and adult literacy in Asia Pacific, the creation of a regional advocacy platform on free education in Latin America, and the development of global advocacy briefings on domestic financing, mother tongue education and post-2015.

There was also considerable progress against Objective 2, in terms of **building broad-based participation and awareness** in the education sector. By the end of December 2013, 3,162 separate organisations were involved in CSEF work as members of funded coalitions, an increase of 113 in the membership of the same coalitions at the start of this programme phase. Data on coalition membership revealed that coalitions in all four regions are predominately represented by grass-roots based civil society actors, including teachers and other civic unions, women, children, youth and disability-oriented organisations. There was a slight improvement in the proportion of women on coalition Boards. Of course, it is important for coalitions not just to have members but also to represent them effectively. Almost three quarters of coalitions report that they often or always consult members before participating in key meetings and consultations: however, many (including those who do not do this regularly) pointed to barriers such as geographic distance, limited time and resources, and the often very short notice given by government and/or donors to prepare for such for events. Two thirds of coalitions were able to describe a standard process for member validation of policy and position documents before these are finalized and circulated. There is also considerable engagement with stakeholders outside coalitions' own membership, with coalitions collectively identifying 191 other stakeholders with which they collaborated in this period, including other NGOs, academic institutions, international partners, etc. Most coalitions were particularly strong in terms of their public outreach: 177 different media engagements took place during the reporting period (even though in some political contexts, this is complicated). In total, coalitions developed 19 public-facing publications, and undertook 83 different public campaigns or mobilization exercises, including lectures, community meetings, open seminars, publicity campaigns, and similar activities.

In terms of **quality research, tracking, monitoring and analysis** (objective 3), a total of 46 relevant studies were initiated (although not all completed) during this period, with a particularly high proportion in Asia Pacific. Twelve coalitions with complete studies were able to describe how these were used in advocacy, and the emerging results in terms of impact on government policy or positioning. For example, following GNECC's (Ghana) advocacy based on their research on 'Teacher Gaps in Public Basic Schools in Ghana', Ghana Education Service has taken steps to address teacher shortages in deprived districts and increase intakes to teacher training. After PEAN's (Papua New Guinea) research on best practice among adult literacy service providers, they were invited by the government to make a submission on alternative strategies to address adult literacy. After promoting the findings of its Education Watch bulletins, Foro Socioeducativo in the Dominican Republic has seen improved data gathering from government offices.

Objective 4 of this phase of the CSEF programme covers **cross-country learning and collaboration**. As part of this work, there is a global learning and capacity plan (see annex 4), as well as specific regional initiatives. All regions have built processes to share learning and exchange, including good practice documents in Africa and Asia Pacific, an online knowledge management system in Latin America, and a new website for the Middle East and Eastern Europe coalitions. Regions also facilitated cross-country partnerships and networking. In terms of capacity support, most tailored technical support was provided through dedicated staff at regional level; altogether twenty-six countries were visited in the reporting period, some more than once (see annex 2). In addition, regional entities, often collaborating with GCE, organized ten regional learning and capacity-

building events during these six months (see annexes 3a-e). Regional entities produced 11 capacity-building tools, reports or briefings; while at global level GCE produced four key briefings that could be used as resources to support advocacy, while also coordinating technical support with partners. All regions, and GCE, supported direct engagement of national coalitions in regional or global advocacy processes, on a very wide range of issues; assessment of the impact of this will follow in later phases.

Overall, therefore, and despite both internal constraints in the form of delayed disbursement of funds and external constraints such as restrictive political contexts, there has been significant activity and progress towards achieving objectives. This unique programme is supporting broad-based coalitions in 46 countries (soon to expand) to bring citizen voices into education debate and raise public awareness of key issues, in line with nationally-determined priorities. One major challenge is to ensure that all coalitions receive adequate and tailored technical support to ensure that this activity has the greatest possible impact, and this is a major focus in 2014. Work in the coming six months will therefore focus on continuing with implementation; building on the shared learning efforts to ensure best practice across the programme (including at Regional Secretariats); and securing the future sustainability of the CSEF.

1. Introduction

"The meaningful inclusion of civil society, including international nongovernmental organizations (NGOs), local NGOs and associations, teacher unions, and community-based organizations and local stakeholder groups such as parents and students, will require greater and more timely participation of those partners in developing national education plans, program implementation grant applications, and joint sector reviews. By ensuring that GPE processes include civil society, the Global Partnership can help promote national education strategies that respond to community needs and that empower local actors to demand and monitor the implementation of quality education services."

GPE Strategic Plan 2012 - 2015

Purpose and intention

The Civil Society Education Fund (CSEF) is founded on a shared understanding among key stakeholders that strong civil society participation – in education sector planning and policy development, monitoring of implementation and budgets, and promoting awareness and engagement of citizens in national education debates – is crucial to delivering on EFA and other national education goals. In particular, it is essential to reaching the most marginalised children who are currently excluded from school, to providing citizen feedback on the quality of education, and improving education systems and the investment and use of education financing through building greater accountability and democracy in education sector governance. This position on civil society engagement is embraced globally through agreements such as the 2000 Dakar Framework for Action, the 2008 Accra Agenda for Action, the 2011 Busan Forum on Aid Effectiveness, and is also embedded into the principles that guide the Global Partnership for Education (GPE) international agenda and country level processes.

Aim

The overall goal of the CSEF programme is to *"contribute to the achievement of national education goals and Education for All by ensuring the effective participation of civil society organizations and citizens in education debates and sector planning and review*."

Approach and principles

The CSEF is founded on an understanding that achievement of education goals requires the broad-based and informed participation of citizens, and that this participation is dependent on effective and coordinated civil society formations to facilitate engagement. CSEF therefore focuses its support on national civil society structures, with nationally driven agendas, drawing expertise and support but not management from structures outside the country, such as international NGOs. Core to the CSEF model is the principle of working with one national education coalition in each country: the aim is thus to support the engagement of a broad and representative group of civil society organizations in conducting coordinated activity. This both strengthens the impact of participation, and ensures better representation of diverse voices. CSEF also strongly encourages coalitions to develop and work through sub-national structures to increase their reach and influence. A further principle is that each national coalition, through internal deliberation by members, identifies its own specific policy objectives and activities, ensuring responsiveness to national context, citizen priorities, and specific strengths and opportunities.

CSEF supports coalitions through:

- **Grants** to support advocacy activities identified in line with the coalition's individual priorities and national context, as well as aimed at achieving EFA goals and responding to overall CSEF objectives;
- **Technical support and capacity building** from global and regional networks, INGO partners, and consultants, in order to strengthen the planning, implementation and impact of coalitions;
- **Cross-country learning and networking** to enable sharing of best practice, collaboration across countries, and the linking of national, regional and global advocacy efforts and policy discussions.

Objectives

In order to achieve its aim, the CSEF programme in 2013 to 2014 supports civil society education coalitions to carry out advocacy activities structured around four global objectives, which are:

Objective 1 – Policy Participation: **Formal civil society participation in education sector policy and review processes and engagement with policy-makers and parliamentarians is strengthened and better recognized.** For example, coalitions are being supported to engage in forums for official sector dialogue (i.e. Local Education Groups), contribute to development of Education Sector Plans, and participate in joint annual reviews of implementation.

Objective 2 – Public awareness and coalition-building: **National Education Coalitions are actively strengthening grassroots capacity to access and participate in education sector debates, through building awareness, knowledge and skills, and opening opportunities to participate.** CSEF focuses on supporting coalitions with broad-based, inclusive and representative memberships of diverse civil society organisations, and on encouraging those coalitions to create space for the public to engage more broadly.

Objective 3 – Quality research, monitoring and analysis: **Civil society research and analysis effectively contributes to national government plans, policies, financing and practices that better achieve the right to quality education for all and the six EFA goals.** National coalitions can conduct activities such as producing effective, relevant, high quality and well-targeted tracking surveys, research, budget monitoring, policy analysis, and proposals, as informed and substantive contributions to education debates, and policy and planning exercises.

Objective 4 – Cross-country learning and networks for change: **The CSEF project builds the quality and impact of civil society engagement in the education sector through promoting partnerships, strengthening South-South collaboration, sharing learning, and facilitating impact on global policy processes.** Activities under this objective include engagement in global and regional capacity building initiatives, participation learning opportunities such as exchange visits and discussion forums, and involvement in activities relating to regional and global advocacy processes.

Management and implementation

The CSEF program, established in 2009, was developed and is managed by the Global Campaign for Education (host of the CSEF Global Secretariat),

in close collaboration with regional implementing partners: the Arab Coalition on Education for All (ACEA), the Africa Network Campaign for Education for All (ANCEFA), the Asia South Pacific Association for Basic and Adult Education (ASPBAE), and the Latin American Campaign for the Right to Education (CLADE) – all hosts of CSEF Regional Secretariats. Regional financial management is provided through ActionAid Americas (Latin America), Education International (Asia Pacific), Oxfam GB (Africa) and GCE (Middle East and Eastern Europe) – in their roles as CSEF Regional Financial Management Agencies. A Global Oversight Committee is in place to ensure general oversight and steer to the program, and an International Partners Group facilitates more coordinated capacity support and collaboration and national level. The CSEF 2013-2014 phase is funded by the Global Partnership for Education (GPE) through a grant of $US14.5m, and UNESCO acts as Supervising Entity for the program and hence holds overall accountability to GPE for the CSEF grant. Complementary funding is also provided by AECID for non-GPE partner countries in Latin America, managed directly by CLADE.

Further information about background, management structures, funding and ways of working can be found in the CSEF Programme Document (http://www.campaignforeducation.org/en/building-the-movement/csef-2013-2015).

About this report:

This report covers the period from July to December 2013. It therefore comprises the first full activity period of this phase of the CSEF Programme. Given delays with the signing of grant agreements and transfer of funds, however, implementation of (at least some) activities began late in all countries, and as such this report covers less than six months of actual national implementation. The report is structured in order to present what has been done at each level (global, regional and national), and progress towards each of the objectives and the associated Expected Results agreed as part of the CSEF programme. A single report drawing on 56 separate reports from national coalitions, regional entities, and the global Secretariat, will necessarily not include every detail of activity; this report, is, however, structured to present as much information as possible grouped so as to give a clear overview of activity and progress:

- **Part 1** (this part) gives an introduction and provides background to the programme
- **Part 2** provides an overview of national activity, including a country-by-country listing of grants currently approved and the focus of activities.
- **Part 3** provides an account of global and regional activities, making clear how these contribute to the implementation of national activities and achievement of objectives at national level.
- **Part 4** presents activities and progress according to each of the programme objectives and expected results. This section draws upon the analysis of information presented in all national and regional reports.
- **Part 5** sets out conclusions and next steps for the programme.

2. Overview of national activities

CSEF is focused on supporting national civil society education coalitions to engage with education sector planning, policy and review processes in their countries. As with GPE funds to governments, CSEF plans are developed within in each country, based on national contexts, by civil society coalitions in collaboration with members. Supported by CSEF Regional Secretariats, coalitions submit proposals to Regional Funding Committees for evaluation and decision-making on approval and grant allocation.

By the end of 2013, civil society structures in 54 countries had engaged in CSEF activities during this phase. A total of 51 national coalitions had submitted proposals (two more – from Moldova and Georgia – than in the previous report); one coalition – REPT Haiti – is currently finalizing its proposal, and some initial contact and work is ongoing in Myanmar and Afghanistan with the aim of setting up networks there. Of these 51:

- 46 applications had been approved, and coalitions had begun implementing activities, with implementation delays for one coalition only (Sri Lanka);
- one coalition, in Angola, was receiving ongoing support to governance and planning from the Regional Secretariat and partners, before the proposal could be finally considered;
- three coalitions, Moldova, Sudan and Georgia, were at the end of the year waiting for decisions from the Regional Funding Committee;
- one proposal (from Liberia) was rejected, due to insufficient internal management structures and procedures.

The majority of CSEF grants are given to coalitions in Africa, with 26 out of 46 grant agreements. The programme also includes (at December 2013) 13 coalitions in Asia, three in the Middle East and Eastern Europe and four in Latin America and the Caribbean. Additional financing is provided to coalitions in non-GPE-eligible countries in Latin America through support by AECID (Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Mexico, Peru and Paraguay). This funding was secured by GCE, CLADE and Ayuda en Accion in 2009, and has since been managed by CLADE. This process has benefitted all the Latin American coalitions, in terms of the resulting shared learning across the region.

The tables below outline which countries the GPE-funded CSEF currently engages with, and includes a status update on where in the planning or implementation process these coalitions are. Examples of the kinds of activities that coalitions are focusing on are also provided.

Country	Coalition	Snapshot from CSEF 2013 – 2014 proposal plans	Status at end December 2013
Afghanistan	Previous education coalition apparently no longer functioning	N/A	ASPBAE supporting the (re-)establishment of a civil society network
Albania	Albanian Coalition for Child Education (ACE)	• Hold consultations with teachers and parents and submit draft proposals on the education law, focusing on quality, to the Parliament.	Proposal approved, activities ongoing
Angola	Rede Angolana da Sociedade Civil de Educação Para Todos – 2015 (REDEPT)	• Advocacy for increased access to education for children from pastoral communities • Promotion of transparency and accountability in the allocation and management of the National Education Budget	Approval pending. Further organizational development support is being provided before a revised proposal can be submitted and decision be made.
Bangladesh	Campaign for Popular Education (CAMPE)	• Develop civil society position paper on the Right to Education and lobby political parties, Parliament and other policy actors • Development and Dissemination of Popular/User friendly version of Education Watch (on TVET and Pre Primary Education)	Proposal approved, activities ongoing
Benin	Coalition Béninoise des Organisations pour l'Education Pour Tous (CBOEPT)	• Establish CSO observatory to monitor status of education, particularly re inclusion, and the management of the education system • Creating awareness on exclusion in education through documentary, share results with government and local authorities and share recommendations • Meet with parliamentarians to propose law on inclusion in education, follow up with radio programs	Proposal approved, activities ongoing
Bolivia	Bolivian Campaign for Right to Education (CBDE)	• Conduct a study on the status of implementation of the national Education Act linked to the right to education, and share recommendations with the Plurinational Assembly and Ministry of Education • Develop policy proposal for a new curriculum that is non-colonised, non-patriarchal gender sensitive	Proposal approved, activities ongoing

Burkina Faso	Coalition Nationale pour l'Education Pour Tous du Burkina Faso (CN/EPT/BF)	• Set up advocacy groups of members to identify barriers to access, retention and achievements, particularly for girls, make proposals and recommendations to improve education rates • Set up and train advocacy group in budget monitoring, carry out annual citizen control, share results with national and local authorities, present in public hearings, advocate for increased spending • Awareness raising through press conferences, TV and radio programs	Proposal approved, activities ongoing
Burundi	Coalition Burundaise pour l'Education Pour Tous (BAFASHEBIGE)	• Set up and training provincial branches on gender issues, education for children with special needs, early childhood, and education reform	Proposal approved, activities ongoing
Cambodia	NGO Education Partnership (NEP)	• Using research to influence policy on teacher's recruitment, welfare, development, and mobilise more resources from community councils to improve quality of primary education	Proposal approved, activities ongoing
Cameroon	Cameroun Education For All Network (CEFAN)	• Conduct citizen Watch exercise and report on implementation of school construction aspects of the ESP • Develop and present policy paper on non-formal basic education during the education sector review in 2014, and lobby for incorporation into official policy	Proposal approved, activities ongoing
Cape Verde	Rede Nacional da Campanha de Educacao Para Todos (RNCEPT)	• Promote legal framework for inclusive education through proposal of new law	Proposal approved, activities ongoing
Cote D'Ivoire	Réseau Ivoirien pour la Promotion de l'Education Pour Tous (RIP-EPT)	• Carry out assessment of implementation of the education sector plan 2010 – 2013 • Create awareness of situation of damaged schools and lobby for rehabilitation	Proposal approved, activities ongoing

Djibouti	Forum pour Action et le Développement de l'Education (FADE)	• Lobby for legislation on CSO engagement in development, implementation and monitoring of education policy • Develop CSO position paper on government funding application to GPE • Conduct research report on pre-primary education	Proposal approved, activities ongoing
Dominican Republic	Foro Socioeducativo (Social and Education Forum)	• Lobby for the implementation of 4% of GDP allocated to education • Advocate for policy on better conditions, training and dignity of teachers	Proposal approved, activities ongoing
DRC	Coordination Nationale De L'Education Pour Tous (CONEPT)	• Conduct budget tracking analysis and report, and lobby for increased spending on education • Advocate for gender equality reform	Proposal approved, activities ongoing
Ethiopia	Basic Education Network - Ethiopia (BEN-E)	• Assessment of access to education for children with special needs and follow up with policy consultation and lobbying re education budget • Assessment of gender equity gaps in budget and lobby government to increase spending on girls education • Influence participatory teaching in curriculum through curriculum review and engagement with Curriculum Development and Research Directorate of the MOE	Proposal approved, activities ongoing
Gambia	Education For All Campaign Network, The Gambia (EFANET)	• Coalition Task Team to review the Special Needs Education policy implementation process to identify gaps and advocate for effective implementation of the SNE Policy • Advocate for improved access to quality Technical and Vocational Education and Training	Proposal approved, activities ongoing

Ghana	Ghana National Education Campaign Coalition (GNECC)	• Research and documentation on gaps between policy and practice of teacher recruitment and deployment in public basic schools • Influence district and regional review processes in favour of effective teacher deployment through district specific policy proposals, and engage in LEGs • Organise radio and TV discussions, news and internet publications on teacher issues	Proposal approved, activities ongoing
Georgia	Georgian Coalition for Education for All	• Research on school based teacher professional development models to feed in to position policy paper • Present findings to Ministry of Education policy development	Proposal submitted, Funding Committee decision pending (NB proposal approved in February 2014)
Guinea Bissau	Réseau de la campagne de l'éducation pour tous Guinée-Bissau (RECEPT-GB)	• Research on ECD, for advocacy use • Lobby meetings with political parties, government, and parliament for increased spending on education • Door to door sensitisation campaign for parents to send children to school, and keep them there	Proposal approved, activities ongoing
Haiti	REPT Haiti	N/A	Proposal development ongoing with support of regional secretariat
Honduras	Dakar Forum Honduras	• Advocacy about new General Education Law approved in 2011, which now needs regulation • Conduct study on privatisation in education	Proposal approved, activities ongoing
India	National Coalition for Education (NCE) India	• Target electoral constituencies in upcoming general election to increase financing for education • File a Public Interest Litigation to bring the issue of non-compliance of the Right to Education Act to the court through presentation of evidence-based research	Proposal approved, activities ongoing

Indonesia	Network Education Watch Indonesia (NEW Indonesia)	• Carry out review of National Education Law • Through coalition thematic expert group, develop position paper on quality 12 year Basic Education for the government's annual sector review, and advocate for Basic Education principles for be included in the National Education Sector Plan	Proposal approved, activities ongoing
Kenya	Elimu Yetu Coalition	• Review national alternative basic education policy, and develop policy position • Lobby policy makers to legislate for the Enforcement of the Right to Education • Work with teacher unions to participate in LEG and to input to development of National ESP and government funding application to GPE re increasing allocations for teachers	Proposal approved, activities ongoing
Lesotho	Campaign for Education Forum (CEF Lesotho)	• Research conditions and salary levels of teachers, and advocate in collaboration with 4 teachers unions for new policy on salary/benefit issues • Research and Publication on Re-Entry Policy and the Non-formal Education Policy to move towards adoption and implementation. • Carry out budget tracking and advocate for increased transparency and accountability in government budgetary allocation to education (specific focus on disability, and on non-formal education)	Proposal approved, activities ongoing
Liberia	The Liberia Education for All Technical Committee (LETCOM)	• N/A	Proposal rejected. Coalition-building processes are currently being supported by a programme outside CSEF, for possible inclusion in future phases

