Regional and National Civil Society Education Funds (CSEF)

Second Progress Report
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Executive Summary

Despite an initial delay at the start, the project (CSEF) became fully operational in 40 countries, with the Regional Funding Committees (RFCs) working effectively in all the three regions. A funding process through which 40 National Education Coalitions (NECs) received support during the reporting period was fully established.

With all the structures in place, attention was focused on the core strategy of the project-to strengthen the role of NECs in the consensus building process around education sector plans. To achieve this, concrete steps were taken to ensure that CSOs can begin to claim the roles that they are expected to play according to the Dakar Framework of Action specifically in respect to the FTI country level processes. To this end, 13 NECs became fully recognized as partners in the Local Education Group (LEG). This led to the number of NECs taking part in the education sector annual review processes increasing from 14 to 28 countries. The increase was steadily realised with the CSEF funding providing predictable funding which enabled NECs and CSOs to begin to plan and focus on the policy process. For the first time, NECs received full funding to build capacity in developing, monitoring and evaluating education sector plans, track education budgets and spending, conduct policy oriented research, and to engage in policy discussions as partners. This to ensure sound and sustainable education sector plans.

The growing level of NGO activity during the reporting period led to the expansion of NECs and their CSO network. Four new NECs were formed, 224 new district networks or branches of NECs were established, 1535 CSOs and groups joined as members of NECs in 40 countries. The number of NECs with established district, provincial networks or branches all over the country also increased from 13 to 28, with the number of those legally registered increasing from 13 by end of December 2009 to 29 by end of June 2010. The growth and expansion in the network led to greater outreach, contributing to the credibility and legitimacy of NECs and their work. More NECs found space and respect in the policy arena, particularly in Joint Technical Working Groups as well as in the Education Sector Working Groups (ESWG).

Recognition as partners in the LEG is only a first step. Meaningful engagement with national governments and donors requires additional quality indicators to be in place. Access to government decision making processes, information and budget transparency remained a challenge in some countries. To increase the quality of civil society engagement, the CSEF helped to increase access to the Education Strategic Plan and key education sector policy documents in countries where this was possible. The project targeted activities to increase budget tracking work, to produce budget analysis reports and translate budget information for community use in order to provide information to the public and promote transparency. It supported CSOs to undertake and process policy studies, research and surveys. This helped fledging NECs to define their policy agenda, prepare policy inputs and campaign plans to provide voice and representation of civil society in education policy process.

A few challenges became more clearly evident:

- A number of NECs which had been part of the ESP for many years, demonstrated capacity and professionalism in claiming space and participation in the policy process. At the same time, there were a good number of NECs with budget competencies developed over time, but which had not yet synchronised budget tracking and budget analysis in their policy engagement processes.
- A number of NECs that were recognised as partners in LEG did not have some key competencies to fill the policy space. Most of these produced a number of research products, but without much correlation with their policy agenda, policy definition and ongoing campaign work.
- A number of NECs were neither recognised as partners in LEG, nor have the core competencies and information required to engage with FTI country processes. This category has taken steps to clarify their policy agenda and campaign plans. Some of these policy studies, surveys and research were initiated in the last six months and will need further support to define their policy priorities.

Challenges were also observed in education policy processes in many countries. The quality of dialogue in FTI partnerships at country level to a great extent is indicative of the health of partnerships. The lack of basic rules of engagement agreed with civil society and the inability of internal processes of decision making to be more open to civil society remained a major obstacle.

Building capacity of NECs to monitor national education plans, track education budgets and spending, and to conduct policy oriented research requires predictability both in the funding of CSEF and also in the manner in which policy decisions are openly and transparently discussed. More work is needed along these two fronts: first, to guarantee the future and predictability of the CSEF so that NECs can make long term plans, beyond June 2011 as the task of achieving EFA requires consistency in delivering the long term objectives of the CSEF. In addition, the following challenges will also need to be addressed;

Stronger coordination at country level: Arising from the need to strengthen coordination between civil society (INGOs) and donor agencies that currently support the work of NECs at national level. The CSEF project has led to growing levels of activities of NECs at national level. Hence, the need for better coordination of civil society organisations involved has emerged. This has to be promoted in order to forge stronger synergies to maximize the impact of NECs and CSOs in the education policy processes.

Capacity building of NECs: The capacity support plan agreed to at the end of July 2010 will need to be prioritized. Emerging capacity gaps identified need to be addressed, with special attention to resident support, mentorship and mentor organization programmes targeted at smaller NECs that need greater attention to develop. Capacity building of such coalitions will be a key focus of the CSEF capacity building work to enhance coordination and support national level.

Financial management and training: With the capacity support plan, financial management and training will be supported. A mid-way financial management assessment and systems review will be conducted to evaluate performance and needs for capacity building and training, and indicate plausible procedures and systems to help improve overall financial management and control of these organizations.

Implementation of National Civil Society Education funds (NCEFs): Implementation of NCSEFs will be given more attention. A broad consensus building consultative process will be initiated among civil society and key stakeholders in the NCEFs pilot countries to take the NCSEF forward in 7 pilot countries. In addition, there will be a need to explore new funding streams and guarantee predictability in the work of NECs who face uncertainty after June 2011.

Social accountability for CSEFs: A comprehensive communication plan will need to be developed and implemented to communicate the objectives and progress of the CSEF. The Global CSEF secretariat will play a leading role to ensure that country lessons and experiences are captured and shared, highlighting the contribution of civil society towards the EFA goals and to the mission of the EPDF trust fund.

Meaningful engagement in ESP and the Joint Sector Review processes: With access to the education policy processes increasing for civil society, more needs to be done to improve the quality of dialogue in the EFA partnership at country level. Experience demonstrates value in countries where this partnership has been formalised. This formalization entails basic rules of engagement that defines the partnerships with the aim of enhancing the quality of internal processes and rendering it more open, transparent and genuinely inclusive.

Overview

The Global Campaign for Education (GCE) was founded in 1999 in the run-up to the Dakar World Education Forum in response to the failure to achieve the Education for All (EFA) goals agreed upon at the World Education Conference, Jomtien, in 1990. The campaign brought together several International Non-Governmental Organisations (Oxfam, ActionAid, Global March for Labour) and Education International (the Global Federation of Teachers Unions). It sought to strengthen the role of civil society advocacy movements working in defence of public education and to pressure national governments, international donors and international financial institutions such as the World Bank and the IMF to respect financial and political agreements made to deliver high quality public education to all by 2015. In its public campaign, GCE calls on governments to: involve citizens' groups, teachers and communities in developing concrete plans of action for delivering and sustaining free, good quality public education for all; to abolish fees and charges for public primary education, and to increase their own spending on adult, early childhood, primary and basic education, with priority investments in schools and teachers serving the most disadvantaged groups. It calls on the World Bank and rich Northern countries to increase aid and debt relief for basic education, and fund a Global Initiative to back national plans with speedy, coordinated and predictable delivery of additional resources needed. It also call on civil society organizations to hold their own governments and international institutions accountable for upholding the right to education, and delivering on the Education for All goals.

In 2008, GCE conceived the Civil Society Education Fund (CSEF) as a major global civil society initiative to secure more international support to sustain civil society advocacy for education. The CSEF grant of $ 17.6 million was made available by the Committee of Education Programme Development Fund (EPDF) to "provide support to the core work of National Education Coalitions (NECs) so that they can fully engage in the development of education sector programmes with government and donors, and track the progress of national governments and local donor groups working towards the EFA goals".

Countries covered by the CSEF as at end of June 2010

The CSEF covered 40 countries by the end of June 2010. These include: **Latin America:** Haiti, the Dominican Republic, Bolivia and Nicaragua: **Asia:** Bangladesh, Cambodia, India, Sri Lanka, Nepal, Pakistan, Papua New Guinea, Vanuatu, Solomon Islands, Vietnam, Mongolia: **Africa:** Angola, Benin, Burkina Faso, Burundi, Cameroon, Djibouti, DRC, Gambia, Ghana, Guinea-Bissau, Kenya, Lesotho, Liberia, Malawi, Mozambique, Niger, Nigeria, Senegal, Sierra Leone, Togo, Uganda, Zambia and Ethiopia, Cape Verde and Zimbabwe.

Eligibility criteria for CSEF

Only countries that are FTI eligible can apply: All national education coalitions (NECs) in the FTI eligible countries qualify to apply for the fund. In countries where NECs do not exist, the Regional Funding Committees (RFCs) may consider credible plans presented by civil society education advocacy formations or from strong members or partners of GCE constituents in the country to set up a national education coalition.

The principle of one country one plan: The CSEF follows the same principle as the Fast Track Initiative: one country, one plan. The RFCs only approve one proposal per country. Civil society organisations are encouraged to work together to produce a single proposal from a broad-based national education coalition or from a consortium of CSOs or coalitions. In all cases, the various components of the country proposals need to cohere into an overall plan. A collection of disparate unrelated activities are considered unfavourable.

Proposals must meet the requirements set out in the application guidelines: Based on agreed criteria, applicants must submit proposals that describe the type of work they will do to achieve CSEFs' core objectives. Proposals must be sent to the CSEF regional secretariats by the end of June. The RFCs meet from the begin-

ning of August to the end of September to agree on appraisal criteria, review proposals and approve those that meet the minimum conditions. The decision of the funding committee is communicated to applicants and it is final.

The aims of the EPDF trust fund: For an application to be approved, the RFCs need to be convinced it can contribute to the aims of the EPDF trust funds to increase the number of low income countries with sound and sustainable education sector plans. Applicants must demonstrate that their proposal is strong enough to enable civil society organisations to fully assume the roles that they are expected to play according to the Dakar Framework of Action specifically in respect of the FTI country level processes.

The CSEF Results Framework

The CSEF results framework was agreed with the FTI Secretariat and the World Bank at the end of July 2010. This is illustrated in the framework below.



Indicators at a glance

Project Goal	Support the core work of NECs for CSOs to fully engage with and track the progress of national governments and donors in working towards the EFA goals
Indicator 1	Number of NECs fully recognized as partners in the Local Education Group[1]
Indicator 2	Number of NECs that take part in ESP development, endorsement, appraisal process and implementation and monitoring
Indicator 3	Number of NECs that actively take part in annual joint sector reviews

[1] The governance structure of EFA FTI at country level is based on the principle of subsidiarity: discussions and decisions around a country's education sector plan take place in country with local stakeholders (government, bilateral and multilateral agencies, civil society), as they are best placed to evaluate, assess, implement and monitor the country's plan.

Purpose	Establish broad based, democratically run and effectively working National Education Coalitions
Indicator 4	Number of new NECs formed Number of new district/provincial networks/branches established Number of NECs with more than 10 CSO members (expansion of national CSO network) Number of NECs with established district/provincial networks/branches all over the country
Indicator 5	Number of coalitions that have credible Boards and governance structures Number of coalitions that held at least 1 annual assembly Number of coalitions that have elected new Board members; of those new members what is the number of women elected?
Indicator 6	Number of NECs that have increased their budget work by producing budget analysis reports.
Indicator 7	Number of studies, policy research, and surveys conducted and produced by NECs or CSOs
Indicator 8	Number of coalitions with clearly defined policy agenda and campaigns plans
Objective 1	**Strengthen the capacity of National Education Coalitions**
	Number of NECs that report full access to education sector plan and sector policy documents
Indicator 9	Number of NECs that are legally registered
Indicator 10	Number of NECs with uniform/standardized accounting systems Number of NECs that report using the financial management policy manual, financial management tools and budget monitoring templates
Indicator 11	% of NECs with timely and satisfactory financial and narrative progress reports
Indicator 12	Number of NECs participating and using the CSEF Knowledge and Resource Locator
Objective 2	**Strengthen support and coordination from the regional and global level**
Indicator 13	Number of coalitions whose financial management system has been reviewed
Indicator 14	% of total CSEF country grants allocated to NECs
Indicator 15	% of total CSEF country grants disbursed to NECs
Indicator 16	Number of support visits made to NECs (regional and global secretariats)
Indicator 17	Number of countries where mentorship program is initiated
Indicator 18	% of official communications to NEC responded to within 3 three days
Objective 3	**Establish credible and independent National Civil Society Education Funds (NCSEFs)**
Indicator 19	Number of countries with a NCSEF plan in place
Indicator 20	Number of coalitions that have secured at least one additional donor funding for their activities

Summary of Results as at end of June 2010

INDICATOR	BASELINE 2009	MILESTONE BY JULY 2010	TARGET BY JUNE 2011	ASSUMPTIONS
Number of NECs fully recognized as partners in the Local Education Group[2]	**18**	**31**	**40**	Donors at headquarter 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**	**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**	**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**	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**	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**	**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**	**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**	**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**	**46**	Democratic space allow civil society organizations to freely assembly and associate
	Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of coalitions that have elected new Board members in the last year	**11**	**20**	**46**	
	Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of women elected on NECs Boards	**20**	**89**	**100**	
	Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of NECs that have increased their understanding about the national budget by producing budget analysis reports	**11**	**19**	**30**	Greater transparency and public knowledge about key documents from government and donors is the basis for effective advocacy strategies
	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**	**67**	**80**	
	Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of coalitions with clearly defined policy agenda and campaigns plans	**15**	**23**	**35**	
	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**	**40**	
	Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of NECs that are legally registered	**13**	**29**	**35**	Access to internet for most NECs improves
	Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of NECs with uniformed/	**NA**	**NA**	**NA**	

[2] The governance structure of EFA FTI at country level is based on the principle of subsidiarity: discussions and decisions

standardized accounting systems	**Source:** Quarterly reports from NECs, bi-Annual Report from NECs			
Number of NECs that report using the financial management policy manual, financial management tools and budget monitoring templates	**40**	**40**	**45**	
	Source: Quarterly reports from NECs, bi-Annual Report from NECs			
% of NECs with timely and satisfactory financial and narrative progress reports		**60**	**80**	Full access to information for all language groups of NECs (French, English, Spanish, Portuguese)
	Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of NECs participating and using the CSEF Knowledge and Resource Locator	**0**	**0**	**45**	
	Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of coalitions whose financial management system has been reviewed	**0**	**4**	**30**	NECs adapt and incorporate the system into their own organization
	Source: Quarterly reports from NECs, bi-Annual Report from NECs			
% of total CSEF country grants allocated to NECs		**100**	**100**	NECs adhere to all reporting accounting requirements
	Source: Quarterly reports from NECs, bi-Annual Report from NECs			
% of total CSEF country grants disbursed to NEC			**90**	
	Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of support visits made to NECs (regional and global secretariats)	**36**	**73**	**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**	**10**	
	Source: Quarterly reports from NECs, bi-Annual Report from NECs			
% of official communications to NEC responded to within three days	**NA**	**NA**	**NA**	
	Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of countries with a NCSEF plan in place	**0**	**0**	**10**	Increase donor trust and confidence 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**	**25**	
	Source: Quarterly reports from NECs, bi-Annual Report from NECs			

CSEF Project Countries in Africa shown in red color



Those shown in yellow are possible expansion countries in 2010

Chapter One

Overview of Project Goal and Objectives

Goal

Support the core work of NECs for CSOs to fully engage with and track the progress of national governments and donors working towards the EFA goals

Purpose

Establish broad based, democratically run and effectively working National Education Coalitions

Objectives

a. Strengthen the capacity of National Education Coalitions

b. Strengthen support and coordination from the regional and global level

c. Establish credible and independent National Civil Society Education Funds (NCSEFs)

Categories of activities supported by the Civil Society Education Fund

1. Establishing or strengthening broad-based and democratically run and effective National Education Coalitions that have membership across the country
2. Establishing credible and independent National Civil Society Education Funds (NCSEFs)
3. Broadening National Education Coalitions to include teachers unions, women's groups, human rights organizations, rural community groups, media, donor agencies and private sector
4. Strengthening coordination on education across civil society and with government and donors
5. Training civil society to monitor spending on education both at local and national levels with respect to: Budget analysis and tracking; Gender disaggregated budget analysis; Translating budgets so that communities understand what it means for them politically
6. Educating civil society advocates on major developments in education policy and the FTI process
7. Increasing civil society engagement with government and representation in FTI processes, education policy, Poverty Reduction Strategy processes, development, implementation and revision of education programs and policies, representation in the Local Education Group.
8. Designing effective advocacy campaigns

CSEF has been dedicated to build capacity of CSOs in developing, monitoring and evaluating education sector plans, track education budgets and spending, conduct policy oriented research and to strengthen civil society engagement and consensus building processes around education sector plans. This will contribute to the aims of the EPDF trust funds to increase the number of low income countries with sound and sustainable education sector plans using broad based participatory and consultative processes.

