HIGHLIGHTS –CIVIL SOCIETY EDUCATION FUND
4th Progress Report, January-June 2011

The results reported are based on the cumulative work done over two years in 45 countries around the world.
Source: CSEF 4th Progress Report by the Global Campaign for Education

CSEF Activities January to June 2011: CSEF has …

- strengthened the capacity of 6 new National Education Coalitions (NECs),
- supported already-established NECs to reach 134 new district networks and to incorporate 225 new civil society organizations as members.
- accompanied NECs in a diverse range of activities including research, policy analysis, budget tracking and expenditure monitoring.
- supported NECs to launch **campaigns** to promote access and completion of education, including the following policy issues:
    - Abolition of user fees in basic education (The Gambia).
    - Promotion of re-entry of adolescent mothers into school (Ghana), dissemination of girl's education status (Bangladesh) and banning of cultural practices that prevent girls education (Guinea Bissau).
    - Increase of government budget to the sector to improve the quality of basic education (Cape Verde, the Gambia, Malawi, Mozambique, Nepal, Sierra Leone, Zambia and Zimbabwe).
    - Abolition of quota system in teacher recruitment and deployment (Senegal) and development of teacher training (Djibuti, Guinea Bissau).
    - Securing the right to education in national bills (Kenya) and dissemination of recently enacted education reforms (India).
    - Improving learning outcomes at the basic education level (Ghana).
    - Learning needs of young and adults who are illiterate (Timor-Leste).
    - Transfer of resources and capacities to communities (Benin).

- As a result of CSEF efforts, the roles of civil society in advocating with governments to deliver education on the ground and in monitoring progress in the implementation of education sector plans have been strengthened. The **following key results** have been highlighted:
    - Legitimacy and sustainability of NECs have been gained, which has allowed them to become political actors to contribute to the fulfilling of the right to education and its alignment to the new constitutions, laws and regulations (Kenya, Bolivia and India).
    - Some NECs have even been able to influence in policy processes and have proactively participated in technical discussions (Cambodia and Ghana).
    - NECs have forced governments to increase accountability and transparency of education funds (Nigeria, Sierra Leone and Zambia). Some NECs have provided evidence on mismanagement of resources from education programs and schools, leading responsible people to resign (Mozambique and Malawi), and others have contributed to restore donors' confidence (Kenya).

- The number of analytic work has increased from 19 studies in 2009 to 69 in 2011, which have played a vital role in mobilizing consensus on key issues, encouraged engagement with policy processes and fostered understanding on education policy and strategies (Timor-Leste).

- Several NECs have contributed to the increase of government budgets to the education sector in the fiscal year 2011/2012 (Cape Verde, the Gambia, Malawi, Mozambique, Sierra Leone, Zambia and Zimbabwe).

- In 2011 it was reported that 32 NECs had become members of the Local Education Groups in the education sector, while only 18 were reported in 2009; and that 30 NECs had participated in the development, endorsement, appraisal, implementation and monitoring of Education Sector Plans, compared to 14 reported in 2009.

- During the CSEF global meeting held in Paris from 26-27 February 2011, two cross-cutting themes were identified as potential areas for joint actions among NECs: a) expand the work on transparency and accountability already undertaken by over 20 countries; and b) engage around 10 countries in a joint campaign on girl's education, as part of an aim to improve access and retention, particularly for marginalized groups.

Examples of Coalition Work

Cambodia's National Education Coalition, NEP, has contributed to the preparation of the master plans for teacher development, curriculum development for English language schools and capacity development of the Ministry of Education, Youth and Sports staff, as well as to the review and finalization of the child-friendly school policy. Other policy areas where policy recommendations from this coalition were adopted by government included: the guidelines and implementation plans to eliminate informal school fees, the National Strategic Development Plan and Education Sector Plan.