Malawi	Civil Society Education Coalition (CSEC)	• Gender responsive budget analysis (focusing on infrastructure and school environment) and policy brief • Budget analysis, focusing on girls and teachers welfare, leading to policy briefs, use results to engage and lobby government and parliament • Membership engagement in TWG on girls and teachers and development of position papers, strengthening CSO engagement on LEGs • Advocate with stakeholders on increased access to education for girls and re-entry of teen mothers	Proposal approved, activities ongoing
Mauritania	Coalition des Organisations Mauritaniennes pour l'Education (COMEDUC)	• Participatory research on marginalised groups in education • Strengthening membership role in LEGs and other spaces to formulate national education policy	Proposal approved, activities ongoing
Moldova	The Alliance of active NGOs in the field of Social Protection of Family and Child (APSCF)	• Conduct assessment of the implementation of the Inclusive Education Programme (2011-2020)	Proposal submitted, Funding Committee decision pending
Mongolia	All for Education (AFE) Mongolia	• Conduct participatory assessment of school governance and environment through a "Good School" tool	Proposal approved, activities ongoing
Mozambique	Movimento de Educação Para Todos (MEPT)	• Set up thematic group for organisations representing people with disabilities, and participate with official PWD working group in policy dialogue using monitoring exercises carried out • Data collection on best practice in ECD	Proposal approved, activities ongoing
Myanmar	Currently no national education coalition	N/A	ASPBAE supporting the establishment of civil society network
Nepal	National Campaign for Education (NCE Nepal)	• Disseminate 'Watch Book' based on budget analysis and lobby the Ministry of Education, Ministry of Finance and Law makers to increase education budget • Hold thematic consultations of the status of EFA in Nepal and share recommendations on the Post 2015 framework with policy makers	Proposal approved, activities ongoing

Nicaragua	Foro de Educación y Desarrollo Humano de la Iniciativa por Nicaragua (El FEDH IPN)	• Strengthen regional coalition chapters to undertake research and report on violations against the right to education at municipal level through an alert system, and use information to lobby the Parliament	Proposal approved, activities ongoing
Niger	Coordination Nationale des Associations, Syndicats et ONGs de Campagne en Faveur de l'E.P.T au Niger (A.S.O E.P.T Niger)	• Study on the impact of crises such as food shortages and safety issues in the education system • Policy dialogue and lobbying to promote new policies on appropriate teacher training and provision of teaching materials • Campaign on inclusive education, sensitisation in schools on issue and of training of specialised teachers	Proposal approved, activities ongoing
Nigeria	Civil Society Action Coalition On Education For All (CSACEFA)	• Strengthen capacity of School Based Management Committee (SBMCs) and the Mothers' Association (MA's)to promote girls education • Lobby for increased support to girls education to increase learning achievement of girls • Gender analysis of the education budget, community participation in budget monitoring	Proposal approved, activities ongoing
Pakistan	Pakistan Coalition of Education (PCE)	• Conduct social audit survey for monitoring and tracking of education budget and share analysis of findings in district level round tables with policy makers	Proposal approved, activities ongoing
PNG	PNG Education Advocacy Network (PEAN)	• Lobby for inclusion of adult literacy in the provincial level budget allocation as core priority for poverty alleviation	Proposal approved, activities ongoing
Rwanda	Rwanda Education For All Coalition (REFAC)	• Research on obstacles to achieving quality of education • Lobby government, Parliamentarians, district officials to increase budget to cover quality education	Proposal approved, activities ongoing

Senegal	Comité des ONG et Syndicats pour la Défense de l'Education Publique (COSYDEP)	• Review of governance methods in the education system • Conference on benefits of mainstreaming children with special needs in education policies • Participatory and sensitive to special needs citizen budget watch, and participation in public hearings • Broad-based campaign and mobilisation of communities on special needs education, engaging with media, newspapers, radio, TV, and online	Proposal approved, activities ongoing
Sierra Leone	Education For All Coalition Sierra Leone (EFA-SL)	• Review of 1991 Constitution, engage with policy makers on findings in review of 1991 Constitution, including on LEGs • Policy brief on education financing • Participatory budget monitoring • Awareness-raising of EFA study at national and local level	Proposal approved, activities ongoing
Solomon Islands	Coalition for Education Solomon Islands (COESI)	• Engage and lobby policy makers for the Inclusive Education Policy, National Literacy Policy and Gender Equity Policy to be fast tracked for endorsement and implementation	Proposal approved, activities ongoing
Somalia	Education For All Somalia (EFASOM)	• Engage in policy debate and discussions around curriculum development linked to equity and inclusiveness, especially concerning disability	Proposal approved, activities ongoing
Sri Lanka	Coalition for Education Development (CED)	• Carry out situation analysis on the recurrent closing down of small schools and initiate dialogue with policy makers to prevent further closures	Proposal approved, activities ongoing
Sudan	Sudanese Network for Education for All (SNEFA)	• Using policy and budget analysis to conduct policy debate with parliamentarians to advocate for increased funding to education	Coalition supported to improve proposal; revised proposal submitted, Funding Committee decision pending (NB proposal approved in January 2014)

Tanzania	Tanzania Education Network (TEN/MET)	• Participate in Annual Education Sector Review (October 2013) and present coalition statement • Lobby Policy makers and Parliamentarians on policies and budgets related to the provision of inclusive teaching and learning environments, and on provision of pre-primary education • Public awareness campaign in communities on inclusive and pre-primary education	Proposal approved, activities ongoing
Timor Leste	Timor Leste Coalition for Education (TLCE)	• Work with disability groups to lobby the National Parliament and other government agencies to increase access to education for people with disability with 25% by 2015	Proposal approved, activities ongoing
Togo	Coalition Nationale Togolaise Pour L'Education Pour Tous (CNT/EPT - Togo)	• Set up thematic groups on EFA • Analysis of Education Sector Plan, assessment of education sector management • Enhance participation in strategic review processes and dialogue with decision-makers and parliamentarians	Proposal approved, activities ongoing
Vanuatu	Vanuatu Education Policy Advocacy Coalition (VEPAC)	• Carry out a baseline report on out of school children aged 6 - 20 and use findings to lobby with the government, donors and stakeholders to improve access to quality education • Carry out assessment on the pilot project on local school board management to determine its effectiveness, and disseminate results	Proposal approved, activities ongoing
Vietnam	Vietnam Coalition for Education for All (VCEFA)	• Based on research study, present policy recommendations for the improvement of education quality in kindergartens	Proposal approved, activities ongoing
Yemen	Yemeni Education for All Coalition (CEA)	• Advocacy for increased spending • Lobbying for increased transparency and access to information	Proposal approved, activities ongoing

Zambia	Zambia National Education Coalition (ZANEC)	• CSO policy review and assessment of implementation of National Education Sector Plan, review of National Education Legal Framework and Policies Reform • Using findings of EFA review to participating in LEGs, JSR, and Coordinating Committee meeting	Proposal approved, activities ongoing
Zimbabwe	Education Coalition of Zimbabwe (ECOZI)	• Review of Education Act 2006, and proposal on revised Education Act which reflects the Right to Education, lobbying MoE & parliament, LEG on revised Act • Monitoring of GPE funds • Awareness-raising on quality and free education	Proposal approved, activities ongoing

National activity trends

All coalitions have identified focus areas that respond to their national contexts and where there is need for policy change. There is a broad variety in terms of both policy focus, and the approaches and activities chosen, which resonates with the variety in the nature, characteristics and national contexts of the coalitions involved. At the same time, plans clearly respond to CSEF overall objectives. All coalitions focus on strengthening their participation and influence in policy processes, through engagement with key actors such as Ministries of Education and Finance, Parliaments and National Assemblies, political parties and electoral constituencies, constitutional committee and public litigators, and Technical Working Groups and LEGs. In order to influence these forums coalitions are carrying out research and monitoring of education sector plans, policies, budgets and activities, and in turn converting findings into policy proposals and submissions. Activities are carried out through the engagement of members, communities and the general public, to create awareness and encourage participation of citizens to strengthen the voice and influence of civil society in education debates, not only nationally, but also at regional and global level, particularly post-2015 discussions.

All coalitions are focused on at least one (if not more) of GPE's key thematic focus areas. More specifically:

- Twenty-seven coalitions are focused on issues relating to access, inclusion and reaching every child, with a majority of these working to advance inclusive education systems;
- Twenty-one coalitions are focused on education systems issues (including governance, legal reform, etc), with two thirds of these focused explicitly on financing;
- Twenty-two coalitions are focusing on issues related to the quality of education, with 15 of these working explicitly on issues related to teachers.

Impact of delayed disbursement of funds

The CSEF 2013-2014 programme was approved by the GPE Board in December 2012, with funds intended to flow as of April 2013. There was, however, a delay in finalizing the grant agreement with UNESCO. Signing of the agreement was the trigger for funds to be transferred from UNESCO

to the GCE Secretariat, hence funds transfers to GCE and subsequently to regional and national level were also delayed. This delay had severe consequences for the CSEF program, particularly for the national coalitions, who depend on CSEF to cover salaries and rent. In some countries, staff were forced to leave, and others worked for several months without pay. Funding Committee meetings were postponed in most regions due to funding constraints, which in turn delayed approval of national plans, meaning that coalitions had to cancel or postpone some activities. These delays caused a risk in terms of destroying capacity created and institutional memory gained within coalition secretariats, lost advocacy opportunities and momentum, and diminished credibility due to absence from policy debates.

As a consequence of these challenges, several coalitions were only able to start implementing their activities fully during the later part of the previous semester. Although the programme is now fully in operation, some activities are nevertheless less advanced than initially envisaged. However, an impressive amount of progress and achievement has still been made, and details on this are in section 4, which emphasizes progress against the overall CSEF objective and each expected result.

3. Regional and global activities to support the CSEF programme

This section of the report summarizes CSEF activities at global and regional level in terms of overall coordination and grant management, and support of national planning, and capacity-building and learning work. Other aspects of global and regional work are part of the Expected Results, and are therefore covered in detail in section 4: this includes the work of global and regional entities to facilitate national contributions to global and regional advocacy processes; support to national coalitions to engage directly in regional and global advocacy; coordination of learning and exchange; and provision of technical support and capacity-building.

The coordination and management activities described here are not captured in the expected results, but are part of the implementation plan. This part of the report therefore complements the document reporting the status of each activity in the implementation plan (annex 1), by giving more details of the global and regional activities listed there.

All activities described here contribute to the achievement of CSEF goals, and all funded through the CSEF grant unless otherwise noted. This report therefore should be read in conjunction with the financial report. Some of these activities were also covered in full in a previous report to UNESCO (submitted in December 2013), but are also covered in this report for completeness.

Progress overall in implementing planned activities at global and regional level

The funding delay described in part 2 above also had an impact on global and regional activity. At regional level, learning events were cancelled or delayed, and lack of funding meant that fewer coalition representatives could be covered to attend certain workshops, though some regional bodies were able to advance funds from other projects in order to diminish these effects. Accordingly, some activities (grant agreements, Funding Committee meetings, support visits) that are now completed were carried out later than originally intended. In key cases, this is noted in annex 1.

Nevertheless, as annex 1 shows, almost all activities in the implementation plan that were scheduled for the period covered by this report are either completed, or in progress as planned. The only activities still delayed by the end of 2013 were the baseline survey (which was delayed to be included as part of the Monitoring, Evaluation and Learning system) and the full roll-out of the online discussion forum (although some piloting has been taking place with a smaller number of coalitions).

Support to finalisation and approval of national plans

All Funding Committee meetings were originally intended to take place during the CSEF planning phase. However, due to delayed funding the meetings in Africa and Asia were postponed, and in Latin America the Committee deliberated virtually, through a series of skype teleconferences rather than face-to-face.

Africa: The Funding Committee met in August in Dakar to review proposals from 28 coalitions. A comprehensive application support process, managed by GCE and ANCEFA in collaboration with the IPG, was organized in advance (detailed in previous report), which made the assessment process of such a high number of proposals more effective. In total, 26 coalitions had their proposals approved, though some on the condition

of recommended revisions, such as Cameroon and Mauritania who needed to better align their budgets with plans, and Burkina Faso and Senegal who had to more clearly specify activity timelines. These respective proposals were revised and resubmitted for final approval, and all 26 coalitions have since been contracted and started implementing their activities. The proposal from LETCOM Liberia was rejected due to serious concerns around internal administrative and financial management within the coalition, and for Angola the Committee recommended that a capacity support plan would be developed and implemented before a proposal could be approved; this plan is in progress.

Asia: A meeting was organized at the end of July in Manila, where the Funding Committee met to discuss 13 submitted proposals, of which 12 were approved in full, though some coalitions were asked to respond to specific recommendations. For example, the Funding Committee asked VEPAC VANUATU to resubmit a more realistic capacity needs assessment, NEP Cambodia to clarify specific budget items and PCE Pakistan to revise parts of its budget. For Sri Lanka, the Funding Committee approved funds to support an interim proposal to demonstrate sufficient management structures, before moving to a fuller proposal. This is ongoing through the support of ASPBAE; 12 coalitions have been contracted and are implementing activities, but there are still some delays with implementation of the Sri Lanka proposal, largely due to the need to clarify processes and staffing during the interim stage.

Latin America: Four proposals were approved during the planning phase. In the implementation period, CLADE and Funding Committee followed up with Haiti, where the coalition was undergoing internal restructuring leading to delays of the proposal development process. REPT Haiti submitted an application in November, but the Funding Committee found this proposal too ambitious and recommended that a workshop be held – supported by CLADE and selected FC members – to strengthen and finalise the proposal, as well as ensuring that sufficient systems and capacities would be in place in light of the restructuring process. This workshop is taking place in 2014.

Middle East and Eastern Europe: A Funding Committee meeting was held in June where proposals from four coalitions were reviewed. Recommendations were made rather than outright approvals at this stage, and coalitions worked on revising their proposals through support of ACEA, GCE and the Funding Committee. During the period covered by this report, the coalitions were brought together in a workshop in Yemen where further support was facilitated in order to strengthen their proposals. During skype deliberations three coalitions – Somalia, Albania and Yemen – were approved in November, whilst the Funding Committee felt that further restructuring of the Sudanese proposal was necessary. Through GCE's facilitation a consultant was appointed to travel to Khartoum and work with SNEFA and its members to put in place a strong strategic plan, reflecting the voices of the coalition's diverse membership. The initiative proved incredibly valuable and a revised good quality proposal was submitted for approval in early 2014.

Support to development of coalitions in "new" CSEF countries:

The CSEF has, during this period, engaged in countries where new civil society coalitions have been, or are in the process of being, established. In Asia and the Pacific, specific funds have been earmarked for start-up initiatives in Myanmar and Afghanistan, and ASPBAE worked during the reporting phase to establish contacts with civil society networks in these countries. Particular work on exploring interests and possibilities for establishing a coalition in Myanmar was carried out through visits and face-to-face meetings with local civil society actors and the support of international organizations operating in country. Representatives from Myanmar and Afghanistan participated in an ASPBAE-led regional forum with coalitions from other countries, which helped to further establish important relationships and facilitate learning.

In the Middle East and Eastern Europe, ACEA and GCE worked closely with nascent civil society coalitions in Moldova and Georgia to ensure familiarization of the CSEF program and to support start-up activities, including membership outreach, consultations and planning. Representatives of the two networks were invited to participate in two regional workshops (co-facilitated by GCE) focusing on financial management and advocacy planning. Following this strategic training, the coalitions submitted proposals to the Funding Committee, which were reviewed and feedback was shared through skype conversations, allowing for follow-up questions and discussions. Visits were carried out by ACEA to both countries where ACEA staff worked closely with the networks and their partners to map out the context and challenges, as well as exploring opportunities for expansion of education advocacy work. The visits allowed for more targeted support on CSEF proposals, and final versions were submitted at the end of the year for deliberation in 2014.

Furthermore, some resources are set aside for coalition-building in Somaliland and establishing contacts in South Sudan and Tajikistan, and this will be taken forward in 2014.

Grant management:
Finalizing and signing of the global grant agreement between GCE and UNESCO took place in July, regional grant agreements between GCE and the Regional Secretariats and Regional FMAs were signed immediately afterwards, and national grant agreements between Regional Secretariats and national coalitions between July and December, with the majority in the earlier part of this period, but some delays where Funding Committee Meetings were postponed, or where coalitions were requested to make adjustments to proposals. (See details in chapter 2.)

Grant disbursement takes place in tranches from GCE to regional entities, and from regional FMAs to national coalitions; disbursements are based on previous spending, so the process requires continuous communication around spending and disbursement rates. It also, of course, depends on the receipt of funds at global level from UNESCO. Grant disbursement during this period was therefore an ongoing process at both regional and global level.

Global and regional coordination:
Within each region, coordination teams including the Regional Secretariat, FMA and GCE maintained regular communication to ensure oversight of the programme and exchange information about implementation and progress of specific coalition. Regional Secretariats also maintained communication with Regional Funding Committees, sharing information about grant agreement finalization and the initiation of activities.

In terms of inter-regional communication, GCE organized an inter-regional meeting in July, immediately following the partners' meeting, which also included liaison with UNESCO. A few cross-regional calls were held early in the period, and a cross-regional meeting with the International Partners Group, but given time differences, most calls are with regions separately, and inter-regional information-sharing is by email.

The GCE Secretariat also maintained communication with both the Global Oversight Committee, including email updates, face-to-face discussions during GCE Board meetings, and conference calls at least every two months. GCE also maintained a flow of communication with UNESCO as Supervising Entity.

Improved structures for monitoring, evaluation and learning

In line with the CSEF implementation plan, much effort has been put into the development of a Learning, Monitoring and Evaluation system for the CSEF programme. Monitoring and evaluation of the CSEF programme is extremely complex. Firstly, it includes currently 61 separate entities, at three levels (national, regional and global). Moreover, activity at national level (the main focus) is planned independently in each case, according to nationally-defined aims and activities. While, therefore, there are global goals and expected results, there are currently 46 unique national programmes contributing to these, with no single log frame or programme plan.

In October, after identification of an appropriate consultancy team in South Africa (Rights2Change), full terms of reference were developed. The work then done to develop the system included:

- Regular discussions between GCE and the consultant team to clarify the aims, purpose and scope of the LME system, which is intended to lend itself to monitoring of activities, evaluation of progress and impact, and learning about approaches and success.
- Extensive interviews with Regional Secretariats, GPE, and a selection of interviews. UNESCO was not available for interview during this period, but provided input by email, as well as through discussions with GCE at later stages.
- The development of a new, tailored M&E framework with more detailed and coherent indicators and targets, which were matched to the Objectives and Expected Results from the original progamme document. This was the subject of further consultation with regions and UNESCO.
- Reporting templates were designed for national level, in such a way that will allow data to be recorded in a database, and that will also allow for online data capture at a later stage. This tool has been internally probed and was then sent around to all coalitions for use in the first reporting phase: the information gathered through this process is presented in section 4 of this report.
- Reporting templates were also designed for the Regional Financial Management Agencies and the Regional Secretariats; they were finalized in Q1 /2014 and sent around to four RFMAs and 4 Regional secretariats. The data gathered through these is also presented in this report.

At the end of the design process a framework will be in place, as well as accompanying guidelines and advice on data collection. We are also looking at the possibility of an IT-based data collection process. The GCE secretariat is satisfied with the possibility of improving our data management as this will help to contribute not only to our monitoring of this programme, but to our and partners' ability to understand and evaluate civil society activity in a large part of the education sector.

4. Progress against expected results, learning goals and overall objectives

The data in this section of the report is drawn from evidence gathered from the national education coalitions, as well as from the four Regional Secretariats and the Global Secretariat. Analysis of all reports has been undertaken through an in-depth and robust process against the Learning, Monitoring and Evaluation Framework. It should be noted that data against learning goals is inevitably limited in this first semester of the programme, as CSEF actors will draw shared learning from this first round of monitoring data and reports in order to strengthen and extend programme achievements. In addition, monitoring and documenting progress towards meeting the Expected Results provides indication of the extent to which the programme is on track towards meeting the overall CSEF programme objectives.