1.1 Overall progress achieved towards project goal

To achieve project goals, the CSEF is building capacity for NECs to work with the Local Education groups, play an important role in Education Strategic Plans and take an active part in the annual joint education sector reviews. The progress towards the project goal is measured along three result indicators illustrated in figure 1 below:

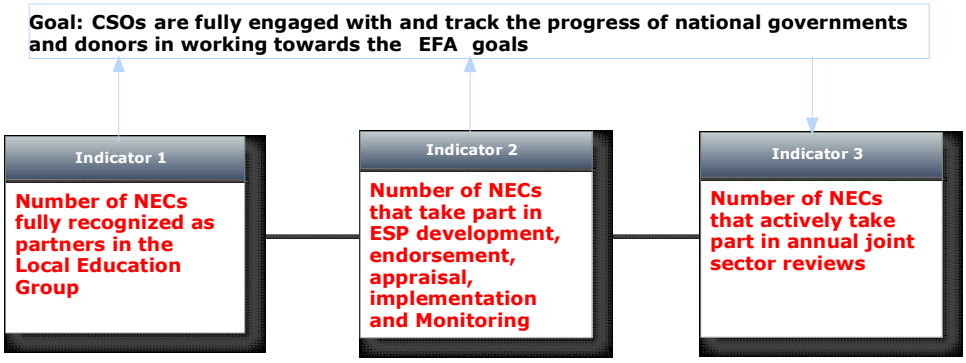


Figure 1: Summary of results indicators for project goal

1.2 Highlights

By end of June 2010;

- ☑ The number of NECs fully recognized as partners in the Local Education Group (LEG) increased from 18 to 31
- ☑ The number of NECs that actively take part in annual joint education sector reviews increased from 14 to 28
- ☑ The number of NECs that take part in ESP development, endorsement, appraisal, implementation and monitoring processes had grown from 14 in December 2009 to 29 by end of June 2010

1.3 Strengthening civil society participation in national processes

In the Paris Declaration, paragraph 17,48 is the only section that can be interpreted as hinting at civil society involvement in the national development strategies. However, the Paris Declaration referred frequently to recipient countries' National Development Strategies. It presumed that national development strategies would be agreed through "broad consultative processes". In reality, however, the track record shows that actual consultation in national processes remains peripheral at best for civil society. In the Declaration, paragraph 17,48 states that "Partner countries commit to reinforce participatory approaches by systematically involving a broad range of development partners…[in] national development strategies". An explanatory OECD article (2005 Development Co-Operation report) goes further to mention the need for "reinforcing the role of civil society". Despite this, civil society participation will not just happen. The calls for a broadening of dialogue between governments and civil society need to be followed by action.

1.3.1 Recognition of NECs as partners in the Local Education Group

The increased presence of NECs in national policy processes is a result of increasing advocacy for a rights-based approach to development which has been ongoing for the last decade. This is underpinned by the recognition among civil society and donors that projects alone will not make a fundamental difference to the levels of poverty, and that increased democracy, transparency and accountability are more likely to lead to sustainable change. By supporting NECs to advocate for space in the LEG, the CSEF contributed to 18 NECs being recognized as members of the LEG between January and June 2010. Figure 2 below illustrates progress made by NECs in their struggle to attain this recognition at national level. This is an important entry point into the national education policy processes.

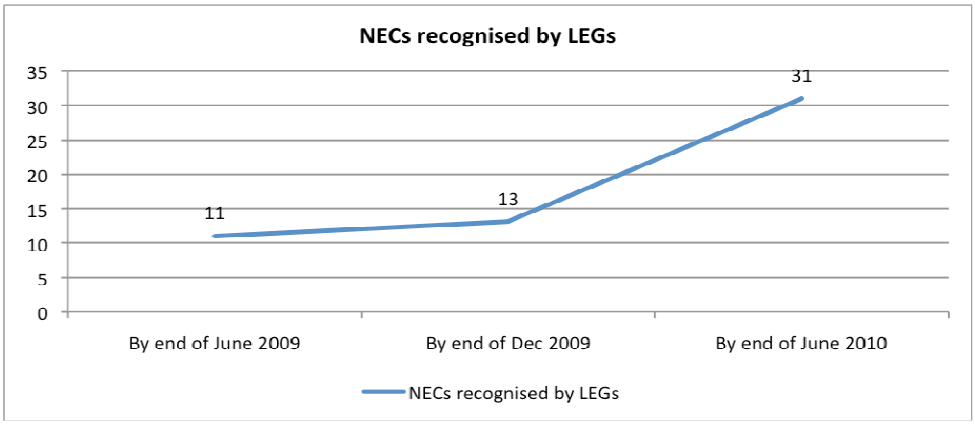


Figure 2: NECs recognized by LEG

The CSEF led to a growing volume of activities by NECs at country level. This in turn contributed to growth in outreach and increased credibility of NECs as a whole. Coupled with legitimacy attained from many years of advocacy, more NECs gained recognition of LEGs. Participation of NECs in the LEG indicates a growing strength in the national environment and context in which the right to education can thrive in the long run. Their entry in the LEG also signifies that education advocacy is increasingly growing away from a focus on international to national level policy change. Change at all levels to include scope and opportunity for poor and marginalized people to take a growing role in holding decision makers accountable.

1.3.2 Participation of NECs in National Education Strategic Plans (ESP)

At the regional continental level, the UNESCO's Collective Consultation of NGOs on EFA was viewed as a positive reform in 2001 to "reinforce recognition of the roles, contributions and experiences of civil society organizations so that these would more directly influence national, regional and international education policies and programmes" (UNESCO Collective Consultation). However, there have not been many coordinated attempts to scale up and actualize the role prescribed for civil society under the Dakar Framework of Action at national level. The CSEF is dedicated to promoting the contribution of CSOs in the ESP process. This is being done by building capacity to monitor spending on education with respect to: budget tracking; gender disaggregated budget analysis; translating budgets and Education Sector plans so that communities understand what it means for them politically; strengthening coordination in the education sector across civil society and with government and donors. The increase in the volume of work in this area led to a substantial increase in the number

of NECs taking part in the ESP process. Figure 3 shows that there were only 14 NECs taking part in the ESP process in December 2009 compared to 29 in June 2010.

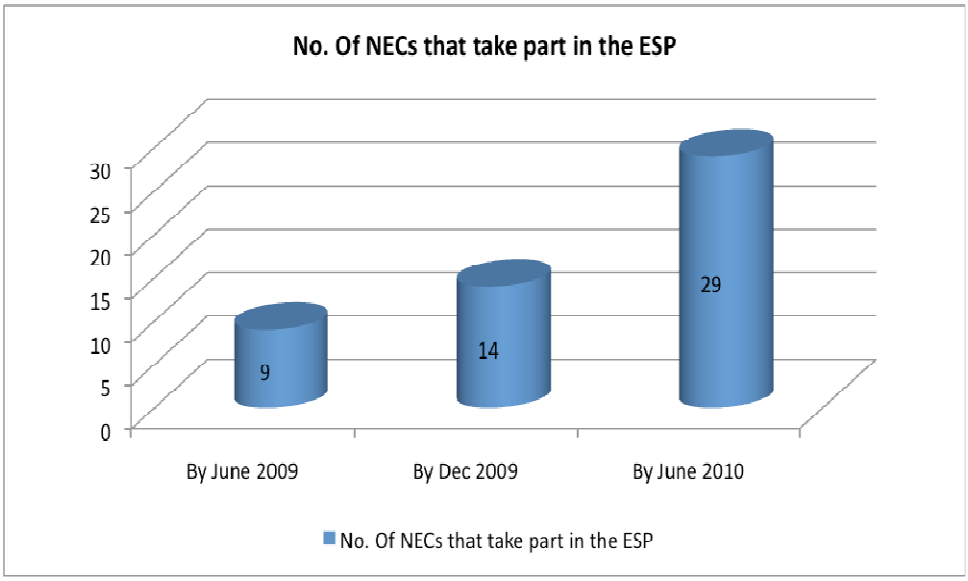


Figure 3: NECs in the ESP process

The significance of the recognition of more NECs as full members of the Local Education Groups in the same period was the spontaneous increase in the number of coalitions taking part in the development, endorsement, appraisal and monitoring processes of the Education Sector Plans (ESP). Recognition of NECs as members of the LEG opens the door for civil society participation in the ESP process. This is essential for good public finance management which is a corner stone for aid effectiveness. By providing a platform for groups that do not have access to the political elite, the CSEF contributes in strengthening the potential of development aid to reduce vulnerability of marginalized groups to corruption and misrule. The full representation and participation of NECs in the ESP process will maximize the potential of CSOs to enhance democratic accountability and the achievement of agreed global development objectives on education as a whole.

Case Study 1: Participation of the NGO Education Partnership in the ESP Process in Cambodia

The NGO Education Partnership (NEP) Cambodia is fully and legally recognized as a partner in the LEG. Its staff and members were actively engaged with the process of developing the new Cambodia Education Sector Plan. During the semester, the coalition conducted a survey to gather inputs from its members as a way to coordinate civil society inputs in the ESP process.

The individual consultation during the survey was followed by a collective consultative workshop to analyze the findings and outline civil society position on the ESP. The final product of this consultation was shared with Development Partners and used by representatives of NEP as inputs in the technical committees of which they are members. Interestingly, the Ministry of Education, Youth and Sport (MoEYS) accepted the majority of the recommendations. The new ESP 2009-2013 is expected to be finalized in August 2010.

NEP is an active member of the Joint Technical Working Group as well as the Education Sector Working Group (ESWG). These groups provide the space for the NEP, its members and development partners to jointly discuss technical papers on education and prepare inputs to the MoEYS Education Sector plan etc.

One of the main advocacy focuses of NEP in Cambodia during this period was on community engagement in education. In the months preceding the end of the semester, the coalition conducted a 'Community Engagement in Quality Education' pilot. The report from the research was shared with member organizations. The official launch of the report will take place in September 2010. Findings of the study serve as a tool to raise the awareness of key stakeholders working in the education sector on the issues of:

(a) Community involvement in education;
(b) The role of relevant stakeholders in improving quality of education;
(c) Best practice of community participation in education.

This will help to improve the efficiency of education delivery.

As part of their community engagement in a quality education pilot, a school enrolment campaign organized by NEP in 2009 led to increased awareness among school directors who have committed to work closely with local authorities, village chiefs, parents and school support committee members to map out-of-school children in communities and take action to mobilize for their enrolment. NEP has always been an advocate for the abolition of informal school fees and is continuously working to put pressure on the government to make commitments. NEP also produces Education NGO Reports annually to raise the awareness of relevant stakeholders on the contributions and challenges of NGOs in the education sector. Furthermore, the coalition has worked with the Department of Planning and the Ministry of Education to contribute to the Annual Operational Plan. During the Global Action Week it coordinated the launch of the 2010 UNESCO EFA Global Monitoring Report (GMR). Moreover, a series of education financing workshops were organized in accordance with the theme of the 2010 Action Week. In June, NEP conducted a field visit and organized a meeting between NGO partners, school support committees, school directors and DoE Officers in Kampong Cham province. The visit provided an opportunity to learn how to make schools better for children to learn, life skill activities, community participation in school activities, initiative of school directors in school development and support from School Support Committees (SSC) in resource mobilization.

With regards to capacity building, NEP came up with a strategic mechanism for improving its advocacy skills. Three advocacy training sessions were conducted in April. Participants increased their understanding on building strong partnerships between the community and school; about the roles and duties of communities, and about linkages between these and children's quality of education in their own community. NEP has improved communication with members through frequent meetings, member visits, phone and email contact.

NEP is also a pilot for NCSEF. On 24 June 2010, the NEP's Executive Director presented the concept of NCSEF to 24 bilateral and multilateral donors during an Education Sector Working Group (ESWG) meeting. The presentation was intended to provide information and make an entry point for direct negotiation with the development partners on NCSEF in Cambodia. NEP will continue with discussions to find ways to convince donors to support the idea as well as develop a concept note to take the concept forward.

1.3.3 The Role of NECs in the Annual Joint Sector Review Process

With the increase in the number of NECs taking part in the ESP process, a proportionate increase in the number of NECs taking part in the Joint Education Sector review process was recorded over the same period. This is illustrated in figure 4 below.

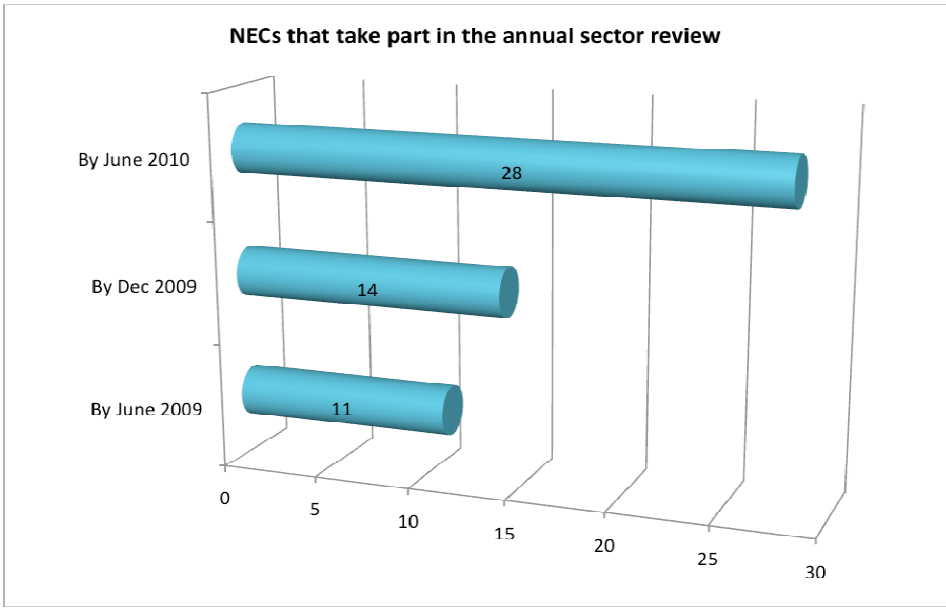


Figure 4: NECs and sector review process

The annual joint sector review process is an important space for NECs. The review process is linked directly with the annual national planning and budgeting process. It is a valued process and a space to influence budget decisions. It has also been utilized by NECs for many years as a focus for budget tracking and budget analysis work.

Case Study 2: ***The Campaign For Popular Education (CAMPE) Bangladesh - an example of budget tracking as good practice***

The Campaign For Popular Education (CAMPE) is the oldest GCE member NEC. Founded in 1990, it pioneered education watch methodology (Edwatch), also referred to as budget tracking. Edwatch has since remained CAMPE's main tool to influence government policy. CAMPE is also well known for its accumulated expertise in budget tracking and policy analysis. It has been instrumental in helping to build capacity in budget tracking among African NECs. This was mainly done through the GCE Real World Strategies Project (RWS), a programme supported by the Dutch Government since 2005.

Over the reporting period, CAMPE ran a campaign which influenced the design of the Post Second Primary Education Development Program (PEDP II). In a meeting with its members, the coalition met the Minister of Finance and handed over a memorandum of inputs into the proposed education development programme. With a series of activities in the country, the board of CAMPE had another audience with the Minister of Planning and delivered the civil society voice into the five year national development plan which was in progress. Through this meeting, the Ministry of Planning was convinced to utilize civil society generated data (Edwatch) for the first time to develop the national plan. Consistent advocacy by CAMPE and its members contributed to the education budget being increased with 1.26% from 2009/10 to 2010/11.

Further work was carried out to improve the inputs of Teacher Unions in the coalition's policy agenda. The coalition is in the process of developing a user-friendly Education Watch Report for community application and use. The campaign led by CAMPE has strengthened relationships with selected corporations in the country to

attain commitment from the corporate sector to support educational development as part of their Corporate Social Responsibility.

As part of various ministerial committees and working groups, CAMPE has, both previously and over the last months, been significantly involved in the development process of the PROG3, which is a government initiative for formulating strategies and actions for the Primary Education sub-sector. The Government of Bangladesh is currently developing a new education policy, which is an important opportunity for CAMPE. The coalition has therefore been involved in various processes, including organizing a policy dialogue with the National Curriculum and Textbook Board (NCTB) as well as various CSOs to share expectations from this process, challenges and craft a way forward with regards to issues such as competency, curricula, text materials, and a teachers' guide. Moreover, the output of an exclusive dialogue among CAMPE Teacher Union members was shared at the national level policy dialogue.

