Regional and National Civil Society Education Fund (CSEF)

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Geoffrey Odaga
CSEF Global Coordinator
The Global Campaign For Education (GCE)

Postal Address: PO Box 521733, Saxonwold, 2132, Johannesburg, South Africa
Physical Address: 26 Baker Street, Rosebank
Tel: +27 11 477 4111; Fax: +27 11 447 4138

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Summary of Progress on Key Result Areas

Across all 44 countries, significant progress has been reported towards the objectives for which the CSEF was launched. In the first and second parts of this report, we assess what the key achievements are in building effective, broad based and democratically run national education coalitions in developing countries, highlighting the value of the CSEF in building capacity of civil society to fully engage with and track the progress of national governments and donor groups in working towards the EFA goals.

We have focused the report much more on national examples of policy change in line with feedback on the previous report. We have also reported cumulatively in line with previous reports – though we indicate where relevant when the activity was completed within the fourth semester. It is important to emphasize that the foundation of the results reported has been built as a result of the work done over two years and beyond. We note that there has been increased consistency in the work of civil society on education policy across the board. Public institutions such as school councils (SCs), local councils and budget oversight committees have been strengthened as a result of the work of NECs, supported by the CSEF. This has contributed to services being delivered more effectively and public resources being utilized more transparently and efficiently.

In the fourth semester, 134 new district networks/branches of NECs were established in 32 countries. This led to the expansion of the support context of NECs to 3,341 civil society organisations in the 44 countries, up from 1,129 in July 2009. The number of legally registered NECs also increased from 13 by end of December 2009 to 32 by end of June 2011. During the same semester, 31 NECs were supported to strengthen their governance structures and members coordination. A total of 24 NECs conducted members General Assemblies in this regard. This led to a slight rise in the proportion of women on the boards of NECs from 35.8 in December 2010 to 37.1% in June 2011

Thematic and issue-based strategy of participatory budget monitoring implemented by 725 district networks started to transform budget management and service delivery at school level. School- and district-level budget tracking teams have helped to alert authorities in times when

urgent actions are needed, leading to more vigilance and stronger measures being taken against corruption and lack of transparency in use of school funds.

At provincial and district levels, the CSEF contributed in strengthening public institutions so that services can be delivered more effectively. The development of district education networks as fora for district-level policy monitoring has empowered communities to begin to play a more proactive role in enforcing school-level accountability. Through the work of National Education Coalitions, capacity is growing at local levels for participatory budget monitoring and local-level policy tracking.

The fourth semester witnessed a stronger attempt to develop better policy coordination and synergy among NECs across the world. This was highlighted in the CSEF global meeting held in Paris from 26-27 February 2011 in which six common themes were identified. These are themes which cut across the work of NECs in all 44 countries: *transparency and accountability*, including work on education financing and budget reform to ensure higher public investments in the sector and a more efficient use of sector resources; *inclusive education*, with the most concern being girls education - including girls enrolment and retention at both basic and secondary level. On inclusiveness, special emphasis was placed on children with disabilities, while working for equity for girls and excluded groups and addressing gender-based violence in schools. Other themes were: *teachers*, including advocacy on reforms needed to create a system for fair and equal distribution of teachers across the country as well as capacity building and training of teachers; *legislation*: establishing legal framework for the right to education and *quality*, with a focus on curriculum review and quality training so that no student is attended to by an untrained teacher.

Two cross-cutting themes were identified as potential areas for joint action. These are: transparency and accountability, with elements of budget campaigns, and access and retention, particularly for marginalized groups. The main recommendation was to aim for a joint coordinated campaign on girls' education to achieve specific policy outcomes over a number of countries within a given time frame. Over 20 countries were already working on accountability and transparency issues and could participate in an internationally coordinated campaign. 10 other countries could take part in a joint campaign on girls' education.

Other highlights during this period include a number of important policy gains which became tangible during the semester but are part of ongoing advocacy:

- the launch of a campaign in Nigeria to promote accountability and transparency in one of Africa's largest basic education programmes: Nigeria's Federal government's programme for basic education
- the adoption of a new policy by the Ministry of education in Ghana to promote re-entry of adolescent mothers into school
- the partial elimination of user fees in basic education in the Gambia and the increase in government budget to education sector secured in several countries during the financial year 2011/2012.

From the contributions made by NECs, the CSEF has facilitated more coordinated support for civil society advocacy, strengthening policy support for education at local and national levels.

In parts 1-3 of this report, we attempt to illustrate the link between the strategies used by NECs to influence policy processes and the policy outcomes on one hand and the role of NECs in monitoring the programs and policies of the state, empowering local institutions, building and strengthening alliances, networks, social movements for EFA to enhance sustainable implementation of the right to education. We believe that National Education Coalitions (NECs) have played a clear and a phenomenal role in advocating with the state, along with other social actors to help secure these policy changes and ensure a more appropriate policy environment at national level to deliver education on the ground.

In spite of progress, the key challenges are the lack of effective national policies and strategies to get in-school children who drop out of the system back in, and the transformation of public schools into quality centers of education and learning under a public education system. With new lessons emerging from countries where National Civil Society Education Funds (NCSEF) have been piloted, the implementation of NCSEF needs to be reviewed. The goal of establishing fully operational NCSEF is not tenable within the current phase of the CSEF given that it has only a few months left to run. For national CSOs to assume their role as expected under the Dakar Framework of Action, a stable, long-term mechanism needs to be in place to secure a more predictable core funding without jeopardizing their capacity, achievements and work plans each year. While such a mechanism should initially be established at the global level, long-term sustainable funding for national education coalitions should be incorporated as good practice in the Global Partnership for Education's model at the country level. This mechanism can draw on

lessons learnt from the experience from the CSEF, as well as the Dutch-funded Real World Strategies (2006-2010) and the UK-funded Commonwealth Education Fund (2002-2008). The continuation of the CSEF beyond 2012 is therefore important for the long term financial sustainability of the work of NECs at national level

Project Goal

To support the core work of National Education Coalitions for CSOs to fully engage with and track the progress of national governments and donor groups in working towards the EFA goals

Specific objectives

1. Establish broad based and democratically run national education coalitions
2. Strengthen the capacity NECs to advocate for policy change and institutional reforms at country level
3. Establish credible and independent national civil society education funds at the end of a multiyear programme of action
4. Strengthen support and coordination of civil society advocacy at regional and global level

Coverage: By the end of June 2011, the CSEF had reached 44 countries: 27 in Africa, 13 in Asia and 4 in Latin America

Africa

Benin, Ethiopia, The Gambia, Ghana, Kenya, Lesotho, Sierra Leone, Nigeria, Malawi, Zambia, Zimbabwe, Togo, Uganda, Mozambique, Niger, Guinea Bissau, Djibouti, Cape Verde, Cameroon, Burkina Faso, Angola, Burundi, Democratic Republic of Congo, Liberia, Mali, Senegal and Tanzania

Asia and the Pacific

Cambodia, Pakistan, Sri Lanka, Nepal, India, Bangladesh, Vanuatu, Vietnam, Indonesia, Mongolia, Timor Leste, Papua New, Guinea and Solomon Island,

Latin America

Bolivia, Nicaragua, Dominican Republic and Haiti

Revised Results framework with Summary of Results as at end of June 2011

INDICATOR	Baseline July 2009	Milestone June 2010	Milestone Dec 2010	Milestone June 2011	Target June 2011	ASSUMPTIONS
Number of NECs fully recognized as partners in the Local Education Group[1]	**18**	**31**	**31**	**32**	40	Donors at country level actively support Civil Society to claim this space
		Source: Quarterly reports from NECs, bi-Annual Report from NECs				
Number of NECs that take part in ESP development, endorsement, appraisal process and implementation and monitoring	**14**	**28**	**29**	**30**	40	The rules of engagement are defined with CS inputs and allow an equal partnership in the ESP process
		Source: Quarterly reports from NECs, bi-Annual Report from NECs				
Number of NECs that actively take part in annual joint sector reviews	**14**	**29**	**29**	**31**	40	National governments in these countries extend formal recognition to NECs
		Source: Quarterly reports from NECs, bi-Annual Report from NECs				
Number of new NECs formed	**0**	**4**	6	6	10	Restrictive legislations and policies that constrain the work of civil society organizations at national and local level are relaxed
		Source: Quarterly reports from NECs, bi-Annual Report from NECs				
Number of new district/provincial networks/branches established	**68**	**292**	591	725	400	
		Source: Quarterly reports from NECs, bi-Annual Report from NECs				
Number of CSOs recognized as NECs members (expansion of national CSO network)	**1,129**	**2,664**	**3,116**	**3,341**	3200	
		Source: Quarterly reports from NECs, bi-Annual Report from NECs				
Number of NECs with established district/provincial networks/branches all over the country	**13**	**28**	**32**	**34**	30	
		Source: Quarterly reports from NECs, bi-Annual Report from NECs				
Number of coalitions that have credible Boards and governance structures in place	**18**	**28**	**31**	**32**	40	The current CSEF interventions are sustained beyond June 2011
		Source: Quarterly reports from NECs, bi-Annual Report from NECs				
Number of coalitions that held at least 1 annual assembly meeting	**14**	**17**	**24**	**36**	44	Democratic space allows civil society organizations to freely assembly and associate
		Source: Quarterly reports from NECs, bi-Annual Report from NECs				
Number of women elected on NECs Boards	**20**	**89**	**97**	**120**	170	
		Source: Quarterly reports from NECs, bi-Annual Report from NECs				
Number of studies, policy-research, and surveys conducted and produced by NECs or CSOs	**19**	**36**	**56**	**69**	80	
		Source: Quarterly reports from NECs, bi-Annual Report from NECs				
Number of NECs that report full access to education sector plan and sector policy documents	**14**	**24**	**24**	**25**	40	
		Source: Quarterly reports from NECs, bi-Annual Report from NECs				
Number of NECs that are legally registered	**13**	**29**	**30**	**35**	44	Access to internet for most NECs improves
		Source: Quarterly reports from NECs, bi-Annual Report from NECs				
Number of support visits made to NECs (regional and global secretariats)	**36**	**73**	**43**	**61**	150	Mentor organizations dedicate more time and resources to support NECs
		Source: Quarterly reports from NECs, bi-Annual Report from NECs				
Number of countries where mentorship program is initiated	**0**	**0**	**18**	**18**	**10**	
		Source: Quarterly reports from NECs, bi-Annual Report from NECs				
Number of countries with a NCSEF plan in place	**0**	**0**	**23**	**26**	10	Increase donor support in the work of NECs
		Source: Quarterly reports from NECs, bi-Annual Report from NECs				
Number of coalitions that have secured at least one additional donor funding for their activities	**7**	**17**	**18**	**26**	**25**	
		Source: Quarterly reports from NECs, bi-Annual Report from NECs				

Part 1: Supporting Effective National Education Coalitions

Building Effective, Broad Based and Democratically-run National Education Coalitions

A key objective of the CSEF was to establish broad based, effective and democratically-run civil society national education coalitions in the GPE endorsed/eligible countries. To achieve this objective, the project sought to strengthen support and coordination of civil society national educations coalitions to build consensus on key education policy issues. In this section, we highlight examples of activities funded by the project to strengthen capacity of NECs in 45 developing countries to advocate for policy change and institutional reforms at country level. We draw on country examples to illustrate the link between activities, the outcomes recorded in the semester and the development objectives for which the CSEF was launched in June 2009.

Kenya: Elimu Yetu Coalition-EYC

Founded in 1999 by 15 CSOs, EYC is today constituted by 67 member organisations with activities spread across the whole country. To strengthen its network, a number of activities were undertaken during the semester. Firstly, the provincial outposts were transformed into County Education Networks (CENs) to align the mission of coalition with the new constitution of Kenya. Currently the Coalition has 21 active CENs up from 15 previously. During the semester, the coalition mobilized and hosted the annual civil society (CSO)-EFA conference that brought together stakeholders to discuss issues of education in the country in the context of the new constitution. In the process, 8 new organisations joined the coalition as members, increasing the membership from 59 to a total of 67 currently.

The 3rd Civil Society National Conference on Education for All

To improve its coordination, the EYC organized and held the 3rd Civil Society National Conference on Education for All (EFA) under the general theme, *One year after promulgation of the new constitution in Kenya: how far towards realization of the right to education?,* 24th-26th May, 2011. The Conference was structured around three topical areas in education: (a) Moving towards full realization of the right to basic education in Kenya: Progress Report on the Implementation of the Constitution (b) Renewing focus on the forgotten EFA goals: Adult and Continuing Education and Technical Industrial Vocation and Entrepreneurship Training (TIVET) (c) Fighting Corruption and Improving Service Delivery in Education Sector. The conference sought to address the following objectives; To assess progress made towards realization of the

Right to education as contained in the constitution of Kenya (2010); To assess progress made towards EFA Goals 3 and 4, identify challenges and propose strategies for accelerating achievement towards 2015; To broaden CSOs/citizens understanding of ways of combating corruption and improving governance in education; To package and communicate clearly and effectively strategies aimed at improving service delivery in the education sector. The three day Conference brought together 200 participants. The conference led to several proposals that helped shape the presentations of the Coalition to the Ministry of Education Task Force at all the levels from ECDE to Post secondary School levels.