Objective 1: Policy participation

ER 1.1: Civil society participation in policy forums and dialogue such as Local Education Groups (LEGs), Technical Working Groups (TWGs) and other political and policy spaces increases. Civil society participation in such dialogues becomes increasingly recognized and more influential. And [1]: ER1.2: Civil society involvement in policy dialogue and in parliamentary processes relating to education and engagement of parliamentarians on education issues increases.

The figure below shows national education coalitions consider that a Local Education Group (LEG) currently exists in the majority of the countries in which CSEF is operating, and further information follows[2]. It should be noted that despite explanations given, coalitions may differ in their interpretations of what constitutes a LEG (not least because of the huge variety in structures and terminology), and as the programme progresses, we would like to compare this information against that sourced from government and donors by GPE.

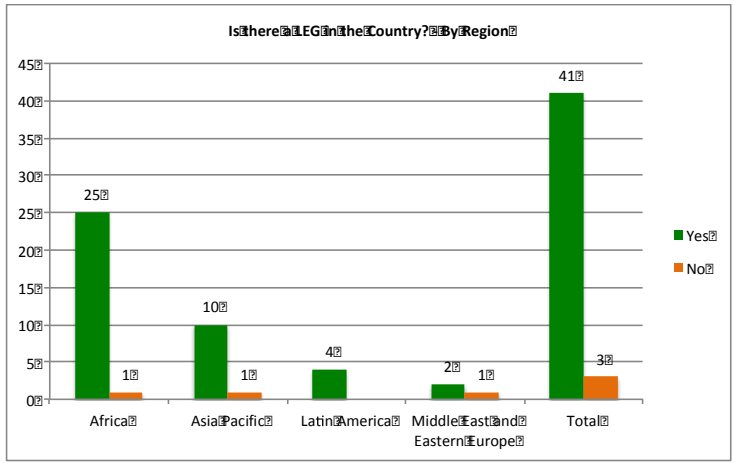
- **In Africa**, a LEG was reported by all coalitions, with the exception of Rwanda. It is not clear whether a LEG exists in the country or whether, as a newly establishing coalition, the coalition in Rwanda (REFAC) has not yet identified the status of a LEG in the country.
- **In the Asia Pacific region**, there is no formal LEG in Mongolia. The group that prepared and has implemented the GPE-funded education initiative is the Education Donors Consultative Mechanism (EDCM) which consists only of donors. For the initial years of coalition establishment the coalition in Mongolia (AFE Mongolia), advocated for engagement of local stakeholders including the coalition in the LEG. However, during that period, AFE Mongolia learned that the EDCM had not been functioning since the approval of the Education Sector Plan (ESP). The coalition also identified that the MoE and donor partners are not implementing activities in alignment with the approved ESP, :resulting in i) no policy

[1] Note that this is the only case where data on ERs is merged - in this case data on LEGs/forums and parliamentary processes. This is due to the fact that the way the data was requested relating to these two ERs was not separated sufficiently in the reporting template, so it is difficult to separate the data on this reporting round. This will be addressed in a revised version of the template, which will take learning from this reporting period into account.

[2] Data drawn from 44 coalitions – data from remaining coalitions was unclear.

dialogue and harmonization of donor support in the education sector; ii) no monitoring and promoting of progress toward increased aid effectiveness, and iii) no Joint Sector Review (JSR) being carried out. As a result of this learning, AFE Mongolia initiated some meetings with the members of the EDCM, and the coalition was subsequently invited to participate in monitoring GPE-funded activities. The coalition has recently been engaging the EDCM members to establish a functioning LEG that is inclusive and transparent. Despite these efforts, government leadership regarding LEG activities and sector processes and priorities is not forthcoming. (Nb: For two coalitions in this region, information was unclear.)

- **In Eastern Europe**, the Albanian coalition identified that the government - and in particular the Ministry of Education and Sports - are the only institutions that provide funding for public education, which results in unilateral decision making with the educational system being bound with the State annual budget.



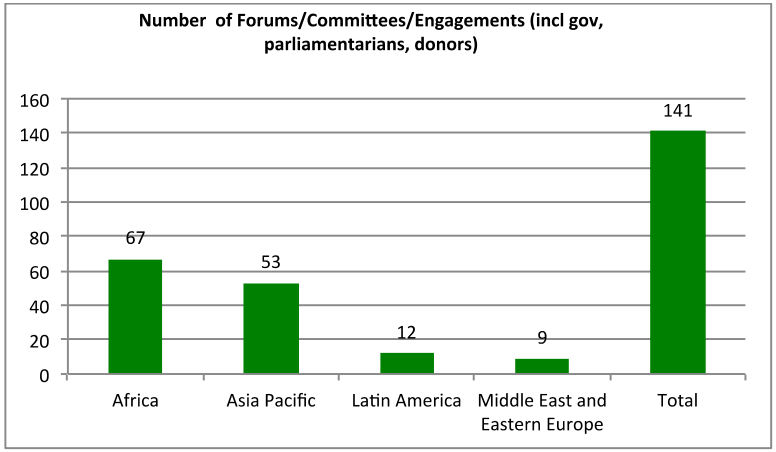
Of the 41 countries in which coalitions operate and where they report a LEG exists, 29 (70.7%) indicated ***actively engaging with the LEG***, of which 19 were in Africa, and 10 in Asia Pacific.

Limitations in terms of formally engaging with the LEG for the remaining coalitions are due to three main factors: i) political instability, ii) inhibiting political regime and/or policy decision making and implementation structures and processes, iii) newly establishing coalitions have yet to penetrate all levels of policy spaces. Some specific examples are, *inter alia*:

- **Africa:** In Cape Verde, the coalition reports that National Commission for Education (CNE), a body of the Ministry of Education and Sport (MED), serves as the LEG, but only MED officials participate in the CNE. This is, however, inconsistent with GPE processes requiring donor engagement, so further investigation will be needed. In Zimbabwe, the government is very reluctant to recognise the voice of civil society and the coalition (ECOZI), although ECOZI is initiating efforts to navigate this political barrier.

- **Latin America:** Both Bolivia and Honduras coalitions have made a conscious decision not to engage in the LEG under their current respective regimes, with their government's centralized approaches excluding opportunities for local consensus, and precluding participation of civil society. In Honduras, there is concern that existing forums are part of the State and, although they create a space for parliamentarians to propose laws or legislation change, there is no proper representation of civil society - however, civil society can present their complaints to the Ministry or to the Ombudsman. In addition, in Nicaragua the coalition experiences many challenges coordinating a meeting between representatives of parliament and members of the coalition. Dialogue with parliament was opened through the education committee of the National Assembly's Commission for Women, Youth, Children and the Family, along with the parliament office of civic participation. It is noteworthy that this committee is attached to the legislature and due to the political situation in the country it does not have much influence on the formulation and implementation of educational policies by the executive. A clear example of this situation is that the General Education Act constitutes a document that is not a point of reference in the Ministry of Education's daily proceedings. The coalition has concluded that there is no express will for dialogue with civil society organisations on the part of the executive branch. There is a trend against incorporating civil society organizations in the process of formulation, implementation, and evaluation of public policies. Many NGOs that had traditionally been involved over the past 25 years have been excluded. It is still a challenge for the coalition to be able to dialogue with the country's education authorities so that they acknowledge the importance of civil society participation. In this regard, the coalition considers it is important to maintain communications while engaging with intermediaries to facilitate dialogue with the State.
- **Middle East and Eastern Europe:** Political instability has hampered the Yemeni's efforts to engage with political spaces, while Albania has been challenged in their efforts to meaningfully engage representatives as well as reliable statistical data from the former Ministry of Education due to the election period.

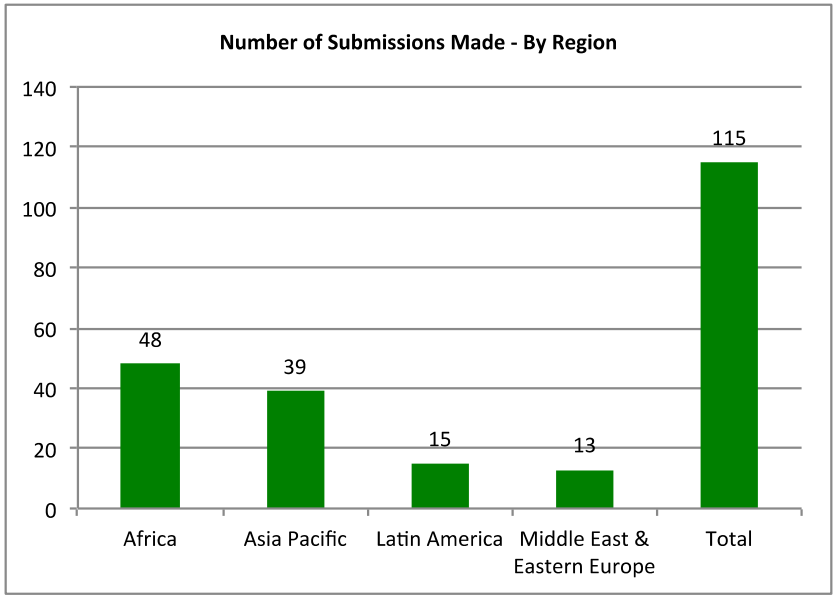
In terms of positive progress in engagement, as the figure below demonstrates, by the end of December 2013, overall ***coalitions were actively engaging with 141 relevant education sector policy and review forums***, including not just the LEG, but relevant sub-groups, Technical Working Groups, education sector commissions, etc. This indicates extremely positive progress towards extensive civil society participation in policy dialogue.



A few notable examples of fora engagements among these coalitions are:

- **Africa:** Burkina Faso, Cameroon, the Gambia, Ghana, Lesotho, Malawi, Mozambique, Niger, Senegal, Tanzania and Zambia who are variously engaging in three to six policy-orientated fora. Also noteworthy are Burkina Faso, Malawi, Zambia and Zimbabwe's' active engagement with parliamentary committees, as well as evidence from the DRC, Kenya and Sierra Leone that the coalitions' participation in political and policy spaces has recently become increasingly valued (for example, in Sierra Leone civil society has for the first time been accepted as a full member on the Education Development Partners Forum – the highest forum on education decision making in Sierra Leone).
- **Asia Pacific:** Timor Leste and Vanuatu each engage with no less than eight education sector policy-making and monitoring spaces, while Papua New Guinea similarly participates in seven fora. In addition to the LEG and other relevant forums, Bangladesh and Timor Leste participate in parliamentary processes (committees/hearings). In the case of Mongolia, in the absence of a LEG, the coalition is active in at least six TWGs and expert committees, and the World Bank, ADB and UNICEF has recently specifically expressed high appreciation of the coalition in Mongolia for filling an important gap in the education sector.
- **Latin America:** The Dominican Republic coalition participates in the Social, Political, and Financial Commitment for Education Monitoring Committee, as well as the Dominican Initiative for Quality Education (IDEC). The Honduras coalition has positioned its approach before forums such as FONAC, the Ministry of Justice and Human Rights, and the Ad Hoc Committee.
- **Middle East and Eastern Europe:** Evidence is emerging that, despite political instability and challenges mobilising advocacy-orientated commitment from relevant education stakeholders in the region, the region's represented coalitions are engaging with some relevant political and policy spaces and forums. For example, in Somalia, the coalition has now signed an MOU with the Ministry of Education, and the coalition in Albania has actively participated in parliamentary hearing sessions.

- In addition, CSEF was actively responsible for at least ***115 oral and/or written civil society submissions, or similar active contributions*** between April and December 2013, with data disaggregated by region as shown below:



Some examples of submissions, or similar active contributions made by coalitions in relevant forums to highlight are:

- *Benin:* Proposals at an education roundtable to reform the recruitment process of teachers and the allocations of these positions, including for teachers to comply with the regulatory quota of working hours at school (average teacher working hours were approximately 600 hours instead of the required 1008 hours). The coalition's efforts have been successful - to teach now in primary schools, teachers are required to have at least one professional degree (CEAP or CAP). This is completely new and did not exist before.
- *Burkina Faso:* Proposals for recruitment of more qualified teachers through more appropriate methods (methods currently focused on psychometric tests which low qualified candidates pass); and proposals to implement compliance of private school owners have both been accepted by the cabinet meeting of the Ministry of National Education and Literacy. In addition, proposals to cease the recruitment of volunteers in education have been successful (with no further volunteer recruitments in the reporting period).
- *Ghana:* Submission by the coalition (GNECC) of CSO position paper on 'Addressing Teacher Gaps in Basic Education' with specific policy demands on teacher distribution/deployment, teacher motivation, teacher performance and learning outcomes and teacher training and development. Key submissions were captured in the 2013 National Education Sector Annual Review (NESAR) Aide Memoire. GNECC's effort has contributed to the Ministry of Education and Ghana Education Service decision to undertake a teacher re-distribution exercise which will rationalize teacher deployment in public basic schools. The Minister of Education and other high-ranking officials have made public announcements to that effect.

- *Kenya:* Presentation to the EDPCG aimed at urging the Ministry to ensure accountability and strength of systems was adequately tackled in the national application to GPE. Following this presentation, which was adopted, the World Bank (which is the coordinating Agency for Kenya) indicated that indeed the Bank is meeting with the Ministry of Finance to finalize the Fiscal Audit and will present to the EDPCG in January 2014.
- *Senegal:* CSOs contributions to a document on the new education policy and the PAQUET programme (Programme d'Amélioration de la Qualité, de l'Equité et de la Transparence 2013 - 2025) was accepted.
- *Sierra Leone and Lesotho:* These coalitions report increased cooperation with government and the Ministry of Education to promote together with CSOs the EFA 'Big Push' agenda and - in the case of Sierra Leone - also to place CSOs at the helm of monitoring the ESP 2014 – 2016.
- *Togo:* The coalition urged government to take quick measures to reopen classes after a violent strike at the beginning of the 2013-2014 school year – the coalition's letter of appeal was taken to the national assembly, followed by invitation from the education commission to a press conference which led to the implementation of a high level committee. Following the press conference, the national assembly called the Minister of Education to account through an oral questioning session. The government and unions committed to reopen the classes. The coalition also made recommendations during participation in the review and validation process of the 2014-2016 Education Sector Plan and communication plan.
- *Zambia:* As a result of participation in education sector platforms and with policy makers, ZANEC used evidence generated from past studies to build a case for increased financing as a means of improving access and quality of education. Subsequently, the 2014 National Budget for the first time ever allocated 20.2% to education, which is slightly above the SADC recommended allocation. In addition, ZANEC successfully submitted a position on the 2014 National Budget to Parliament shortly after the presentation. Government was also influenced to speedily finalise the ECE Policy, and ZANEC's policy engagements have contributed to development of guidelines, such as the standards and curriculum for ECCDE which is scheduled to be rolled out in 2014. In addition, government is increasingly engaging civil society to strengthen guidelines for how community schools are to be implemented and managed. ZANEC's advocacy efforts have also contributed to the recruitment and countrywide deployment of 1000 ECE teachers, for the first time by government.
- *Bangladesh:* The coalition (CAMPE) provided substantial input to formulate and strengthen the Comprehensive Education Act.
- *Cambodia:* The coalition (NEP) made an oral submission to the Minister about disbursing budgets to schools. Following this the Minister announced, in the Joint Technical Working Group (JTWG), that this would be his top priority and wanted to disburse the budget in two payments, do it via bank transfers, increase spending flexibility and ensure funds arrive before the school year starts - all recommendations made by NEP to the Minister.
- *Mongolia:* AFE Mongolia voiced the importance of establishing a meaningful LEG in Mongolia at the last National Education Forum, and the coalition-approved position paper on the establishment of a LEG was submitted to the MoE urging its leadership to start the process of establishing a LEG in the Mongolian education sector. The coalition also contributed to the recommendations on inclusive education during a multi-stakeholder consultation on "Education for Disabled Children and Youth: Challenges and Future Actions" organized by the MoE and Ministry of Population Development and Social Protection. The coalition also submitted recommendations to the Prime Minister, who is the Chair of the National Committee on Gender Equality, on 'boys education and its relevance with masculinities, school and home environments' and recommended several actions to overcome this problem including advocating to implement education strategies on boys' education.

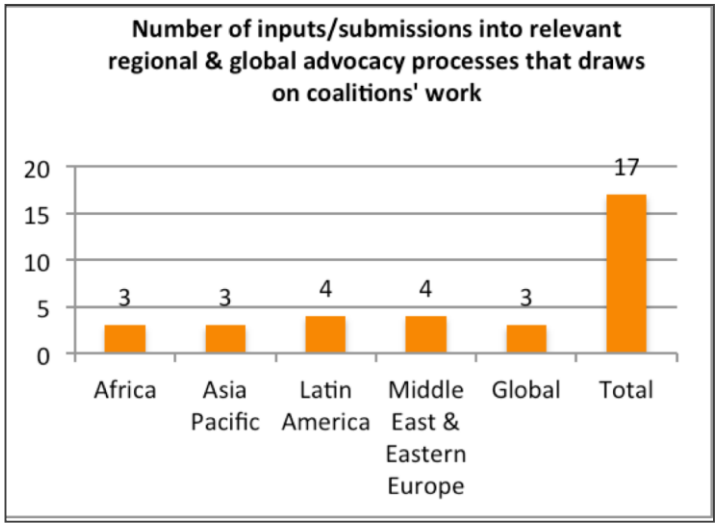
- *Nepal:* NCE-Nepal submitted its position paper on EFA as a standalone goal in the MDGs to urge the Head of State to emphasise the same in his speech during the UN Summit in New York, as well as to assure coalition representation at the Summit. The paper was discussed with the Head of State and tabled to the delegates, resulting in the Head of State's expressed commitment to raise the issues submitted by NCE-Nepal in the UN General meeting in New York, as well as to ensure participation in the meeting. In addition, NCE-Nepal submitted a political proposition to major political parties in order to influence them to incorporate critical education agendas in their electoral manifestos as well as to commit to their inclusion in the upcoming constitution of the country. The proposition arose from more than 30,000 people who participated in education post 2015 community meetings. The leaders of different political parties committed to play their role and pledged to incorporate the suggestions contained in the proposition document.
- *Papua New Guinea:* Submitted a proposition that budget information, including in the Department of Education's website, must be posted in language that is accessible for both the illiterate majority as well as other members of the general public. As a result, it was resolved that budget information on the Treasury and Finance websites be reviewed.
- *Solomon Islands:* The coalition provided inputs to the draft National Literacy Policy (which is in its fourth draft to date).
- *Timor Leste:* The coalition (TLCE) successfully presented the CSO assessment of progress and challenges in achieving EFA goals in the country to the Minister of Education, INGOs, donors, and local CSOs. The TLCE presentation was later used by the Ministry of Education in its report to the UN on its achievements in the area of education, especially in using the right to education framework.
- *Vanuatu:* The coalition (VEPAC) actively contributed to the development of the Universal Periodic Review (UPR) shadow report, and contributed to the Disability Policy Paper.
- *Bolivia*: Submitted contributions to the "Bill on Boy, Girl, and Adolescent Code" that is concerned with gender inclusion, openness and flexibility of institutional management, and curricular design. The contributions were accepted by the Technical Team in charge of the "Boy, Girl, and Adolescent Code Reform", and the Law is currently under revision for its approval in the Plurinational Legislative Assembly. The coalition also made a written submission about the recovery of official data and figures that show the 'status of women's education'. This contribution, which was discussed at an inter-institutional meeting, responds to the observations and recommendations of the Universal Periodic Review (UPR) submitted by the country. The submission has been accepted and is currently being included in a fuller document, of which the coalition is monitoring the progress.
- *Dominican Republic*: Proposals to strengthen the Education Budget Monitoring Watch for the years 2014 to 2016, specifically to support the development, diagramming, and printing of bulletins, as well as research on 'quality of investment of the 4% in education'. These proposals form part of the Project Profile to Monitor the Social and Political Commitment for Education. Specific meetings were organised with the Committee to Monitor the Social and Political Commitment for Education along with international organisations. The proposals were accepted by the Monitoring Committee and reviewed by relevant international organisations, and are currently pending the latter's final decision.
- *Honduras*: Prepared and gave oral inputs on the indicators to be used to monitor and evaluate education indicators relevant to the National Plan and Country Vision. The Coalition members' inputs were very well received by FONAC and, on 15 January 2014, FONAC presented the last report on the indicators proposed from the meeting in which the coalition provided inputs.
- *Albania:* The coalition (ACCE) participated in the working group organised by the people's advocate regarding the conditions of the ethno-linguistic Roma minority. The coalition successfully submitted a set of recommendations regarding the universal right of every child to

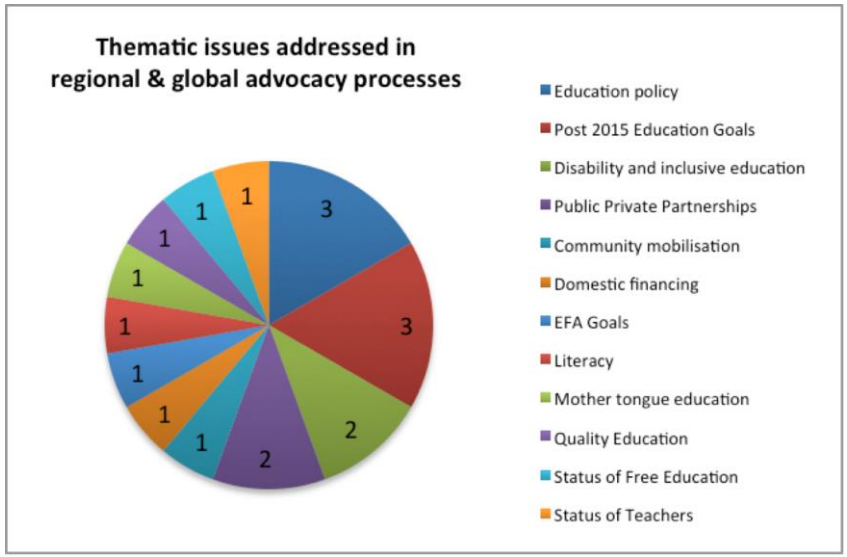
education. Recommendations included the implementation of legislative improvements to the law no. 69, dated 21.06.2012 on 'Secondary Education in the Republic of Albania' which will provide and ensure the integration of Roma children in education, from pre-school level to other levels of higher education. In addition, ACCE placed on the agenda of a parliamentary hearing session the rights of women and children associated with the 2014 draft budget.