A review and reflection workshop was organized for CAMPE members to reflect on the CSEF supported activities. It was recognized that more focus is required on capacity building initiatives, sharing of good practice and mobilization of Teacher Union representatives at grassroots level. Three training and policy orientation workshops on inclusive education were organized with 71 representatives from 8 Teacher Unions participating. In addition to core training sessions, the attendees were provided with copies of the draft national Education Policy 2010, UNESCO recommendations, and the Civil Society Charter on Education prepared at a civil society consultation prior to the South Asia Ministerial Forum on EFA in December 2009. The event led to the increased knowledge of Teacher Unions with regards to disabled children and inclusive education in general, and provided tools and techniques on how to deal with these issues.

The number of NECs taking part in the joint sector reviews in the CSEF countries had doubled by end of June 2010. This trend is similar to the growth path in LEG and in the ESP process as is jointly illustrated in figure 5 below.

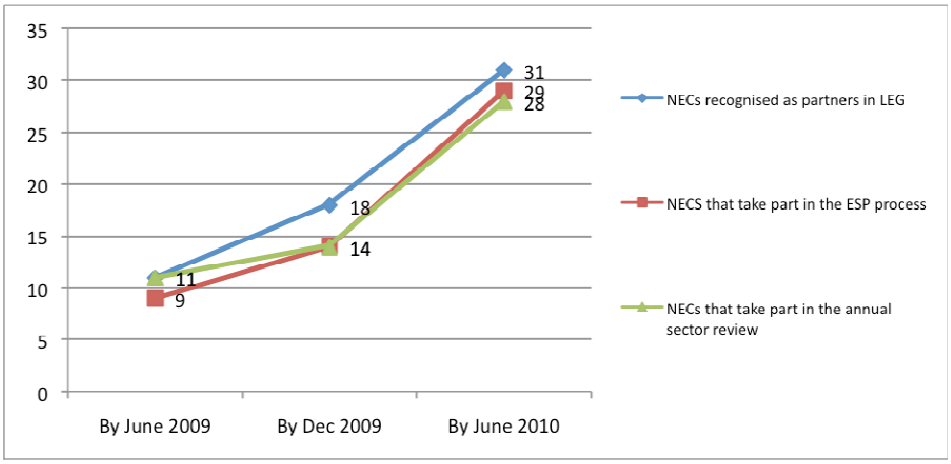


Figure 5: NECs and ESP, sector review and recognition in the LEG

As can be inferred, fewer NECs took part in the ESP and in the joint sector review processes than the number recognised in the LEG. The extent of participation varies depending on the context in which the ESP country processes take place, as well as the capacity of NECs to utilize available spaces.

The Sector Wide Approach to aid (SWAP), operates on a number of principles: i) that the ministry (in the case of Education) takes the lead; ii) that donors support the sector plan (ESP in education); iii) the national policy process is open and takes care of inclusive dialogue, with a focus on policy and strategy rather than operations; iv) mutual accountability; v) that projects should be included in the ESPs rather than undertaken separately; vi) dialogue is encouraged on political reform and performance monitoring assessment. In many cases, civil society participation has not been defined. The Paris Declaration itself assumed an inclusive role of civil society but remained silent on how civil society participation would be enhanced. There are no basic rules of engagement in place. Civil society invitations depend on the officers at the Ministry of Education who are at liberty to pick and choose when and which CSO to invite to the process.

As a consequence, meaningful engagement of civil society in ESP and the Joint Sector review processes remains weak and lacking in some cases. With access to the education policy process increasing, more needs to be done to improve the quality of dialogue in the EFA partnership at country level. Experience of Cambodia where this has been done shows great value when the CSO-donor-government partnership in the ESP has been formalized. This formalization entails some basic rules of engagement that define the partnership to be in place, with the aim of enhancing the quality of internal processes and rendering it more open, transparent and genuinely inclusive for all.

Case Study 3: Bolivia CBDE - A case of obstacles in civil society participation in the policy process

The Bolivian Campaign for the Right to Education (CBDE) was initially established to coordinate the Global Action Week in 2009. Its main aim today is to promote the right to education in Bolivia and take positions on the implementation of the right to education towards government and donors. With a new constitution, Bolivia is witnessing the implementation of a new Constitutional text. The country is therefore going through the development of new sets of laws and regulations, as part of the Plurinational State concept. Governing policies within the education system are also in a reconstitution phase. But as a young coalition, the CBDE is putting strong emphasis on building institutional capacity.

It established a structure that is strategically made up of three organs: a Steering Group (decision, consulting, and proposal capacity); a Secretariat (planning and carrying out actions and processes, generating fluid information to increase participation and transparency in management); and a Technical Operative Team (broad expertise in administrative, financial, and technical management). Together this formation developed an Annual Operative Plan as well as Quarterly Plans. Within this framework, management and technical team meetings are held regularly.

CBDE is utilising the transformation of the government as an opportunity to influence the review, adjustment and enhancement of the proposed "Avelino Siñani - Elizardo Pérez (ASEP)" Education Bill. In this respect, a communication plan has been developed. The aim of this plan is to raise ness of the ASEP Bill and circulate information to the public on education in general, through various tools such as a website, newsletters, leaflets and fliers. Furthermore, a mobilization process has been generated for developing proposals and additions aimed at strengthening the "Avelino Siñani – Elizardo Pérez" Education Bill through contributions from member organisations. Seminars and round

tables have been held over the last four months.

Another main focus of CBDE has been to lobby government to include the Right to Education in the political agenda. In this context the coalition is demanding that the government considers school violence and gender and ethnic discrimination against migrant populations as a violation of their right to education, in order to comply with national and international regulations. A methodological proposal has been developed to guide discussion forums to address issues related to the violation of the Right to Education. During the Global Action Week (GAW) 2010, various activities were carried out with a wide participation from education communities, local and national authorities. The events helped generate a visible civil society movement and raised awareness for the Right to Education among national and local authorities, civil society and the general public.

Although progress has been made, the Bolivian coalition faces a great challenge in attaining information from and maintaining dialogue with Government. Various versions of the Education Bill are in circulation without any clarity from Government on which is the final document. Moreover, the Ministry of Education shows lack of interest in working with civil society, despite many of its members having started their careers in a civil society setting. This situation creates obstacles for civil society in their work to influence education policies and planning.

Chapter Two

Establishing broad based, effective and democratically run National Education Coalitions

2.1 Background

A sound education sector plan requires a strong education context and environment for it to be sustainable. This context includes; (a) the existence of a vibrant civil society; and, (b) the support of donors, the international community and governments working together. In the 2002 G8 declaration, the strength of this context and environment reflected in "high level of support for EFA" was based on increased coordination between INGOs in education advocacy, rather than local "home-grown" organizations. The GCE believes that increased support and action for EFA internationally is only part of the story. In the words of the Dakar Framework, "the heart of EFA lies at country-level" (UNESCO Dakar). This is why support for NECs to take up a meaningful role in the FTI partnership is so critical. To contribute strengthening this environment, the CSEF supported the establishment of NECs in countries where none existed. In countries where NECs are already in place, CSEF worked to strengthen their institutional and organisational capacity to make them more effective and sustainable. Project activities during the semester are aimed at creating, expanding and consolidating the civil society networks as well as strengthening the quality of internal governance and decision making within NECs and their membership.

2.2 Expansion of NECs and CSO networks

Highlights: Over the reporting period:

- ☑ 4 new NECs were formed in 4 countries
- ☑ 224 new district/provincial networks/branches of NECs were established
- ☑ 1535 civil society organisations, groups and associations joined the membership of NECs in 40 countries
- ☑ The number of NECs with established district/provincial networks/branches all over the country increased from 13 to 28
- ☑ The number of NECs that are legally registered increased from 13 by end of December 2009 to 29 by end of June 2010

2.2.1 Formation of new NECs

New NECs were formed in Vietnam, Mongolia, Zimbabwe and the Democratic Republic of Congo (DRC). This followed several months of consensus building work among civil society organisations facilitated by INGO members of the GCE constituency in those countries. The formation process takes long, and typically spans a period of about 6-9 months. Announcing the existence of a NEC is usually a culmination of many months of consultations among civil society.

Case Study 4: The formation of a new National Education Coalition in Vietnam

The Vietnam Coalition of Education For All (VCEFA) was established in 2010. During the semester, time and resources was spent in the consensus building process for its formation in order to shape the coalition's operational modalities, its structure and guiding principles.

The idea of setting up a national education coalition in Vietnam was widely supported among civil society. ActionAid Vietnam served as the interim lead agency to support and coordinate the process of establishment. As the coalition is not yet legally registered, the CSEF funds to VCEFA were placed in a bank account with ActionAid Vietnam, a mentor organisation. At present the coalition has recruited four staff members, including a full time national coordinator. On the 25 June, VCEFA was officially introduced to the public and potential members. This led to 28 organizations joining the coalition including local and international NGOs and other associations working in the field of education. During the event, the operational procedures and regulations of the coalition were discussed among the members. These will be finalized during the first General meeting of the coalition planned to take place on 5 August 2010. The news about the launch of the new coalition was covered in more than ten national newspapers and television channels.

In April 2010, the existing education network of the Global Action Week predating the coalition ganised various events as part of the process of establishing a national coalition. This was done in partnership with the Ministry of Education and Training (MOET) and other government ments. Initiatives took place in all provinces of Vietnam including at national level. Over 3 million people participated in Global Action Week 2010, which contributed to raising the awareness among people on Education for All in Vietnam. The national event was mentioned in over 40 newspapers and television channels. With the aim of influencing education policy, VCEFA organized a workshop on informal education in Vietnam together with the Vietnam Association for Promotion of tion (VAPE), which is now an active member of the coalition. More than 50 activists in the field of informal education were given the space to discuss, share experiences, and exchange ideas. Together, the participants sketched a picture of the informal education system in Vietnam, which revealed a lack of attention by the government in this area. The workshop resulted in attendees developing a set of recommendations calling for more attention and clearer policies regarding informal education in the

country. These recommendations will be submitted to MOET and other related government departments. Four VCEFA representatives attended a CSEF regional coalition workshop in Colombo, Sri Lanka. This was an opportunity to learn from other coalitions within the region, and see how they operate and what mechanisms can be adapted in Vietnam.

2.2.2: Expansion of the CSEF to 40 countries

The 4 new coalitions formed in the first year of CSEF brought the total number of NECs supported by the CSEF to 40. The majority of these NECs (36) existed before the launch of CSEF in June 2009. The timeline for the formation of these coalitions is illustrated in figure 6 represented below.

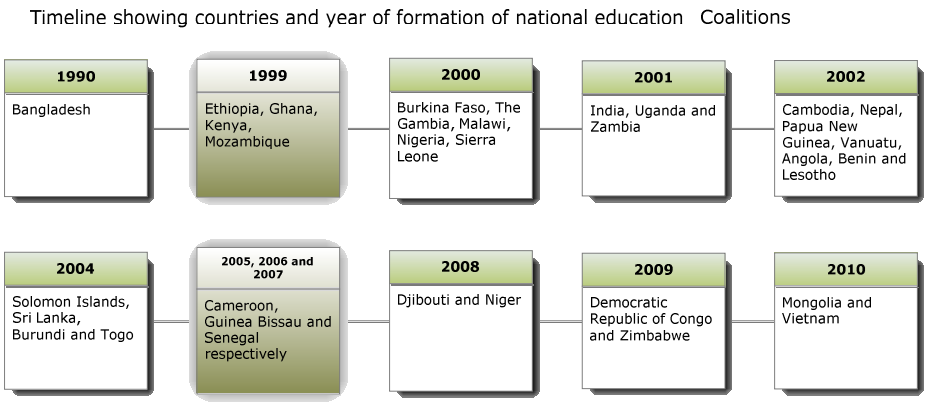


Figure 6: Date of formation of NECs

Case Study 5: Strengthening institutional and organisational capacity to make existing coalitions in Sierra Leone more effective

Other than establishing new NECs, CSEF devoted most of its resources to strengthen existing ones. The NEC in Sierra Leone, founded in 2000, was one such case.. To revive its mandate, the coalition underwent an institutional revival process over the last semester. It initiated an internal constitutional review processes to re-examine the clauses of its constitution, revise ambiguities and revamp silent articles for its membership. The revival led to the strengthening of district networks, by changing its reporting and accountability pattern to ensure greater transparency and accountability between networks, regions, the secretariat and members. Changes in the decision making process within the coalition transformed it into a more participatory and representative platform, with activity plans and budgets now being distributed among regions and districts and shared with members. Field visits were conducted as part of the review to solicit and generate interest from community groups and share more information on the new direction of the coalition.

Through its revived regional networks, the coalition engaged District Budget Oversight Committee members and Local Councils. It did influence prioritization of education in the development priorities of lower local governments. It lobbied the central government to increase investment in the education sector. It advocated for a policy on equitable distribution of teaching and learning materials in schools.

On the whole, the coalition succeeded in strengthening its capacity as a coordination hub for civil society in the education policy engagement process, debates and budgetary decisions. Through the budget process, the coalition 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 discus-

sions, setting of budgetary ceilings and decision making. It advocated for more space for civil society in policy discussion and budget dialogue at the initial stages of the national budget process.

For 10 years, the GCE has been supporting the establishment of NECs. With the exception of 2003, at least one NEC has been formed in the FTI target countries annually since 2005. While the formation of CAMPE Bangladesh predates that of the Global Campaign for Education itself, a good number of NECs (Ghana, Ethiopia, Kenya, Mozambique, Burkina Faso, The Gambia, Malawi, Niger, Sierra Leone, India, Uganda and Zambia) have been in existence since 1999. The figure below provides a more vivid illustration of the trends in the formation of NECs over these last 10 years.

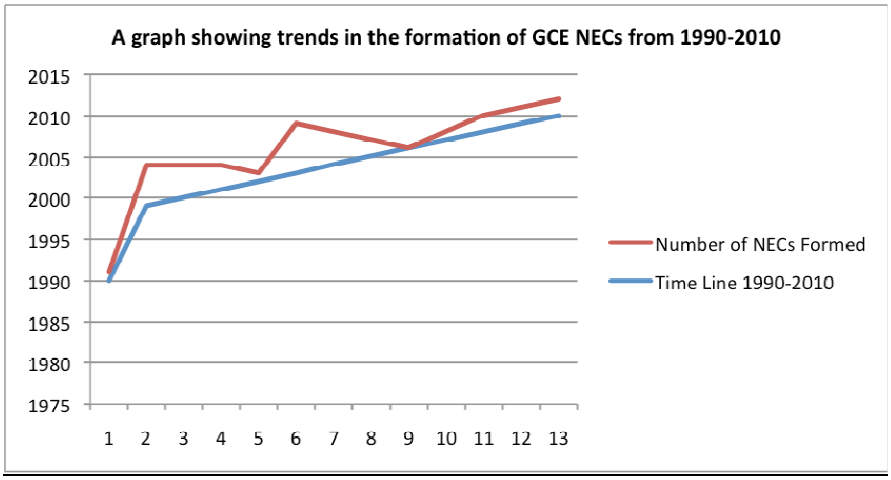


Figure 7: Trend in the formation of NECs

Case Study 6: Guinea Bissau - An example of a coalition working in a fragile and conflict situation

Characterized by a myriad of coup d'états, Guinea Bissau is a country facing enormous challenges on political, financial, social and technical areas. Illiteracy rates are very high and resources to tackle this are low. Policies are needed to promote access to education in urban and rural areas, minimize school drop-outs and repetition rates and address lack of schools and poor construction of schools. The Guinea Bissau National Education Coalition, RECEPT-GB, formed in 2006 has made considerable efforts to sensitize civil society and government on EFA, raising awareness on financing gaps and the importance of sufficient financing and resources to the education sector. This has been done through various events, particularly through the Global Action Week. In a review of the National Budget for Education, the coalition discovered that Government had fallen short of its own promises to 15% of the National Budget to education. According to RECEPT-GB, the actual amount allocated is 9.38%. Parliamentarians were informed about this and pledged to present parliamentary questions and challenge the Government on this. For the first time Guinea Bissau will know the status of EFA development in the country after the publication of the results of a survey conducted by RECEPT-GB. RECEPT-GB is also in the process of developing its own EFA action guidelines.