Engagement with national government

Following the civil society EFA conference and 9th General Assembly organised in May 2011, the EYC was involved in various dialogue with the government through its membership in two key national task forces of the Ministry of Education. The first task force is *the national taskforce on policy and legislative reform in education in line with the new constitution*. In this task force, EYC presented three key policy proposals (a) the Education shadow bill, (b) Education policy and legislation and (c) Curriculum proposals; all aimed to feed into the new Education Act and Comprehensive National Education Policy. The second national task force to which EYC continues to be a key member is *the Technical Working Group on EFA End-Decade Assessment*, which aims to assess the current status of education in Kenya and suggest measures for policy makers in order to achieve EFA by 2015. Prior to its admission into the two national task forces, the EYC had contributed greatly to the development of the new constitution, promulgated in August 2010. The new constitution guarantees the Right to Free and Compulsory Basic Education and provides a window of redress for CSOs in courts of law. During the semester, a simplified version of the new constitution called 'Constitution of Kenya 2010: Meaning and Implications for the Education Sector' was produced. This is now available to the public.

The review of the EYC Institutional Capacity and Campaign Strategy

To strengthen its network, a review of the Coalition's Institutional Capacity and Campaign Strategy was undertaken, revealing among other things: the low level of capacity and resource mobilization in support of the network members; the incapacity of staff to support the demands of member organizations who may opt to implement specific campaign strategies with the Coalition and the lack of succession management strategy in the Coalition. The review also noted that the Coalition has continued to engage with the government and local donor groups in working towards the 6 EFA goals, resulting in the improvement of the Coalition's credibility

before the government and the local donor community and increased public debate and media scrutiny on education.

Activities for National Civil society education fund (NCSEF)

As part of the strategy to address concerns on lack of support to member organisations, the first draft of NCSEF research report was reviewed and validated to guide the coalition to put in place a sustainable funding mechanism for funding EFA work in the country, from which most Coalition members could benefit.

Fast tracking review of the 1968 Education Act

Good legislation is the basis for provision of good quality education. It is out of this understanding that EYC embarked on fast tracking the review of the 1968 education Act that had largely fallen behind time and place. A review was employed to ensure that current debates and efforts on the reforms of the Education Act result in the development of new legislation in education that guarantees the realization of the right to education. Specifically, the **C**oalition spearheaded the process of engagement with the Ministry of Education Task Force by preparing the County Education Networks (CENs) through discussions of three documents prepared by the Coalition, namely: the CSOs Shadow Bill on Education, the Policy framework and the Curriculum proposals. The Coalition also facilitated a number of the County Education Networks to make presentations to the Task Force from their own perspectives, taking into consideration the local education needs.

Education policy development

The focus of any Education Policy is to provide a framework through which the country actualizes its objectives in the education sector. In Kenya, the provision of education and training to all is fundamental to the success of the Government's overall development strategy. Since independence, the long-term objective of the Government has been to provide every Kenyan with basic quality education and training, including 2 years of pre-primary, 8 years of primary and 4 years of secondary/technical education. Education also aims at enhancing the ability of Kenyans to preserve and utilize the environment for productive gain and sustainable livelihoods. Besides, development of quality human resource is central to the attainment of national goals for industrial development. Also, the realization of universal access to basic education and training ensures equitable access to education and training for all children, including disadvantaged and vulnerable groups and, finally, education is necessary for the

development and protection of democratic institutions and human rights. This strategy was employed to specifically lead in the development of a Comprehensive National Education policy that would guide the country into meeting the goals above. The civil society National Education Policy was presented to the national task force to provide guidance and direction on the development of a comprehensive National Education policy. With the presentation of the document, EYC's engagement and influence in the development of education policy in the country was both interactive and meaningful as contribution of CSOs was felt and seen.

Dissemination of the Overseas Development Assistance (ODA) study report

Development partners (DPs) play a big role on the provision of education in a country both in terms of financing and influencing policy development. Previously, the EYC had undertaken a review of the ODA in the country as part of its inputs to Education Development Partners Coordination Group (EDPCG). The review specifically examines steps that can be taken to strengthen civil society input in an environment where ODA is centralized by focusing on issues such as aid volume, targeting and effectiveness in the light of the recent global financial and economic turmoil and the subsequent debates on the need to reform the aid system to make it fit for the 21st century. In other words, the review looks at the influence of international aid in enabling the achievement of the EFA goals in Kenya. The findings helped EYC generate alternative policy proposals in an attempt to support the CSOs demands for the full implementation of the EFA goals in the country.

During the semester, the report "*Education financing and Aid Effectiveness in Kenya"* was officially launched by the Permanent Secretary in the Ministry of Education during the 3rd CSO-EFA conference. Out of the report, EYC has been able to develop a policy Brief on *Role and Place of Overseas Development Assistance in Kenya* Education Financing and Aid effectiveness which will guide the coalition's engagement with government with a view to improve financing education in the country including a focus on setting priorities for spending and ensuring effective utilization of the resource for maximum output. Some of the resounding recommendations to include:

- deepening support to the ministry on improving and institutionalizing a governance and accountability system to safeguard on local and external assistance funding to schools
- harmonizing aid delivery mechanisms to reduce transaction costs and create better impact
- promoting a tripartite working relationship with a clear mandate for CSOs and community who may not currently be bringing funding options but possess experience from many years of working with communities.

The report notes that many schools are coping with a 100 per cent or more increase in numbers. In some instances average class sizes have risen from 50 to 60 and 70, with one teacher per class, while facilities remain the same. Deployment of additional teachers and expansion of existing facilities need to be fast tracked; over 2 million children are out of school and the forthcoming education strategy for 2011-15 needs to be ambitious enough to address access as well as quality; over a million children cannot access Early Childhood Development (ECD) even though it is supposed to form part of basic education in addition to lack of government teachers for those already enrolled. The ECD level has not been well taken care of as proposed by the Sessional Paper No. 5 of 2005 and therefore renewed efforts need to be made

Engagement with Education Development Partners Coordination Group (EDCG)

At another level, EYC continued to participate in Education Development Partners Coordination Group (EDCG) processes and events including attending the two meetings, and will continue to participate in the upcoming ones. The controversy that has been simmering between the Ministry of Education (MoE) and the donors continued over the completion of a forensic audit report on the misappropriation of funds, and erupted when the Ministry of Finance finally released the Audit which implicated the ministry officials heavily. A good number of the development partners have completely withdrawn from funding the MoE while some of them have demanded a refund of the funds they had invested into the sector. This scenario has made the role of the CSOs become more demanding than ever before. On the one hand, the CSOs are in a position to help the government to restore the fast fading donor confidence while at the same time working with the donors in ensuring that school children will not suffer as a result of the standoff. By reviewing the two strategies the coalition got the platform to lobby for continued donor support to education.

EYC has made effort to engage with DFID and the World Bank - country offices to review their strategies for supporting education in Kenya following their withdrawal of financing to the Ministry of Education in the country. During the semester, EYC developed a policy brief on *Budgeting for Education in Kenya*, following these developments. An engagement process with the local donor group and the government is ongoing through this policy brief. The EYC is using the EDCG platform to root for a more central role to the CSO in the Kenya Education Sector Support Program (KESSP II); increased social accountability and transparency. Following recent

developments, funding of the education sector in Kenya, through the pooled fund KESSP II, is under serious threat due to misappropriation of funds within the Ministry of Education.

Budget tracking activities

The concept of budget tracking emanates from the citizens concerns that government service delivery and stated public policy implementation are at times not appropriately aligned to the funds allocated for the purpose. The design of the budget and the institutional arrangements to transmit those funds to the users may encounter leakages and misappropriation along the way as has been the case in Kenya where Free Primary Education (FPE) funds have been found to have been fraudulently used by government officials at the Ministry of Education. Budget tracking is an exercise that utilizes empirical tools for governance and accountability analysis. In budget tracking, the existing flow of public funds from national level (treasury) at the Ministry of Finance to sector specific ministries such as education and further to final users who are primary and secondary schools requires deeper analysis. The essence of tracking education public funds is to audit the existing system and isolate areas where malfeasance and leakages could be taking place. Budget tracking is therefore designed to help organizations outside of government to carry out effective advocacy work aimed at ensuring a direct correlation between increased funding and improved learning outcomes in public schools. It is as such a tool for promoting improved governance and accountability in the use of public funds for the benefit of the citizens.

During the semester, the civil society budget tracking and training manuals that were reviewed and validated by the general EYC membership were published and launched by the Principal Officer Education-Kenya Anti-Corruption Commission (KACC). The tools will be used to track and monitor allocation, disbursement and utilization of resources in education. The tool has three modules corresponding to the three levels at which accountability will take place: the National level, County level and School level. The tools will be used to train CSOs and community members to deepen their level of understanding of the budget process and sharpen skills in tracking and monitoring allocation, disbursement and utilization and reporting for resources in education. This will in turn increase social accountability and transparency in education by ensuring that the community is constantly involved in school processes.

Mozambique: Movimento de Educação Para Todos - MEPT

Participation in the development of the Poverty Reduction Action Plan (PARP) 2011-2014

The main issue for MEPT (Movement for Education For All) for most of the reporting period was its participation in the development of PARP - The Poverty Reduction Action Plan (PARP) - which is the 2011-2014 medium-term strategy for the Government of Mozambique that operates the Government's Five Year Program (2010-2014) focusing on the objective of combating poverty and promoting a culture of work, with a view to achieving equitable economic growth and reducing poverty and vulnerability in the country. Because of its credibility, MEPT 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 process of PARP. A major challenge both for MEPT and the government was to equip members of civil society at local level (Local Councils, Community Authorities etc.) with knowledge to strengthen their participation in the process of developing, monitoring and evaluation of implementation of the PARP.

On the basis of this challenge, MEPT entered a dialogue with the Ministry of Education and development partners and organised consultations with Civil Society groups in all provinces of the country as part of this dialogue. These consultations led to the following issues being prioritized in the PARP: inclusive education as an approach and the adoption of a model of teacher training focused more on practice and relevance to the primary school curriculum; increased access to textbooks, including the creation of relevant materials for people with disabilities; access and quality of education taking into account the balance of gender, creating conditions for permanence of girls in school and adult literacy in particular of women, creation of conditions for access to education of children in early childhood as preparation for primary education, construction of more classrooms and reducing the teacher student ratio. As a follow up, MEPT contributed to the development of the observatory to monitor the implementation of PARP under the leadership of the Ministry of Planning and Development.

Technical support and training for district budget fora/district education networks

Other activities implemented during the semester include ongoing support to MEPT Zambézia, to develop strategies on budget tracking through the development of a budget tracking follow-up strategy, with more technical support being provided to the two budget tracking fora created in Ile and Quelimane Districts in the third semester. These fora are composed by the civil society organizations and school boards. They identified and informed deviations in the implementation

of education policies and regulation on the execution of budget at school level. In the last reporting period, the work of these fora forced the provincial Department of Education to take corrective measures which culminated in the expulsion of the directors of schools and the suspension of two District Directors. Further training of the members of MEPT and school boards was conducted in the use of budget tracking tool**.** A total of 25 members of the Civil Society organizations in the District Councils of Guru were trained. This training has extended the number of people capable of using the tools to track the budget in Zambézia . The training for the remaining 25 members will take place in Molocué District in Zambézia province during the fifth semester.

A survey of gaps in the functioning of school councils

During the reporting period, a survey of gaps in the functioning of school councils was carried out. School councils in the district of Ile province were supported to conduct review meetings to study how the School Councils in Zambézia province worked in order to identify the shortcomings in the operations of their own council and suggest possible solutions to overcoming them. This was done to improve the effectiveness of the school management and governance systems in the province.

Membership and governance development activities

The coalition also undertook preparation for its annual general assembly which is due to take place in the next semester. Several activities took place as part of this preparation. These include the revision of the constitution of MEPT. To involve its members in the discussions, copies of the constitution was distributed to all the provinces. The provincial focal points guided the local level meetings and sent the proposed amendments to the MEPT secretariat. After the consultative work was done, the Secretariat submitted the document to the Board for review with a view to its adoption by the General Assembly. MEPT created rules of elections to the internal organs ahead of the General Assembly. Meetings were held with local organizations which have experience in drafting regulations such as UDEBA-LAB – Unit for the Development of Basic Education (Unidade de Desenvovimento da Educação Básica - Laboratório), the GM2, Progress, and FDC – Foundation for Community Development (Fundação para o Desenvolvimento da Communidade). Based on the contributions of partners with experience in similar positions, electoral rules were drawn up. Upon review and confirmation by the Secretariat, the document was submitted to the committee appointed by the Board for review and subsequent submission to the General Assembly.