- *Somalia*: During a national workshop with government officials, the coalition voiced disparities between girls' and boys' experiences of school, and urged national government to achieve gender equality in schools.

ER 1.3: CSEF Regional and Global structures draw on national coalition activities to inform regional and global advocacy (cross-cutting with Objective 4).

In support of national level efforts, CSEF regional and global structures continue to draw on inputs and submissions made by national coalitions' advocacy work in relevant regional and global advocacy processes. In this reporting period alone, at least 17 specific examples of global and regional advocacy processes informed by national inputs – on a wide range of topics – can be evidenced, as demonstrated in the figures below:





The table below provides information on some of the submissions made by regional and global CSEF structures to relevant advocacy processes and discussions at regional and global levels which have been informed by national coalitions' activities, priorities and achievements. NB The regional and global advocacy processes described here are funded from outside CSEF, but drawing on national coalitions' CSEF-funded work and contributing to ensuring that this work has its intended impact.

Africa	• **The right to quality education post-2015:** ANCEFA drew on ongoing exchanges with coalitions to feed into regional and global debates on the right to education post-2015. In particular, ANCEFA made input into a policy statement on education post-2015 coordinated by GCE and co-published with a number of partners, with input focused on calls for the creation of genuine and effective partnerships at the local, national and regional level to ensure that the Right to Education is achieved by 2015. ANCEFA drew on the experiences and research work of coalitions from Kenya, Sierra Leone and Burkina Faso for input into this and contributions to various meetings on the topic, including at the UNGA in September 2013. Coalitions are making follow-ups at country level to cause genuine partnership to emerge where the voices of all, including civil society, are heard and considered in education programme delivery and monitoring. • **Big Push initiative:** development of tools such as the acceleration plans, and training of countries taking part in the Big Push. The secretariat drew on countries in the Phase I of Big Push, such as Ghana, Kenya, Senegal, Tanzania, DRC, Cote d'Ivoire, Niger, Sierra Leone, Togo, Malawi, Zambia and Cameroon. Likelihood of making progress in delivery by government is high since the governments in these countries have voluntarily embraced the Big Push and coalitions in the cited countries are engaging their respective governments to act on the EFA Big Push plans. Some of the coalitions have engaged with the media, raising public awareness of the process hence heightening expectations on government to deliver on the acceleration plans. • **Development of regional policy positions:** An ANCEFA forum held in Kenya in December 2013 (supported by CSEF) was used as an opportunity to further debate and refine regional positions on key advocacy issues, with a view to informing future advocacy. The secretariat drew on all CSEF implementing countries (except Djibouti, Guinea Bissau, Cape Verde and Angola) to inform positions on, in particular, post-2015 and education financing. The AU and some government representatives embraced the Forum Communique and used the same to feedback to their organisations.
Asia Pacific	• **Youth and adult literacy:** ASPBAE participated in a number of regional and international conferences and post-2015 agenda discussion forums, drawing and reporting on the primary research on the education experience of youth and adults aged 15-64 in provinces undertaken by coalitions in PNG, Solomon Islands, Vanuatu and Timor Leste. Governments and international organisations gave significant attention to the reports, resulting in ASPBAE and the PEAN coalition being requested to collaborate with UNESCO's Pacific office on a further survey, and the Solomon Islands government inviting the COESI coalition to participate in the drafting of a National Literacy Policy. This work has led to invitations by governments to meetings and committees on other education issues and the four coalitions are now seen in their respective countries as a credible, authoritative voice, with research that backs up their advocacy on youth and adult literacy.

	• **EFA review and post 2015:** ASPBAE drew on the work of 12 CSEF coalitions to address the post-2015 education agenda setting processes, inputting into the regional/global process through, for example, presentations, participation in discussions and organising for prominent speakers at important meetings. After consultations with national coalitions from the region, ASPBAE participated in multi-stakeholder lobbying efforts that contributed to the positive decisions of the UNESCO General Conference in 2013. Also ASPBAE's inputs were sought by UIL on the technical paper on lifelong learning that UIL was tasked to prepare. This has supported the coalitions' national priorities advocacy objectives and most are now engaging their governments in relation to their EFA reviews and some are developing shadow EFA reports. • **Education public private partnerships and education privatisation:** The research work of the coalitions on ePPP (educational public-private partnerships) and eP (educational privatisation) in India, Nepal, Pakistan, Indonesia, Cambodia, Vietnam, Mongolia, and a non CSEF coalition, E-Net, in Philippines, was drawn on to input into an Asian regional forum organised by ASPBAE and E-Net, a GCE international workshop hosted by ASPBAE, and ASPBAE's participation in the 15th Congress of WCCES held in Argentina. Input was made through presentations and participation in discussions and included the preliminary observations and findings from the 8 coalition draft reports. This is still a relatively new area for coalitions to be undertaking research and developing their analysis and advocacy strategies but in regional and international forums many participants are taking a more critical and skeptical view of various forms of ePPP and eP and are no longer accepting the line that 'private' and 'privatising' education means it will achieve better outcomes more efficiently. It is envisaged that advocacy in this area will scale up in future years as the outcomes of more in-country research and case studies are written up, analysed and disseminated.
Latin America	• **Development agendas for post 2015 education:** In July 2013, three important international documents contributing to the discussion of the new Development Agenda were released, prepared respectively by (1) The High Level Group of Eminent Persons on the Post 2015 Development Agenda, (2) Network Solutions for Sustainable Development of the United Nations, and (3) The Global Compact of the United Nations. Judging that all these important documents could not sufficiently reflect the suggestions and concerns of civil society in the Caribbean and Latin America, national level contributions were gathered from CLADE's entire membership, and in July CLADE published its position paper on: The Human Right to Public Education in the Post 2015 Development Agenda, in which critical remarks are presented in relation to the above mentioned documents. The results were that CLADE was invited to make special inputs into the draft version of the UN Secretary-General's report "A dignified life for all: accelerating the achievement of the MDGS", the final version of which was presented at the 68th session of the UN General Assembly. During this occasion, in partnership with other organisations, CLADE launched its paper, following which CLADE took the issue deeper into its membership and raised the level of engagement during a meeting held in Bolivia in November. It was agreed that national forums should strive to participate in discussions on national EFA review processes, which will take place up until June 2014, and will contribute to the development of a regional report on EFA in Latin America and the Caribbean, to be launched by CLADE in October 2014 in partnership with GCE. • **Privatisation of education:** A mapping exercise to identify and understand the privatisation of education systems in the region was undertaken with the involvement of all member coalitions. This was based on the position that in recent decades in Latin America and the Caribbean it can be observed that the idea of the private sector being able to help lessen the lack of resources becomes more popular and various practices of "endo" and "exo" privatisation within public education were introduced. These tendencies prevail whilst at the same time in recent years governments were elected which expressed their commitments to strengthen public education. The process is still ongoing but in late March 2014 there will be a seminar in São Paulo (Brazil), on the theme and CLADE will continue to dialogue with their membership in order to validate the findings of the mapping exercise, charting a future strategy of advocacy for the

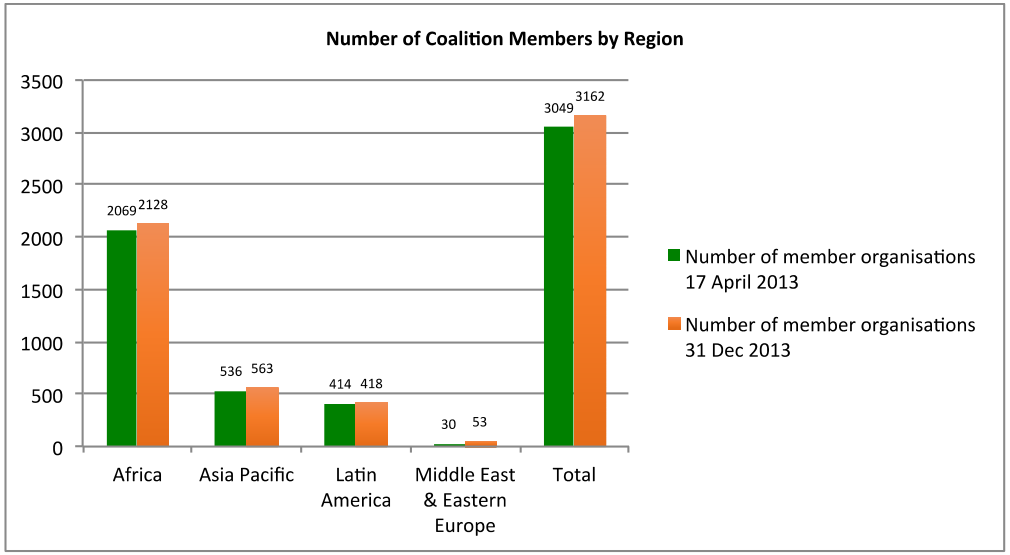
	region. Currently the mapping has attracted interest from some coalitions, such as Honduras and Haiti to deepen the subject and take it as a priority into their advocacy agenda. • **Free education:** This is a regional consultation process involving six coalitions from Chile, Colombia, Guatemala, Honduras, Paraguay and the Dominican Republic. The issue is to find out from the individuals involved in educational communities, such as teachers, principals, students themselves, and parents, on the status of the fee free education in these six countries in Latin America. In three of the six countries (Paraguay, Guatemala, and Colombia) a first consultation was carried out, which will engender results in the first quarter of 2014, the other three (Chile, Honduras, Dominican Republic) will join in a second stage, with the research instruments applied in the field during the first half of 2014. Inputs into the regional and global process will be through the results of the study opening a public debate on the status of free education in countries where international obligations regarding fee free education have been incorporated into laws, but where implementation is still far from effective compliance. The topic has attracted the interest of some coalitions, particularly those of Paraguay, Guatemala and Honduras, which are intent to deepen the subject and take it as a priority into their advocacy agenda. • **Teacher issues:** All national coalitions have been involved in this action, working on five key points from GAW 2013 to be prominent in Latin America and the Caribbean relating to the role of the teacher in society, decent working conditions, initial and continuing training, recognition as leading agents of education policy and practice, right to demonstrate, associate and express their ideas freely. Actions in the countries have been made visible through a blog prepared by CLADE. In the year under review, CLADE has also made great efforts to run visibility actions elsewhere in the world beyond Latin America and the Caribbean to draw attention to this national work, and has attempted to contextualise all national contexts in the international discussions with regards to the teacher issues, mentioning cases of threat and attack on teachers, even kidnapping, murder and violations of teachers in the Latin America region. CLADE has intensified its relationship with Education International and joined forces to amplify international discussion on an improved status of teachers in the post-2015 agenda. Some the coalitions, such as Nicaragua and Bolivia, have covered the topic of the status and recognition of teachers not only during the GAW, but throughout the year, providing ongoing input into this regional and global work.
Middle East & Eastern Europe	• **EFA and Post-2015**: ACEA made significant contributions, as participants in international and regional committees related to education such as meetings organized by UNESCO in Beirut and Egypt during June 2013. Presentations and sessions were focused on the range of EFA issues, and also on post-2015 frameworks. ACEA participants drew extensively on national coalition experiences and perspectives to inform its input. • **Community mobilisation**: ACEA worked regionally to investing in social, popular and cultural heritage to mobilise the community and ensure social acceptance of EFA campaigns particularly on sensitive issues such as girls' education, drawing extensively on the work and approaches of national coalitions. This approach was first successfully used by the Yemeni coalition to gain buy-in and support for its campaign on 'Every Child Needs a Teacher'. This worked through using the mosques and convincing the Imams in the mosques, the tribes' leaders and army to be supportive of the objectives of the campaign. The cultural aspects of the campaign mobilised the community and ensured the social acceptance of the campaign. ACEA developed this with regional interventions, and encouraged coalitions to adopt this approach: after an ACEA visit, for example, the Sudanese coalition successfully garnered support from the tribes' leaders and religious people for EFA campaigns. • **Teacher issues:** ACEA led regional advocacy on teacher issues, linked to the theme of GAW 2013 but also recognizing the prominence of this theme in the national plans of coalitions. The slogan adopted, which drew on submissions and views expressed by Yemen and

	other coalitions translates approximately as "Every Teacher Deserves". ACEA created a campaign website which drew on national inputs and provided an overview positioning and key messages in the region. • **Civil society policy participation after the Arab Spring:** ACEA advocated strongly during this period for greater participation of civil society in national policy dialogue – throughout the region – in particular in light of the changes in place after the Arab Spring. National coalition contributions on policy dialogue were gathered during field visits of the secretariat and on the regional website. The focus on national policy participation was strengthened by emphasizing the fact that influential members from coalitions should be part of national committees which discuss policy. This regional priority has seen some success in Yemen and Sudan, where coalitions have good connections with the Ministry by influential members from the coalitions and are part of the national committees to ensure they take part in policy dialogue. Moreover, ACEA advocated during this period for the representation of all people, unions, parties, tribes, regions (and not just established CSOs) in policy-making, under the theme 'Representation of all spectrums'. National level contributions were gathered during field visits of the secretariat, with regional participation in discussions, with a particular focus on Yemen and Sudan.
Global Secretariat	• **Domestic financing:** GCE worked with a number of national coalitions to draw on their expertise and country context to inform the development of a GCE advocacy briefing on domestic finance issues 'A Taxing Business: Education Financing For All Through Domestic Resources'. This drew on inputs shared over time, including in CSEF activity reports in previous phases, and more recent specific contributions from Ghana, Kenya, Mongolia, Tanzania and Uganda. This briefing is being used in advocacy at regional level (particularly in Africa) as well as global fora (e.g. UNGA September 2013, GPE Board meeting November 2013). The report exists in all GCE languages and is available on the GCE website. • **Disability and inclusive education:** in developing GCE's detailed position and advocacy on inclusive education and children with disabilities, GCE drew extensively on the work and inputs of national coalitions. This particularly included contributions from Bangladesh, Burkina Faso, Bolivia, Ethiopia, Gambia, India, Mongolia, Mozambique, Senegal and Vietnam. In Gambia and Senegal, for example, coalition activities to further inclusive education that were supported by previous phases of CSEF provided an important source of expertise for the development of global advocacy positions. An advocacy report was launched on 10 December 2013 at an event in Berlin, and has been and is being circulated by GCE members to government targets: 'Equal Right, Equal Opportunity: Inclusive Education for Children with Disabilities'. The report exists in all GCE languages and is available on the GCE website. • **Mother tongue education:** GCE's advocacy briefing on mother tongue education drew on coalition activities and expertise, particularly from Bolivia, Guatemala and India (as well as other non-CSEF supported coalitions): 'Mother-Tongue Education: Policy Lessons for Quality and Inclusion', available on the GCE website. • **Post-2015:** GCE's ongoing advocacy on post-2015 draws on national coalition activities and perspectives. This includes a briefing note on 'The right to education post-2015', produced in September 2013, which drew on a survey of GCE national coalition views, including CSEF-supported coalitions. GCE also drew on this consultation - which included an overwhelming demand for the continuation of the EFA framework - to inform global-level advocacy towards UNESCO around EFA in October-November 2013. These intensive civil society lobbying efforts resulted in clear signs of impact, with positive shifts in the language of UNESCO statements, embracing the need for a broad and inclusive global education goal linked to a revamped EFA framework in the post-2015 agenda. • **GPE:** GCE also drew on case studies from coalitions to advance the value of civil society engagement in the partnership with GPE – further details are provided in this report section under ER 4.4.

Objective 2: Public awareness and coalition-building

ER 2.1: There is an overall increase in membership in and participation of grass-roots based civil society actors in CSEF-funded civil society education coalitions. There is an increase in number of member organizations representing historically disadvantaged groups (so as to strengthen the representative function of coalitions).

Evidence for this result area has been measured by the number and level of representation of members (including type of organisation and geographic reach) as well as the number of members from disadvantaged groups (including staff, board members, etc.)[3].

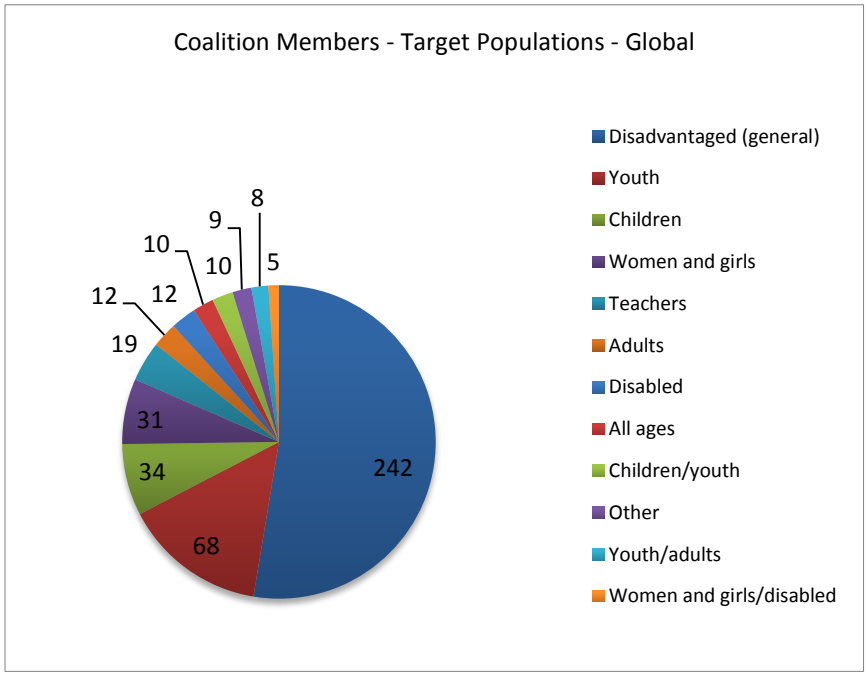


As can be seen from the figure above, across the programme as a whole, coalitions include 3,162 civil society member organisations. Coalition membership increased by 113 additional civil society organisations between April and December 2013. Africa and the Asia Pacific regions particularly contributed to this expansion (Africa: 59 new members, Asia Pacific: 27), while some steady growth was experienced in Latin America (4) and the Middle East and Eastern Europe (3) during the reporting period[4].