2.2.3 Establishment of new district/provincial networks/branches of NECs

There was a huge increase in number of new branches or networks of NECs formed during the reporting period. The number of branches and networks jumped from 68 in December 2009, to 292 by end of June 2010. This is illustrated in figure 8 below.

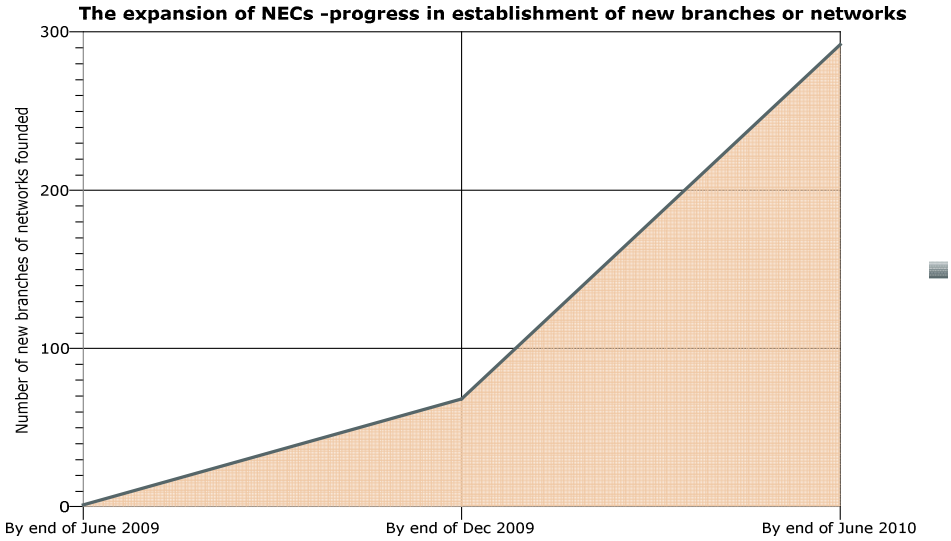


Figure 8: New branches of NECs

2.3.4 NECs that established district/provincial networks/branches all over the country

With the growth in the number of district branches and provincial networks, a significant increase was recorded in the number of NECs that became fully established with branches or networks throughout the country. From only 13 in December 2009, the number grew to 28 by end of June 2010, translating into 70% of NECs in CSEF supported countries now with branches or networks fully established throughout the country. Figure 9 below demonstrates this growth

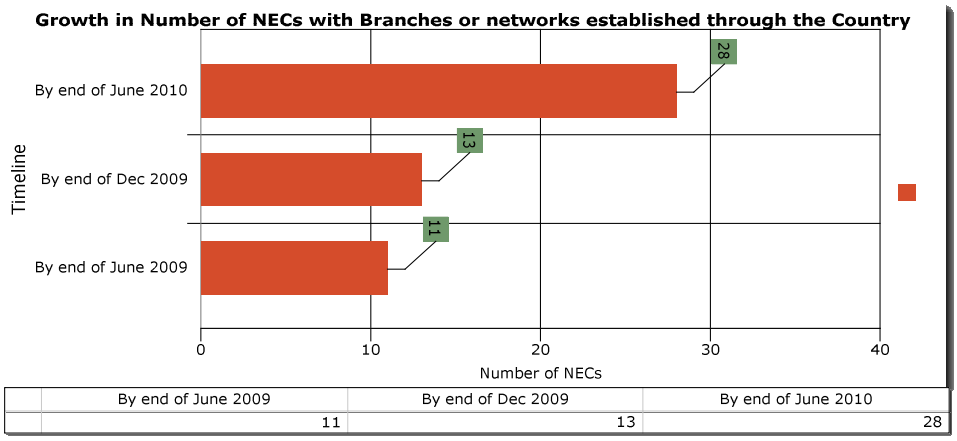


Figure 9: NECs with branches all over the country

2.3.5 Significance of the growth in the number of local branches or networks of NECs

With decentralization and devolution of power to lower levels, districts and or provinces are now the focus for development. This provides a springboard for local CSOs to take initiative and engage with local government in ways not accessible in the past. However, freedom to undertake advocacy activities has always been greater in the capital cities, and CSOs are most often not equipped to grasp this opportunity in the rural areas. International players are seen as holding the power to provide funding and those requiring their funding can always adjust their focus to 'follow the money'. At the same time, CSOs often meet challenges as policy processes are still perceived as belonging to the realm of donors and governments who sit in the capital, compared to local communities. While donors have called for the need to "Improve the quality and quantity of participation of civil society actors in donor and government processes" and while there has been progress, it is still important to protect the space for civil society participation. The expansion of NEC networks in the rural areas is therefore a move to establish and protect this space.

Case Study 7: Kenya

Under a decentralized system, Kenya is implementing free primary and secondary education programmes. Development budgets have been devolved to district, constituency and school levels. This development requires greater involvement and accountability at all levels, hence a much stronger watchdog role of local communities and civil society both in the policy, budget and implementation levels. EYC, the NEC in Kenya has branches and networks in all the provinces in the country. The key education policy issues that concerned the coalition are: quality of education; education financing; little political attention to ECD and adult literacy even though there are 7.8 million illiterate youths and adults in Kenya; an estimated teacher short fall of 60,000; a spiralling pupil-teacher ratio of 1:100 in some areas; overcrowded classrooms and a lack of schools in urban slums and arid areas; poor management of education and corruption in the use of education resources, parental and community participation, gender, HIVAIDS, and effective civil society involvement.

During the reporting period, the NEC undertook a review of Kenya's national Education Act. The review was a major activity for a campaign launched to pressure government to enact a new national education law. The coalition engaged in the process of fast tracking the review of the Act. The process led to the development of a civil society shadow Education Bill which is now ready for validation.

The draft will be validated and used to engage policy makers and parliamentarians to springboard the development of a comprehensive National Education policy. Both government and development partners agreed to jointly fund the development of a comprehensive National Education law which the coalition is adequately prepared to engage with.

2.3.6 Membership of NECs

The effect of the membership drive in the 40 countries over the reporting period led to an overwhelming increase in the number of CSOs being affiliated to NECs and recognized as members. As seen in figure 10 below, the number of CSOs affiliated to NECs more than doubled in a period of six months, increasing from 1,129 by end of December 2009 to 2,664 by end of June 2010.

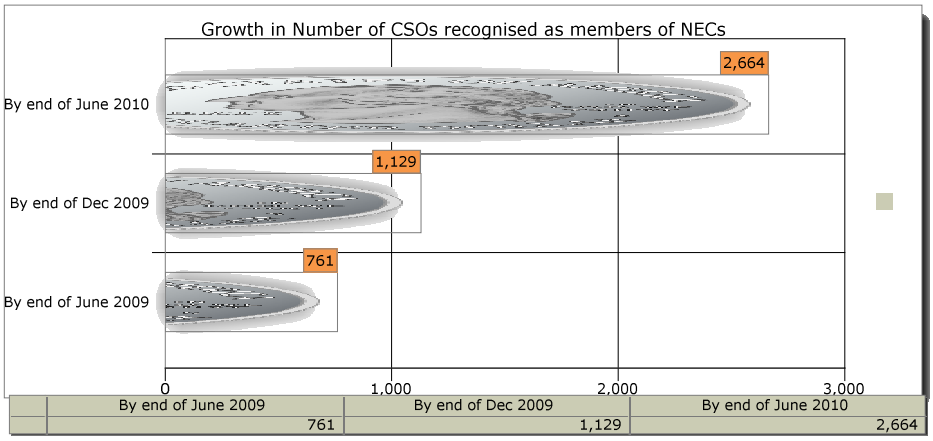


Figure 10: Membership of NECs

Figure 11 below shows the relationship between growth in the number of district branches and provincial networks and growth in the number of CSOs being affiliated to NECs.

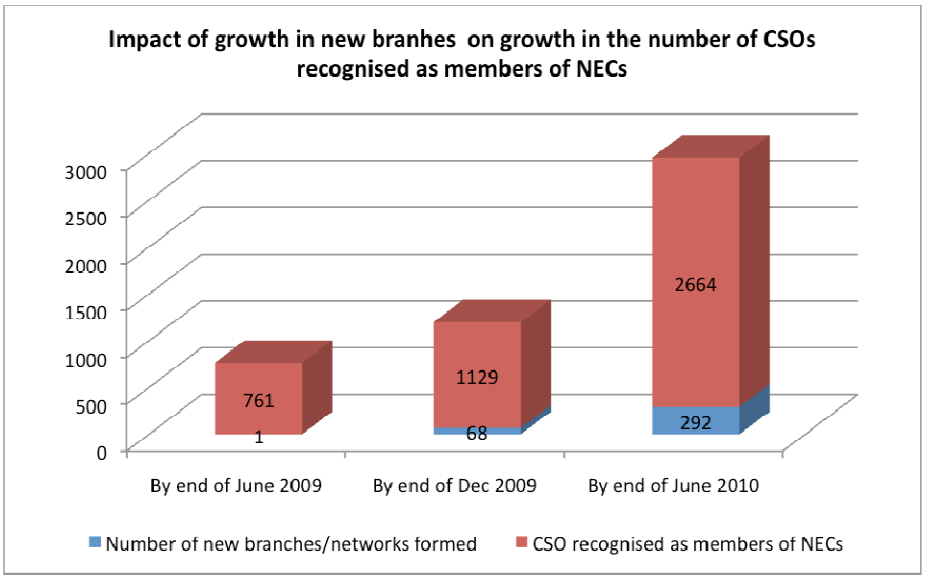


Figure 11:Growth in the membership of NECs

As demonstrated above, a small increase in the number of district branches or provincial networks lead to a huge growth in the number of CSOs joining the national constituency and membership of NECs. The expansion of the network of NECs is therefore a function of two factors: a) establishment of new NECs, and; b) growing the number of district branches and networks as a strategy to attract new members into the movement.

2.3.7 Legal status of NECs

The number of legally registered NECs increased from 13 in December 2009 to 29 by end of June 2010. Legal registration remains a tedious process in many low income countries as activities of civil society organizations are increasingly being curtailed by emerging restrictive legislation. There has been a shift from outright repression of democracy groups, human rights and civil society activists to more subtle government efforts to restrict the space in which civil society organizations (CSOs) and these groups operate. These techniques are often complemented or pre-empted by more sophisticated measures, including legal or quasi-legal obstacles such as barriers to entry, to discourage or prevent the formation of organizations, and impose barriers to resources and information, restricting organizations' ability to secure resources required to carry out their activities. Governments have tried to justify and legitimize such obstacles as necessary to enhance accountability and transparency of non-governmental organizations (NGOs); to harmonize or coordinate NGO activities; to meet national security interests by countering terrorism or extremism; and/or in defense of national sovereignty against foreign influence in domestic affairs.

The introduction of new NGO regulations renders great difficulties in civil society organisations' ability to register legally or to renew their legal status and mandate. The graph below is an illustration of the progress recorded amidst these difficulties of the CSEF drive to get NECs to be legally recognized.

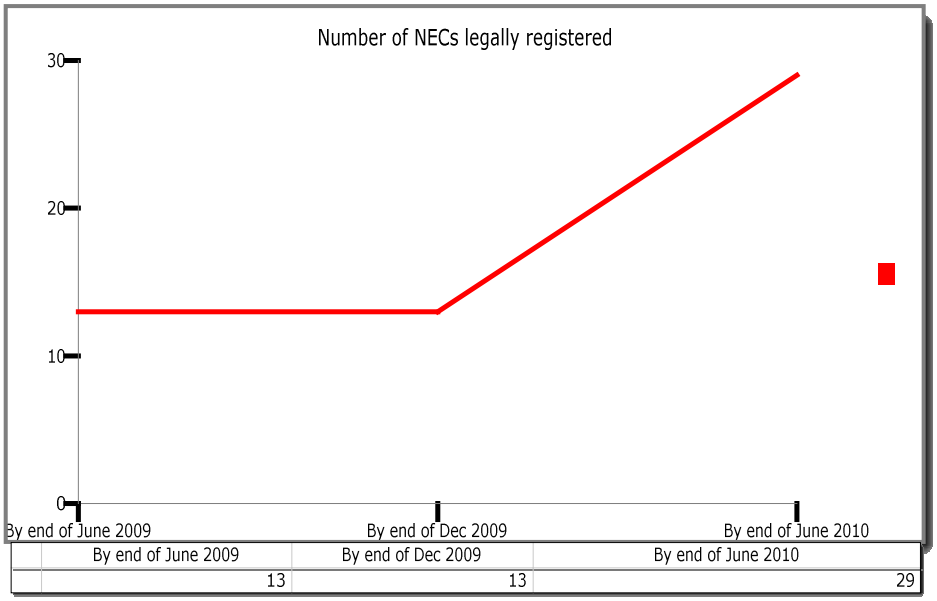


Figure 12: Legal registration for NECs

2.3.8 Examples of countries where operation of civil society has been constrained

Even regimes that were once considered to be democratic have tended to adopt relatively sophisticated measures to constrain independent NGOs, using technical or administrative regulations to restrict civil society groups.

Uganda: Since the NGO amendment Bill became law in Uganda in 2006, civil society is now scrutinized by the state for "security reasons". An NGO needs a "permit" to be able to work and this permit is has time restrictions. In Uganda, NGOs wanting to publish human rights materials must submit them to the government media center for scrutiny before publication. The NGOs in the country have become more dependent on the state to operate. This has led to a high degree of "self-censorship", making the civil society more reluctant to be critical to government or provide them with early warnings.

Ethiopia: Regulations governing the NGO registration process are very vague, leaving considerable discretion to government officials. Consequently, NGOs have had difficulty in registering, experiencing long delays when requesting information - a request that is often declined. Since 2001, there has been rising number of arrests, and killings of human rights and political activists.

In Rwanda, civil society work is hampered by the requirement of annual renewal of registration. Similarly in **Zambia**, a new proposed NGO bill would require NGOs to register annually.

In Equatorial Guinea, the law restricts NGOs from engaging in promoting, monitoring or engaging in any human rights activities and requires government approval for political gatherings involving more than 10 individuals.

A draft NGO bill in **Nigeria** authorizes the government-controlled NGO council to 'do anything which in its opinion is calculated to facilitate the carrying out of its actions under' the Act.

Tanzania's NGO Act (2002) contains penal provision for even minor breaches of the Act. The Act places the burden of proof in a criminal trial against the office bearers of an NGO not on the prose-

cution, but on the accused.

In **Cambodia** in 2005 and 2006, several human rights activists were arrested and charged with defamation, which remains a criminal offence for which suspects can be arrested and imprisoned.

In **Eritrea**, the government issued administrative proclamation No. 145/2005 that broadly restricts the U.N. and bilateral agencies from funding NGOs. The proclamation requires all donor funds to flow through government ministries, denying NGOs to receive funding if there is insufficient capacity at the ministry level.

In **Zimbabwe**, attacks on human rights activists are commonplace. The NGO bill that was enacted in 2006 (though never signed into law) would have prohibited local NGOs engaged in 'issues of governance' from accessing foreign funds.

2.3.9 Knowledge of the state of civil society organisations

As more CSOs became members of NECs, knowledge of the state of civil society generally remains limited, with not many censuses of not-for-profit institutions conducted. There are very few Civil Society Indexes completed regularly and available at national level. It is therefore not easy to get an overview of the activities of CSOs who are members of NECs.

2.3.10 Resource and governance indicators

There are key imbalances in the distribution of resources among CSOs. A recent study in Mozambique revealed that over 70% of CSOs in the country are concentrated in 5 provinces; over 70% of funding comes from overseas with only about 1% of CSOs receiving about 42% of financial revenue. The study pointed out that more than half of financial transfers were concentrated in the capital, Maputo, marginalizing rural provinces. About 1% of CSO units surveyed by CINBSFLU employed about 30% of all CSO human resources in Mozambique.[3] .

On the whole, progress in civil society voices remains mixed. Governance indicators in low income countries are largely under-developed by global standards, with a number of countries slipping down on the good governance scale. At the 3rd SADC CSO Forum in 2007, it was observed that "foreign NGOs are increasingly taking over the space that local NGOs should occupy. Instead of facilitating the implementation of projects, they have become implementers themselves. This is not supposed to be the case (SADC CSO Forum p.35). This statement was in response to recommendations which included "the need for more dialogue among CSOs around the best strategies, policies and rules of engagement, education and linkages at both country and regional level, the importance of addressing the issues of sustainability and independence of CSO especially as regards funding, promoting of mechanisms that enhance the visibility of audiences represented by CSOs and need for constant review of the obtaining determinants of CSO-State relations".