During the semester, MEPT undertook to strengthen its administrative and governance systems. The manual for administrative and financial procedures was revised to regulate the internal functioning of MEPT thus ensuring greater transparency and accountability. This manual will not only guide the internal conduct of MEPT but also advocate and encourage the same conduct between members of the Movement itself. To validate the regulatory documents which were produced, community meetings were held under the guidance of provincial focal points. In addition, the Board held a series of meetings and formed a committee to review the following documents: Annual Report for 2010, Financial Report for 2010, Annual Work Plan for 2011, Concept note for the creation of the National Civil Society Fund; Association; electoral regulations; Rules; MEPT Strategic Plan (2009-2013). All these were carried out in anticipation of the General Assembly planned to take place in August 2011.

Monitoring the implementation of EFA goals in the country

To monitor the implementation of EFA goals in the country, MEPT has planned to conduct a study on the implementation of the EFA plan. The terms of reference for the study have been developed. To strengthen its capacity to communicate and dissemination its work, a newsletter named *Ulombe* (which means 'honey') was developed and approved by all members of the coalition. Press releases were issues within the Global Action Week campaign and the website is in the process of being re-established and revamped. MEPT sits on a discussion group for the "Poverty Reduction Action Plan (PARP)" and has undertaken several activities to improve its engagement with donors and government. These include the production of position papers and advocacy messages. At the national level, MEPT took part in different meetings that are managed and coordinated by the Ministry of Education, such as the Joint Annual Review, Centre for Development and planning working groups. At Provincial level, space is available for MEPT to exercise its influence through participation in the Provincial Development Centre and Planning Meeting of the Provincial Directorate of Education and Culture (DPEC). At district level, MEPT has an opportunity to influence, either through the local councils which are responsible to collect information and transmit to the competent authorities or through participation in planning meetings of Services District Education, Youth and Technology (SDEJT), or through general meetings or school board.

The Global Action Week campaign activities

One of the major activities during this period was the 2011 Global Action Week. In Maputo about 1500 people participated in the campaign. A study entitled *Diagnosis of progress in primary education of the public education (EP1) in Mozambique: achievements and constraints during the period 2006 to 2010* – was disseminated. A round table discussion on the "Status of Literacy for Women and Girls in Mozambique," was held with the overall aim of establishing partnerships between different actors in particular women's organizations and poor farmers, social partners and policy makers. The meeting was attended by 36 representatives from partners such as DVV International - Institute for International Cooperation of the German Adult Education Association (Deutscher Volkshochschul-Verband), Iceida, Progress, Status, Kulima, ActionAid, Chai Center, Plan International; Alfalit; Mugede, Acoord, FDC, House of Gaiato, Youth Group, Raeja, NPO, Vision Youth, Women Forum, GTZ. The general debate focused on the following issues:

- how to solve the issue of distance between the centres of literacy and communities according to the experience of Mugede and how to convince men to allow the participation of women in literacy
- how to overcome resistance to learn in local languages
- how to overcome the difference in terminology in the area of literacy
- how to ensure the sustainability of some projects of literacy that although rooms do not have the appropriate equipment desired frequency
- what factors should be taken into account to reduce the level of withdrawal of the literate
- what actions would contribute to the impact of mass literacy.

Bangladesh: Campaign For Popular Education (CAMPE)

During the semester, three studies were carried out on the status of un-served children in Bangladesh. The studies focused on the following themes: (i) Girl Children (ii) the Working Children and (iii) Disabled Children. To disseminate the findings, a sharing workshop was held on the status of girls' education in the country. A total of 521 representatives from District Commissioners' Offices, District Education Offices, School Management Committees (SMCs), teachers, journalists, parents, students, lawyers, NGOs and local representatives participated in the event. This led to a dialogue among key stakeholders to create awareness and begin a process of engagement with the policy process to advocate for policy and practice change to strengthen public education system in the country. A user-friendly version of the Education Watch Report

was published. Before publication, 4 local level sharing meetings were held and following this, a capacity building workshop on "Strategies of Inclusive Education for Children with Disabilities" was held on 25- 27 January 2011. The 3 day workshop was jointly organized by CAMPE in cooperation with the Centre for Disability in Development (CDD) to raise awareness within the teachers' union fraternity about the importance of including children with disabilities in the formal education system. A total of 28 representatives from government, non-government and community primary and secondary teachers' associations, along with CAMPE staff participated in the workshop. The event was followed by another capacity building workshop for the Teachers' Union on "Rights, Responsibilities and Status of Teachers" in March with a total of 35 representatives from different teachers' unions, external resource persons, psychologist and education experts taking part in the process of capacity development. From this, two exchange programs were arranged, with the objective of creating an opportunity for teachers to share their views and experiences on the quality of education in Bangladesh and strategies being used in management systems and to improve the quality education governance. The three day exchange program involved 104 participants as well as Teachers' Association representatives from different districts including representatives from a Community Watch group who had attended the program.

Nepal-National Coalition For Education in Nepal (NCEN)

The highlight in Nepal was the submission of a civil society memorandum on education to the President of the republic. The memorandum was a collection of civil society demands to government to increase its investment in the sector to at least 20% of national budget. The highlight event was preceded by several national and local campaign activities. These included: a joint meeting with the Ministry of Education to discuss civil society concerns; a series of awareness activities in which 20 thousands posters, 10 special issues of Education Pages and an E-newsletter were published and widely disseminated. Other activities which were carried out included a TV talk show program organised on the Per Child Fund, budget tracking and policy gap analysis; the Big Story Telling organized during the Global Action Week 2011; a national campaign event on the World Teacher's Day in which a symposium was held on teachers' management. In addition, NCEN undertook a number of membership campaign activities to expand and consolidate the coalition in the country. This led to 10 new organisations submitting applications to joins as members of the coalitions. During the semester, the 1st draft of a research report on NCSEF was also developed.

India: National Coalition for Education-NCE

In India, a user friendly version of the newly enacted Right to Education (RTE) Act was printed and widely disseminated. This followed a research carried out by NCE on the Status of Elementary Education in India. The research, completed during the reporting period, had revealed that less than 10% of the Indian population was aware of the Right to Education (RTE) Act. To popularize the Act, NCE launched an awareness campaign, targeting the districts of Lucknow, Bhopal, Ahmedabad and Kapurthala. This campaign culminated in the World Teachers' Day and International Literacy Day observed as part of the campaign in 10 states of India, with massive participation of different stakeholders and huge media coverage. 4 workshops were held in Lucknow, Bhopal, Ahmedabad and Kapurthala to facilitate the drafting of the Model Rules at the state level to assist authorities to develop clear plans for the implementation of RTE Act at state level. Participants included 59 Members of Parliament who belonged to the Parliamentary Forum on Education, an important constituency of NCE India. As part of its alliance and constituency building effort, NCE became a member of the RTE Forum at the national level and State Collective on Right to Education (SCoRE) at state level. In addition, a mapping of potential actors to establish NCSEF was completed and several meetings organised with Plan India, Oxfam India and Care India to discuss the process of establishing NCSEF. During the semester, NCE participated in the GCE's 4th General Assembly and the CSEF global meetings in Paris France and attended a regional civil society workshop on Public Private Partnership (PPP) in Manila, Philippines.

Mongolia: AFE Mongolia

AFE Mongolia, is one of the 6 new NECs established in 2010 with the support of the CSEF. After setting its operational structures, AFE Mongolia embarked on a series of round table discussion with key GPE partners in country. Meetings were held with the World Bank, the Asian Development Bank, JICA, UNICEF and Save the Children. This led to AFE being invited to help monitor the implementation of education sector plan in the country. Following this invitation, the coalition held a meeting with the GPE Project Director and his deputy.

Other activities conducted during the semester included: training-workshops for AFE members on education policy analysis, advocacy, and fundraising; education financing and social audits; module development and training of trainers (TOT) on policy advocacy, public awareness-raising, information and communication strategy for social change. AFE also carried out an orientation for staff, board and members on its financial accounting, management and oversight;

it set up an effective information system (filing system, mailing list and e-list); established governance committees for Internal Audit, Membership Development, Governance; developed a security protocol on emergencies and was able to set up a pool of lawyers to be tapped in urgent situations

During the semester, AFE developed a media plan, conducted 4 TV programs targeting youth on education in partnership with one of the TV channels in Mongolia. It developed and printed the following advocacy materials: (a) Coalition Declaration (b) "Education monologue" (c) Illustrated book, comic poster "One Day of Education" published in both English and Mongolian and (d) the Money and Accountability booklet. It developed its logo and branding and created a new education policy digest. During the semester, AFE also conducted EFA orientations at the Young Women's Annual Forum in a presentation entitled *EFA and implementation of the Government's Plan of Action on Education "Through a Woman's Eyes"*.

Timor Leste: TLCE

Three capacity building training events were conducted for members and staff on: (a) policy advocacy and analysis, monitoring and reporting (b) conducting an action research and (c) designing and implementing a nationwide campaign for EFA. As a follow up, a civil society discussion and consensus workshop was held on education issues in Timor-Leste in the run up to the Global Action Week 2011. This led to the launch of a monitoring exercise on the impact of community displacement on education. Under a new policy, the government of East Timor had an order for the demolition of hundreds of houses on the outskirts of the capital Dili, which were homes to some of the poorest in the city. The households were accused of lacking land titles. The result of the monitoring exercise revealed that an estimated 50% of children in the affected communities had stopped going to school as a result. Other activities undertaken during the reporting period include: discussion/consultation on the issues and concerns of teachers in Dili; presentation on EFA and MDG to university students; discussions with members of the media to introduce the coalition and raise the public awareness on education issues in the country. A monitoring action was also undertaken following a declaration by key government officials that 3 districts of the country were free from illiteracy. This was followed by the launch of an action research to look into the learning needs of youth and adults as well as a national seminar on education for teachers from all districts, CSOs, members of the parliament and other stakeholders.

Ghana: Ghana National Education Campaign Coalition-GNECC

Ghana has experienced poor learning outcomes in basic education with poor proficiencies in English and mathematics recorded at the primary level. There have also been very poor Basic Education Certificate Examination (BECE) results at the Junior High School level. According to the National Education Assessment (i.e. a test score system) only a third of P6 pupils and one-quarter of P6 pupils were proficient in English and mathematics respectively. A major factor for this is attributed to high teacher absenteeism and insufficient time on task. The Coalition therefore focused its campaign on improving learning outcomes at the basic school level during its 2011 CSO Education Sector Annual Review Meetings. GNECC submitted a position paper on the issue to the Ministry of Education, Development partners and key stakeholders during the National Education Sector Review Meeting on 2 June 2011. The position paper demanded that an effective teacher deployment and accountability measures be put in place to improve learning outcomes. Although Government seems to be getting on board to tackle the imbalances in teacher distribution, it has had a record for having failed to demonstrate in concrete actions its political will to promote the effective deployment of teachers at the basic education level.

The second issue for GNECC was the retention of girls in higher grades of basic education. The country's Education Sector Performance Report for 2009 and 2010 indicates that gender parity shows declining trends at higher basic school, attributing the drop-out in the main to adolescent pregnancies and the subsequent inability to return to school. GNECC therefore focused on the retention and re-entry of girls during the 2011 Global Action Week campaign under the theme "Women and Girls Education: It's a right, make it work". The Coalition presented petitions to the Ministry of Education, Ministry of Women and Children and the Parliamentary Select Committee on Education, calling for clear guidelines for the re-entry of girls who drop out of school especially those who exit through pregnancy. The coalition also called for special incentives to attract female teachers to deprived areas to serve as role models for girls.

The efforts of the Coalition through media advocacy and engagement with key stakeholders in education at various levels contributed to policies towards promoting learning outcomes, effective teacher deployment and accountability being put on government and development partners' agenda during the year. The National Education Sector Annual Review (NESAR) meeting, for instance, was strong on addressing poor learning outcomes through effective teacher deployment and ensuring teacher accountability as a key focus under the thematic area of quality of education. There was a strong focus by government and Development Partners on

themes related to quality of education at the basic education level, which formed the core of thematic issues in several policy proposals. This is an indication of the influence of GNECC policy focus on national policy agenda. During the semester, GNECC took an active part in the review and finalisation of the Education Sector Plan, through providing input from the membership and engagement in meetings with government and donors.

Malawi: Civil Society Coalition for Quality Basic Education (CSQBE)

The Coalition continued to advocate for greater investment and efficiency in sector spending. Previous efforts resulted in government increasing education budget from 15.7 % to 18.6% in the 2011/2012 financial year. The Coalition undertook an analysis of the 2011/12 education budget soon after the budget was presented in parliament on 3rd June 2011. The analysis was disseminated to members of the Parliamentary education committee and other stakeholders including the Budget and Finance committee of Parliament, Ministry of Education (Principal Secretaries, Department Directors and planning section team), Civil Society Organizations and the media. Among the observations made was the hugely inequitable per-pupil spending across the districts in Malawi, and the higher spending in urban areas as opposed to the rural schools. The analysis also showed inadequate funding for sub programs like ECD, adult literacy, special needs education, which when all combined is allocated less than 1% of the education budget. Dialogue with the Ministry led to an agreement to take these matters into account. However, there is a huge challenge in utilising financial resources as huge under-expenditure is recorded in the Ministry of Education each year. The coalition is advocating for appropriate reforms to tackle this challenge.