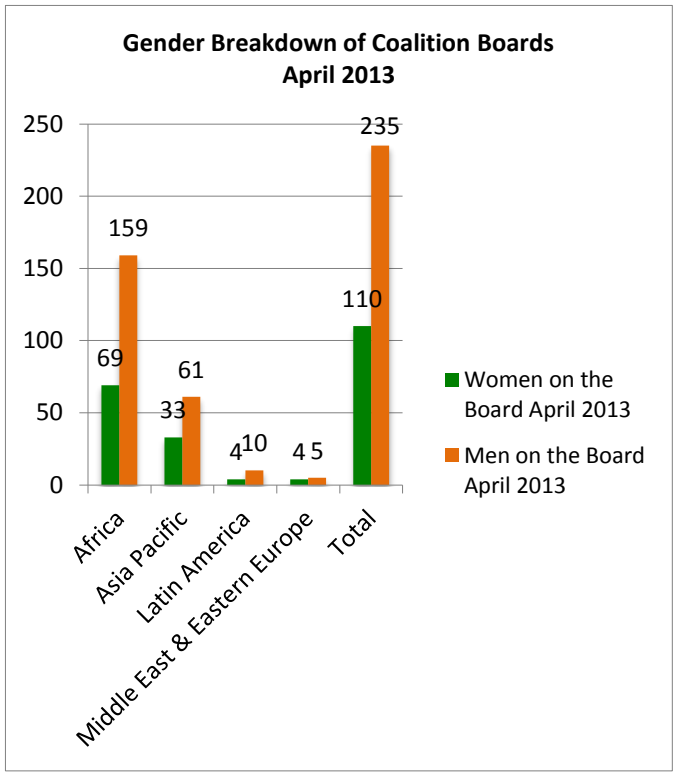
[3] A third indicator for this result area - civil society organisations consider coalitions to be representative of the civil society voice – will be determined and reported during evaluative work.

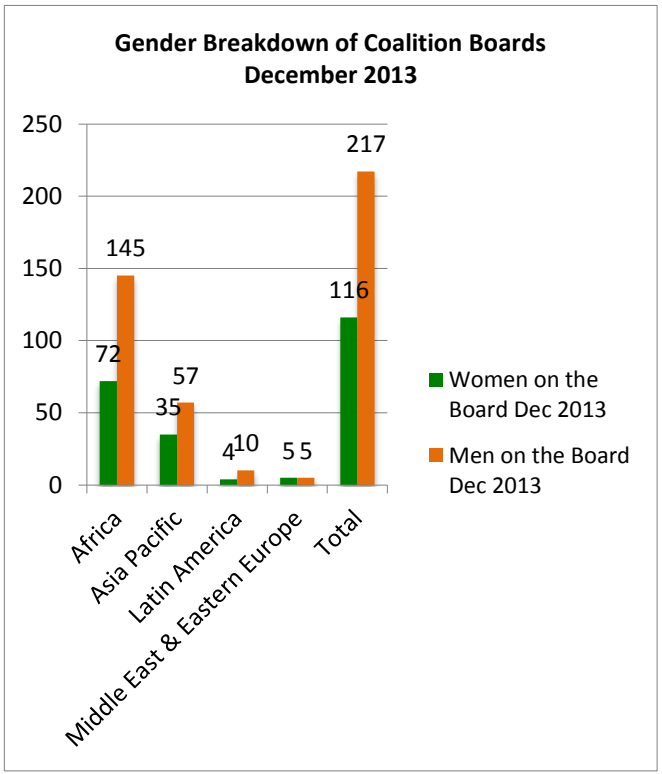
[4] Data on coalition membership by region, including type, range and target groups(s) of organisations will be monitored over time to ascertain whether increased reach is established over time.

Data on coalition membership revealed that coalitions in all four regions are predominately represented by grass-roots based civil society actors, including teachers and other civic unions, women, children, youth and disability orientated organisations The target groups reached by coalition member organisations, is indicated in the figure below.



The following figures provide a representation of the number of coalition Board Members at April and December 2013. They also indicate the gender breakdown of these boards. This will be monitored over time to establish whether the number of women increases.

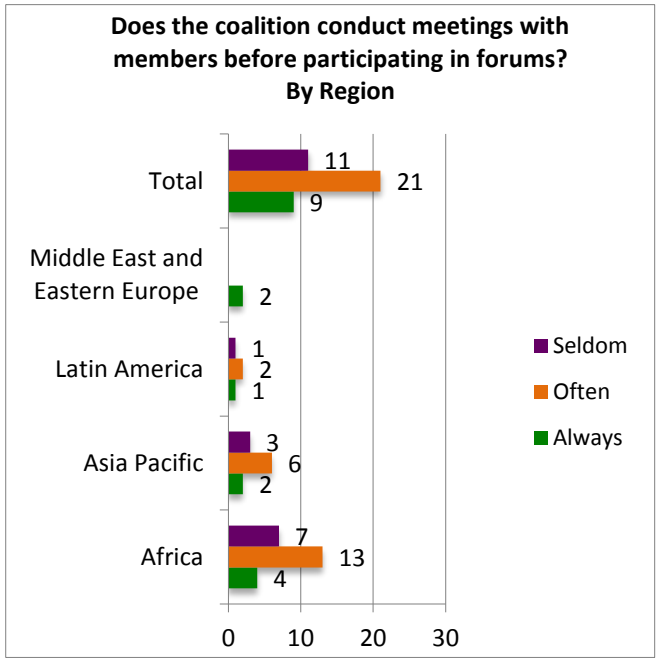




Coalitions reported that board members comprise representatives from all sectors of the coalition membership. As can be seen, a total of 333 members currently (Dec 2013) comprise board membership for the CSEF programme in the four regions. Of these, 116 are women and 217 are men, signifying that women currently represent 34.8% of board membership. However, during the period under review, three of the four regions (with the exception of Latin America) have demonstrated progress towards gender parity on coalition boards, with a positive global shift in the women to men ratio from 1:2.1 in April to 1:1.8 in December 2013. In Latin America, the ratio has remained constant at 1:2.5.

ER2.2: All coalitions develop civil society policy proposals through inclusive and participatory consultations with broad constituencies. Major coalition outputs (e.g. research, position papers, advocacy briefs) pass through an "inclusion audit" to ensure member perspectives (including perspectives from historically marginalized groups) are included.

The evidence with regards the extent to which coalitions are effectively involving their membership focused on whether members are asked to attend meetings before they attend forums and how often this takes place. It also considers the number of meetings that members' organisations are invited to attend.

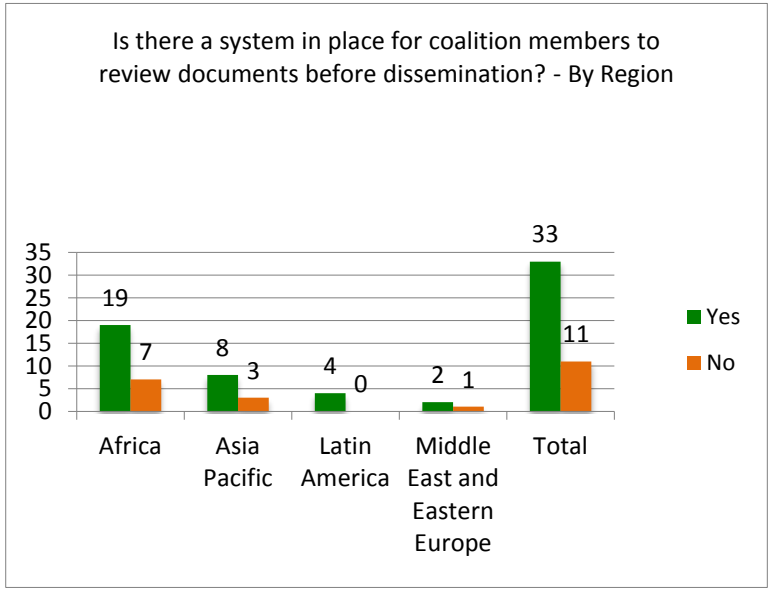


Data is drawn from 42 of the coalitions - data from remaining coalitions was inconclusive.

Evidence emerging indicates that the majority of coalitions are making positive efforts to involve their membership on positions and decision-making prior to attending forums, with 9 (21%) of the coalitions reporting they "always" consult members in advance of such activities, and a further 21 (50%) stating "often". A noteworthy concern of the vast majority of coalitions was that face-to-face consultative meetings are typically held in the capital city and this often precludes the participation of marginalised voices, due to the costs associated with engaging in such fora, particular in countries with vast or challenging geographical terrain (such as India, Nigeria, Nicaragua). In addition, most coalitions cited limitations of time and resources to consistently ensure effective participation of members in policy processes. Short notice of policy and/or political dialogue meetings/fora, as well as to prepare submissions/positions for the same, was frequently mentioned by coalitions, as well as limited human and/or financial resources to convene members. The coalition in Timor Leste additionally indicated language of policy orientated documents being a limitation – policy documents are usually only available in Portuguese and this creates additional human resource and time pressures on the coalition's Secretariat to share the documents in languages the coalition members can engage with.

To address these limitations, continued and frequent efforts to ensure regular communication, and information-sharing / feedback with members by online methods (email, website chat/forum facilities, electronic newsletters – both those of the coalition and of coalition members), or telephone (including sms, and social media platforms) was variously indicated by all the coalitions, with the majority using both email and phone communication systems, particularly where rapid consultation is required (such as the aforementioned short notice of policy dialogue fora). In addition, a number of coalitions (for example Senegal, Zambia, Bolivia, Dominican Republic, Honduras, Bangladesh, Cambodia, Nepal, Solomon Islands) reported how their experience of coalition thematic working/think tank and/or document preparation editorial groups can effectively address inevitable time and resource constraints, as well as ensure specific sectors and groups / voices are heard and represented on issues that are of particular priority interest/focus to such groups.

Furthermore, the majority (67%) of coalitions reported, and were able to describe, a system in place for their coalition members to review documents before dissemination as illustrated in the figure below. The remaining coalitions indicated plans either in progress or for the first quarter of 2014 to develop an appropriate documented system.



Data drawn from 44 coalitions

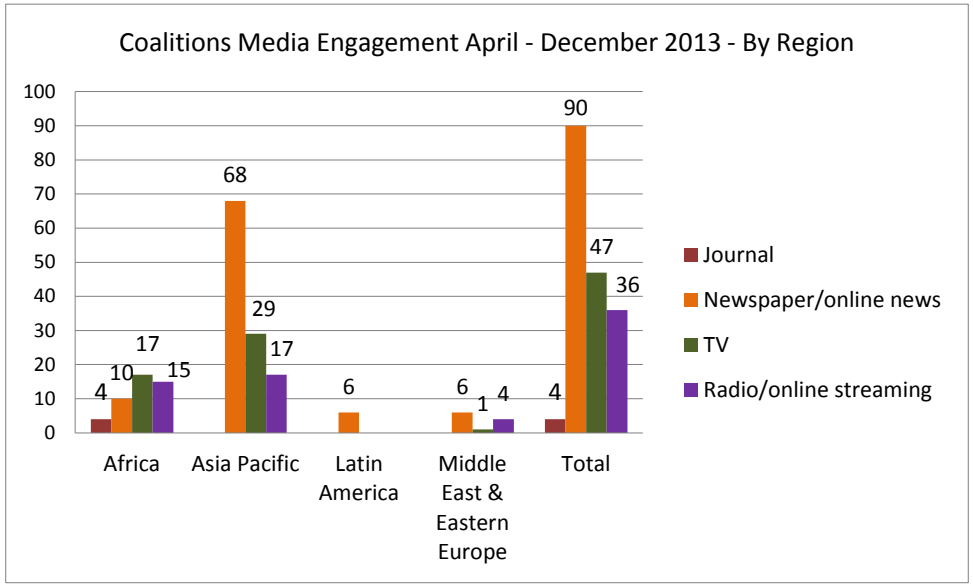
Some examples of current systems to ensure major coalition outputs include member perspectives, as shared by coalitions, are provided for illustration below:

- **Kenya:** For regular monthly meetings, agenda items are discussed online for the next meeting. When the agenda involves documents requiring input, the coalition convenes a technical committee to look at the documents and prepare feedback. For example, this approach was used to prepare the coalition's contributions for the National Education Sector Plan (NESSEP).
- **Nepal:** The system includes a Publication and Editorial Team in NCE-Nepal, which consists of four members including the NCE-Nepal board and steering committee members. When any documents are developed for publishing and submission, all member contributions received by the Secretariat are sent to the NCE-Nepal Editorial Team for further input and validation before publication and submission.
- **Vanuatu:** Any policy briefs and submissions drafts are circulated to all board members, staff and other key individuals who have competencies and/or specific target group interests on the matter to collect their views and comments on the document before it is finalised and circulated externally. Any policy statements, analytic reports on national policies must always be circulated amongst the board members, ASPBAE Canberra, the management staff and other key stakeholders for their views and comments on these reports before they are tabled and circulated.
- **Dominican Republic:** For the analysis and discussion of the Pact for Education, for instance, three working committees were created for its critical review and preparation of a proposal on the three components of the Pact: pre-university education, higher education, and professional technical training; while another member worked on the background of the Pact for Education. The committees developed ideas, and proposals were shared with the other committees for review. The Forum's Ordinary General Meeting on 09 December 2013 reaffirmed the decision to maintain the working committees and to develop the Forum's proposal on the Pact for Education**.**

Additional coalition activities and initiatives to enhance coalition members and their constituencies' effective inclusion and participation in policy processes have been through targeted media activities, materials dissemination, events and technical support activities. This is discussed in the section below.

ER 2.3: All coalitions build and sustain public awareness on critical education issues through debates, events, media work and campaigns. Issues identified may include education rights, EFA goals and/or education policy and spending.

Emerging evidence from coalitions which provided details of the various media interventions to advocate on educational policy and implementation issues between April and December 2013 reveals that at least ***177 different media interventions were initiated***. The Asia Pacific region was particularly active in this regard. In Latin America, coalition efforts to engage with the media are limited by authorities which disallow 'politicising' of coalition member organisations' views (particularly in Nicaragua, who report the use of social media to overcome this challenge).



It is noteworthy that the majority of televised events reported involved panel and/or public awareness-raising debates on critical local education issues. In addition, some of the televised and radio broadcast events were posted onto worldwide websites, for example through the YouTube facility. Detailed insight into 177 media interventions are too numerous to provide here. A full database of what was reported, in which media and language and the date reported is available on request from the global Secretariat. Some examples of the EFA issues addressed are provided below:

Africa:

- DRC: *Télévision Digital Congo - talk show 26 July 2013:* A debate between the Minister of Primary, Secondary and Vocational Education and Coordinator of the Coalition (Conept DRC). Issues debated: technical and vocational education, free primary education, financing and execution of the budget for education at national and provincial level, monitoring the governance and planning sector through the Independent Education Observatory - This programme is available on the coalition's website www.coneptrdc.org.
- Guinea Bissau: *Radio Bombolom, Radio Jovem, Televisão da Guinée-Bissau RTGB, and No Pintcha newspaper all on 9 and 16 January 2014*: Awareness-raising on the problem of school access and schooling of young girls and the role of civil society in the development of the Education Sector. Wide reach in Portuguese and Creole.

- Malawi: *Print media/ Radio Joy on 28th October/ 21st November 2013:* To share with the public how delays to enact the Education Bill was hampering progress in the Education Sector and to share the findings of the coalitions' public expenditure tracking survey with the public. Broadcast in both Chichewa and English.
- Senegal: *Radio programme 'En Classe!' every Monday*: Programme aired in French and focused on priorities for education and training.
- Togo: *Togo TVT, Télévision Nationale, Télévision Privée LCF, Télévision Deuxième TV2 and TV7 27 June 2013:* 'Carnet Scolaire' - a weekly programme presented as a debate, documentary and magazine, to tackle the six EFA goals as well as the issues relating to internal and external efficiency of education (TVT). Five members of the coalition were invited on the set of the show to discuss the problem of the shortage of teachers.
- Zambia: *Press Statements 15th, 23rd and 31st October 2013:* 'Preliminary review of the 2014 national budget (education sector)' – 'ZANEC condemns brutal killing of teacher' – 'ZANEC lauds MTN and total Zambia for partnering with university to launch internship program'.

Asia Pacific:

- Bangladesh: *Six daily newspapers – The Star, New Age, Alokito, Manobjomin, Somokal and Amader in Bangla, 10 December 2013:* Promoting education rights on international human rights day.
- Cambodia: *Radio Free Asia (RFA) 9 May and 11 October 2013:* Promotion of girls' education in the Khmer language.
- India: *Naxatra News June and July 2013*: Advocacy Coordinator participated in a live panel discussion on the issues of MDM and the situation of public schools, and out of school children.
- Mongolia: *Star TV November 2013:* Interview with rural participants who had conducted a collective assessment of school environments.
- Papua New Guinea: *NBC National Radio September 2013:* Interview with coalition representative on low literacy levels among the female population in PNG, aired in English and Tok Pisin.
- Timor Leste: Radio Timor-Leste - RTTL December 2013: Launch of the Literacy Survey Report in Tétum and Portuguese languages.
- Vietnam: *8 print media, including 2 newspapers and 6 online news facilities December 2013:* Advocating recommendations for education reform, including on the education system, curriculum, evaluation/exams, teacher training, education management, education financing, and resources for education.

Latin America:

- Dominican Republic: Multiple press releases which focused on the issues of a number of coalition bulletins related to the MINERD budget implementation for 2012 - Bulletin 5: "Evaluation of Public Early Childhood Education Budget 2008-2012", Bulletin 6: "Macro Vision of the Pre-University Education Budget for 2013: Considerations on Budget Priorities for the Allocation of 4% of GDP", Bulletin 7: "Monitoring the MINERD Budget Implementation from January to March 2013", Bulletin 8: "Monitoring the MINERD Budget Implementation from January to June 2013" and Bulletin 9: "Monitoring the MINERD Budget Implementation from January to September 2013". The media has now integrated periodical publication of the results of the bulletins into their policies.

Middle East and Eastern Europe:

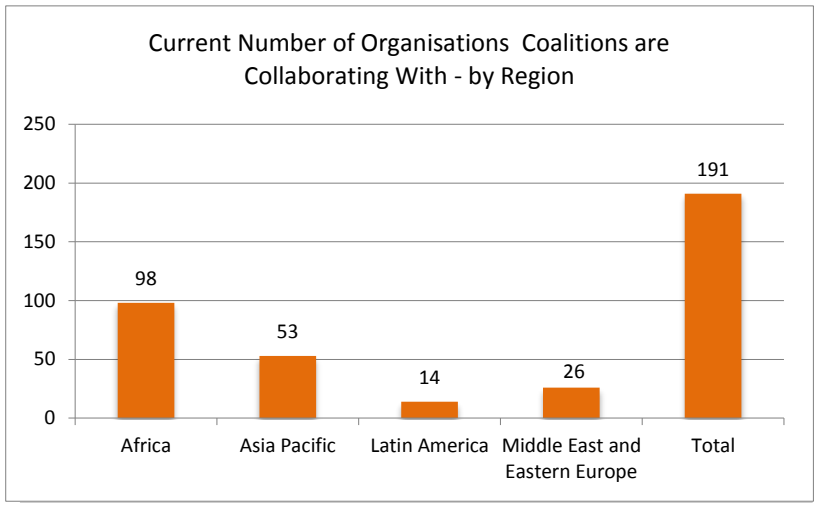
- Albania: *Albania Gazeta Republika (republic newspaper) 16 September 2013:* Advocacy piece in the Albanian language and directed to the Albanian Government, especially to the Ministry of Education and Sports, on the requirement of the Albanian government to provide free text books to children in need across Albania.
- Somalia: *Radio Danan, Radio Dalsan and Voice of Democracy Radio 27 September and 31 December 2013:* Voicing key EFA concerns and report of the coalition's workshop and report on EFA priorities.