[3] CINBSFLU (2006) and INE (2006)

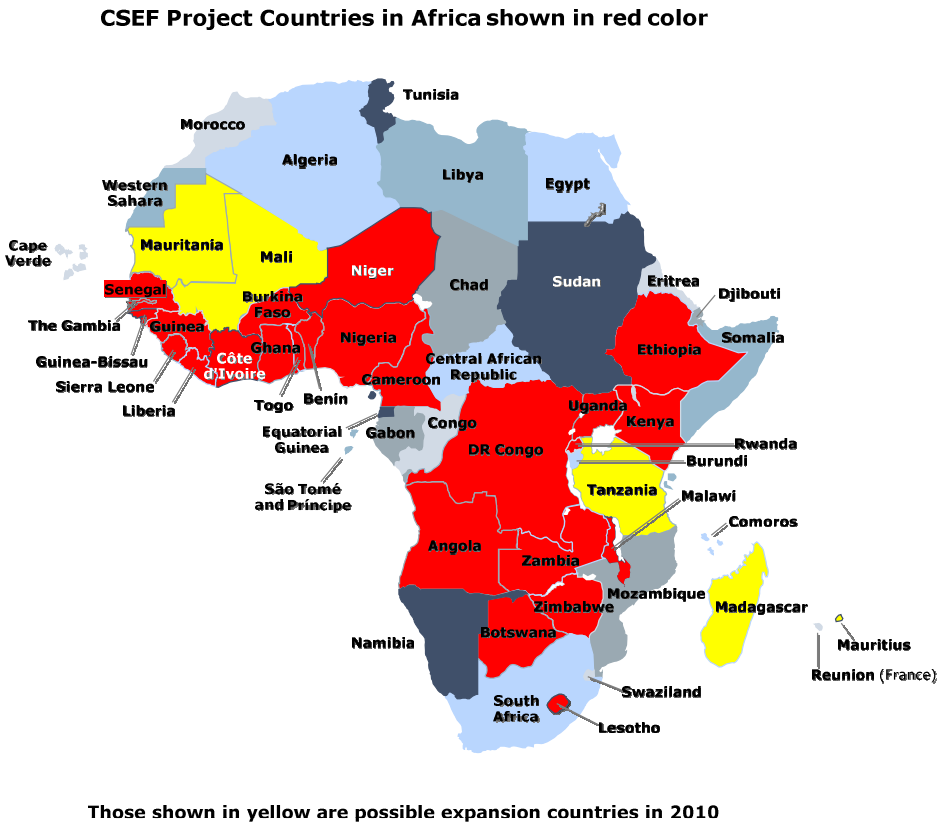


Figure 13:CSEF in Africa

Those shown in yellow are target expansion countries for year 2

Chapter Three

Capacity Building for Civil Society

Establishing NECs alone is not enough. Civil society organizations need capacity to monitor spending on education with respect to: budget tracking; gender disaggregated budget analysis; translating budgets and Education Sector plans to what communities understand and to provide inputs into the policy process. Capacity building of NECs also means paying attention to the quality of their internal governance and decision making which are very vital elements of building sustainable, broad-based and a democratic education movement.

The CSEF approach to institutional capacity building places emphasis on National Education Coalitions as the 'overall civil society system, environment or context' within which individuals, organizations, communities and societies operate and interact with their education system, based on the principle that "the heart of EFA lies at country-level".

During the semester, significant progress was attained towards capacity building and growth of internal democracy, transparency and participation of the membership of NECs in decision making. This was monitored on the basis of the quality of Boards, the governance structures in place, internal processes and mechanisms used to promote democratic practices and participation of members in policy work. The summary of progress is illustrated in figure 14 below.

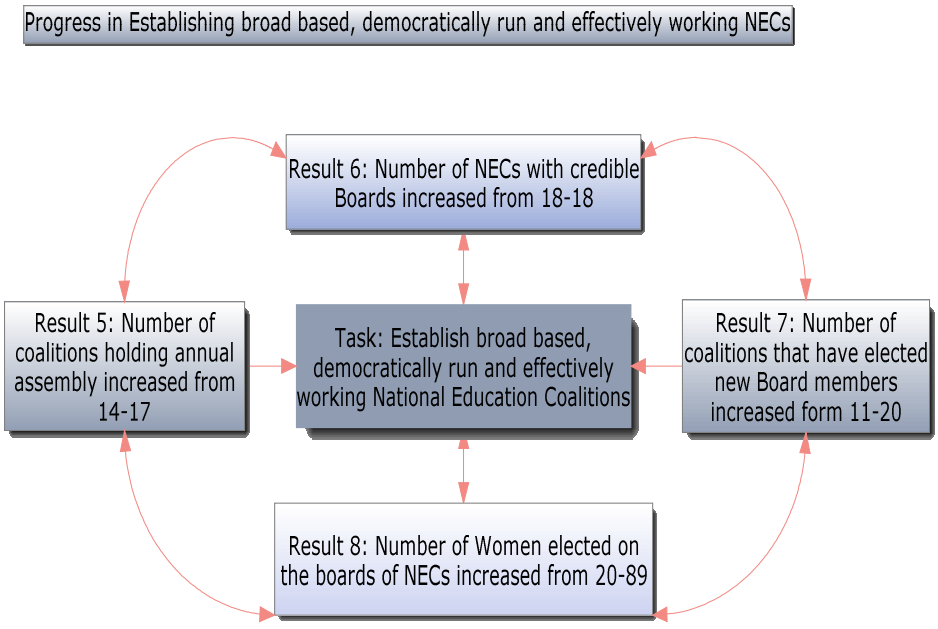


Figure 14: Summary of results

Case Study 8: The Gambia - Capacity building for civil society members of the coalition

EFANet has paid much attention to issues of access and equity in basic education in the Gambia, including special needs education, quality of teaching and learning, early childhood educational services and adult and informal education. To facilitate its member's engagement, a user friendly version of the Special Needs Education Policy Framework was produced with the support and participation of key stakeholders and is currently being disseminated to communities.

Although enrolment in the Gambia has increased over the last number of years, quality of teaching is a major concern. For this reason, EFANet has put a lot of effort in its 'value of teachers' campaign. In collaboration with the Gambia Teachers Union (GTU) and other partners, it embarked on a sensitization campaign for teachers in the Lower Basic Schools, as a result of an assessment carried out in selected schools to evaluate the educational standards of teachers. The survey indicated that most teachers in this sector fall below standard. EFANet also carried out research on the contribution of non-qualified and contract teachers in the Gambia. Because of its contribution in this area, the coalition holds a seat on the Steering Committee for this project at national level. The research study has gained the acceptance of the Ministry of Basic and Secondary Education.

The coalition worked closely with government and private sector, the press, the Minister for Basic and Secondary Education, Permanent Secretary, a Fifteen Member Education Committee of the National Assembly, partners, school children, teachers and other education stakeholders. It received commitment of the Minister of Education to work to increase the budget on education from 16.9% to 20%.

The coalition also developed a Budget Tracking tool in cooperation with its partners who have been trained to track the budget on education. A Task Team on Gender Assessment has been set up and meetings organized to develop and finalize a TOR for the task team members. The Gambia is also one of the 5 pilot countries for the National CSEF. EFANet has been involved in the Joint Donor meetings held in June 2010 which discussed issues relating to the FTI process and other funding windows. The Local Donor lead agency also shared information relating to the FTI processes with the coalition.

3.1 Internal processes of NECs

Members' annual general assembly: Over the reporting period, 3 annual members' general assemblies were held. Compared to the base line of 10 by end of June 2009, the increase from 14 by end of December 2009, to 17 by end of June 2010 symbolises growth of internal democracy within NECs. As figure 15 below illustrates, more and more NECs are beginning to subject their leadership to greater internal scrutiny and accountability by their members.

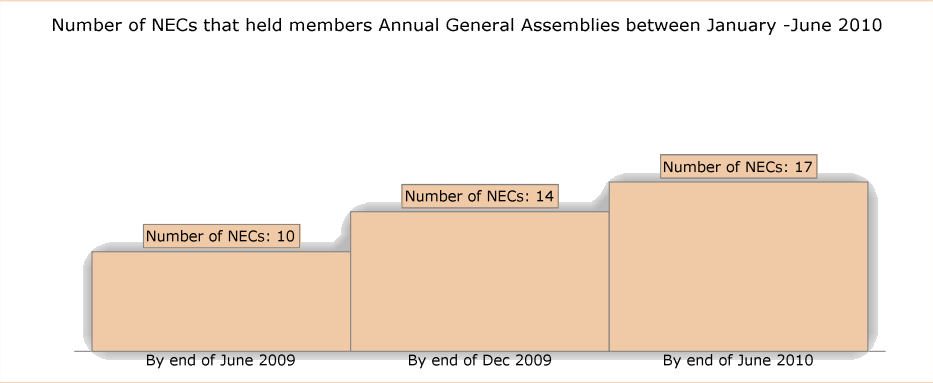


Figure 15: NECs annual general assembly

3.2 Establishment of new NEC boards

As the number of annual general assemblies increased, the number of NECs putting in place governance structures also increased. As figure 16 below indicates, the total number of NECs with independent boards increased from 18 in December 2009 to 28 by end of June 2010.

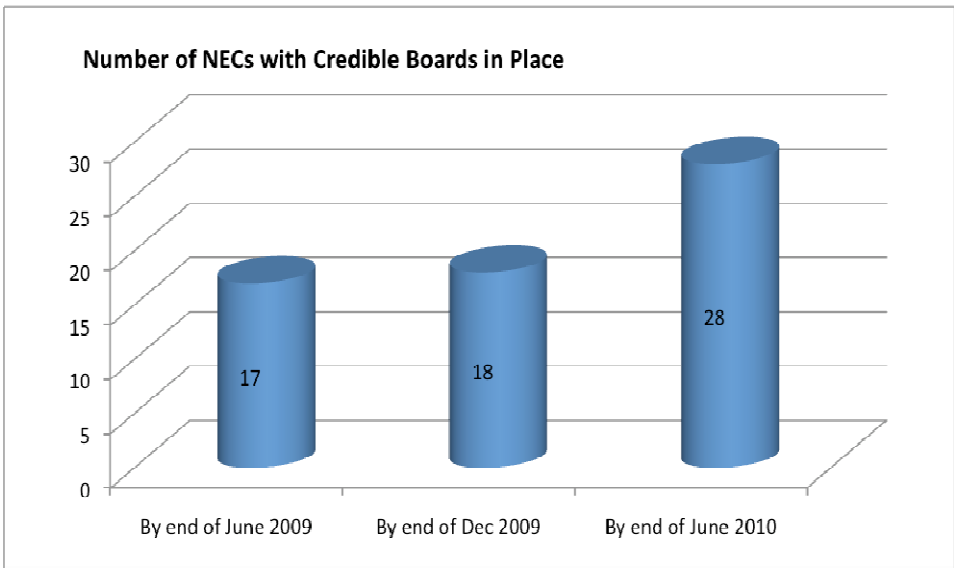


Figure 16:NECs with credible boards in place

Frequency of elections: NECs, by the majority of their constitutions, are obliged to hold elections every two years. A significant number of NECs (17) had carried out elections by end of June 2009. Hence, a better assessment of this indicator would best be seen at the lapse of a two year period. This also explains why progress on elections may appear slow.

3.3 Election of women on NEC Boards

By the end of June 2010, there were a total of 190 men and women serving on the boards of 28 NECs. Women constituted 35.8%, with men dominating the NECs Board Rooms. The power imbalance between men and women on boards is illustrated in figure 17 below.

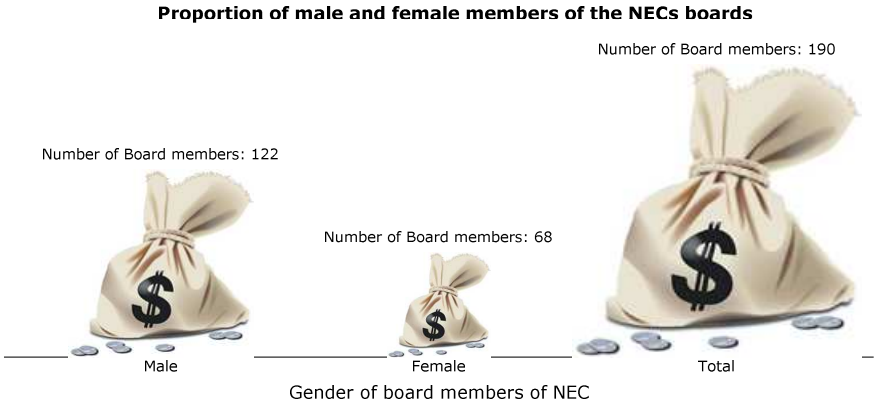


Figure 17: Distribution of power among men and women on NEC boards

At 35.8%, there were far fewer women than men on the boards of NECs. With more elections having been held, the semester witnessed more women being elected. This is further illustrated in figure 18 below.

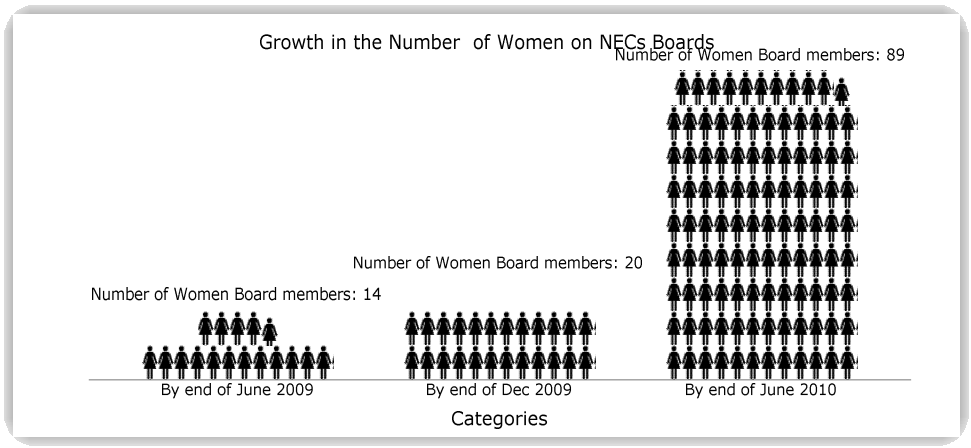
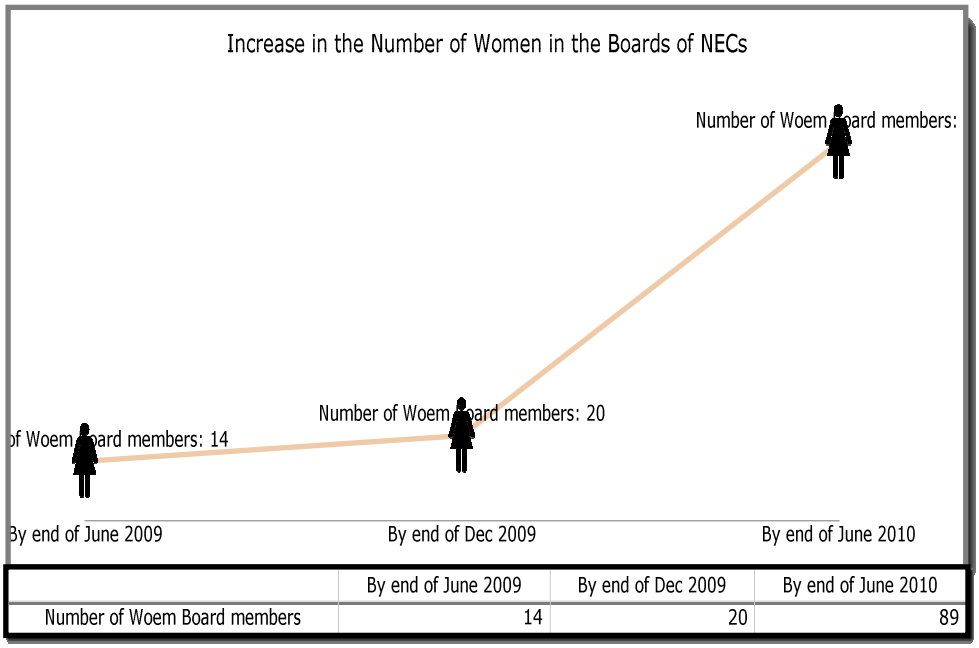


Figure 18:Women in the boardrooms of NECs

As figure 18 demonstrates, there was a positive trend in the right direction. For this to be sustained requires a more thorough investigation and analysis of factors that could explain the phenomenon.