During the semester, CSCQBE carried out budget tracking training for officers of the District Education Networks in 10 districts in the country, to be able to track and analyse education budgets in their areas. These officers participated in a budget expenditure tracking survey in February 2011. The survey examined how well resources in the education sector were trickling down to intended beneficiaries, and the final report unveiled disparities at district level in terms of use of funds and disbursement to cost centres, which had reduced by an average 30% compared to previous year. The reports further showed that only about 30% of schools received their school grants despite the money being released by the treasury. The survey strengthened the engagement of the coalition in the Sector Working Group of the Sector Wide Approach (SWAp) where it sits as a member. This is the highest policy-making body for the education

sector, attended by donors and high-level policy makers in the sector. The coalition also participated actively in the annual sector review processes.

Zambia: The Zambian National Education Coalition (ZANEC)

During the semester, ZANEC conducted two dissemination workshops for the two studies conducted in 2010 entitled *The Quality of Basic Education in Zambia* and the *Budget Tracking and Analysis*. The key advocacy issue that emanated from these consultations included the need for improved efficiency, accountability and transparency in the implementation of the education budget; the need to create a framework for monitoring learning achievements; raising the pupil teacher contact time; setting up pedagogical structures; enhancing the provision of infrastructure, teaching and learning materials and enhancing teacher training, recruitment and motivation. ZANEC also used its membership on the Examinations Council of Zambia (ECZ) to lobby for funds for disseminating the Learning Achievements Report findings as a way of contributing towards addressing the challenge of low learning achievements. The advocacy activities around the two studies are expected to contribute towards the government's increased prioritisation of the 2012 education budget as well as investment in inputs of quality at basic school level.

The main result in the semester was the prioritisation of issues relating to the improvement of quality of basic education in the national plans namely the Sixth National Development Plan (2011-2015) and the Ministry of Education's National Implementation Framework (NIF III 2011-2015). Because of the recognition ZANEC has attained through its budget tracking work, it was selected to lead a consortium of other prominent NGOs in implementing a project that has been dubbed the 'Domestic Accountability Initiative', a project intended to hold government more accountable for the negative findings on financial management, based both on the budget tracking reports and the auditor general's office. ZANEC also hopes that its advocacy work around the Budget Tracking and Analysis study will translate into increased budgetary allocation to the 2012 Education Budget.

During the semester, ZANEC intensified its advocacy on the implementation of policy guidelines for community schools. This led to the finalisation of the policy on Open and Distance Learning, in which ZANEC played a key role in its development and consultative process both at the national and regional level. The Coalition also conducted a review of the Draft Education Bill through facilitating its membership. A paper was presented to the Parliamentary Committee on Education highlighting the views of the stakeholders, raising issues

such as the contentious provision in the Bill empowering the Minister of Education to sell and/or lease public schools as well as the removal of strategic structures such as the PTA and the National Council on Education, which are important advisory and oversight structures to education provision. Most of the issues proposed by ZANEC were incorporated in the Bill, which has since been enacted into law.

To improve its evidence base for advocacy on EFA, ZANEC commenced the process of conducting the EFA assessment towards the end of the semester with both the Lead and Thematic Consultants being engaged to undertake the study. Since the study was still underway by the end of the reporting period, evidence on Zambia's progress towards EFA will only be available at the completion of the study in the next reporting period.

Shared Learning and Collaboration

The CSEF Global meeting: One of the highlight events during the semester was the CSEF Global meeting, organised back to back with the GCE General Assembly. The objectives of the workshop were to promote policy collaboration, peer-to-peer learning and sharing between National Education Coalitions across 47 countries. The workshop held in Paris from 26-27 February identified six common themes as the focus of the work of NECs. These include:

Transparency and accountability: including work on education financing and budget reform and ensuring education sector funds are used effectively. There was consensus among the participants that NECs need to do more on transparency and accountability by:

- strengthening local structures to do budget monitoring and tracking
- supporting the capacity of local networks and school committees to further support the decentralization process
- exploring the paradigm of public/private partnership and innovative financing.

Inclusive education: with concern from most countries being on girls' enrolment and retention at both basic and secondary level. Special emphasis was placed on children with disabilities and ensuring access to education for girls as well as on laws and better financing to guarantee the equal right for education for girls and the disabled.

Girls education: with priority on promoting girls' access; education for girls in religious homes who do not have access to education; government policy on girls; achieving equity for girls and excluded groups and addressing gender based violence in schools.

Teachers: reform of teacher service commission to create a system for fair and equal distribution of teachers across the country; capacity building and training for teachers; focus on legislation to ban unqualified teachers and to professionalise voluntary and contract teachers and increase retention of teachers.

Legislation: establishing legal frameworks for the right to education, particularly girls-oriented policy framework, policy and legislative reforms, with new national laws to ensure the right to education is realized, including pushing for the passage of the right to education act.

Quality: curriculum review, quality training so that no student has an untrained teacher.

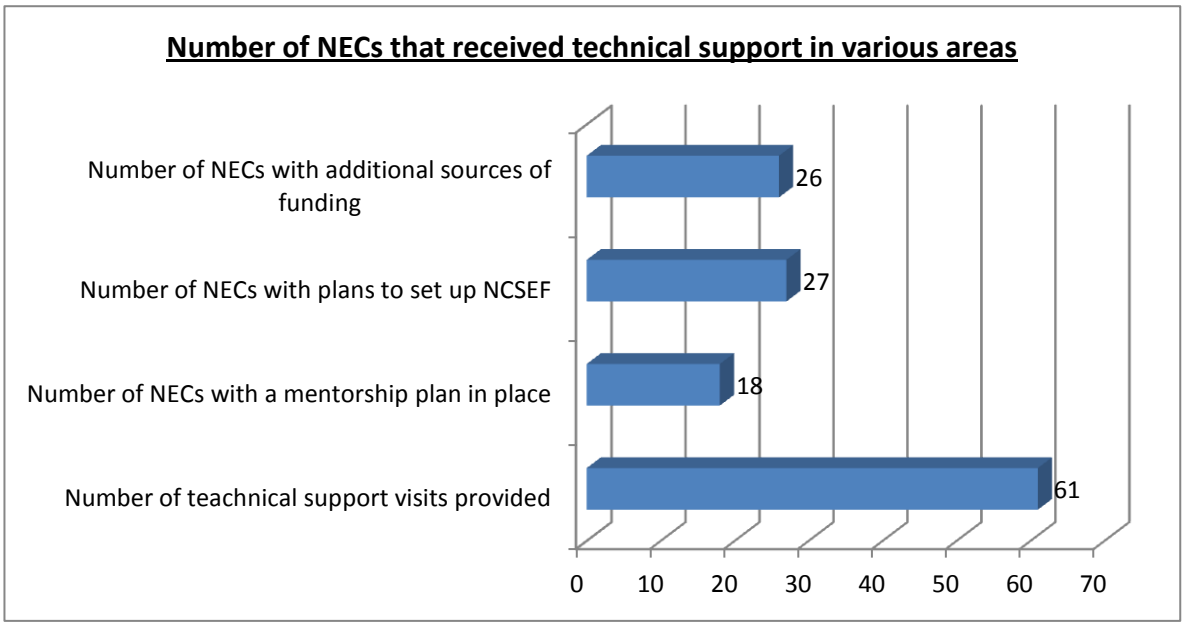
Two cross cutting themes were identified as potential areas for joint action. These are: transparency and accountability, with elements of budget campaigns and access and retention, particularly for marginalized groups. It was noted that the current national campaigns address a combination of these issues, hence the need for the CSEF to develop a more coordinated approach along one or two of these issues. The main recommendation was to aim for a joint campaign on girls' education to achieve specific policy outcomes over a number of countries within a given time frame - not at the exclusion of other issues, but in order to achieve a specific breakthrough on a single theme over a number of key countries by maximizing the benefit of collective action. Over 20 countries were already working on accountability and transparency issues and could participate in an international campaign on transparency and accountability; 10 other countries could be part of a joint campaign on girls' education. There was a mixed bag of countries advocating for new policies and those advocating for implementation of existing ones. From their different experiences, the key lesson was that new policies are meaningless without proper follow-up and accountability by government on their implementation. On the whole, the long term objective of most NECs is to make education a fundamental right, ensure that this right is secured in national laws and is supported by adequate government financing with the engagement of civil society at all levels. With the policy of fiscal and political decentralization now in many countries, it was noted that NECs need to strike a balance between transparency and accountability work by strengthening local structures to do budget monitoring and tracking;

supporting the capacity of networks and committees to further support the decentralization process and budget advocacy to make national budget process, policy making and implementation more transparent.

The role of the regional Secretariats and the Financial Management Agencies

Capacity building

Regional coalitions were the entities through which national educations coalitions received support for building capacity to establish themselves and effectively monitor national education plans. During the reporting period, targeted capacity support was provided in the following areas in addition to regional specific information exchange: proposal development and fundraising, National Civil Society Education Funds (NCSEFs) and establishment of mentorship arrangements with resident INGOs. The graph below provides a summary of the number of coalitions that benefitted from technical support during the fourth semester.



Monitoring

Assessments were carried out to take stock of progress, challenges, knowledge, skill levels and gaps and to help the regional secretariats and financial management agencies determine appropriate level of support. Performance audits and reviews were carried out in a number of

countries earmarked for closer follow up during the fourth semester. These included Nigeria, Uganda, DRC, Cameroun, Liberia, Sri Lanka and India where governance challenges required governance reviews to be undertaken so that processes could be put in place to support the establishment of more transparent and democratic structures.

Technical support and supervision

During the semester 61 technical support visits were carried out to support both the old and the newly-established national education coalitions. Sub-regional and regional technical capacity support workshops were conducted to support policy analysis and provide guidance to NECs on advocacy planning. As a result, all national coalitions supported through the CSEF have in place annual advocacy and campaign plans and targets monitored and reported on bi-annually.

Training on education financing

A sub-regionally coordinated Education Financing Training workshop for Francophone Africa was organised to build the capacity of participants to: understand key issues relating to Aid (development finance and education financing in particular); develop national campaigns on education financing, tailored to the national context, that builds on existing initiatives; align the national campaign on education financing with the specific opportunities and demands of the global campaign and enable participants to leave with the confidence and clarity to run effectively their own national workshops.

Regional Funding Committee meetings

During the semester, regional entities assisted NECs to develop and implement robust plans at country level, scrutinizing the work of NECs and organising meetings of funding committees while assisting the committees in determining eligibility and value of the proposals to the EFA campaign. Within the semester, 2 face-to-face regional Funding Committee meetings were held to evaluate year 1 of the project, review year 2, appraise pending proposals and reallocate funds to national coalitions within the parameters agreed for the no-cost extension period.

Summary of intermediate results

Expansion of the local networks and membership of NECs at country level

In 45 countries, the CSEF supported activities which expanded the local networks and membership of NECs at country level. As it was the case in the example of Kenya above, the overall strategy was to establish and grow the strength of district education networks, regional campaign outposts and thematic campaigns groups of NECs. In summary, the outcome recorded under this strategy in all 45 project countries were as follows:

- ☑ 134 new district networks/branches of NECs were established in all 45 countries. This brought the total number of local networks/branches of NECs established to 725 by end of June 2011, leading to:
- ☑ 225 new civil society organisations joining NECs as members during the semester. The result of this was:
- ☑ A total of 2,2,12 new civil society organisations, groups and associations registering with NECs as members in all 45 projects between June 2009-june 2011.
- ☑ By the end of June 2011, the number of CSOs constituting the 45 NECs had increased by 66%, from 1,129 organisations in June 2009 to 3,341 in June 2011.

Project activities during the semester also aimed to strengthen the capacity of the 6 newly established NECs. Solidarity activities were undertaken in these countries to establish relationships between the 6 new coalitions with state institutions and other social movements to create greater public visibility and legitimacy for the operations of new NECs. As reflected above, the highlight of activities included membership drives which attracted more civil society organisations to join the local EFA movement and expand the local support base of NECs. New relationships were established with government ministries, the Local Education Groups and development partners, including the Ministries of Culture, Education and Science, Finance, state and non state institutions such as ADB, JICA, World Vision, Save the Children and Voluntary Services Oversees (VSO).

In 39 countries where NECs were operational prior to the CSEF, project activities were aimed at strengthening the local networks and membership base of NECs at national and grassroots levels, to strengthen civil society participation in education sector policy process at all levels. As a result, by June 2011 32 NECs had become members of the local education groups, up from 18

in June 2009 and 30 NECs reported taking part in the Education Sector Plan development, endorsement, appraisal process, implementation and monitoring, compared to 14 by June 2009.

Meetings were held with the Parliamentary Portfolio Committees (PPC) on Education. This created rapport and built consensus on key education policy issues. During this period, the project experienced a significant amount of growth in coalitions' media contacts and activities at country level resulting into more public awareness on key education issues and on the role of civil society education coalitions at national level in general.

Expanding legitimacy and the support context of National Education Coalitions

Through the support of the CSEF to NECs, a rapid expansion in the support context of NECs was witnessed at country level. This expansion led to the NECs campaigns gaining significant momentum, reputation and credibility with thousands of social movements and partners across all 45 developing countries. At national level, this expansion means a growing EFA support context and an increasing reputation of NECs with the public, governments and development partners at that level. This has furthered the legitimacy and sustainability of NECs as political actors in the field of education.