The **Ghana** National Education Campaign Coalition (GNECC) was able to create momentum for the adoption of a national policy to allow adolescent mothers to go back to school. During the 2011 National Education Sector Annual Review (NESAR), the GNECC ran a campaign entitled Educating to Unlock Potential, and focused their 2011 Global Action Week campaign on Women and Girls Education. These efforts included the airing in radio and TV of a documentary on the issue, presented to the Minister of Education and foreign dignitaries, as well as the submission of a petition to members of the parliament, calling for urgent action to ensure that existing guidelines on the right of adolescent mothers to education were reviewed. This resulted in a successful policy adoption, and also called the attention of development partners who participated in the NESAR to fund this specific policy issue.

In **India**, the National Coalition for Education (NCE) launched a campaign to make the population aware of the newly enacted right to education, and drafted rules at the state level to assist authorities to develop clear plans for the implementation of such right. They directed a campaign on parliamentary candidates to make the enactment of an education bill a top priority if elected, mobilized a large group of children to encourage parliamentarians to expedite the enactment of such bill and contacted state legislatures to set up a state level parliamentary forum on education. The five effectively established parliamentary fora (out of 34 states) provides checks and balances to Government on how it should fulfill its obligations toward the implementation of the Right to Education Act.

In **Kenya**, the Elimu Yetu Coalition (EYC) effectively participated in the drafting of education legislation and policies toward the implementation of the right to education, and has played an important role in light of the mismanagement of education funds. In 2011 EYC hold a conference to assess the progress of the

implementation of the right to education, as established in the new constitution. The EYC was therefore engaged in two key national task forces within the Ministry of Education: a) the National Taskforce on Policy and Legislative Reform in Education in Line with the New Constitution, which provided the platform to present EYC's proposals to feed the Comprehensive National Education Policy and new Education Act; and b) the Technical Working Group on EFA Assessment to review the current status of education in Kenya and suggest measures for policy makers in order to achieve education for all results by 2015. EYC, as a member of the Education Development Partners Coordination Group (EDCG), has played a role to restore donors' confidence (specially of DFID and the World Bank), who in 2011 suspended the disbursement of funds to the Ministry of Education after a forensic audit concluded funds were misappropriated. They also developed a policy brief on Budgeting for Education in Kenya, which has encouraged engagement between the local donor group and Government. The EYC also reviewed tracking and training manuals that are now used to monitor allocation, disbursement and utilization of resources in education.

In **Mozambique**, the Movement for Education for All (MEPT) played an important role in the accountability of school resources, the capacity strengthening of local education authorities and the preparation of the Poverty Reduction Action Plan (PARP). They identified and informed deviations in the implementation of education policies and regulations on the execution of budget at school level. This forced a provincial Department of Education to take corrective measures which culminated in the expulsion of directors of schools and the suspension of two district Directors. They also helped to institute a joint monitoring mechanism with education authorities to improve transparency and efficiency in budget utilization. The MEPT carried out a survey on the gaps in the functioning of school councils, and trained members of said councils. Also, training on budget tracking was further carried out in members of the MEPT. This coalition was nominated as the focal point in the human capital group with the lead role to mobilize the voices of civil society in the consultation and formulation of the PARP, and contributed to the development of the observatory to monitor the implementation of the PARP under the leadership of the Ministry of Planning and Development. The MEPT has planned to conduct a study on the implementation of the Education Sector Plan.

The **Zambian** National Education Coalition (ZANEC) has been recognized for their budget tracking work. They conducted two dissemination workshops for studies on the quality of basic education and on budget tracking. This coalition also used its membership on the Examinations Council of Zambia (ECZ) to lobby for funds for disseminating the Learning Achievements Report and contribute to learning outcomes. As a result, the Sixth National Development Plan (2011-2015) and the Ministry of Education's National Implementation Framework (NIF III 2011-2015) prioritized issues related to the improvement of quality of basic education. ZANEC's efforts in budget tracking led to its participation in the Domestic Accountability Initiative, a project intended to hold government more accountable for the financial management of national budget. The coalition also reviewed the Education bill draft, and issues proposed by them regarding the Minister of Education's extended powers and governance of strategic education entities were incorporated.