	By end of June 2009	By end of Dec 2009	By end of June 2010
Number of Woem Board members	14	20	89

Figure 19: Growth in the number of women on NEC boards

The lack of effective representation of women may also indicate the lack of representation of other vulnerable and marginalized groups. This is a subject that requires further investigation and capacity building regarding the needs of special interest groups.

3.4 Participation in national processes

Other than recognition in the LEG, meaningful engagement with national governments and donors require civil society to possess additional quality indicators. These indicators relate to the quality of CSO inputs in the policy process, which is an important aspect of capacity building. Over the reporting period, the CSEF helped to build capacity of NECs by targeting to:

- ☑ increase the number of NECs with full access, information and understanding of the national Education Strategic Plan and key education sector policy documents;
- ☑ increase budget tracking work, produce budget analysis reports and translate budget information for community use
- ☑ undertake and process policy studies, research and surveys conducted by NECs and CSOs into policy inputs for policy processes
- ☑ support NECs to clearly define their policy agenda, policy positions and campaign plans to be able to get involved and represent their membership and CSOs in education policy processes

Figure 20 below illustrates the progress achieved in building the core competence of NECs in the 4 areas of:

1. Education Strategic Plans
2. Budget tracking work and budget analysis
3. Policy studies and research
4. Developing campaign agenda and plans

Objective 1: Progress Towards Strengthening the capacity of National Education Coalitions

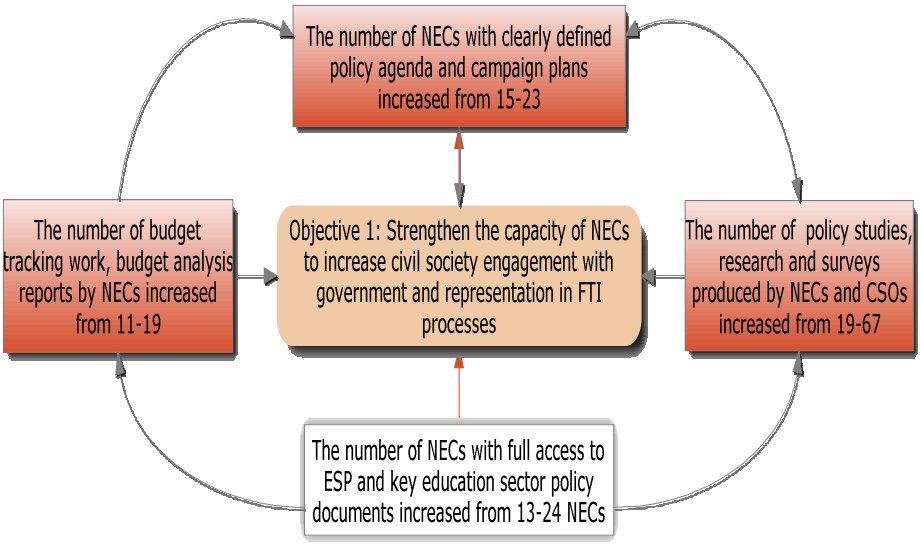


Figure 20: Summary of results

3.4. 1 Access to main education sector policy documents

As figure 21 illustrates access by NECs to all four key quality inputs increased tremendously by the end of June 2010.

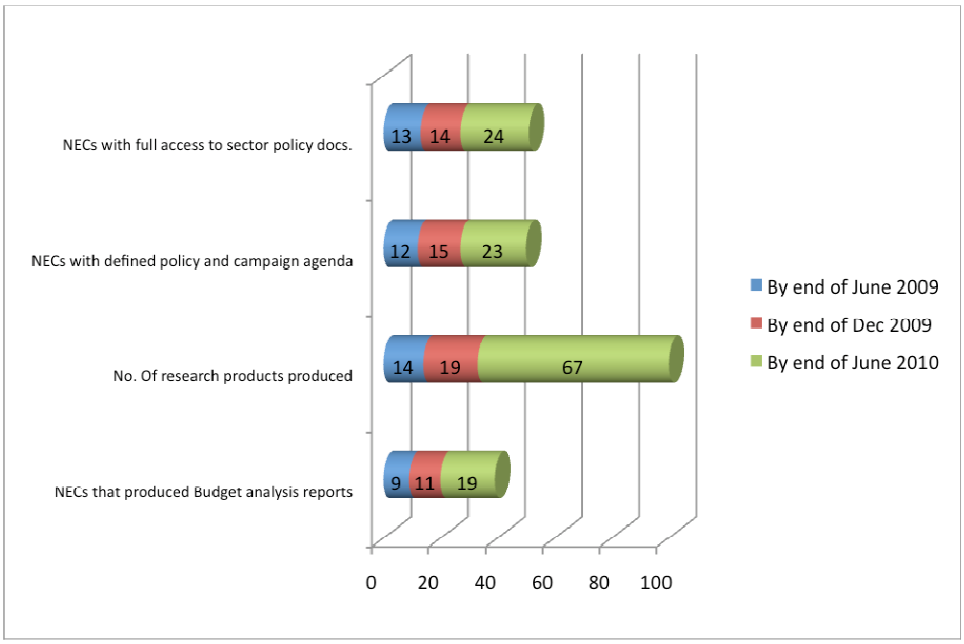


Figure 21: Access by NECs to policy inputs

3.4.2 Access by NECs to Education Strategic Plans and key sector policy documents

As figure 22 shows, 10 more NECs reported full access to their national Education Sector Plans (24 in total) compared to only 14 at the end of December 2009.

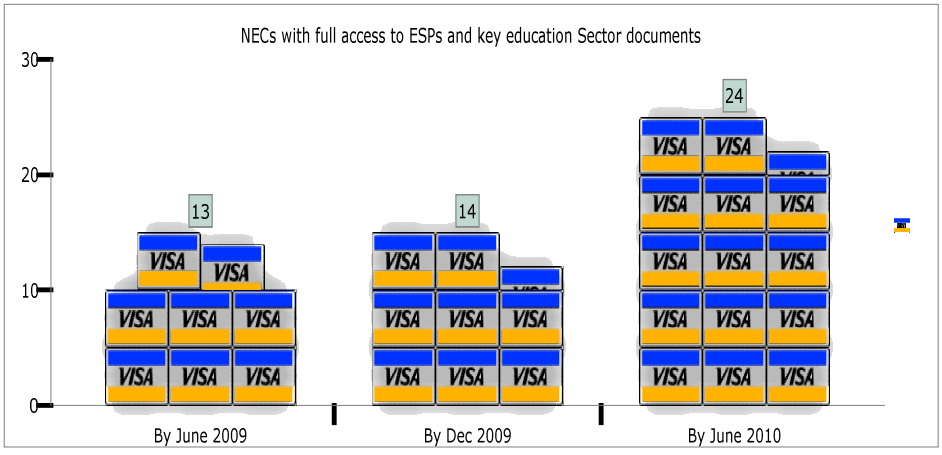


Figure 22: Access to sector policy documents

3.4.3 Access to information

Increased access to information is not only a basic rule of engagement, but also a good measure of

how transparent and accountable the ministry of education is, especially if budgets and decision making information is made public and accessible by all who need it. It is also a good way to enhance the principle of mutual accountability between donors and governments. For civil society, this is a first important step as effective participation depends on timely access to the right information.

3.4.4 Capacity to undertake policy studies, research and surveys

The number of policy research, studies and surveys produced by NECs and CSOs increased from 19 to 67 over the reporting period. This increase shows that civil society inputs in the policy process at different levels grew in volume. It also demonstrates the involvement of civil society organisations in generating information to understand what is happening.

Case Study 10: Sri Lanka

The Coalition for Education Development (CED) has been involved in carrying out various types of research. One study being finalised focused on reviewing teacher deployment and teacher transfer policies in Sri Lanka. The findings will be used to propose alternative policy solutions to engage policy makers. Further research was carried out regarding children dropping out of school and on the disparities among school systems at provincial level, as well as under-resourced schools. A consultation and dissemination workshop was also organized to discuss the findings of the "Budget Process and Budget Tracking in Formal School Education in Sri Lanka", commissioned by the CED in 2008. Participants included the Ministry of Education representatives, provincial ministries, various education institutions, academics, media, trade unionists and civil society organizations. The event provided space for discussion and dialogue on issues hindering efficient education budgetary processes. Following this, CED initiated provincial advocacy campaigns. A planning seminar was held with high attendance from all coalition member organizations. The workshop identified disparities in the distribution of human and physical school resources, which became the primary focus of the campaign. The coalition also took up the issue of ineffective functioning of School Development Societies (SDS). A handbook was developed and training of trainers' workshops on Community Participation in school governance was organized. The overall objective was to prepare those participants to use the handbook to design and conduct training sessions for SDS members in their respective education zones.

3.4.5 Budget tracking, budget analysis and budget information

There were fewer NECs undertaking budget tracking work than the number that carried out various studies and surveys. Only 19 NECs produced budget analysis reports compared to 67 which undertook various types of studies.

Case Study 11: Pakistan

The Pakistan Coalition for Education (PCE) identified 22 individuals from various district branches

and networks to lead budget tracking exercises at community level. The exercise aimed to increase the education of girls and marginalized groups. Six-monthly budget reviews and analyses will be carried out, resulting into a series of recommendations which will be used for advocacy with local, provincial and federal policy makers. The idea is to provide research-based evidence to the policy makers on the need for increased and better utilization of budgets.

PCE also carried out budget tracking pilots in 11 districts, from which data has been analyzed in a report that is in the process of finalization. The study reveals that adult literacy is a neglected area in Pakistan and no comprehensive policies or legislative frameworks are in place to safeguard the right of adults to quality and lifelong learning. Funding allocation is less than 1% of the total education budget. PCE has now taken the initiative of holding consultations across Pakistan at provincial and federal levels to initiate the process of coming up with a comprehensive legislative framework. The next step will be advocating for the enactment of policies around adult literacy. So far, two out of five consultations have been held.

In May, PCE organized a two-day convention on education issues titled 'Rebounding Strong in 2010", with the overarching focus on adult literacy, girl child education, education governance, marginalization and financing. The convention served as a forum for bringing together various perspectives on education from stakeholders, policy makers, media representatives, educationists and academics. The major outcome was the development of a Charter of Demand (COD) based on the recommendations and discussions of the stakeholders. The agreed Charter of Demand was shared with members and other stakeholders including government departments and parliamentarians. PCE has developed a good reputation among the different legislators and policy makers. As a result of ongoing interaction, sharing of research and policy initiatives, PCE has been invited several times to the Senate Standing Committee sessions to give presentations on the various issues on education in

The coalition has put in place new financial software and systems and is in the process of reviewing its financial management policies, systems and procedures. The coalition has also updated its website (www.pcepk.org). The coalition has started a mapping exercise of the current 150 member organizations. Member organizations are to submit profiles and will upon submission, reconstitute the general body of the coalition.

3.4.6 Utilization of key policy inputs

Research products can only add value if processed, disseminated and utilized in the national and local level policy processes. From the above analysis, four categories of NECs can be inferred. The first is a group that have built core competence in budget work, policy analysis and research and have developed capacity to meaningfully take part in the ESP and the joint annual sector review processes. Most of these have been in existence for the last 10 years and have cultivated their own experiences to play a meaningful role in the dialogue. The second category is NECs that have competence in these areas, but have not yet systematized budget tracking work and budget analysis in their engagement process. This category is yet to take full advantage of their being recognised in the LEG. These include the relatively younger group of NECs mostly formed between 2003 and2008 (with the exception of Cambodia).

The third category includes NECs that are recognised as partners in LEG who produce a number of research products which are not very well utilized. The majority of these lack a clear focus in their policy agenda, policy definition and campaigns work. The last category include NECs that are neither recognised as partners in LEG, nor have the core competencies required to begin to engage with the FTI country processes. These are only beginning to clarify their policy agenda and campaign plans. Some of these coalitions initiated policy studies, surveys and researches in the last six months and will

need further support to define their policy priorities and set a clear campaign agenda.

3.4.7 Challenges in budget tracking

The Sector Wide Approach (SWAP) means greater alignment of aid with domestic policy, ownership and leadership, but also requires a commitment to monitoring and impact assessment. While this means that aid has increasingly been harmonized and more aligned with government priorities, there are individual donors working outside the Budget Support and Sector Wide Approach. Alongside general budget support, the sectors of health, education, HIV and AIDS and agriculture have large projects which complicates civil society effort to track and monitor government budgets.

As regards the citizen's access to information on public funds, the scope for civil society monitoring of budgets at local level is hampered by limited budget delegation. In the case of Mozambique, the allocation to district level in 2009 represented only about 1% of the state budget. Moreover, this was allocated from the provincial and not the central budget. Monitoring of budget decentralization is therefore limited, although governments' response to the considerable abuse of the fund has raised the profile of budget monitoring in the press.

3.5 Impact on the policy process

With over 65 NECs now affiliated to the GCE, there is increased focus on influencing those with a degree of power over policy in national processes. The CSEF is a major factor developing capacity in NECs as platforms for the interaction of civil society organizations at national and grassroots level. This is streamlining grassroots level advocacy for education in order to be more effective.

By building civil society capacity for oversight, CSEF is also helping to promote mutual accountability particularly in public finance management where grassroots accountability has always been a challenge. Without this bottom-up link, little space for groups that have no access to the corridors of power would be available in the policy process. This can increase the danger of aid being misused to increase the vulnerability of marginalized groups to corruption and misrule and to further minimize the role of CSOs in enhancing accountability and human rights.

A number of newly established NECs have limited experience in advocacy and policy influencing. At the same time, there is opportunity in the media which many have grabbed to challenge governments. There are also opportunities in many emerging constitutional democracies with laws on freedom of association being enacted. This is encouraging the growth of home grown CSOs both in number and range.

Finally, challenges still abound. The impact of many CSOs is still limited in its capacity to contribute effectively and sustainably at all levels. There are also limited opportunities for CSO members to come together to coordinate their work across the sector, discuss and reflect on the challenges they face.

Case Study 9: Burkina Faso

A number of consultations with members were held to plan and coordinate the work of the NEC, discuss, share information and review progress. The coalition participated in policy dialogue with the

Ministry of Basic Education and Literacy (MBEA), amongst other government departments, lobbying for increased budget spending on education. A strong focus of the work of the coalition was on advocating for free education for all children and expanding primary teacher training from one to two years to improve the quality of education in the country.

During the reporting period, the coalitions obtained a commitment from the Chairman of the Education Committee of the National Assembly and its members to hold consultations and discuss issues pertaining to more domestic financing for education, abolition of school fees and teacher training. The coalition also undertook research on school governance and disseminated the findings nationally. It accomplished a good deal of publicity with the media. A documentary highlighting the real situation of education in Burkina Faso's capital, Ouagadougou, was produced and shared. This contributed to 8 new associations expressing interest in joining the coalition.

Case Study 12: Papua New Guinea - PEAN

A major focus of the national education coalition PEAN, is to track and influence government budgets. The 2009 and 2010 education budget documents were collected from the Department of Treasury to be compared with the Department of Education allocations and expenditures. However, PEAN encountered challenges due to the Department of Educations' reluctance to provide relevant information. Lack of access to information frustrated the work of the coalition and held back budget tracking work. This led the coalition to prepare an information paper on the national budget process which helped to clarify how budgets are prepared, the basis for budget allocation, and the different levels of decision-making in the budget process. The document was sent to member organizations without any additional budget information. Although the process helped members to attain more understanding of the budget process, including systems and processes through which public funds are allocated to the education sector, they had no information to influence the process.

To change this situation, PEAN has put much emphasis on strengthening the relationship with the Department of Education, particularly with regards to budget transparency. Although with limited access to timely information, the coalition is a formal member of the Education Sector Investment Programme (ESIP) Committee and participates in educational policy discussions as well as technical working group meetings. This has given the coalition opportunities to contribute to the ESIP policies and programs. The coalition has also gained committee representation in other education-related technical and taskforce groups. It sits on the National Literacy Group, Basic Education Taskforce, National Literacy Awareness Secretariat (NLAS) Taskforce and CapEFA Taskforce. Access to these bodies, however, does not translate to access to information for decision making purposes.