In the ***Solomon Islands***, the national coalition, COESI, was admitted into the National Literacy Policy Technical Working Group and recognised by government and development partners as the leading civil society organisation representing the voices of civil society in education policy. A key outcome of the role of COESI in the National Literacy Policy Technical Working Group during the reporting period was its leadership in the development of a national literacy policy concept paper to inform the drafting and formulation stages of the national literacy policy due to be in place by end of 2011. To strengthen COESI's contribution in the technical working group, the CSEF supported the coalition to launch the Isabel and Renbel Education and Literacy Survey, which has been instrumental in informing the development of the national literacy policy.

Increasing level of activities of NECs in the Local Education Groups (LEGs), Education Sector Working Groups and the Joint Technical Committees of the ministry of education

The highlight of country-level activities during the reporting period points to the increasing level of activities of NECs in Education Sector Working Groups and the Joint Technical Committees

of ministries of education and the mobilization of civil society to engage more proactively with the policy process to provide inputs in a more regular and coordinated manner. By helping civil society to move towards a nationally coordinated approach to consensus building and advocacy, the development and dissemination of NGO Education Reports and budget tracking and expenditure monitoring exercises have strengthened the collaboration between civil society on one hand and cooperation with the state department of planning, the ministries of education, finance and the LEGs on the other hand. This has greatly enhanced civil society participation in education sector policy processes, leading to a more effective role of NECs in the development and monitoring of education policies.

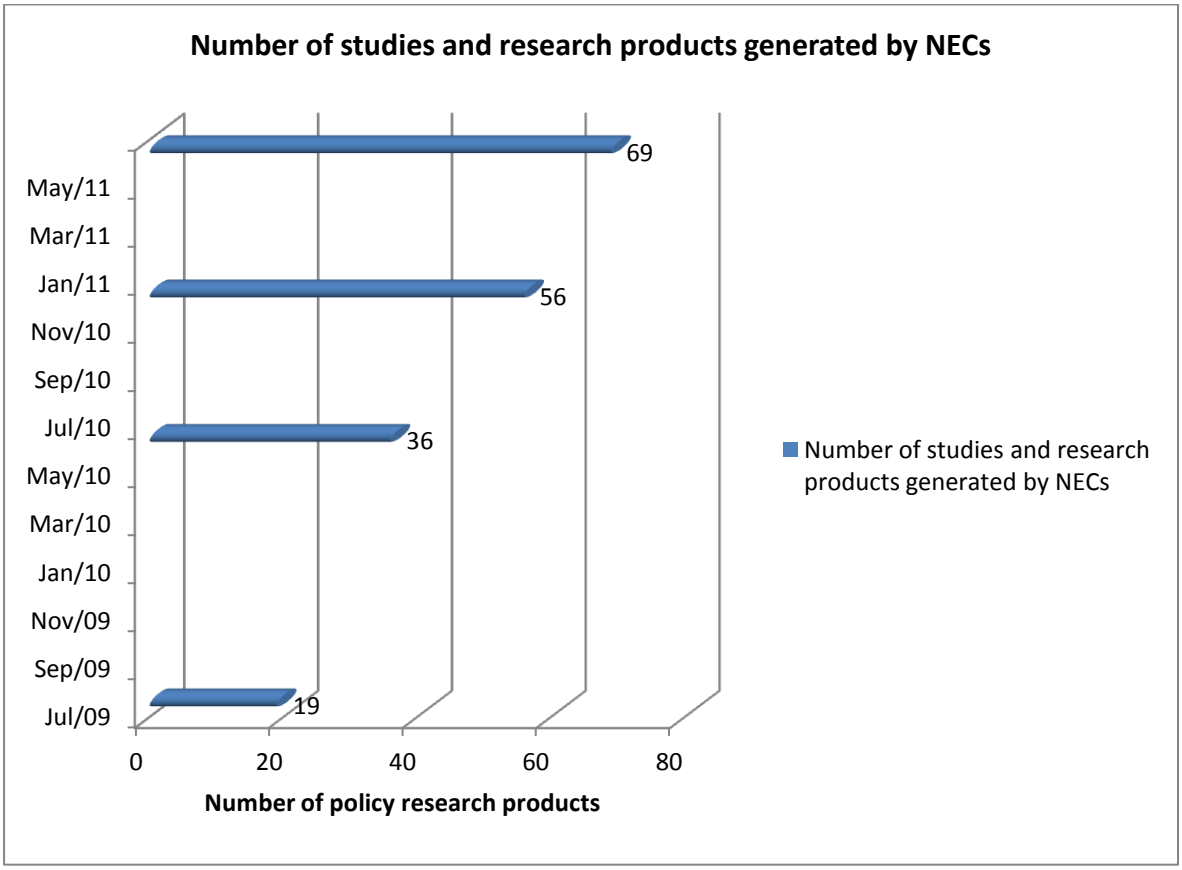
In ***Cambodia***, NEP - the national education coalition - continued to play a vital role in Education Sector Working Group and the Joint Technical Working Committees, addressing key education policy issues and contributing to the development of the master plan for teacher development, the review and finalisation of child-friendly school policy and its master plan which is now ready to be signed by the minister of education, curriculum development for English language in Cambodia School (DELCS) for grade 4 to 12, and the development of the master plan for capacity development of the staff of the Ministry of Education Youth and Sports.

Other policy areas where NEP-led policy recommendations and inputs were adopted and implemented by the government included: the guidelines and implementation plans to eliminate informal school fees, the National Strategic Development Plan and Education Sector Plan. Specific policy recommendations adopted by the ministry and influenced by NEP also included the policy to offer better incentives to education personnel working in difficult and remote areas of the country. In particular, the contribution of NEP led to the continuation of the government policy to provide additional 20,000 Riels (or US$5) annually for the teachers serving in the hard to reach areas. Further inputs were provided on the policy for teacher recruitment at local levels which was adopted and is already being implemented by the government. NEP also provided specific policy recommendations on the draft national policy on Early Childhood Care and Development during the reporting period.

In ***Timor-Leste***, the new NEC initiated an action research to look into the learning needs of youth and adult who are illiterate and do not have employment opportunities. The research was carried out to assess the implementation of government literacy policies, following a declaration

by the government (through the President of the Republic, the President of the National Parliament and the Ministry of Education) that 3 districts in Timor-Leste had been freed from illiteracy. To verify this claim, the coalition undertook a monitoring exercise in Manatuto, one of the three districts declared free from illiteracy by the state. The exercise revealed that a significant number of people in Manatuto still lacked the basic literacy and numeracy skills despite government claims. In a national advocacy event organized with the teachers' union to disseminate the survey finding, the member of the National Parliament and the President of the Commission on Health and Education was petitioned to launch a review of the implementation of national literacy policy in order to confirm the literacy status in the country. The Parliamentary Commission on Health and Education took up the matter and committed to institute an inquiry on the country's literacy status.

The example of the literacy survey carried out in Timor-Leste demonstrates the value of the policy and resource mapping methodology developed and supported by the project to strengthen the role of civil society in tracking the progress of governments in the implementation of education sector plans. As shown in the graph below, there were a total of 69 such studies carried out in all 45 countries of the project by end of June 2011.



With the help of the media, NECs have utilized action research to exposed and raised public awareness on critical policy issues. The coalition in Timor Leste also highlighted the fate of 147 families who were displaced by the demolition policy of government and whose children had to stop going to school as a result of displacement of poor families accused of lacking land titles. These studies have played a vital role in mobilising civil society consensus on key national issues, encouraging proactive engagement with the policy processes of governments and fostering better understanding on education policy, strategies, plans and implementation, through action research, policy analysis, budget tracking and expenditure monitoring.

Strengthening public institutions so that services can be delivered more effectively

In the Zambézia province in ***Mozambique***, the work of MEPT - the national education coalition - led education authorities at the provincial level to institute a joint monitoring mechanism with civil society, to improve transparency and efficiency in budget utilization. Three thematic budget monitoring groups were established to coordinate education sector budget monitoring in the province using the guidelines developed by MEPT on budget tracking and expenditure monitoring. To build the capacity of these groups, MEPT trained 182 members of councils of schools on the role and functioning of school councils with the support of the CSEF. Skills training was also provided on the civil law of Mozambique which governs transparent and democratic governance and management of the school systems. The NEC disseminated manuals on school management to school councils and undertook an orientation of the school councils on the law on state budget, providing information on the cycle of budget planning in the education sector to support an effective role and functioning of local school councils in budget tracking.

At national, provincial and district levels, the CSEF has helped to revitalize the EFA movement as a whole, with the development of district education networks as fora/centres for district level policy monitoring. Community school boards that have been revamped *in some countries* have begun to play a more active role in enforcing school level accountability. In countries such as Kenya, Mozambique and Malawi capacity now exists at local levels for participatory budget tracking and expenditure monitoring. We have seen that budget tracking and expenditure monitoring methodologies can empower communities to be active participants in their education system. In a rural Zambézia province in Mozambique, as was demonstrated in 2011, a community budget tracking exercise forced three head teachers to resign from leadership after

evidence showed that they were guilty of corruption and mismanagement of schools' resources. Through the same exercise, undertaken by the Zambézia community, two district directors of education who were linked to the same scandal were also dismissed, one from the District of Ile and the other from the District of Lugela respectively.

In another spot check survey conducted by a community in ***Malawi*** and reported earlier, the Chitipa District Education Network (DEN) unveiled what turned out to be a serious case of abuse and mismanagement of education funds. The network opened the lid on a suspected case of fraud, amounting to the tune of Malawian Kwacha 5 million (US$30,600) by some members of the local District Council. The revelation led to a public hunger strike against corruption which created sufficient pressure to compel the Ministry of Local Government to reimburse the stolen funds to the local community. In a further call to action, the ministry was able to freeze the district's account to protect public funds as further investigation into the alleged corruption was ongoing.

In the same community, the Chikwawa District Education Network had, through a budget tracking exercise, discovered an acute shortage of teachers in their schools. In their tracking exercise, a Pupil Teacher Ratio of 200:1 had been unveiled in several schools within the district. In one particular case involving the Khwangwala Primary School in Konzere Zone, the network had discovered that in a Standard 3 class, there was 1 teacher teaching 387 pupils. Following the shocking revelation, a dialogue was initiated with the District Education Manager to try and find a solution to the problem. This resulted in an additional teacher being deployed to the school, which, although still inadequate, is a move in the right direction and provides clear evidence of the impact civil society can have. These small steps can make a real difference in the life of an ordinary child in a village far away from the capital.

In ***Nigeria***, the project helped to promote accountability and transparency in Nigeria's Federal Government programme for basic education. The Nigeria Federal Government has been providing counterpart funds to 36 states for a Universal Basic Education (UBE) programme since 2004. This programme has been crowded with concerns around the lack of accountability and transparency, which prompted the national education coalition to initiate a campaign that would help ensure that the Community Accountability and Transparency Initiative (CATI) set up by government to oversee UBE's fund disbursement to all 36 state governments actually works. Although CATI was designed by government to improve and increase the level of participation

of citizens in monitoring interventions of the UBE process, a great deal of resources that had gone into the program had not been fully accounted for.

Against this backdrop, the Civil Society Action Coalition on Education For All (CSACEFA), mounted a campaign to force state governments to account for and make public all information on how UBE resources are disbursed and implemented. According to CSACEFA, availability of financial information to the public would then serve as a guide for civil society actors to monitor the UBE projects and establish the state of the programme on the ground. The action by CSACEFA prompted the official UBE agency in the country to publish a series of booklets with details on the amount of funds that have been disbursed and the projects that have been implemented in all the 36 states of Nigeria. Using this information, CSACEFA is putting together a report on the UBE projects which it hopes will refocus the searchlight on corruption in the education sector in Nigeria and could help bring under check the suspected mismanagement of UBE funds.

In ***Sierra Leone***, the CSEF supported the NEC to revamp its membership, strengthen its district networks, and develop stronger internal accountability mechanism so that it could be a more effective watchdog in the education sector. The changes that were implemented within the coalition transformed it into a more participatory and representative civil society platform. Through its regional networks, the coalition was able to engage National and District Budget Oversight Committees and Local Councils more effectively to influence prioritization of education in the development priorities at different levels. During the reporting period, the coalition played a major role in promoting transparency and accountability in the public finance management systems. In addition to promoting increased investment in the sector, it also called for improved transparency and accountability in the education service delivery by using its grassroots capacity as a coordination hub for civil society to engage in education policy monitoring. Among its key achievements was its successful work that created more space for civil society in policy discussion and budget dialogue at the initial stages of the national budget process. It also successfully lobbied for a provision in the law to allow Local Council and District Budget Oversight Committees to report directly to Parliament and to be part of budgetary discussions, setting of budgetary ceilings and informing budgetary decision making.