Challenges with media engagement:

The remarkable and extensive media engagement activities of coalitions described in the section above have been accomplished despite some significant challenges faced by coalitions. The most frequently reported challenges are:

- The delay in the disbursement of CSEF funds resulting in delays in implementing planned activities, particularly in relation to public engagement and awareness-raising activities, as well as undermined quality of events and materials targeting public awareness raising due to limited resources (the vast majority of coalitions reported this fund delay limitation – which cuts across all result areas and objectives).
- Restrictive political regimes and policies preventing civil society from publically critiquing/opposing or debating education policy issues – particularly in the cases of Djibouti, Honduras and Nicaragua.
- Difficulties in arranging sustainable programme partnerships with the media at the institutional level, due to a lack of in-depth understanding of critical importance of EFA issues among media personnel and the costs and consultative time involved in sustaining engagements with media (Bangladesh, India, Ghana, Guinea Bissau, Senegal, Somalia, Togo, Zambia, Vanuatu, Vietnam).
- Media control over content, resulting in advocacy statements/positions sometimes being diluted or distorted when it reaches the wider public, and/or media focus on issues considered more newsworthy (Cambodia, Mongolia, Somalia)

Despite these limitations, and in addition to activities involving the media, ***coalitions are also collaborating and working in partnership with at least 191 other relevant stakeholders***, such as development partners and INGOs to enhance efforts to increase levels of EFA and critical local education issues awareness and to facilitate citizen engagement in education debates. Similarly, coalitions have ***developed 19 publications*** (including information booklets, videos, and IEC materials) as well as ***organised at least 83 campaigns and events*** (including public-facing events, roundtables, workshops and training targeting both grass-roots civil society groups and coalition member representatives). Data disaggregated by region is illustrated in the figures below:



Frequently-reported public campaigns and public events organised by coalitions centred around EFA issues prompted by Global Action Week, the International Day for the Girl Child, International Disability Day, International Literacy Day and World Teachers Day. Illustrative examples of public campaigns and events aimed at facilitating citizen engagement in education debates which coalitions organised during the reporting period are:[5]

Africa:

- Benin: Event in November 2013 to establish children's groups to debate and engage with advocacy actions to promote ECD. Resulted in the creation of 28 children's groups from three regional clubs (412 children).
- Burkina Faso: Public lectures held in 13 regions of the country between 14 April to 09 May 2013, focused on improving the conditions of life and work of teachers and learners. A total of 800 participants participated including teachers, parents, government officials, parliamentarians, students, technical and financial partners.
- The Gambia: Organised a public awareness raising campaign event on 11 October 2013 (International Day for the Girl Child) focused on the education rights of the girl child, as well as an awareness-raising event on 3 December 2013 (International Disability Day) focused on education rights of people with disabilities. Between April and December 2013, the coalition also ran a campaign to sensitize the public on the abolishment of school levies for public primary schools.

[5] GCE's monitoring database with details of types of interventions, dates, aim of the intervention, target group and numbers of people reached is available on request.

- Lesotho: Organised a Lobbying and Advocacy Training Workshop aimed at equipping coalition network members with skills to execute meaningful advocacy. Forty representatives of coalition member organisations working with people with a disability and youth, as well as from some of the coalition's collaborating partners, participated in the training.
- Sierra Leone: World Teachers Day event on 5 October 2013, aimed at making clear and public the effect of the removal of teachers from the payroll who were dubbed as 'Ghost Teachers', specifically targeting teachers in schools who fell victim to the action of Government in a failed verification exercise. The event reached 1000 teachers, and 200 education stakeholders and INGOs working to strengthen the education sector.
- Zimbabwe: Organised a public lecture on 18 December 2013 to raise public awareness on the need for ECD and the attainment of EFA goals. 100 parents and the general public participated in the lecture.

Asia Pacific:

- Bangladesh: Between 10-30 November 2013, the coalition facilitated local level consultations and campaigns in eight Community Education Watch group areas (Netrokona, Shirajgonj, Jamalpur, Bhola, Meherpur, Hobiganj, Khulna, and Gaibandha) in Bangla. The campaigns were organized in areas where the rate of primary school enrolment has increased but dropout and completion rates remain high. The campaign was organized around three events – an education fair, local level interaction sessions and a cultural programme in each of the eight areas and targeting 3,000 people including students, parents, teachers, local education administrators, teachers' association representatives and journalists. In the end, more than 28,000 people participated in the events across the eight areas.
- Indonesia: The coalition organised a seminar (24 April), public discussion (6 May) and focus group discussion (13 December 2013), all aimed at mobilising participation from youth on the issue of education and qualified teachers, as well as the need for 12 years of basic education. In total, 317 youth, teachers, parents, academics, and NGO representatives participated in the events.
- Nepal: A mass mobilization campaign called 'Dream Learning Environment Campaign' was organized between 26 August and 30 September 2013 in preparation for the International Day of the Girl Child (IDGC). NCE-Nepal launched the campaign in cooperation with UNICEF in more than 35 districts across the country, as a joint initiative of government, national and international non-governmental organizations, media and other education actors. The events were aimed at providing space for school children (girls and boys) especially of adolescent age, and adolescents who are associated with Community Learning Centres (CLC), and out of school adolescents to voice their ideas (dreams) of a quality learning environment, as well as challenges they perceive for their dream to be realised. More than 50,000 adolescents from 35 districts of Nepal participated in a Dream Learning Environment (DLE) perception survey. The findings of the survey were later shared among policy makers and other stakeholders at central level during an IDGC event. The DLE exercise findings were reported as an "an eye opener for all concerned".
- Papua New Guinea: During November 2013, the coalition developed information, education and communication materials on EFA Goals in the local context. The materials have been designed and developed with local people to capture and articulate their real life education stories. The materials have yet to be published and distributed when funds are secured for the same.
- Solomon Islands: The coalition organised a public discussion forum in August 2013 in collaboration with a senior secondary school in Honiara. The aim was to discuss with students the issues of youth literacy, employment, unemployment and skills mismatch, as well as to

raise awareness among youth of research findings on literacy proficiency of youth in schools and those how drop out. Eighty students actively participated actively in the discussion forum.

Latin America:

- Nicaragua: The coalition organised events centred around teacher issues in April / May 2013, linking to Global Action Week. Of particular significance is that the events attracted widespread media attention (including 10 national and 10 community radio stations, 5 TV stations, 4 print and 3 digital media houses).

Middle East and Eastern Europe:

- Albania: Public event organised on 24 April 2013, where members of the Albanian parliament met with children to discuss education concerns. This open forum took place at Gjergj Fishta School in Tirana. The aim was to bring together politicians and children to exchange ideas and concerns about education and opportunities to guarantee the right of every child to education. About 120 people were reached including children, parents, government representatives and politicians.
- Somalia: After increasing public awareness through an inclusive education workshop in December 2013, education umbrella organizations which participated in the workshop and which have at least 50 schools under their management committed to provide free primary education to all disabled children who want to return to school.

The table below provides some illustrative examples shared by the coalitions as to how engagement with the media and public interventions has resulted in changes. The examples provide an indication of **progress towards learning goal 1:** *CSEF members learn (from each other) effective strategies for strengthening "policy participation," and "influencing" policy and planning dialogue at the national level*. They also provide some valuable benchmarks for **learning goal 2:** *CSEF members learn (from each other) the issues on which Objective 1 activities have had the most influence (e.g. education rights, financing, social accountability) at the national level,* as well as **learning goal 5:** *NECs and regions track evidence of "effectiveness" of public awareness and mobilization activities, including which "EFA themes" elicit and energize the participation of key constituencies and are evidenced in "civil society policy proposals."*

Region	Country	Illustrative examples of how engagement with media and public interventions have resulted in changes
Africa	DRC	Awareness -raising on early childhood education has contributed to visible changes such as: Decision of the Governor of Bas Congo province to contribute to the extension of early childhood education in the province; the law on the organization of national education which is awaiting adoption in parliament now includes a provision which makes compulsory preschool education.
	Ghana	Media platforms created have enhanced GNECC's campaign on sustaining its policy demands on improving quality of teaching and learning, particularly on teacher deployment/rationalization. This, in no small way, contributed to an appreciation of the relevant issues on teacher deployment and support from the public for government to address issues relating to teacher availability and absenteeism in public basic schools.

Region	Country	Illustrative examples of how engagement with media and public interventions have resulted in changes
	Lesotho	GAW activities facilitated by the coalition (CEF) contributed to getting the three Teachers' Unions talking and working together as a team to advocate for teachers issues in the country. In the discussions that followed, they also debated the issue of the curriculum and inclusiveness. The discussions thereafter resulted in the coalition including a Thematic Committee called the 'School Curriculum Cluster' for the Teacher Unions and others members willing to join the committee.
	Senegal	Key activities and results of the coalition are covered in the media, shared, made public and accessible with an intense communication about the campaign goals. This has prompted frequent public debates allowing participants to have access to quality information on education policy and the way they are addressed. In addition, strong citizen mobilization has been generated via social networks (Facebook, YouTube, as well as www.cosydep.org) for improved education policies and practices.
	Sierra Leone	A widely broadcast 'phone in' programme attracted many callers nationwide who expressed their views about the way forward with dealing with teachers and their children's education. The feedback from the public during the night's radio discussion and phone-in programme witnessed the public expressing gratitude for the opportunity to voice and learn from the shared opinions, indicating that the public was appreciative of the thought of the teachers and their services.
	Togo	Media engagement has resulted in the general public being more informed about the EFA goals as well as their role and responsibilities in ensuring the implementation of EFA. In addition, both media and the general public are becoming more informed of the benefits of the coalition. In the regional consultation process for the review of the 2014-2016 ESP, the coalition's respondents in regions demonstrated, through their qualitative contributions, their knowledge of the education issues. Their proposals were largely taken into account in the final document validated on December 27th, 2013.
	Zambia	Media engagement and productions ensured wide dissemination of ZANEC positions and work. This resulted in greater recognition of ZANEC as a major player in the education sector. This includes an increase in government invitations to ZANEC to be part of important processes and discussions. The communities in the provinces visited during campaigns (Eastern, North-western, Northern and Western provinces) are now able to take their children to early learning centres because of the appreciation of ECCDE. They are able to engage their local leaders. In addition, the awareness raised on the teaching profession Act and engagement around accommodation in the institutions of higher learning have all resulted in the public speaking to the issues. This has in turn resulted in accelerated action by government on increasing accommodation spaces in higher institutions of learning.
Asia Pacific	Bangladesh	Dialogue and action stimulated by media attention and exposure of education issues has contributed to remarkable results in: Increased enrolment, increased efficiency in teacher contact hours, improvements in the nationalization of teachers service, and the issue of "eve teasing" and early marriage has been talked about more.
	Cambodia	During the phone-in sessions on radio programmes organised by the coalition (NEP), people advised that they were very interested in the topics and learned a lot about education issues. The programmes stimulated a lot of discussion during the phone-in sessions. We have helped increase awareness about teachers' salaries, which people on Facebook advised they did not know were so low. Since we have started our Facebook page, the public have become more supportive of increased wages for teachers. The public have become more involved in protests about this.

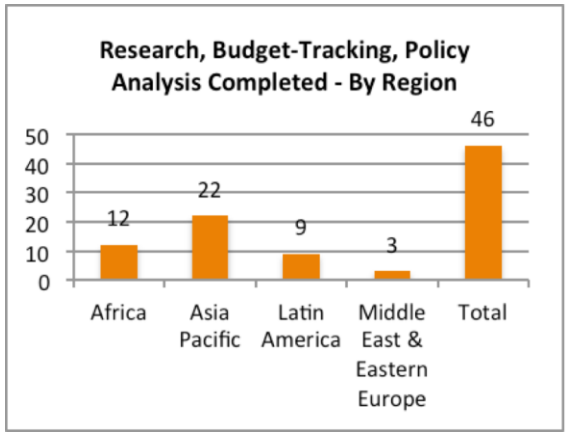
	India	Sensitisation of media on the issues of education has increased. Some media houses have extended their interest in flagging up the issues related to education through their TV channels/ newspapers outlets. This has resulted in news related to education being more visible in the print as well as electronic media. The coalition (NCE) has increased recognition from the panel discussion on TV on the issue related to child rights. After a public hearing, a process of identification of all the out-of-school children was undertaken by the Education Department. The wider community also demanded identification of those children who have not received health services under the government schemes available. It was undertaken by the authorities. Community has also raised their voice towards implementation of the Right to Education Act in the areas where NCE intervened.
	Mongolia	Increased coalition recognition: for example, the coalition was asked to contribute articles on education by the newsletter Open Schools and the Gogo.mn portal site. Education Forum participants from the provinces were interviewed by local media, resulting in increased interest of local community members in education issues they are facing. We engage youth in our analytical work and forum facilitation. Democracy Youth Centre members presented their inputs and facilitated sessions in the Education Forum organised by the coalition. Participants from provinces subsequently invited us to conduct trainings, especially for NGO workers and teachers. They wanted more people to be aware of education issues and extend analytical views on education. Participants of the budget monitoring and analysis workshop expressed their interest to do monitoring of the school lunch and students' uniform budget.
	Papua New Guinea	PEAN's relationship with the Department of Education has since improved and we have been highly recommended by senior members of the Department on issues relating to areas not covered by formal institutions.
	Solomon Islands	Campaigning and raising awareness through media has provided the access for information sharing to reach those at the grassroots level. The coalition used the national radio service to host a radio talk back show on ECCE which was broadcast throughout the nation. People from different provinces phoned in and participated in the discussions during the show.
	Timor Leste	Ministry of Education and National Parliament were informed of TLCE's position on key education issues through local newspapers. TLCE video advocacy was appreciated by the Ministry of Education and other stakeholders.
	Vanuatu	The weekly radio programs are impacting positively through the nation as more people are responding to the national call for everyone to commit and support the MOE to deliver education goals.
Latin America	Dominican Republic	The media has now integrated periodical publication of the results of our education issues bulletins.
	Nicaragua	Media engagement has resulted in the coalition (FEDH-IPN) always being consulted when any educational issue is discussed in the country. We have developed a permanent alliance with specialized journalists to cover education issues. Although media related to the government does not provide coverage of our activities, the journalists who work for them contact the coalition to find out about our activities and take the promotional materials and information. We are mobilising more journalists and media following the implementation of the Global Education Action Week Campaign.
Middle East and Eastern Europe	Albania	Through the media, some local organizations became aware of the mission and work of the Albanian Coalition for Child Education and demanded further information and requested to become collaborators of the coalition in their respective regions. The publication of our initiatives in the media also attracted the attention of the Ministry of Education and line ministries to gather as much useful information as possible that could help them in their initiatives related to Albanian educational system.

	Yemen Republic	The engagement of media is important to raise and spread awareness on a large scale to cover more segments of society. Successful use of the media has been on the following issues: Discussion on children dropout from school, The right to education for girls and Literacy (Adult Education)
	Somalia	The public are now more informed than before and we can reach more than the expected number of indirect beneficiaries through the media. The digital news websites such as hiiraanonline and Dalsan radio or allafrica.com are all our windows to disseminate information. The community and the government are already well informed of our advocacy through our media engagements.

Objective 3: Quality research, monitoring and analysis

ER 3.1: All civil society education coalitions complete research or monitoring exercises in one of the following areas (i) budget, finance, expenditure, (ii) governance, transparency, social accountability, or (iii) a self-selected EFA related policy or implementation issue. Monitoring exercises may track expenditure, policy implementation, or some other aspect of education service delivery, such as equity or quality.

During the period under review, a remarkable 46 research studies have been initiated and/or completed by coalitions, many of which are in process. The chart below shows these studies broken down by region; a full list is available from the GCE Secretariat, detailing titles, themes, and collaborating partners.



NB the table under ER 3.2 below presents details on a selection of studies completed by December 2013, along with updates on their use in advocacy and contribution to results.

ER 3.2: Evidence from ER 3.1 is used for coalition advocacy, policy participation and mobilisation. National coalitions effect specific changes in policy, legislation or practice through evidence-based advocacy and monitoring activities

Given the fact that we are only six months into official programme implementation, and, moreover, that there was a delayed start to many coalition activities, there has been limited time for research studies and tracking exercises to be completed and already used in advocacy and mobilization. However, a number of coalitions have shown an impressive start to this. The table below lists 12 evidence-gathering exercises that have already been completed and used by December 2013, with details of both use in advocacy and emerging results (if any) in terms of bringing about specific changes in legislation, policy or practice

Coalition	Research area	Use in advocacy, policy participation and mobilisation	Emerging results (if relevant)
GNECC -Ghana	Teacher Gaps in Public Basic Schools in Ghana	Research on teacher gaps informed GNECC's position papers on teachers, its press releases and media commentaries on the 2014 national budget.	Ghana Education Service has taken steps to address teacher shortages in deprived districts, Allowances to teacher trainees scrapped to make more funding available for increasing intake in teacher training colleges (intake increase from 9000 in 2012 to about 15,000 in 2013)
CSEC-Malawi	Hidden Costs of Free Primary Education	Shared with government.	Government officials assured that they will try to take the issues raised (findings) into consideration
ZANEC – Zambia	Evaluation of implementation of the Joint Gender Advocacy Strategy Budget tracking exercise	The analysis from ZANEC's research was used to inform the coalition's position on the budget. The feeling was that the increase of allocation from 17.5% in 2013 to 20.2% in 2014 is plausible. However ZANEC took the opportunity to point out the need to increase funding to education programmes such as learning materials, recruitment of teachers and infrastructure, as opposed to the concentration on personal emoluments. The study findings on the bursary and loan scheme was also used as a basis to engage government on mechanisms of implementing the loan scheme in a way that will	Government reactivated their Gender Thematic Committee; implementation of Re-entry Policy enhanced

		ensure equity and increased access to education for all deserving students.	
NEP - Cambodia	Public Expenditure Tracking Survey in Primary Education	NEP Cambodia used their research on teacher shortages and teacher salaries to inform the focus of the global action week campaign in the country.	MoEYS orally accepted NEP's proposal to provide capacity building to provincial education staff on how to use the excel tools initiated by NEP to ensure equal distribution of the school budget.
NCE - India	Report on Status of Implementation of RTE Act in the Boondi district of Rajasthan	NCE India is using their report on the status of implementation of the RTE Act to strengthen their engagements with policy makers and government departments.	A public hearing was held in Boondi district of Rajasthan. All the cases in the research were heard and strategies for mainstreaming out of school children into school were debated.
PEAN - Papua New Guinea	High Impact and Best Practices of Adult Literacy Service Providers	Presented to the government.	DoE has recommended that adult literacy must be considered as strategy for Integral Human Development; PEAN has been tasked by the Department to present a concept note on alternative strategies to address adult literacy
Foro Socioeducativo - Dominican Republic	Monitoring the Dominican Republic Ministry of Education Budget - bulletins through the Watch initiative	In Dominican Republic, 'Education Watch' has increasingly become a social monitoring tool and an important advocacy element of education. Education Watch, with its various bulletins, is favouring the demand for a better quality of investment and the allocation of 4% of GDP to education, becoming an essential tool to provide other movements and spaces with key information to continue with their demands. The positioning of the Forum in the Education Watch framework is independent and autonomous from the Ministry of Education; however, the work of the Watch has been strategic as it has improved the coalition's relationship with the State.	The MINERD has adjusted its registration practices and budgetary control and the Office of Educational Planning has improved its data gathering and documenting processes.
FEDH-IPN - Nicaragua	Inclusive Education	FEDH-IPN in Nicaragua have used their research, particularly the recommendations, for public positioning on various aspects of national education, including the education budget,	Findings on cases of pregnant adolescents; working girls, boys, and adolescents; and those in danger of human trafficking enabled the education community to take an

		inclusive education, intercultural education, and teacher training, among others.	interest in reintegrating those affected boys, girls, and adolescents to the educational system.
ACCE - Albania	Evaluation report on pre-university education in Albania	ACCE used their evaluation report to inform the coalition's inputs on the new educational reform that the Ministry of Education implemented.	The Ministry of Education used some of our recommendations in drafting the Code of Conduct for Teachers and Pupils.