During the semester, PEAN was strongly involved in literacy campaigns. The coalition developed a literacy survey tool and research methodology concept and continues to carry out research in this field. Findings show that literacy rates are very low in PNG, particularly in the provinces of Sandaun/Chimbu. PEAN is taking the lead in the National Literacy Week (NLW) Committee to organize media awareness and publicity in September 2010. PEAN is working on analyzing the national policy affecting literacy. PEAN has managed to get a wide range of media coverage leading up to the Global Action Week (GAW) to communicate the purpose and objective of the event. The awareness and publicity attracted coalition partners, stakeholders and the general public to sign up to the 1Goal Education For All campaign. The Week was launched with a call to government to increase the education budget to 20 percent. The event was attended by the Minister for Community Development and the Global Action Week has now been incorporated into the education school calendar year to be observed and celebrated by all school children, starting 2011.

CSEF project Countries in South Eastern Asia Shown in yellow

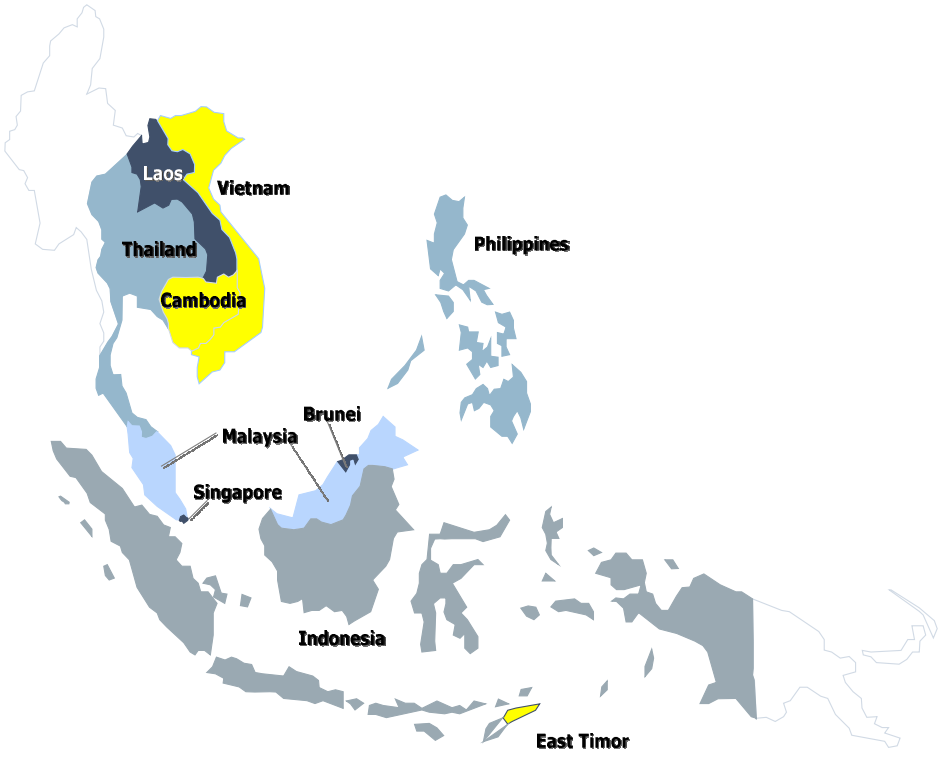


Figure 23:CSEF in South Eastern Asia

Chapter Four

National Civil Society Education Funds

NCSEF

4.1 Background

The Paris Declaration assumed that sustainability of civil society work would happen through ernment relations with civil society organizations at national level. It urged the commitment of donors and governments on the principles of greater national ownership and control over development tance as well as better harmonization of donor activity at country level. Consequently, a general shift to general budget support and increased alignment with national government priorities occurred. This

contributed to aid being utilized more effectively. At the same time, there have been serious implications on access, utilization, and reporting on development funding for civil society. General budget support has meant difficulty in accessing funding at national level by civil society leading to increased civil society pressure on a few bilateral donors to get civil society work funded.

The funding environment has therefore become more complex for civil society with increased support to the education sector in low income countries. Government support to civil society work has remained below 3% of total civil society budget. At the same time, citizen's access to information on public funds continues to be limited. The scope for civil society to monitor government budgets at local level is also increasingly being hampered by limited budget delegation. The general trend is for direct donor support to civil society projects and programmes has decreased with increased direct budget support and the Sector Wide Approach to Aid. This is in spite of the agitation by donors and civil society for a rights-based approach to development, underpinned by the recognition that projects alone will not make a fundamental difference to levels of poverty, and that increased democracy, transparency and accountability are more likely to lead to sustainable change.

The Dakar Framework of Action identified three distinct roles for civil society, namely a) service provision (where state provision is absent or insufficient) b) innovation (as sources of 'new' thinking) and c) as informed critics and advocates (through lobbying, campaigns and alternative strategies). The 2005 Paris Declaration urged donors and governments to commit to the principles of greater national ownership and control over development assistance and better harmonization of donor activity at country level. It assumed that sustainability of civil society work could happen through government relations with civil society organizations at national level and was therefore silent on what concrete steps would be taken to enhance civil society participation in the development process.

NCSEF is a mechanism that will focus civil society led advocacy for change at all levels to include scope and opportunity for poor and marginalized people to take a growing role in holding decision makers accountable. It established an independent national fund that will channel multi-donor funding to the national education coalition and to its civil society member organizations. It is a new mechanism, to be rooted in the experience of CSEF as well as those of other similar funds that have existed at national level. It will be independent of its potential beneficiaries (NECs) while at the same time building upon current structures, strengths and opportunities.

4.2 NCSE will provide:

- ✓ a legitimate vehicle for giving voice to civil society
- ✓ a vehicle through which cohesion in education advocacy could be achieved
- ✓ a vehicle to advocate, disseminate and replicate good practice around the world
- ✓ a vehicle for innovations into appropriate models of how conditions regarding EFA could be fundamentally changed

With relatively small investment, the fund could provide governments the leverage for more efficient and effective models to improve equity and quality of education more significantly and expand the impact of development aid more generally.

4.3 Key quality elements of NCSEF

The design of NCSEF stresses:

i. capacity building in the use of funds, and not simply financial support;
ii. flexibility to accommodate new perspectives, ideas and priorities over time;
iii. partnership, dialogue and relations with governments, donors, private sector and civil society;
iv. the need for bottlenecks known to strangle the flow of support from other mechanisms to be avoided;
v. sufficient local ownership to guarantee success in facilitating the voice of civil society in demanding change;
vi. vigorous selection criteria that aims at development, not based on current limitations in knowledge and experience;
vii. transparency in procurement and financial management, clear structures and systems to safeguard against risks and fraud.

4.4 Opportunities provided by NCSEF

i. raise the profile of the whole debate around education;
ii. bring education back on the national agenda;
iii. bring coherence and harmonization in civil society advocacy;
iv. minimize wastage and duplication of efforts;
v. balance national, provincial and local level support to make small actions and innovations count;
vi. maximize impact;
vii. promote rigorous monitoring of impact across all civil society activity;
viii. promote complementarity rather than competition;
ix. increase coordination of funding across various advocacy and monitoring activities;
x. increase overall transparency and accountability of civil society;
xi. give voice to civil society's arguments for improved equality of opportunity by modelling good practice and standards, and through engaging in pioneering approaches;

4.5 Progress towards establishment of NCSEFs

The whole purpose of the CSEF is to establish credible and independent NCSEFs by the end of the project cycle. The closing date for the current EPDF grants is 30th June 2011. This means that the establishment of NCSEFs will not be able to happen by that date. The continuation of the CSEF beyond June 2011 is therefore an important precondition to achieve the mission of establishing NCSEFs in low income countries. As a key priority, there needs to be a stronger focus on seeking further international support to continue the programme. Secondly, it would be important to take the NCSEF concept to governments, donors and INGOs to ensure sustainable support for NCSEF.

In terms of process, we envisage that the establishment of NCSEFs will be undertaken in a

two-phased process:

The first phase which targets 7 pilot countries (Mozambique, Kenya, Ghana, Senegal, The Gambia, Cambodia and Bolivia) will be implemented within a two year timeframe. It is a pilot phase planned to run from June 2010 to December 2012. The 7 pilot projects are viewed as sources for new ideas which could be tested, documented, disseminated and replicated on a bigger scale in the second phase of the intervention.

The second phase is aimed at replication, with a target of up to 30 countries being covered between 2013 and 2015. This will provide a reasonable ground and timeframe to establish NCSEFs in 20 countries between 2013 and 2015, before taking on the last batch of 10 countries between 2014 and 2016.

4.6 Development of NCSEF start-up plans in pilot countries

During this semester, GCE recruited full time staff to work directly with pilot countries. This led to country processes beginning to move from June 2010. In the initial stages of the pilot phase, the priority is to cultivate preconditions needed to generate wider support for the NCSEF concept to make its establishment possible. This involves nurturing confidence and support at country level by paying visits and introducing the concept to donors, civil society organisations and foundations. Meetings were therefore held with development partners and civil society on the NCSEF concept in 5 of the 7 pilot countries, namely Kenya, Senegal, Ghana, The Gambia and Mozambique. In Mozambique, support for the concept was found to be clear and sufficient. This led to a decison to establish a local task force to proceed with necessary consultations on the ground in order to define appropriate mechanisms to get the engagement process of fund establishment to begin.

The pioneering work in the month of June included the launch of initial CSEF research processes in Kenya, Ghana, Senegal and The Gambia to explore and understand existing funding mechanisms, risks and fears associated with the concept and find consensus among stakeholders to encourage the backing of civil society groups and donor agencies for the concept. Four pilot countries initiated the research process to assess the viability of different NCSEF models in their local contexts in order to guide decisions at country level on how to move forward. Cambodia and Nicaragua are yet to be supported to initiate this process. The NCSEF guidelines were also put in place and disseminated to 40 CSEF countries. This is being utilized by NECs to develop time bound NCSEF plans as part of their CSEF two year proposals.

4.7 Potential for NCSEFs in developing countries

With 3-5 years of fully funded work, NECs have the potential to attract more support for their work and create sustainable funding mechanisms at national level. The CSEF is therefore working to raise the visibility and profile of NECs by including an element to build capacity in the use of funds and to prepare NECs to actively begin to mobilise additional resources to grow the activities of their member organisations, branches and networks. This is what NCSEF is expected build on. Over the reporting period, 10 NECs attracted additional donor support for their activities. The growth in the number of NECs expanding their funding base is illustrated in figures 24 to 29 below.

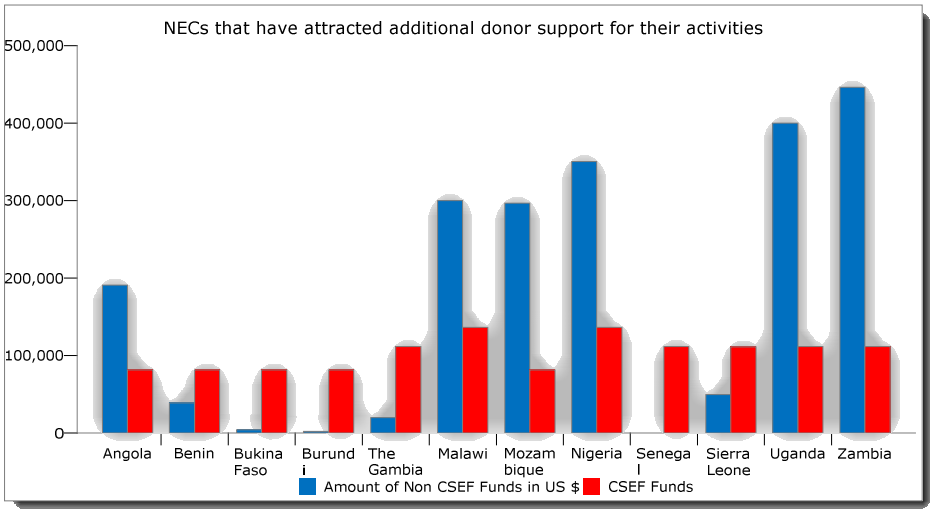


Figure 24: Support to NECs activities

4.8 Sources of civil society funding

In terms of civil society access to funding, available data shows that 70% of the 300 million US dollars of CSO income for 2003 in Mozambique came from overseas, while 25% came from the private and family or individual sector, indicating the strength of the private sector as a source of support. While direct donor support to NGO/INGO projects and programmes was reported to have reduced in general, there was an increased in direct budget support to the sector.