As a result of these changes, the Government of Sierra Leone established an integrated Public Financial Management Reform Project (IPFMRP), inviting non-state actors to partner with the

state in providing oversight for government developmental programmes and projects in education and other sectors. This is helping to strengthen accountability and transparency in the implementation of programmes and projects in the education sector. The Sierra Leone Government has also devolved more functions of the Education Ministry to local councils to enhance active participation of the local communities in the monitoring and promotion of education in the districts in all the 19 local councils whose activities and involvement in education programme implementation and monitoring and supervision have increased.

Further to this, an Anti-Corruption Commission unit which looks into issues of transparency and accountability in the education sector with regional and national character has been put in place. This has resulted in improved accountability and transparency in education service delivery, with more involvement of local communities (local councils) in the decision-making processes in the sector. With the general participation of non-state actors in the budget processes increasing, the general level of monitoring and scrutiny of education service delivery by CSOs and the parliamentary committee on education has been strengthened.

Across developing countries, the objective to establish broad based, effective and democratically run national education coalitions has been significantly realised. The support rendered by the CSEF has led to increased consistency in the work of civil society across the board. This has contributed to the strengthening of local institutions such as school councils (SCs), local councils, budget oversight committees so that services can be delivered more transparently and effectively. By adopting thematic and issue based strategy of budget monitoring, budget management at school level is being transformed. School and district level budget tracking has helped to alert the education authorities in times when urgent action is needed, leading to more vigilance and stronger measures being taken against corruption and lack of transparency in use of school funds.

Part 2: Strengthening Advocacy Capacity of NECs

Strengthening capacity of NECs to advocate for policy change and institutional reforms

Perhaps the most important policy gains recorded over the reporting period was the partial abolition of user fees in basic education in the Gambia; the development of a new national policy by the Ministry of Education in Ghana to promote re-entry of adolescent mothers into school; abolition of the quota system in teacher recruitment and deployment in Senegal and an increase in government budget to education sector in several countries to improve the quality of basic education. In this section, we illustrate the role of NECs in advocating with the state and the policy environment needed to deliver education on the ground. We also illustrate the link between action research on issues related to education policy and the role of NECs in monitoring and influencing the programs and policies of the state, empowering local institutions, building and strengthening alliances, networks, social movements to ensure sustainability of education rights on the ground.

Promoting re-entry policy of adolescent mothers into school

Access to basic education for girls remains a major challenge for achieving gender parity in most public schools in developing countries. Although the Gender Parity Index for basic education has improved in many countries over the past decade (GMR 2011), it still remains a major challenge in all developing countries where the CSEF has been operational. Since its launch in 2009, the CSEF has supported NECs to embark on campaigns to promote access, retention and completion rates in basic schools by directly advocating for bolder policy measures such as: abolition of user fees in basic education; promoting re-entry of adolescent mothers into school and increasing civil society participation in the sector policy processes. These campaigns included a strong element of budget advocacy to ensure more sustained increase in government budget to the basic education sector in order to improve the quality of basic education and focus interventions on quality inputs such teachers, teaching and learning processes and efficiency in resource allocation, resource utilization and as well as transparent public expenditure management. It targeted the Ministries of Education, Finance, Women and Children and national Parliaments, seeking to secure policy outcomes to bring more children into to school. In this section, we highlight several policy outcomes which have witnessed in several countries.

Among the achievements was a new national policy adopted by the Ministry of Education in ***Ghana*** to allow adolescent mothers to go back to school. Under the theme of the Global Action Week (GAW) 2011 *Women and Girls Education: It's a right, make it work,* GNNEC - the Ghana national education coalition - targeted the 2011 National Education Sector Annual Review (NESAR) process to advocate for reforms that would allow adolescent mothers a chance to be re-enrolled into school. To rally the support of Civil Society Organisations (CSOs), development partners and government, the coalition ran a campaign entitled *Educating to Unlock Potential* to effect change in the country's education policy towards adolescent mothers.

To create public awareness around the issue, a documentary that featured powerful stories and experiences of women and girls who had faced difficulties in accessing education as child mothers was used as an instrument for public mobilization. The documentary aired on radio and television created a level of awareness that led to a general consensus in public opinion on the need for action by government to address the issue of re-entry of adolescent mothers into school.

At the height of this campaign, the coalition sought and obtained an audience to screen the documentary in the presence of the Minster of Education and other national and foreign dignitaries. In a national public policy event organised during the Global Action Week in which the documentary was screened, a civil society petition was submitted to the Minister of Education, the Chairman and members of the Parliamentary Select Committee on Education and to the Minister of Women and Children. In the petition, civil society called for urgent action by government to ensure that existing policy guideline is revised to address the right of adolescent mothers to education.

In a government response to the petition, a committee, headed by the Director of the Girls Education Unit of the Ghana education Service was formed to enter into dialogue with the NEC on the matter. The move led to a decision by the Director which resulted into the Head Teachers' Handbook being revised to provide guidelines on re-admission of pregnant girls and adolescent mothers in school. In a series of meetings and consultations that followed, development partners agreed to endorse GNECC's policy demand during the post National Education Sector Annual Review (NESAR) meeting. This endorsement led to the inclusion of the issue of re-entry of adolescent mothers in the 2011 NESAR aide-mémoire. The endorsement of the policy by development partners also means that programmes on re-entry of pregnant girls

and adolescent mothers will be appropriately funded by the sector budget from the financial year 2012. The implementation of this programme will have a big impact on improving access for numerous of girls who are not in school. It will also improve the rates of girl's retention and completion at basic school level.

Increasing government budget to the sector to improve the quality of basic education

Apart from agitating for policy reforms, policy gains such as those achieved in Ghana need to be backed up by adequate resources for their implementation. The development of comprehensive policies such as the national literacy policy in the Solomon Islands or the enactment of new Education Acts in Kenya, India and Bolivia all mean little in reality without additional budgetary commitment being made by governments. Budget advocacy is therefore a crucial strategy in ensuring the translation of policy commitments into reality. NECs over the last decade have played a major role in advocating with the state to secure budget increases in keeping education on the national development agenda. Through budget campaigns, consistent advocacy has helped to maintain pressure on governments to increase budgetary allocation to education sector to at least 20% of the national budget.

From 2005-2009, budget allocation to the education sector in ***Malawi*** was just under 12% of national budget. In 2009/2010 financial year, it jumped from 12.5 to 15.7%. In the 2011/12 financial year, the education sector was allocated 18.6% of the total national budget. The emerging trends in countries where budget advocacy has been maintained over the years show that with the role of civil society, sustained incremental increase in the proportion of the national budget allocated to the sector has been made possible.

In Malawi, the CSQBE has been at the forefront of budget advocacy for the last 8 years. Over the last 3 years, the coalition championed a campaign which led to the education being included as a key priority in the national development framework called the Malawi Growth and Development Strategy (MGDS). Before 2010, the MGDS merely recognized education as a subtheme under the social sector. The old development strategy gave little prominence to the role of education in the country's development strategies. With the review of the national development strategy in 2010, the government of Malawi realigned its development priorities. The change led to education becoming the third top priority for the Malawian Government. The policy shift influenced by the civil society education campaign was an important victory for education civil society groups. The reprioritization of education as the third most important

national priority subsequently led to an increase in the education sector budget from 15.7% and in 2010/11 to 18.6% in 2011/12 financial year. As a result, an additional 4,400 teachers were recruited, with the construction of girls hostels and the building of over 1,000 new classrooms in the country. The recruitment of new teachers and construction of more classrooms should help reduce the high Pupil Teacher Ratio currently at 92:1 by official government statistics but which rises to 220:1 in rural areas and which has been a major issue for civil society campaign in the country.

In 2011, the coalition continued its engagement through a major public mobilization drive. It teamed up with the media to promote community interface with the Finance and Education ministries in the budget process to create pressure on the Parliamentary Budget and Finance committee to provide at least of 20% of national budget to the education sector. At the height of this campaign, a statement was issued by the Chairperson of the Parliamentary Budget and Finance committee (Hon R. Jooma) supporting the CSQBE position that the EFA 20% target for education is possible. From the current 18.6%, it is possible that Malawi may achieve the 20% target in the next financial year. This goal remains the priority of CSQBE budget campaign in the next budget process.

In ***the Gambia***, increased education financing has been a cornerstone of the Education For All Network (EFANet) advocacy strategy since 2009. Through the advocacy efforts of EFANet in part, the Gambia saw an increase in the budget allocation to the education sector from 16.9% (2009) to 19.6% in 2011.

In ***Cape Verde***, RNCEPT - the national coalition - organized a public event at which the Minister of Finance publicly announced that the government would consider increasing the education budget from the financial year 2011. Following this, the Council of Ministers approved 23% of the total national budget for education sector to increase access to education particularly for disabled children, with plans to train more teachers for the hard to reach areas of the country.

In ***Zambia***, the target of the budget campaign was to increase the levels of accountability and transparency at basic school through public expenditure tracking. ZANEC, the national coalition, presented a number of fiscal recommendations to the Ministry of Education as part of this campaign. Among the recommendations was the call on government to address the long holding time for project funds, as well as ensure that horizontal and vertical leakages of funds are

minimized. The dialogue with the ministry led to the development of a new system which now directs funds transfer to implementing organs as opposed to channelling the funds through Ministry of Education headquarters.

In ***Sierra Leone***, EFA-SL has worked with Parliamentarians, District Budget Oversight Committees and the 19 Local Councils country wide to ensure that education is prioritized in developmental plans at all levels.

In ***Mozambique***, the national coalition played a crucial role in influencing the development and priorities of the new ESP 2011-2013 approved by the FTI in December 2010, with a further support of $90m from the FTI catalytic fund to the country

In ***Zimbabwe***, the nascent NEC formed in 2010 has set for itself a number of policy targets. This includes advocating government to move progressively towards a 20% target of national budget to education and ensuring that there is a policy commitment by government to achieve this target in the medium term.

On the whole, sustained civil society pressure is a major force behind progress in increased national resource investment in education. This is due in part to steady and sustained civil society pressure in countries where NECs are operational.

Abolition of the quota system in teacher recruitment and deployment

In ***Senegal***, the National Education Coalition, COSYDEP, spearheaded a campaign to enhance transparency in teacher recruitment. This was done through a campaign that sought to abolish the quota system used to recruit and deploy teachers in the country. COSYDEP had aimed through this campaign to ensure that by 2012, the Senegalese Government will have abolished the quota policy and instead focus its policy pertaining to teacher recruitment and deployment on need and on merit.

To achieve this, COSYDEP undertook to lead on a number of actions over a two year period. It carried out and disseminated major studies on the status of teachers and on school performance improvement in the country over the last two semesters. The studies generated the evidence that was used to integrate the media into the campaign; provide information to politicians in various advocacy meetings; mobilize celebrities, artists and leaders to publicize the debate on security

quota policy and provide information to civil society leaders to advocate for change. A regular monthly newsletter was adopted to release information on the campaign by the EFA Coalition and to update regularly on the issue.

At the centre of this campaign, a ministerial order was issued, abolishing the practice of security quotas in teacher recruitment. The statement registered by COSYDEP confirmed the abolition of the quota system and raised the ceiling on teacher recruitment level. It also announced a review of teachers' training duration to one year and confirmed that government was effectively bringing to an end the policy that encouraged volunteers (non-professional teachers) in the education system.

A significant result of this work came through but the work has been throughout the entire CSEF project. To ensure appropriate follow up, the coalition undertook to monitor the implementation of the Ministerial Order. Through the exercise, regional branches of COSYDEP have confirmed that the order was in force and was being implemented by the ministry. The monitoring exercise has shown that there has been no recruitment based on the security quota system in 2011, a practice that had lasted several years and had benefitted many corrupt actors at different levels.

Other effects of the campaign in Senegal included mass awareness on the link between staffing policies of government, staff management practices and quality improvement in the national context of education. Arguments and proposals to adjust policies and practices also became well known with authorities being challenged at national level to act. There was also an awareness created in public opinion of the risks associated with the presence of unqualified teachers in the education system sacrificing quality in public education and equity in the enjoyment of the right to education. The campaign contributed to a better teacher training and deployment policy in Senegal. It also led to a redefinition of career plans for the teachers as part of a motivation mechanism put in place by government to professionalize the teaching service and improve the quality of education in the country.

In ***Djibouti***, a progressive Teacher Training and in-Servicing Policy was formulated following 2 years of a campaign led by the NEC. With the support of CSEF in 2009 and 2010, FADE, the National Education Coalition led a civil society campaign in which government recognised the importance of teacher training as a critical area for development. In the new 2010 - 2019 Master

Plan ("Focus on quality") which the members of the NEC were involved in developing, government put teacher training at the heart of the plan. In this master plan, the strategic focus number 4 entitled "Professional development of teachers" places teachers as a key focus in the quality strategy. The new quality strategy will enhance basic teacher training by increasing the capacity of teacher-training colleges; bringing an end to recruitment of untrained teachers, and harmonising in-service education system significantly.

In ***Benin***, the Civil Society Education Coalition pushed for improvement in the quality of education through a policy of effective transfer of resources and competencies to communities. The actions by the coalition contributed to the achievement of the following results: reopening of teacher training colleges, training and recruitment of new teachers, and improvements in monitoring and supervision at school level to improve the quality of education. New university centres were also opened and recruitment of doctoral candidates willing to follow teacher careers was undertaken. The new classrooms built with the support of the Fast Track Initiative have contributed to improved learning conditions and school results. This is being monitored closely by the NEC on the ground.