Objective 4: Cross-country learning and collaboration:

4.1: Regional Secretariats and Global Secretariat ensure national coalitions' knowledge and experiences are collected, documented and shared across the coalition, e.g. CSEF will track progress toward "learning goals" and disseminate findings semi-annually.

Global work on learning: A key contribution towards this result area has been the extensive consultative process of developing and establishing the learning, monitoring and evaluation framework (LMEF) and system for the programme, which has drawn on contributions from national education coalitions, the Regional and Global Secretariats, as well as UNESCO and GPE. This report is testimony to how the LMEF is already generating and supporting the implementation of an evidence-based approach to learning and knowledge generation, and lessons shared and/or emerging from the processes of data gathering, capture, analysis, documentation and reporting will be used to inform strengthening the efficacy and efficiency of the framework and system. In this regard, experiences and perspectives of implementing the framework and system for this first reporting period of the programme have been solicited from the coalitions and Regional Secretariats, and are equally welcomed from UNESCO. In the next period, information gathered through this system will be shared and used as a basis for learning tools and documents on both best practice and common challenges.

In addition to the learning emerging from implementation of the LMEF, a key element of the global work to facilitate shared learning was the roll-out of the multi-lingual discussion forum (for which the earlier development stages had been funded through a different grant). As this is an entirely new tool for CSEF coalitions, and involves some complexities (discussion taking place in the forum rather than by email, with automatic translation and specialized log-in for all participants), we decided to pilot it with smaller groups before rolling out to all CSEF coalitions. The aim is to make it as user-friendly as possible. It was therefore launched with two discussion groups, including representatives from Gambia, Vietnam, ACEA, ANCEFA and ASPBAE. This piloting process indicated a number of adjustments that needed to be made. Having made these, we will roll out with all CSEF coalitions in early 2014.

Meanwhile, Regional Secretariats have supported facilitating sharing of coalition's experiences/publications/lessons with other coalitions through the following initiatives:

Africa: The Regional Secretariat gathers experiences from the coalitions through face-to-face meetings, forums such as the Big Push meeting for Civil Society held in Dakar, by using online facilities (such as email and the ANCEFA website), and by reviewing coalition reports and requesting additional information on the same. The Secretariat has also documented good practice, such as showcasing how CSEC in Malawi successfully advances their advocacy work through District Education Networks (DENs). In addition, the Secretariat convenes meetings and creates platforms for learning and sharing, such as the Regional ECD workshop with support from OSISA. Furthermore, ANCEFA is institutionalising an annual learning and policy reflection forum where coalition coordinators, advocacy officers and partners converge to share experiences of their year-long implementation of projects. The Secretariat has also facilitated cross-border technical and learning support programmes, such as Zambia's support to Namibia. In addition, the Secretariat has created a global sharing forum on email called 'bwalo-la-ANCEFA' which has been designed for coalitions to share up to date information on education policy debates regionally and globally.

Asia Pacific: ASPBAE gathers experiences and learning from coalitions through: regional and sub-regional consultations and workshops, event reports and the extensive reporting required of the coalitions by CSEF. In addition, in 2012 ASPBAE produced a report and a DVD entitled 'Persuading Powers', that highlighted good practice and lessons learned from the coalitions, and these have been used to promote both the work of the coalitions and the value of CSEF. A follow-up report covering 2013 was near to being finalized by the end of the year. ASPBAE also regularly encourages coalitions to ensure they capture their efforts in the form of videos, photos, and reports, and to bring samples to regional events, and let other coalitions and ASPBAE know when reports and publications are available. ASPBAE's monthly Bulletin and website also carry information about coalition activities, research and other publications.

Latin America: The Regional Secretariat, CLADE, implements a System Memory and Learning process www.campanaderechoeducacion.or/fresce and utilises CLADE bulletins, online facilities, meetings and regional forums, to gather and share coalition learning and experiences. The Secretariat also capitalises on learning from reports shared by coalitions.

Middle East and Eastern Europe: The Regional Secretariat (ACEA) has developed various tools to facilitate sharing of experiences among coalitions including the ACEA website which presents a reflection of all coalitions' work including news, photos, videos research, success stories etc. The website also includes a space where each coalitions' activities and accomplishments are highlighted. In addition it includes space for the various publications issued by ACEA or by international parties; these are also brought to the attention of coalitions through news alerts. The website also includes a resource portal. Coalitions and the website are also linked to an ACEA Facebook page which the Secretariat considers has proved to be a practical way to facilitate interaction between coalitions and to share best practice on strengthening EFA advocacy efforts. ACEA also encourages interaction among coalitions in events such as conferences and workshops, through which the members can directly share experience, exchange learned lessons and distribute their publications.

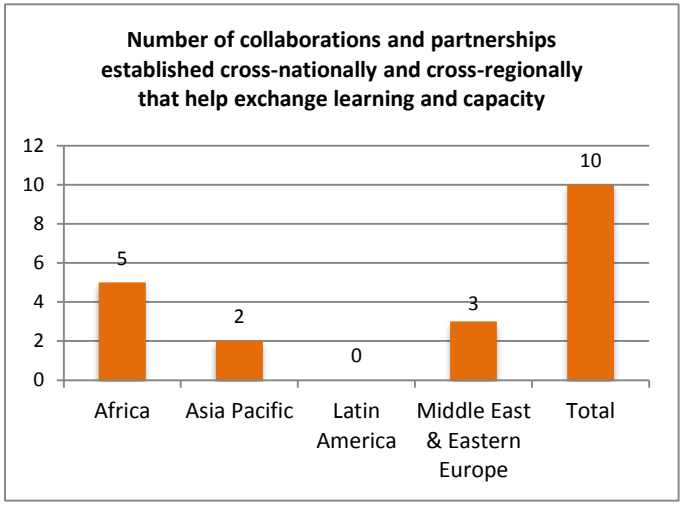
Examples of learning documents/publications based on coalitions' experiences and lessons the Secretariats have developed, or are in the process of developing, to enhance shared learning among coalitions in the reporting period are as follows:

Africa	• A case **study** document was prepared from **12 countries' experiences**, with input from GCE
Asia Pacific	• ASPBAE is developing a second version of the successful "**Persuading Powers" publication** printed in 2012, using case studies and lessons learnt from Asia Pacific national education advocacy coalitions.
Asia Pacific	• ASPBAE contributed **two case studies** to the "Reach, Relationships and Results; Educational Outcomes Driven By Australian NGOs" ACFID publication in the reporting period (forthcoming March 2014).
Latin America	• **Advocacy publication** (November 2013) of civil society for the human right to education and learning. Stories from Latin America and the Caribbean – Volume 2 (www.campanaderechoeducacion.org/v2/es/publicaciones/clade/publicaciones-tematicas.html), which consolidates experiences and learning from other national coalitions for the right to education in Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Haiti, Mexico, Nicaragua, Paraguay, Peru and Dominican Republic.
Latin America	• **The System Memory and Learning** (www.campanaderechoeducacion.org/fresce), presents cases, lessons and experiences of participating national coalitions in CSEF in terms of capacity building, advocacy for education as a human right and participation in the educational opportunities fora in political dialogues on rights, as well as materials that can be used for coalitions.
Middle East and Eastern Europe	• **Harvest Report for the years 2009-2013** is a summary of coalitions' efforts during four years between 2009 and 2012. It contributes to shedding light on the outcomes of coalitions' work and success stories to encourage coalitions to continue the hard work. It is anticipated that this report will be a tool to gain support on national, regional and international levels as it reflects the hard work made by coalitions to support the achievement of the EFA goals. The Arabic version of the report was shared with all education coalitions that are members of ACEA to make their comments and additions about their work in their countries. The report is currently being translated to English and a full version in Arabic and English including photos will be published soon.
Middle East and Eastern Europe	• **Six success stories** from two CSEF-supported coalitions Yemen, Sudan, as well as four non CSEF coalitions (Jordan, Lebanon, Egypt and Palestine) were prepared and shared with coalition members in order to motivate other coalitions to share their experience, and lessons of best practices. These stories will be also included in the Harvest Report to support ACEA advocacy efforts.
Global	• **Good practice case studies:** GCE worked with CSEF coalitions to gather good practice stories for an Africa case study brochure, with particular examples focusing on engagement of the coalition in Burkina Faso in education sector planning processes and COSYDEP Senegal's engagement in abolishing a harmful teacher recruitment system. This was shared with all CSEF coalitions, and is available online. • **Coalitions' work on social accountability:** An initial document was produced, outlining strong examples of CSEF coalition work to ensure social accountability in the education sector, including facilitation of public expenditure tracking surveys in Malawi, community level budget monitoring and analysis in Nicaragua, the use of media to highlight spending inconsistencies according to budgets in Bangladesh, and a new Education Watch Initiative in Kenya. This will be developed further in 2014 into (a) fuller learning document(s) during the course of 2014.

Opportunities for at least ***10 collaborations and partnerships were established cross-nationally and cross-regionally*** to help exchange learning and capacity during the reporting period. It should be noted that many additional regional workshops and events also contributed to strengthening and extending shared learning, collaboration and the potential for partnership development. Such events are reported later under this objective 4. The adjacent graph and highlights below refer specifically to initiatives with deliberate collaboration and partnership development aims:

ANCEFA:

- Linked Malawi to mentor and support the Botswana Coalition.
- Linked the Zambia coalition to mentor the Namibia Coalition.
- Linked the Lesotho coalition to the Zambia Education Coalition for learning on the operations of the Thematic Committee for the coalition members.
- Linked the Senegal coalition to support the Mauritania coalition.
- Linked the Burkina Faso coalition to support the Djibouti coalition.



ASPBAE:

- Facilitated opportunities for INGO members of the Regional Funding Committee (RFC) to meet and engage with coalition representatives. This happened twice in the reporting period - at the Manila Regional Consultation in July and at the Jakarta Regional Consultation in December 2013. RFC members from Plan, Save the Children, ActionAid and Open Society Foundations interacted with coalition representatives and gained a greater sense of the people and the work of the coalitions to inform their decisions on the RFC, and also to enable them to discuss ways in which their INGO might be able to support particular coalitions.
- In Sri Lanka in October 2013, ASPBAE invited a representative each from Plan and ChildFund to a meeting to assist in the rebuilding of CED. Both INGO representatives indicated an interest in providing future support.

ACEA:

- The Reform of Education in the Arab World Conference conducted by ACEA during April 27-30, 2013 included participation from all coalition members in ACEA. This allowed coalitions to create international networking with those international organisations participating in the conference such as: Foundation for Future; Global Campaign for Education; DVV international; Oxfam Novib; and Education International.
- During the ACEA Secretariat visit to Yemen in 13-16 July 2013, ACEA facilitated the Somalia and Sudan coalitions to come together with the Yemen coalition to collaborate on finalising and strengthening their proposals, while learning from the comments received by the Regional Funding Committee.
- The ACEA and CSEF Global Secretariats capitalised on the opportunity of financial management and advocacy workshops, taking place during October 2013 in Yemen, to facilitate a joint meeting on CSEF experiences on October 22, with the representatives of six coalitions (Albania, Georgia, Moldova, Somalia, Sudan and Yemen). The purpose of the joint working meeting was to establish a strong foundation for shared understanding, communication and learning cross-nationally as well as cross-regionally.

ER 4.2: Regional Secretariats and Global Secretariat ensure national coalitions receive technical and management support, based on expressed and assessed needs. NB: Coalitions will express interests in proposal application submitted to Regional Secretariats

Providing capacity support and facilitating learning is a priority component within CSEF. During the period covered by this report, global and regional entities of CSEF planned capacity-building and learning activities in line with the needs and opportunities identified (including through self-assessment) in the national proposal development process. All four Regional Secretariats have established a capacity building plan, which have been informed by capacity strengthening interests expressed by the coalitions in their proposal applications in their respective regions. Each Regional Secretariat has, by way of documenting a baseline, gathered information on the education themes/topics, technical skills and type of capacity support solicited by national coalitions. The table below shows that, as at April 2013, support to build capacity in 17 education themes/topics as well as 12 technical skills were requested:

Education themes/topics	Technical skills
1. Technical and Vocational Education and Training (TVET)	1. Coalition governance
2. Privatisation in/of education	2. Coalition building, networking, alliance building and stakeholder management
3. Education quality, learning achievements - monitoring and measuring indicators	3. Campaign and advocacy strategies - including strategic communication techniques and media engagement skills
4. Education retention and transition	4. Improving Financial Management Systems, and use of software and budget tracking
5. Global education policy processes - GPE and LEG processes	5. Project cycle management, including CSEF planning and reporting
6. Institutionalization of Right to Education through constitutional review and legislation e.g. Education Act formulation / Rights-based approaches	6. Research skills (data collection, analysis, writing findings)
7. National education budget analysis and monitoring/tracking	7. Strategic planning
8. Teacher Issues	8. Resource mobilisation, fundraising (proposal writing and partnership management) and financial sustainability
9. Education financing	9. Coordination role of secretariat
10. Accountability in education resource management	10. Results based planning and management and M&E
11. Girl's Education and gender mainstreaming	11. Report writing
12. Disability and inclusive education	12. Policy analysis and engagement skills
13. Process for constructing political engagement on the New Agenda for Education and Development Post 2015	
14. Alternative learning opportunities to formal education	
15. Secondary education	
16. Non-discriminatory education	
17. Secular education	

Drawing on this overall global mapping of needs, the CSEF Global Secretariat has developed an overall capacity-building and learning plan, which is also attached to this report as annex 4.

In response to the needs identified and listed above, technical and management support by global and regional CSEF partners during this period used a range of approaches:

- Tailored technical support and accompaniment
- Capacity-building events
- Production of global tools and sharing of information
- Facilitation of online exchange and shared learning
- Coordination with technical support provided by other partners

Tailored technical support and accompaniment:

Throughout the period covered by this report, the Regional Secretariats, and where necessary the Financial Management Agencies, provided focused and tailored technical support for the national coalitions. The largest regions, Africa and Asia, operate through dedicated Programme Officers (POs, Africa), or Capacity-Building Advisers (Asia Pacific), each of whom during this period provided accompaniment to between three and six coalitions. In Asia Pacific, allocation of regional staff to national coalitions was determined largely geographically, whereas in Africa, allocation of POs was determined partly by location and partly by language. In Latin America and the Middle East, which are responsible for fewer coalitions, CSEF coordination staff in each regional secretariat have an oversight of capacity-building, drawing on expert staff from within their organisations as needed.

The regional accompaniment provided during this period obviously varied considerable according to the needs of the coalitions, but it encompassed any aspect of the coalitions' work and CSEF implementation, from internal management matters, to advocacy planning and implementation. Much of the support took place through emails and regular phone and skype calls; but support visits were also a key feature of the accompaniment provided during this period. Twenty-six coalitions received support visits during the six-month period being reported on, in addition to those visited during the planning period (broadly reflecting the intention that each coalition receives at least one visit per year). Congruent with the programme cycle stage for this reporting period, many visits focused on finalising coalition CSEF proposals following reviews from the Regional Funding Committees, as well as on plans to commence project implementation. However, objectives ranged from support to the development of coalitions (e.g. support to a new coalition in Albania; exploration of coalition-building possibilities in Myanmar), support to revise proposals (e.g. revision of proposals in Cape Verde; a workshop with coalition members to revise the proposal in Sudan); technical support on or engagement in advocacy or operational work (e.g. financial management support in Rwanda; support to recruitment in Vanuatu; discussion of ECCE policy issues with coalition members in Tanzania; participation in a ministerial-level event in Vietnam). The full list of coalitions visited is included as annex 2, 'Report on visits'.

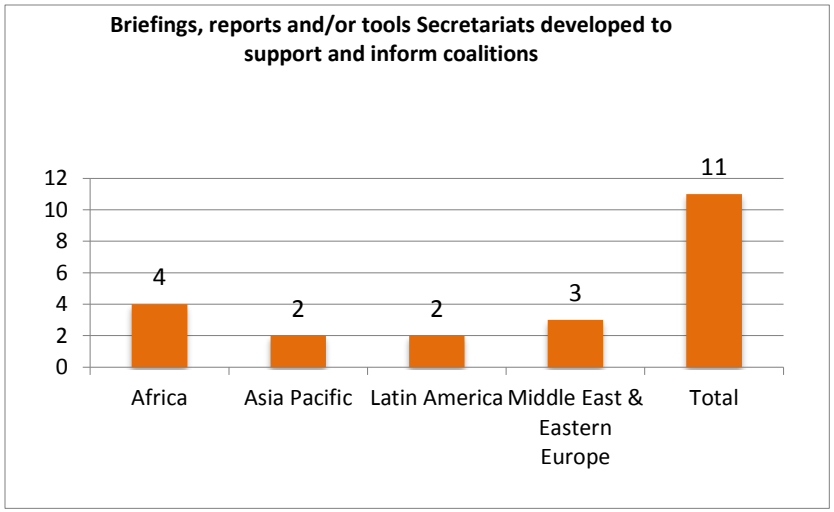
Capacity-building and learning events

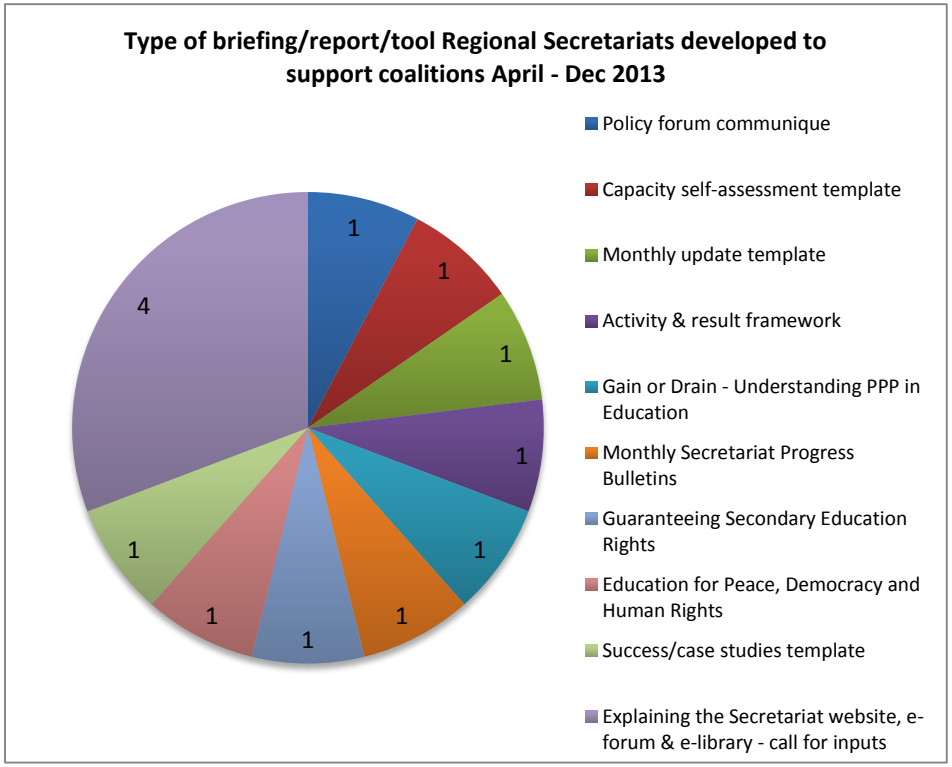
All regions organized and implemented events during the period covered by this report as opportunities to build capacity and share learning, organizing a total of ten events. GCE took part in almost all events, and UNESCO and GPE staff members were able to attend some of them. In addition to regional CSEF events, a number of national coalitions took part in events organized by regional networks (or external bodies) as part of other projects. (E.g. a workshop on secondary education organized by CLADE in cooperation with UNESCO, or on public-private partnerships organized by GCE and ASPBAE with OSF and the Autonomous University of Barcelona). These are also, obviously, learning opportunities, however only regional events planned and funded through the CSEF programme are listed here.