By launching a campaign called ***Learn Without Fear*** the coalition promoted the concept of a safe learning environment which urged government to end all scandals relating to misappropriation of funds intended for supporting the education sector. The coalition also influenced the organization of the general conference for education which led to the formulation of corrective actions for curricula development following a series of public debates on the content of training provided at all levels. The specific contribution of this campaign included the decisions by government to retrain 1,031 community teachers (retired teachers who were hired and paid for directly by the parents) working in primary education, reopening of closed teacher training colleges, adoption of measures ensuring free primary and secondary (1st cycle) education, increase of education budget up to 20.4% of national budget in 2009 and 24% in 2011.

These measures led to a substantial increase in the amount of resources transferred to communities from 2009 to 2011. To mention a few, 21, 000 adults were trained in literacy in 2010, the opening of new girls' high schools at national level were achieved and an increase in the number of hired university teachers (from 619 in 2006 to 934 in 2010) was also recorded. There was an increase in the number of permanent teachers in the secondary education and vocational and technical training sub-sectors (from 1552 in 2006 to 2622 in 2010). In addition,

new university sites were opened and a social dialogue framework for education related issues was established.

Securing the Right to Education in national laws

Until 2010, Kenya, India and Bolivia were among the developing countries where the right to education was not fully enshrined in the national constitution. From independence, education systems were governed by several acts, laws, sessional papers and statutes scattered and fragmented in different law books. This made policy coordination and implementation extremely difficult and rendered the right to education a non-constitutional right.

In 2009, the CSEF began to facilitate CSOs to influence developments on national laws by targeting the constitutional and law review processes. In ***Kenya***, the Elimu Yetu Coalition (EYC) was supported to initiate a process to fast track the repeal of Sessional Paper no. 1 of 2005 and the Education Act of 1968. The coalition took advantage of the support of the CSEF to spearhead education policy and legislative reform and catapult the development of a Comprehensive National Education Policy and a new Education Act for the country.

Close linkages were forged with civil society to open up the constitutional review processes which was led by the Committee of Experts (CoE) appointed by the President. The NEC worked under the wider banner of civil society organizations to draft specific articles on Economic, Social and Cultural Rights (ESCR), taking advantage of existing opportunities to influence the law reform process to propose a progressive chapter on the Bill of Rights (Chapter 4 of the Constitution of Kenya) as part of the constitutional review process.

In Kenya, Bolivia and India, the NEC played a key role in collection, analysis and consolidation of views from across section of education stakeholders in these countries. They were at the forefront of processes that led to the preparation of policy reports/papers and facilitation of discussions with stakeholders in education sector to inform the review processes.

In ***Bolivia***, CBDE-the national coalition influenced the review, adjustment and enactment of the Avelino Siñani - Elizardo Pérez (ASEP) Education Law. A national mobilization campaign was used to generate policy proposals that were presented by civil society groups to strengthen the ASEP Education Bill, with seminars and round tables being held at different stages in the process.

In ***India***, the constitutional right to education was finally won in 2010, with Article 21 A of the Constitutional Amendment coming into force. The historic achievement came after one hundred years of struggle. Prior to 2009, NCE, the national coalition in India, had launched a campaign to put the issue of the right to education on the political agenda. The coalition targeted the 15th parliamentary election as the moment to draw political attention on the right to education. The campaign directed pressure and public concerns on education to Parliamentary candidates, highlighting the status of education in the country and urging the parliamentary candidates and their political parties to make the enactment of a new law on education a top priority if elected to parliament. Through the campaign, over 1000 parliamentary candidates were contacted to sign pledge letters declaring support for education and promising to prioritize the right to education in their party manifestos and on the floor of parliament when elected.

Soon after the polls, a significant number of child friendly parliamentarians had won the election. At the start of the new Parliament, the right of children to free and compulsory education was notified in April 2010. This was an indication that the new parliament was serious in its promise to prioritize the right to education law. To keep the momentum, NCE mobilized a large group of children through a campaign called "Children knocking on the door of parliamentarians" to pay door-to-door visits to MPs to thank them for the notification and call upon parliament to expedite the enactment of the new law.

A number of campaign events followed from April 2010, with a series of meetings being organised with members of Parliament. In these meetings more MPs were invited to discuss issues on the right of children to free and compulsory education. The MPs were also invited to join a new parliamentary Forum on Education, which had been established to mobilise support for education on the floor of parliament. In a short span of time, 59 MPs had joined the new All Party Parliamentary Forum on Education as active members. In a similar process that followed at state level, NCE contacted state legislatures to set up the state level parliamentary Forum on Education (MLA). This led to the formation of the MLA fora in five of the 34 states in India

The entry into the parliamentary forum on education by the 59 -supportive MPs gave a new impetus on the floor of Parliament. Education gained prominence as a national political issue. Over the last year alone, the NCE was able to mobilise 60 parliamentary questions on education on the floor of Parliament. The questions have touched on a wide range of education policy issues - from the implementation status of the new Right to Education Act, to questions on the

policies of government to address the subject of the out of school children, the shortage of trained teachers, the country's literacy status, government spending on education , corporal punishment in schools etc. Other than holding government to account, the Parliamentary group played a significant role in the enactment of the Right to Education Act.

The Parliamentary Forum on Education effectively provided checks and balances to government on how it fulfils its obligations towards the implementation of the Right to Education Act. To support this group, NCE assessed the impact of the law at state level in a study, to observe if the law is being implemented the way it was intended. The study shows that less than 20% of the Indian population is aware of the existence of the Right to Education act. The coalition has also been able to monitor and apprehend the eventual need for new improvements and changes, identifying a significant group of 0-6 years as having been left out by the provisions of the new law.

In Kenya, Bolivia and India, NECs became the focal points of engagement between civil society groups and different taskforces that worked to re-align the right to education to the new constitutions, laws and regulation. The NECs also released statements in the media while making specific submissions to the Committee of Experts. These submissions informed the rich provisions on the right to education which were enshrined in the 3 national constitutions. In all these countries, the inputs of the NECs, reinforced by those of other actors, resulted into education becoming a constitutional right. With this, the children in these three countries became entitled to the right to education and should now enjoy this fundamental right without any discrimination.

In these three countries, the focus of the campaign, following the enactment of the law has been to ensure that appropriate regulations are in place to implement the provisions of the law. In India, NCE has been working with state level legislature in 5 states to put in place model rules to implement to the Right to Education Act. By June 2011, those 5 states out of the 34 states in India had enacted state level rules. Similarly in Bolivia and Kenya, the coalitions are working closely with the Ministry of Education to provide inputs into the regulations and in the development curricula to operationalize the new law.

In ***the Gambia***, EFANet and its partners run a similar campaign to get the Gambian government to introduce a policy to abolish user fees in public schools. The no fee campaign

was based on studies conducted by EFANet, UNICEF and the Ministry of Basic and Secondary Education in 2010, which identified poverty as the main barrier to access to education in the country. The studies show that only 3% of the poorest quintile were able to complete secondary school, against 38% of the wealthiest quintile. In 2011, the Ministry of Education was forced to announce that government had reduced 'extra costs' at the lower basic (primary) level by 60% to take effect from September 2011. Although the pronouncement does not go far enough, it is a first step towards a total abolition of a policy that keeps many children out of school.

In ***Guinea Bissau***, the National Education Coalition focused its campaign on pushing for the formulation of education policies that would allow better access to free basic education in the country. The campaign targeted new legislation and regulations, to influence allocation of financial resources to the education sector. This includes the need for creation of minimum conditions for quality teaching and learning to take place including provisions for teacher training and adequate teacher remuneration and motivation policies. A public campaign was launched to sensitize communities to denounce and banish cultural practices that prevent children from attending school, especially girls, to persuade government to allocate more funds to the education sector and the public to monitor the sector budget and participate more actively in school management committees.

But in all these countries governments still need to evolve effective strategies to ensure in-school children who drop out of the system get back into education and to transform government schools into a quality centre of education under a public education system. It is also urgent, more now than ever, to reverse the growing trend in commercialization and privatization of education. For NECs, the key challenges are to take up the task of monitoring the implementation of the laws and apprehend the eventual need of new improvements and changes when necessary; link up their activities through campaigns , advocacy, action researches with other popular grass roots movements; strengthen community participation in school governance by empowering School Management Committees (SMCs); continue making policy critiques about lapses in laws and policies; strengthen national policy interventions; develop model initiatives for intervention and best practices and utilize its full potential through constituents like teachers' unions to advance the right to education.

Part 3: Establishing National Civil Society Education Funds

Prospects of National Civil Society Education Funds (NCSEFs)

In part 3 of the report, we analyze the prospects and challenges for establishing credible and independent NCSEFs and the sustainability of this work in general. The pilot phase of NCSEF was marked by a research process, launched in August 2010 and conducted in India, Ghana, Kenya, the Gambia and Senegal in addition to the earlier study carried out in Mozambique in 2009. The purpose was to provide a better understanding of the nature and challenges of establishing NCSEF; recommend to NECs how to proceed with the implementation phase and feed into a broader examination and understanding within GCE of what it would mean to achieve credible and independent NCSEF in developing countries.

The main conclusion is that the goal of establishing NCSEF under the current phase of the CSEF was an ambitious one. It is a goal which is not tenable under the current circumstances. In order for national civil society organisations to assume their role as expected under the Dakar Framework of Action, a stable, long-term mechanism needs to be in place to secure more predictable core funding for this work without jeopardizing their capacity, achievements and work plans each year. While such a mechanism should initially be established at the global level, long term sustainable financing for national education coalitions should be incorporated as good practice in the Global Partnership For Education's (GPE) model at the country level. This mechanism can draw on the lessons learnt from the experience of the CSEF, as well as the Dutch-funded Real World Strategies (2006-2010) and the UK-funded Commonwealth Education Fund (2002-2008).

With the lessons from the CSEF, GCE will review its strategy before moving forward with the concept for NCSEF. The continuation of the CSEF beyond 2012 will be important to ensure continued capacity building for resource mobilization. The current CSEF underestimated the capacity needed to allow local capacity for successful resource mobilization to happen. Besides the NCSEF, other models of resource mobilization will need to be explored and developed. This will require a more multi-pronged approach to fundraising and a longer term strategy to build capacity of NEC on resource mobilization.

Other than creating new mechanisms at country level, such a strategy should build on what already exists by targeting existing mechanisms to meet civil society needs for core funding or project specific support. This should include incorporating long term sustainable financing for

national education coalitions as good practice in the Global Partnership for Education's (GPE) model at the country level. Therefore, there is a need to engage development partners further, including those that already support existing funding arrangements for civil society at country level.

In addition, NECs need to closely monitor developments in the macro-economy and donor response to make the case for education research and advocacy at national level continuously stronger and relevant for donor support. In other words, strategies need to be redesigned more carefully and cautiously as the prospects for national civil society mechanisms is context specific and varies from country to country.

For resource mobilization to be successful, several factors also need to be aligned. These include the need to provide more targeted support to NECs; provide more technical support and capacity for fundraising and resource mobilization and to create conditions that would make fundraising and resource mobilization successful. The NCSEF studies recommended for the need to hire an experienced fundraiser to facilitate design and implementation of effective fundraising programmes that recognize diverse corporate interests in the CSEF countries. The need to direct responsibility for taking forward the recommendations of the research at country level was also identified.

Potential sources of funds: the members of NECs heavily depend on development partners for funding with very little support from the corporate sector. Development partners have provided different pooled funding mechanism towards civil society strengthening in most countries totalling to over US$50 million in the past 5 years in Ghana alone. This excludes other civil society funds which are managed internationally, but are accessible to CSOs. NGOs, CSOs and NECs have not been particularly successful in building other ways of fundraising. Very few national CSOs have creative fundraising initiatives that can raise funds sustainably.

Donor strategies, trends and priorities: unlike for budget support to governments, donors are generally not coordinated in their support to civil society organizations. However, the emerging patterns regarding donor strategy shows a trend towards aid alignment and harmonization to CSOs. This is being driven in part by donors' quest to reduce transaction cost and the growing recognition among development partners about the pivotal role of civil society in national development. On donors' current and future priorities, the findings indicate that development

partners' support to CSOs are targeted at strengthening the voice of citizens and accountability. Environment and climate change issues may also engage the attention of development partners in the coming years.

The governance structure and fund management systems of CS Funds: the NCSEF studies show that existing civil society funds have used either a two-tier or three-tier governance structure. Funds that have used a three-tier system reflected a governance structure made up of governing boards, steering committees and project management teams/secretariat. Those that employed a two-tier system have structures made up of only a steering committee and project management team/secretariat. The three-tier system has been criticized for being too bureaucratic resulting into delays in the grant making process. Functions within the structure have been found to be overlapping. With respect to the grant making process, some CS Funds have been a two-stageprocess of concept note followed by full applications while others employ a one stage process consisting of only full/detailed application. All CS funds were found to be using or have used a two way review/assessment process made up of internal review by project management teams and external review by independent evaluators before results are sent to steering committees for onward review and approval.