Event	Host & participants	When & where	Outcomes
Civil society Consultation on CSEF developments and RFC decisions	ASPBAE staff / Asia Pacific coalitions	Manila, July 2013	10 coalitions from the Asia Pacific region were updated on CSEF issues and international advocacy platforms / processes
Sub-regional financial management training workshops offered in three different languages (three)	Africa FMA, OXFAM-GB, / Africa coalition finance staff and coordinators	July 2013 (series of three workshops according to language groups), Dakar	Coalitions and ANCEFA staff were trained in CSEF financial management and accountability procedures
Workshop on CSEF Financial Management	GCE and ACEA; coalition management and finance staff	Amman, October 2013	Coalition coordinators and finance managers from all CSEF supported coalitions in the MEEE region, in order to ensure understanding of CSEF financial management and reporting processes
Workshop on advocacy and campaigning	ACEA, GCE and external resource people, coalition management and advocacy staff	Amman, October 2013	Coalition coordinators and advocacy staff from all CSEF supported coalitions in the MEEE region, in order to build skills in advocacy planning and implementation, and further refine the advocacy activities in CSEF plans
Education for All Big Push, regional Seminar	ANCEFA Programme Officers in cooperation with UNESCO and FAWE; Africa coalitions	26-27 November 2013, Accra Ghana	Participants discussed feasible ways to accelerate attainment of education goals before and after 2015, including through scaling up engagement in national EFA reviews.

Africa Regional Learning and Policy Forum	ANCEFA / Africa coalitions, GCE, UNESCO, GPE, international partners	December 2013, Mombasa Kenya	Coalitions engaged in dialogue around civil society engagement with monitoring and policy processes, and how to improve lobbying in regional fora such as the AU
Asia Pacific Regional Conference of National Education Coalitions; '*Strengthening Civil Society Education Advocacy*'	ASPBAE Regional Secretariat, UNESCO, GCE, Asia and Pacific coalitions	Jakarta Indonesia, December 2013	15 national education coalitions in the region & additional representatives from Indonesian CSOs discussed CSEF implementation and key policy issues, including 2015 scenarios, PPP in education, youth and skills for life, lifelong learning, and how to get more involved into LEGs
Workshop on the Human Right to Education in a Post- 2015 Agenda in Latin America and the Caribbean	CLADE Regional Secretariat, Latin America coalitions, GPE secretariat, COSYDEP Senegal	La Paz Bolivia, November 2013	CSO participants 12 LA countries shared learning gained through CSEF implementation so far, received an update on GPE and CSEF processes, and engaged in debate on a key policy area: post-2015 scenarios

Production of regional and global tools and sharing of information to support advocacy engagement:
A core element of the globally led CSEF capacity-building work is the provision of tools and documentation to support learning and implementation of activities in CSEF countries. The Regional Secretariats developed at least 11 briefings, reports and/or tools (including on-line tools) to support strengthening the work of coalitions. Data disaggregated by region and type of tool/report/briefing can be seen in the figures below:





The production of tools and resources to support capacity is a major feature of the global-level capacity-building work. During this period, CSEF Global Secretariat therefore produced updated versions a CSEF document on "Best Practice Case Studies", which was made available to coalitions as a learning tool. An initial version of a document detailing best practice examples of a particular type of work being pursued by a number of CSEF-supported coalitions – 'social accountability' work in the form of tracking or other forms of citizen oversight of budgets and/or service provision – was produced by the Global Secretariat in November 2013; this will form the basis of a more in-depth learning guide to be produced in 2014/15. Additionally, GCE produced four key policy documents, in all five CSEF languages, to be used as policy and advocacy resources by CSEF coalitions: *A Taxing Business: financing Education For All through domestic resources*; *Mother Tongue Education: policy lessons for equity and inclusion*; *Equal Right, Equal Opportunity: inclusive education for children with disabilities*; and *The Right to Education Post-2015*.

All of these drew on inputs from CSEF coalitions, in line with CSEF Expected Results (see E.R. 1.3 in section 4 below.) These tools are being reported on here as they are relevant to achievement of CSEF goals, but production costs were funded almost entirely from other funds, with some limited

co-funding from CSEF to contribute to production costs for two of these documents (A Taxing Business, and Mother Tongue Education). Another policy document on donor financing – Education Aid Watch 2014, also financed from non-CSEF funds – was also produced and made available to CSEF coalitions as a resource tool.

This work also included the regular provision of information to CSEF coalitions about key policy processes; an email was sent to all CSEF coalitions in all five CSEF languages on average every two weeks (14 emails in 6 months).

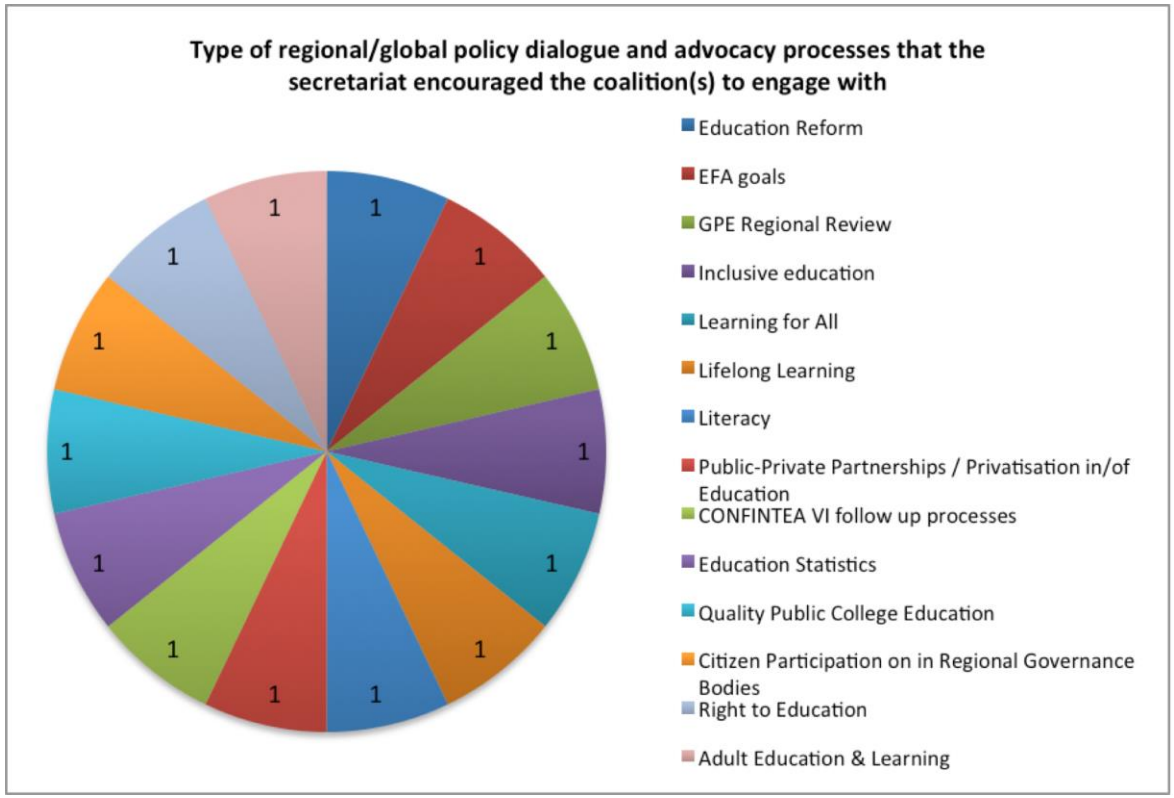
Global coordination of technical support with other partners

The engagement of the International Partners Group has been a valuable contribution to the CSEF program, as was particularly evident in the planning phase. GCE organized an International Partners Group meeting, which also included Regional Secretariat and RFMA participants, in London in July. At this meeting, partners came together to initiate discussions around how to collaborate and provide concrete support to CSEF work in a coordinated manner. GCE subsequently developed a tracking document to capture INGO presence, projects and expertise, and this mapping has since been updated regularly through continuous information-sharing and communication through the group.

During the period covered by this report, we identified several opportunities for engagement and collaboration, such as potential capacity-building projects around coalitions' advocacy research through use of existing tools produced by VSO, and discussions with OSF to use their extensive expertise in the organization of learning circles on the Theory of Change. We are taking these forward in 2014, as part of the learning and capacity plan. Furthermore, we engaged with RESULTS around its plan to establish a country-by-country index on implementation of the Right to Education: a meeting was held in Nigeria to discuss the programme with potentially participating coalitions. RESULTS also decided to organize a tour in the US for a CSEF coalition representative, to lobby for support of the GPE: EYC Kenya's coordinator took part in this, sharing experiences from civil society policy work supported through CSEF to broad and diverse audiences, which both helped the coalition establishing a range of networks, and built capacity of the coordinator in speaking at media and advocacy events.

ER 4.3: Regional Secretariats and Global Secretariat ensure all coalitions contribute to and have the chance to participate in regional and global advocacy that builds on grassroots and national priorities

The figure below provides an overview of the type of regional/global policy dialogue and advocacy processes that Secretariats have encouraged coalitions to engage with during the reporting period. NB There is some overlap here with the work to draw on national work for regional and global advocacy, reported under ER 1.3. The examples that follow should therefore be seen as supplementing that information:



ANCEFA:

- ANCEFA conducted a regional launch of the book **'Accountability in Use of Education Resources'** in Abuja, Nigeria, in October 2013 and nominated the Nigeria Coalition, CSACEFA, to actively participate in the launch.
- Media Events in the USA – Results US wanted to show case coalition work on the **GPE processes in Africa**. Through the partnership with ANCEFA and which coalitions would best support the process, ANCEFA nominated Kenya Coalition- Elimu Yetu to partner with Results US in a series of media events in Washington, DC and some select cities to popularise GPE work in Africa and urge the USA Government to contribute to the GPE replenishment process.
- **GPE** conducted **Regional Evaluation Forums** in Durban (South Africa) and Dakar (Senegal) and reached out for civil society participation in these forums. ANCEFA shared information with national coalitions on the need to participate in the GPE Regional Evaluation Forums. Ten (10) coalitions managed to attend these forums out of which three (3) coalitions namely Kenya, Gambia and Senegal attended as part of the government delegations.
- Via a web-based portal, 'bwalo-la-ANCEFA', the network has facilitated the exchange of ideas on topical issues which are the subject of discussion in global forums and ANCEFA considers the increase in the contribution of national coalitions' ideas in the **Post-2015** debate is highly attributable to this platform.

ASPBAE:

- Engaging with **ePPP** debates: ASPBAE consulted a number of coalitions to see if they were interested in undertaking research or case studies in the area of education public private partnerships (ePPP) and education privatisation (eP), as a growing concern of global debate. Eight coalitions were interested. The country case studies will be gathered into a regional publication, with ASPBAE providing a regional overview.

In this instance ASPBAE brought the coalitions together to ensure a basic common understanding of the issues, and then worked with each of the coalitions to sharpen their case study focus.

- Engaged with coalitions in the CONFINTEA VI Regional Follow-up Meeting, Korea October 2013. For example, the launch of the second GRALE Report 2013 at the UIL International Policy Forum on **Literacy and Life Skills Education for Vulnerable Youth through CLCs**, (Jakarta, August 2013). ASPBAE used the occasion of being on the panel to comment on the GRALE findings to make the case for adult literacy and lifelong learning as key components of the post 2015 education agenda. The work of PEAN- Papua New Guinea; COESI - Solomon Islands; VEPAC - Vanuatu; and TLCE -Timor Leste was drawn on - the primary research on the education experience of youth and adults aged 15-64 years in provinces in each of the 4 countries, including an assessment of literacy levels was used for advocacy. These revealed that literacy levels in each province in each country are much lower than the self-reporting **census-based statistics** that governments and international organisations such as UNESCO rely on.
- Throughout the reporting period, ASPBAE sustained an information campaign with national education coalitions on the **post-2015 education agenda setting processes** – through the ASPBAE bulletin, the ASPBAE website and visits by CSEF support staff. ASPBAE continued to urge coalitions and other members to press their governments to take on more proactive roles in steering broad public debate on the future agenda of education.

CLADE:

- CLADE worked closely with member coalitions in order to influence the Community of Latin American and Caribbean States (CELAC) by calling for the institutionalized **participation of the citizenry** in the institution.
- On **post-2015**, CLADE alerted members to opportunities to participate in regional and global debates, including deadlines for submitting comments on key documents. (This is in addition to consulting members on its own regional positions and submissions, as documented under objective 1).

ACEA:

- ACEA conducted a 'Reform of Education in the Arab World' Conference during the period April 27-30, 2013 in Amman –Jordan. This conference was an opportunity to open a platform of dialogue among Arab formal education institutions on the one hand, and Arab, regional and international civil societies on the other, regarding **educational reform in the Arab World**, its goals, strategies and mechanisms. It included participants from various main sectors from all each of the participating countries including: the non-governmental organizations, ministries of education, teachers' syndicates, university academics, educators and media professionals. The conference managed to connect education coalitions with influential institutions and decision makers such as ministries and syndicates. This connection creates very important steps to achieve educational reform. The forum contributed to the development of the educational reform process in the Arab World and will be a baseline to organize other conferences that discuss specific issues amongst the largest possible number of stakeholders.
- When ACEA was invited to attend the IALLA VII (ICAE Academy of **Lifelong Learning Advocacy**) course organized and implemented by DVV International, and the International Council for Adult Education (ICAE) in Madaba, Jordan during 1-12 September, 2013, it chose to nominate

a national coalition representative to participate in this global gathering (which was being held in the region for the first time). The Somali coalition coordinator therefore participated in this course upon the nomination of ACEA.

- ACEA cooperated with other networks (ANHRE, ANPE and ANLAE) to create synergies to better promote **innovative and inclusive education** especially through the next IALLA workshop which will include 50% of Arab participants, and through GAW. The thematic group on Adult Education Advocacy met in Amman, during the period 29 – 30 November 2013 and agreed on a Joint Action Plan 2014 with ICAE and DVV international.

GCE:

- **Advocacy with GPE**: GCE shares information with coalitions through GCE-managed email lists on a regular basis and particularly before and after Board meetings, to enable contributions and debates around matters on the GPE agenda. This includes discussions around GPE governance, such as the establishment of and inclusion of civil society participation on decision-making committees, funding models, and democratic and participatory country-level processes.
- **Civil society engagement in GPE Board meetings**: In particular, the Global secretariat supported the CSO representatives on the GPE Board but also the wider constituency to engage meaningfully in ongoing debates and in the November meeting of the GPE Board of Directors in Addis Ababa. This included facilitation of constituency calls, translation of information for sharing, and capacity support in advance and during Board meetings. The secretariat has also helped ensure other civil society representatives are able to participate, such as Elimu Yetu Kenya and BEN Ethiopia in the Addis Ababa GPE board meeting.
- **Engaging in multi-partner meetings in New York**: the GCE Secretariat supported national engagement in Learning for All ministerial meetings focused on Pakistan and Timor Leste, hosted by the UN Special Envoy on Education around UNGA meetings in September 2013. GCE shared all relevant documents with coalitions ahead of time, requested feedback from coalitions, presented their positions in meetings and also shared feedback with them. In Timor Leste, this enabled the coalition to make a relevant submission at national level before the meeting (which was explicitly recognised by the Minister in his introduction) and both coalitions were able to follow up subsequently.
- **Post-2015**: The GCE Secretariat shared regular updates about post-2015 processes and in December 2013 produced a briefing on the Open Working Group on SDGs in order to support national coalition engagement in these global debates.

ER 4.4: Regional Secretariats' and Global Secretariat's contribution to global policy dialogue on education (through GPE, UNESCO or other bodies/frameworks) results in the inclusion of civil society priorities or perspectives (e.g. specific language) of global policies, strategies, agenda-setting documents.

This expected result is the impact of previous ERs and thus it is too early in the programme cycle to meaningfully measure achievements in this regard. This will be reported on at greater length in subsequent reports.

5. Conclusion and next steps

Overall, there is strong evidence to conclude that progress towards all four of the programme objectives is on track. Progress on objective 1 is particularly strong in terms of engagement with a wide range of political fora and coalitions making many and varied submissions to policy processes. Under objective 2 there is an excitingly wide range and varied nature of activity taking place to enhance citizen understanding of education sector issues, and bring their voices into debate, through coalition-building, media work, and public campaigns. We will focus on increasing consultation with coalition members on coalition policy inputs, but this is often hampered by the extremely short notice given by government and/or donors for coalition input into policy processes. In objective 3, a large number of research processes (46) have been initiated, and some are already leading to results, but more will be apparent in future reporting periods. Under objective 4, regional learning and capacity initiatives are progressing strongly, and we would like to do more to ensure that different regions are able to learn from each other in terms of best practice.

The programme has gained ground with some strong achievements and progress despite some significant challenges. One major challenge was connected to the delay in the initial release of funds and signing of grant agreements, which caused not only delays in implementation of activities, but also placed a serious strain on many coalitions and their staff. A challenge specific to regional and global levels is that achievement of CSEF Expected Results requires national work to be carried forward in regional and global advocacy processes, and national coalitions facilitated to engage in these, even those this regional and global advocacy is not funded through CSEF: in this way, the programme relies partly on success in securing other funding. In terms of external challenges, a significant one that is not universal but was raised by a number of coalitions in their reports is the inhibiting or sometimes severely restrictive political climate for civil society work of this nature. In response to this, GCE will be working on a learning tool on working in different political contexts.

In terms of next steps, continuation with the activities outlined in the implementation plan for 2014 (together with the small number of activities still delayed from 2013) is obviously at the forefront. Given the recent agreement signed with UNESCO, this is also including the re-phasing of plans and budgets in order to extend implementation into 2015: GCE and regional partners are working on this with national coalitions in early 2014. In addition to this, GCE is coordinating with all CSEF implementing partners around the development of a proposal for the next phase of CSEF, with the intention of securing funding during 2014. Further development of the Learning, Monitoring and Evaluation Framework (including any revisions in light of this round of reporting, the possibility of developing an online system, and further use of the data captured so far) will also be a priority. We are also looking at other ways to evaluate the impact of coalition activity, outside coalitions' own self-reporting, including potential collaboration with GPE to secure donor agency perspectives on coalition work. Additionally, GCE would like to focus on sharing learning between regional entities, and not only among national coalitions, in order to ensure that there is the best possible practice in capacity-building and technical support across the programme.

Finally, we want to find ways to ensure that the rich information on coalition activity and experienced, including that documented in this report, is better communicated and shared among a number of audiences, not only CSEF implementing partners and Supervising Entity. As this report demonstrates, the CSEF programme is supporting extensive, varied, impressive and often innovative work in dozens of countries around the world. The extent and variety can make it difficult to capture and share this information, but we feel it could be very beneficial to stakeholders both inside

and outside the education sector to have access to more information and analysis about the challenges, approaches and achievements of CSEF-supported coalitions. We will therefore ensure that understanding, documenting and sharing this is a key focus of work in 2014 and beyond.

Annexes

Annex 1 – implementation plan with status update
Annex 2 – report on country support visits
Annexes 3a-d – reports of regional workshops during the reporting period (*NB only those not already shared with previous report*)
Annex 3 – Capacity-building and Learning Plan