Challenges for National Civil Society Education Funds

Macroeconomic Challenges and Prospects: The findings show that some of the national economies such as Ghana may witness a massive expansion of the private sector in the short to medium term with potential to develop national fundraising sources among the private sector. There exists a positive macroeconomic outlook, with high projected growth of the private sector forecasted in the coming years. However, challenges were also identified: the volatile nature of these economies to external shocks due to the vulnerabilities of the major export commodities. In addition, the global financial crisis still presents some potent challenges that will continue to negatively affect growth prospects in the coming years. These frustrate local civil society fundraising initiatives.

Attitude of stakeholders to NCSEF: More than half of NECs members interviewed were in agreement with the idea of NCSEF. There are, however, some general concerns that NCSEF may limit the funding space for member organizations. In addition, issues of conflict of interest, favouritism, misappropriation and mismanagement of funds and perceived discrimination

towards weaker members were identified as key concerns of stakeholders. NEC members, corporate entities and development partners prefer a governance structure that is independent, transparent and representative of all stakeholders.

Development partners: Development partners were not united in their response to the idea of NCSEF. While some view the concept as complimentary to the existing funding mechanism and therefore a laudable initiative, others see the idea as duplication in the face of existing mechanisms. Some existing mechanisms were found to be quite focused and covering key thematic areas under education. This can provide a starting point for NECs where such are already in existence.

Governments: Under the current sector wide approach arrangements, governments do not support civil society mechanisms such as NCSEFs. Most national laws do not make provision for CSOs within the financing architecture of governments. To be able to receive support from government, existing legal framework will have to be changed. This includes the need to review the memorandum of understanding that governs the operations under the Sector wide approach.

The Corporate Sector: most corporate entities have supported CSOs work in the past five years, but majority will contribute to specific projects than general funds. This suggests that coalitions may face challenges in convincing corporate entities that are accustomed to providing project support to contribute to a basket fund. Further, corporate entities need a form of recognition from CSOs that they support. Managing the multiple demands and expectations of the corporate world in a pool funding mechanism may pose challenges to NECs.

Managing grantees: managing the reporting deadlines of grantees has been found by fund managers of civil society funds to be a major challenge, more so when the fund is locally based and belongs to a coalition. Another challenge that coalitions may face is the situation where the members of a coalition apply for grants/support from the same funding sources.

Operational Management Issues: Ensuring regular flow of funds into the NCSEF to meet the needs and expectations of members may pose a challenge. Unless coalitions put in place a robust fundraising strategy and mechanisms to secure funding from both local and international sources, the NCSEF, if set up, may dry up quickly due to high demand from members.

Managing Donor Expectations: For NCSEF to be sustainable, it may have to raise funds from diverse donors. Each donor, however, comes to the table with their own requirements and expectations with regard to reporting, funding criteria and issues to fund, which may create a conflict in demands. In addition, the corporate sector may demand recognition for their support to the fund. Managing these complex and conflicting demands and expectations may thus be a Herculean task.

Implication of oil finds: as a key pilot country, Ghana recently attained a lower middle income status after rebasing her GDP. In addition, the country has discovered oil in commercial quantities, expecting to contribute additional 6% to total domestic revenue in 2011. These achievements have some implication on the future of Overseas Development Assistance (ODA) in general, and direct budget support in particular. The findings indicate that aid inflows to middle income countries are far less than developing countries. While it is early days in the case of Ghana, indications are that aid inflows are likely to remain stable in the medium-term, with no significant increase being forecast. By the end of the semester, 26 out of the 44 CSEF countries had the desire to set up NCSEF. The majority of these reported that they have plans to consider this in future. The recognition of the need for NCSEF at this stage is an important initial step. These countries will require additional support to theorize this concept and translate it into action as the establishment of NCSEF requires ownership and consensus of civil society at country level.

Part 4: Overall Financial Management and Performance

Summary of expenditure: June 2009 – end June 2011	
Africa Region	
Grants	$3,274,613.63
Regional Secretariat	$1,343,480.00
Funding Committee	$ 134,394.00
FMA	$ 377,171.25
Total Expenses	**$5,129,658.88**
Asia Region	
Grants	$1,634,382.54
Regional Secretariat	$ 796,897.00
Funding Committee	$ 111,937.00
FMA	$ 173,447.89
Total Expenses	**$2,716,664.43**
Latin America Region	
Grants	$ 360,263.64
Regional Secretariat	$ 424,816.00
Funding Committee	$ 44,296.00
FMA	$ 98,080.00
Total Expenses	**$ 927,455.64**
Capacity Support Plan	$1,482,040
GCE	$1,666,773
Overall Expenses	**$11,922,590.99**

Overall performance for the period – Expenditure versus budget

In this reporting period, the CSEF project operated on the funds received in the semester in the amount $2,700,000. Reported expenditure for the 4th semester was $3,778,725.09. The overall expenditure for the period, from inception to date is $11,922,590.99 from a total budget of $17,600,000 for the whole project. Total expenditure to date reflects an overall budget performance rate of about 68%. There were variances between what was planned and what was achieved. Not all targets as stipulated in the results framework were accomplished. The main reasons for the variances recorded for the period Jan-June 2011 were as follow:

Late release of funds during the semester: most of the funds for Year 2 were released in the second half rather than the first half of the year. Reasons for delayed release of funds include the following:

- **Delay in reporting**: due to a number of coalitions not fully completing quarterly financial reports in time or submitting them late. Time had to be spent responding to questions and requests for additional information from the Financial Management Agencies, before further funds could be released.
- **The initial delay at the start of the project:** with the late start of the project (January 2010 as opposed to July 2009 at country level), NECs missed a whole quarter of implementation at the beginning of the project. As a result, year one activities could not be completed by the end of June 2010. This led funds and activities for year one being carried forward to the beginning of year 2.

Extension of year 1 activities: in view of the above, the Regional Funding Committees were requested to extend the implementation period for year 1 activities to end of September 2010, to allow NECs absorb resources more efficiently and accomplish agreed plans of action for year 1 more effectively. Hence the closing date for year 1 activities was extended from June to September 30th 2010 for most coalitions.

The long anticipated decision on the no-cost extension: the decision for the no-cost extension was only confirmed in May 2011. As the extension become imminent, an internal decision was made to extend the year 2 applications timeline for NECs. This led to the extension of the timeframe for approval of year 2 country plans from July 2010 to February 2011 to allow adjustments in plans and budgets within the context of the extension. When the no-cost extension was finally confirmed (three months latter), further changes had to be made on grant allocations to satisfy the overall needs of the project as well as re-cast plans and budgets in view

of the closing date. Following a number of review meetings, contracts had to be amended to match with the new changes. National coalitions also needed time to review their planning for year 2 to adjust for lost time. This set of events effectively affected disbursement and absorption.

Exchange rate fluctuation: There was a difference between the exchange rate assumed in the budget and the actual exchange rate obtained between the USD and the currencies of the project during the period. This was the case as the global and regional staff supporting the program are based in different regions and in different countries of the world.

Staffing: Several positions across the project were vacant for several months either due to delay in recruitment or the resignation of staff. In some cases, staff contracts were not renewed for Year 2 following a staff assessment process that led to a number of performance issues. In these cases, the positions were only filled after several months in the year.

Lack of candidates with the right language skills: in Africa, an additional Portuguese-speaking staff member was planned to be recruited by the end of 2010. However, the recruitment has been unsuccessful after several attempts, due to the lack of candidates with the required language combination skills. Because there are no Portuguese-speaking staff at the regional secretariat in Africa, ANCEFA needed someone who can speak a combination of either English and Portuguese, or Portuguese and French. Finding the right candidate has not been possible within the current budget provision.

Travel budgets: under spending in travel budgets for Asia and Latin America for the whole of Year 2 has been due to a number of factors: (1) delayed hiring of staff and vacancies in staff positions at certain periods (mainly affecting the first semester, Year 2); (2) some staff travel, specifically in the South Pacific, has had to be organized to coincide with activities paid for by other grants, hence a lower draw on travel budgets; 3) visa constraints of some staff curtailing frequency of travel to some countries. For example, staff of Bangladeshi origin travelling to India; Pakistani staff to Cambodia, Indonesia; 4) budgets also assumed wide margins to allow staff to be able to travel in response to coalition requests (on top of staff-defined travel to monitor programme progress). In Africa, the negative variance is in view of increased demand for closer technical support and supervision. Africa is where almost 70% of the project resides. It is noted that the line on travel cost for Africa was way under budgeted considering the amount

of travel that is needed to oversee the project. Compared to the previous semesters, there were more support visits during the fourth semester.

Rent: in Asia, there were savings from rental costs assumed in budgets since the South East Asia Policy Advocacy Support staff hired to replace the earlier appointee was eventually based in the same office space (in Manila) as the other South East Asia CSEF staff person hence no additional rental was required.

Communication: overall under-spending on communication budgets was on account of staff positions lying vacant for some periods; 2) also, there was less draw on margins assumed for frequent international (landline and mobile) calls of staff with coalitions and among the members of the multi-location CSEF Regional Secretariat team since staff employed much cheaper/free Skype call facilities to communicate with partners and each others. There were no other planned communication activities.

End of project Audit: the original project plan for the CSEF was approved by the EPDF committee only for one year-June 2009-June 2010 ($ 6.5 million initially). This was followed by a second approval that granted addition $11.1 million, but with the caveat for GCE to shorten the timescale of implementation and close down activities by June 2011. The audit which was planned and budgeted for July 2009 through to December 2010 was therefore meant to coincide with the project closure. With the delayed start and the extension of the project into a second year, it was considered more appropriate to move the end of project audit to a new project end date (June 2012). There has been significant progress in the financial management capacity of the NECs in the fourth semester. The FMAs continued to play a major role in ensuring that the NECs are closely monitored and were adequately supported. In this regard, technical support visits and capacity building sessions were carried out.

To ensure that financial resources are managed well and that the project meets its set targets, financial management continues to be a major functional area for NECs. During the semester, Financial Management Agencies (FMAs) in all the three regions continued to monitor financial performance on a quarterly basis using the following indicators:

- The timeliness of quarterly reports by NECs
- Quality of documentation provided along with the report (invoices, receipts, bank statement and reconciliation),
- Completeness of documentation provided; and
- Levels of performance in line with approved budget heads

Main conclusion of the report

Across all 45 countries, the objectives to establish broad based and democratically run national education coalitions (NECs) and strengthen the capacity NECs to advocate for policy change and institutional reforms at country level have been greatly realised. Consistency in the work of civil society education coalitions across the board has been increased. The support rendered through the project has contributed to the strengthening of local institutions, with services being delivered with greater transparently and accountability. Thematic and issue-based strategy of monitoring and tracking of education sector plans has strengthened budget management at school level. School and district level budget tracking have helped to alert the education authorities in times when urgent actions are needed, leading to more vigilance and stronger policy measures being taken at different levels.

With lessons emerging from NCSEF pilot studies, GCE needs to review its strategy before moving forward with the concept for NCSEF. The goal of establishing fully operational NCSEF is not tenable within the current phase of the CSEF. In order for national civil society organisations to assume their role as expected under the Dakar framework of action, a stable, long-term mechanism needs to be in place to secure more predictable core funding for this work. Besides the NCSEF, other models of resource mobilization need to be explored and developed. This will require a more multi-pronged approach to fundraising and a longer term strategy to build capacity of NECs on resource mobilization. Such a strategy should build on what already exists by targeting existing mechanisms to meet civil society needs for core funding or project specific support. This should include incorporating long term sustainable financing for national education coalitions as good practice in the Global Partnership for Education's (GPE) model at the country level. Therefore, there is a need to engage development partners further, including those that already support existing funding arrangements for civil society at country level.

In addition, NECs need to closely monitor developments in the macro-economy and donor response to make the case for education research and advocacy at national level continuously stronger and relevant for donor support. In other words, strategies need to be redesigned more

carefully and cautiously as the prospects for a national civil society mechanism is context-specific and varies from country to country.

Capacity building in resource mobilization remains a major priority and challenge for NECs. For resource mobilization to be successful, several factors need to be aligned. This should include the need to provide more targeted support to NECs, provide more technical support and capacity for fund raising and resource mobilization and to create conditions that would make fundraising and resource mobilization successful.

On the policy front, important policy gains have been made. However, gains need to be backed by adequate resources if they are to be translated into actions. The key challenges that remain are for governments to evolve effective strategies backed by necessary resources to put back in-school children who drop out of the system, transform government schools into quality centers of education under a public education system and reverse the tide against commercialization and privatization of education in poor countries.

Effective monitoring of the implementation of the sector plans and policies means apprehending any eventual need of new improvements and changes when it is still early. For this, NECs need continuous capacity support to link up campaign and advocacy activities more effectively with popular grass roots movements in order to strengthen community participation in school governance and reinforce national policy interventions. This can be realized by promoting model initiatives and best practices by working more closely with constituents like teachers' unions to demonstrate the effectiveness of civil society work at country level, and to engage more proactively with regional and global issues pertaining to education governance.