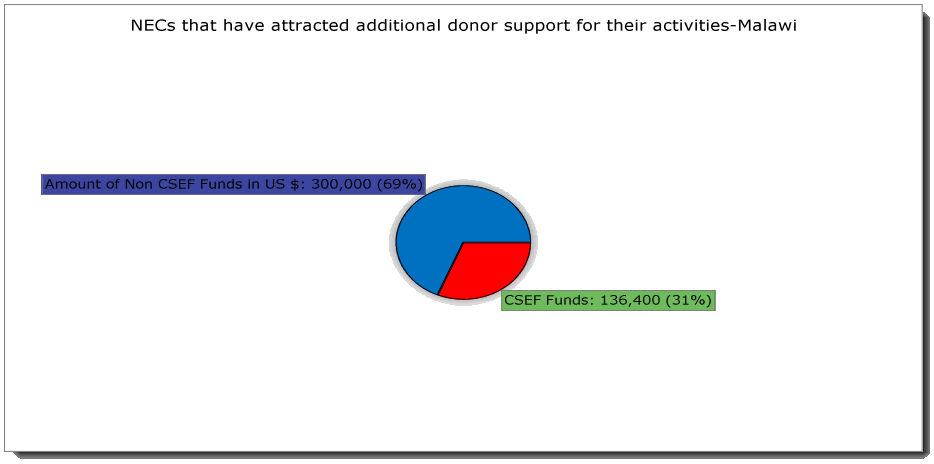


Figure 25: Additional donor support to Malawi

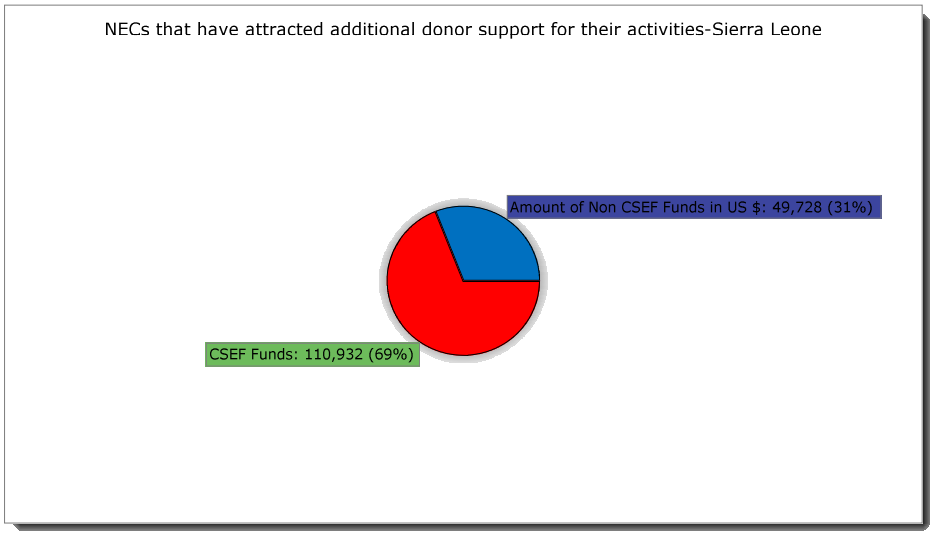


Figure 26: Additional donor support to Sierra Leone

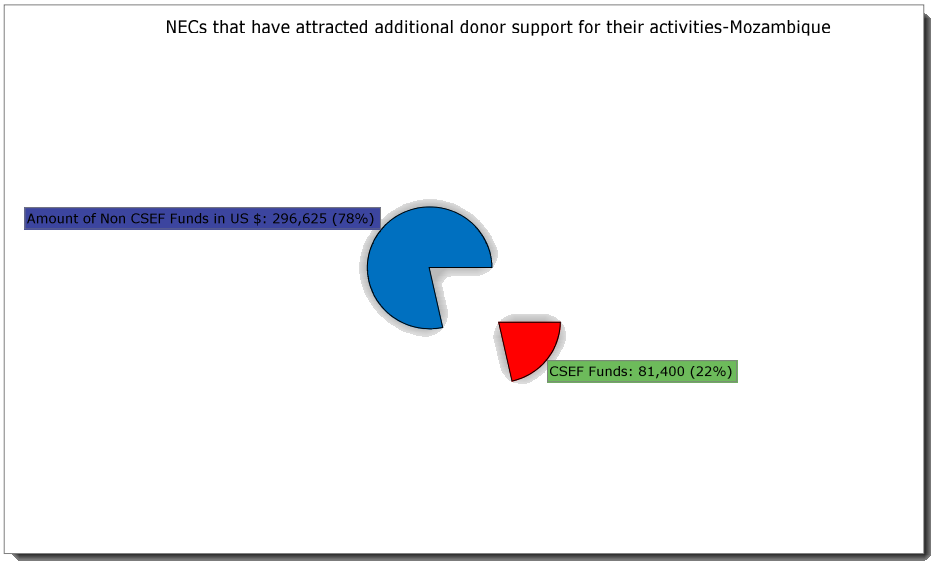


Figure 27: Additional donor support to Mozambique

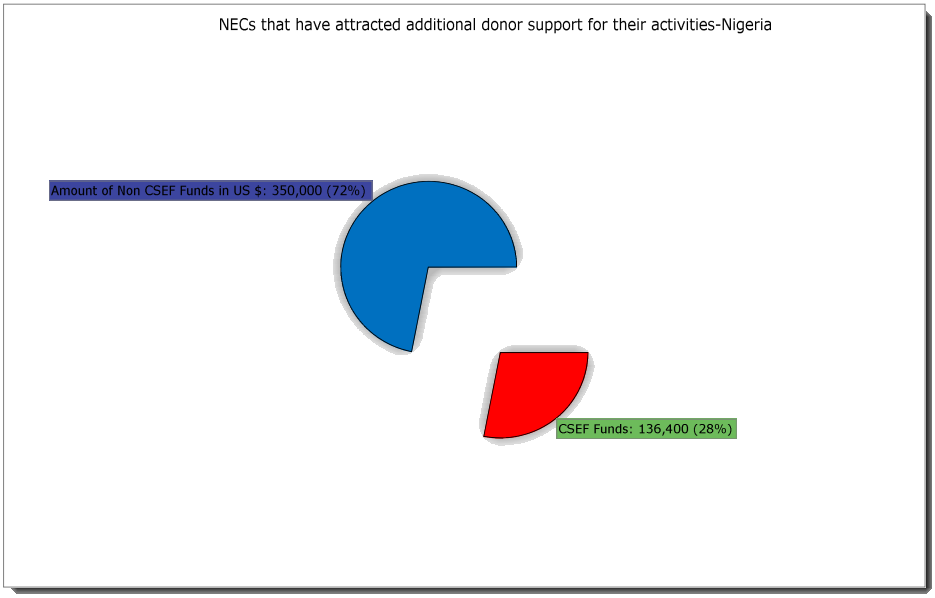


Figure 28: Additional donor support to Nigeria

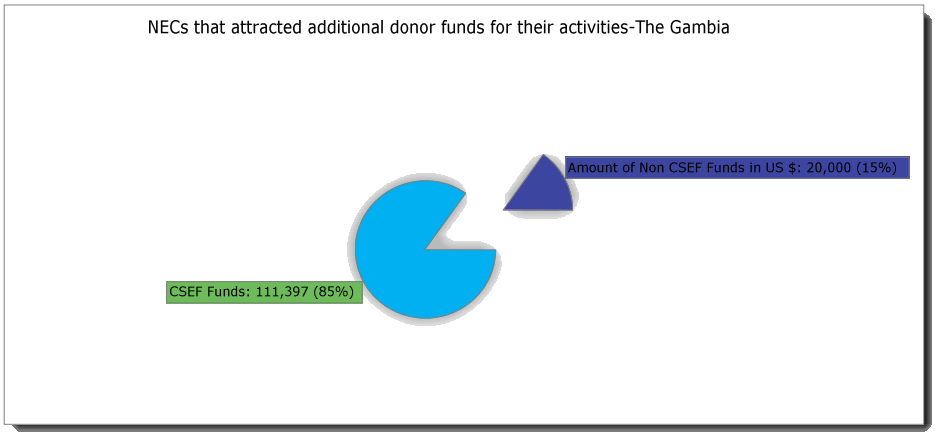


Figure 29: Additional donor support to The Gambia

The above examples demonstrate potential for NCSEFs in countries where donor confidence and support for ongoing NECs and their work exists. The NECs which have not been able to attract additional donor support could find it difficult to mobilise sustainable support for NCSEF. This group will need support to promote their work.

It is therefore important that support to civil society at country level be coordinated. This raises questions on the nature of coordination mechanisms that exist among civil society organisations and donor agencies that provide resources to NECs, to help ensure that resources provided are effectively utilized to avoid duplication and maximise impact.

4.9 NCSEFs long term plans

Once preconditions exist for the establishment of NCSEFs at country level, predictability becomes important in making the concept more attractive on the ground. Predictability means being able to plan long term, based on a predictable flow of funds supported by an inclusive coordinated process hinged on a local ownership supported locally. For civil society organisations, the NCSEF as a long term planning concept strategically guarantees predictability for work, addressing the fundamental and underlying concerns for sustainability. This is a major sticking point for unity and consensus building in the process of establishing NCSEFs. Mozambique will be supported over the next semester to develop a long term NCSEF plan as a vision for civil society to work together for its establishment and as a lynchpin to set NCSEF operational plans and structures on the ground.

4.10 Support for the establishment of NCSEF structures

The Anatomy (Structures): As a key next step and strategy, the main proponents of NCSEF (task force) must show what the concept has to offer before it can get the confidence, support and trust required for donors and governments to invest in it. It is the core task of this team to demonstrate competence in the establishment to manage the fund. Local task forces will be supported to conceptualize NCSEF as a national concept, define distinct roles and responsibilities involved and begin an aggressive process to mobilize support for it. This will include articulating astute financial management practices and systems to assure excellence both in finance, governance, project planning and management of the fund.

4.11 Key issues on NCSEF moving forward

i. **Transition:** The objective of establishing the NCSEF is to provide support to the core work of national education coalitions. This will require the full implementation of the current phase of the CSEF into its full 3 year project cycle (up to end of December 2012).

ii. **Continuation:** Continuation of the CSEF into a second phase of intervention (2013-2015) will provide a reasonable timeframe to scale up and expand the outcomes of the current NCSEF pilot projects.

iii. **Sustainability**: As not all CSEF countries will be able to attract enough support at national level to establish independent national funds by 2015, the creation of a pool fund targeting the poorest countries needs to be explored. Extension of CSEF from 2013-2015 with the view of transiting the fund to support NCSEF in donor orphans could provide a mechanism to replenish and nurture NCSEFs to a level where they can be self-sustaining.

iv. **Funding:** The GCE and its partners need to promote a new proposal aimed at continued capacity building to allow the long term mission of the CSEF to be fulfilled.

✓ An additional $ 10.5 million is required to continue the CSEF up to its third year, providing resources from July 2011 to December 2012 for sustained capacity building of NECs. This is to ensure that the aims of the EPDF trust funds to increase the number of low income countries with sound and sustainable education sector plans can be achieved at least in the project countries.

- ✓ A further $ 26 million for a second three-year phase will be required to entrench the role of civil society in broad-based participatory and consultative processes and to ensure necessary reforms to allow this happens at national level.
- ✓ For the non-FTI countries in Asia and the Caribbean, an additional $ 4.8 million is required for the period 2013-2015.

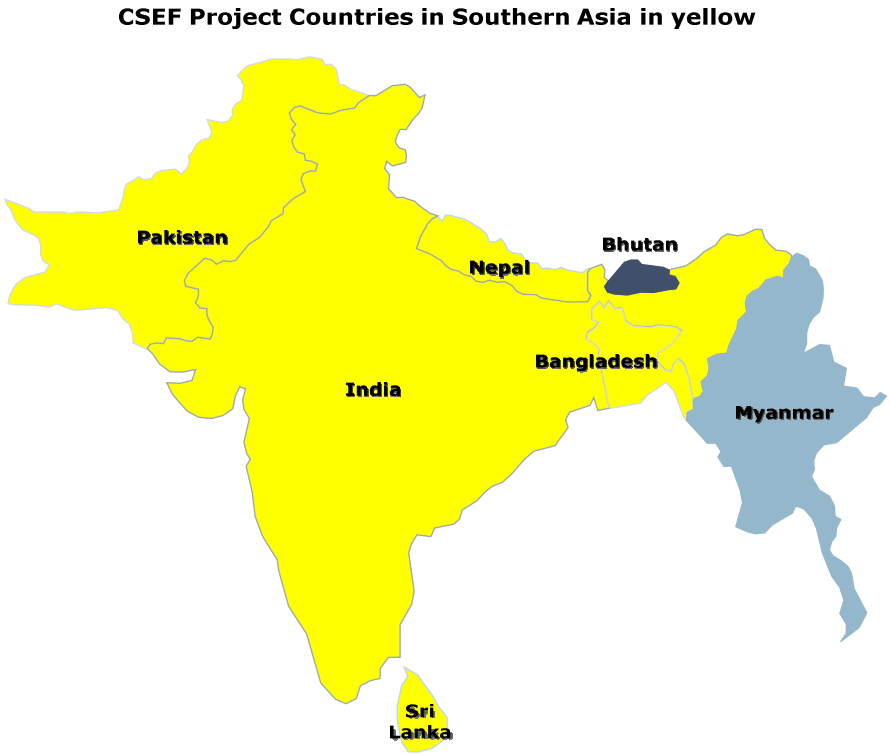


Figure 30: CSEF in Southern Asia

Chapter Five

Grants Management and Administration, Financial Management and Programme Support and Coordination

5. Grants management and administration

Transparency and accountability are the basic principles in the management of CSEF. Fund management, administration and grant approval functions are managed by different, separate and independent organizational entities. Systems for checks and balances have been developed and maintained in the different stages of the process. As part of the process, the GCE implements an open, frank, transparent and constructive relationship with all stakeholders involved. This relationship is reflected and summarized in the chart below.

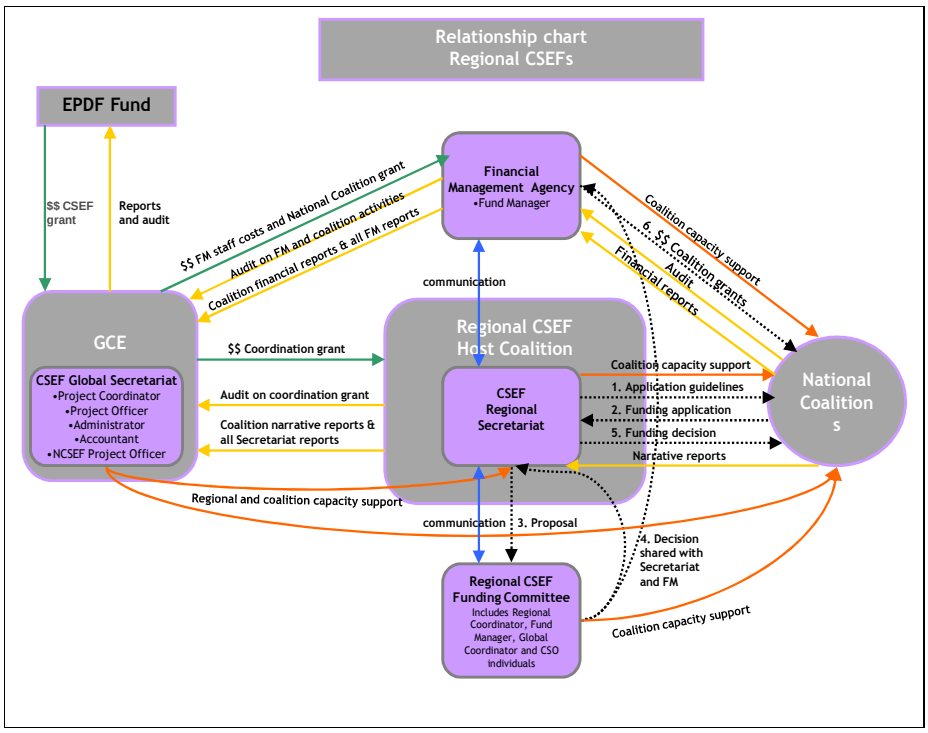


Figure 31: CSEF Relationship chart

5.1 Grants approval

Over the first year of implementation, the Regional Funding Committees became effectively operational. A funding process through which national civil society coalitions can receive support for capacity building and to implement the goal of the project, was established. The Regional Funding Committees (RFCs) have evolved as the oversight and political structures of the fund at regional level. The funding committees elaborated and put in place eligibility criteria for the fund.

5.2 Grants allocation

As at end of June 2010, a total of $4,194,584 had been allocated to National Education Coalitions. This was based on the funding committee decisions and approval of project proposals developed by NECs in line with agreed guidelines, monitored and implemented by CSEF regional Secretariats.

5.2.1 Grants allocation to NECs by region

Over the first year, 57% of the total country grants allocated to NECs went to 25 countries in Africa, representing 62.5% of the CSEF project countries. 8% of country grants were allocated to Latin America and the Caribbean with 10% (4) of the total number of project countries. 35% of total grants were allocated to countries in Asia and the Pacific, which constitute 27.5% of total project countries. The proportion for grants allocation is illustrated in figure 33 below.

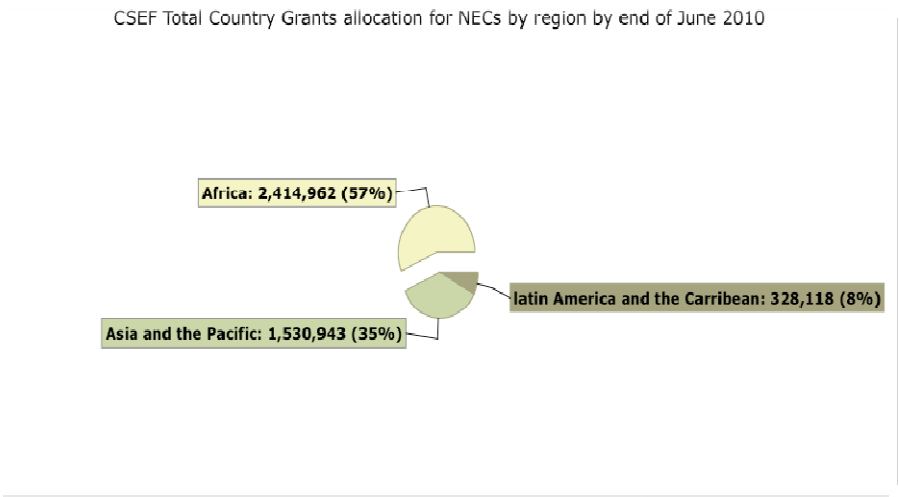


Figure 32: Grants allocation to NECs by region

5.3 Grants disbursement to NECs

The proportion of total grants disbursement to NECs in Africa was 58% of the total as at end of June 2010. Grants to Latin America were 5% and 37% for Asia and the Pacific region. Figure 34 is a summary of the total breakdown of disbursement.

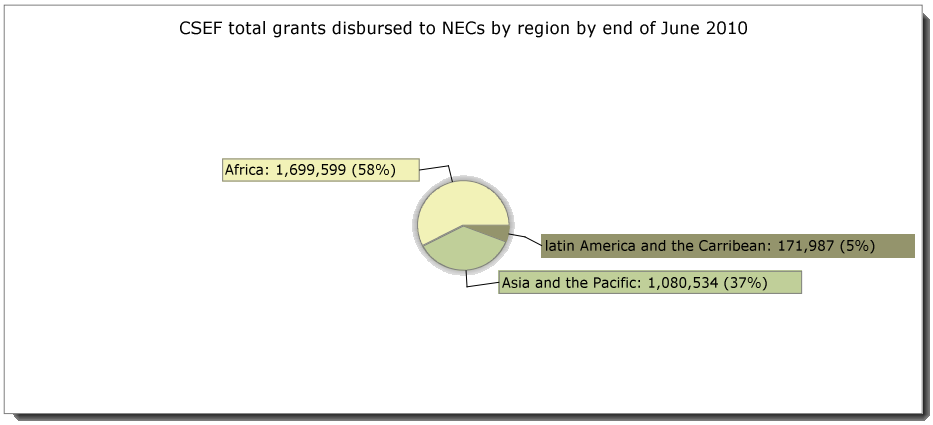


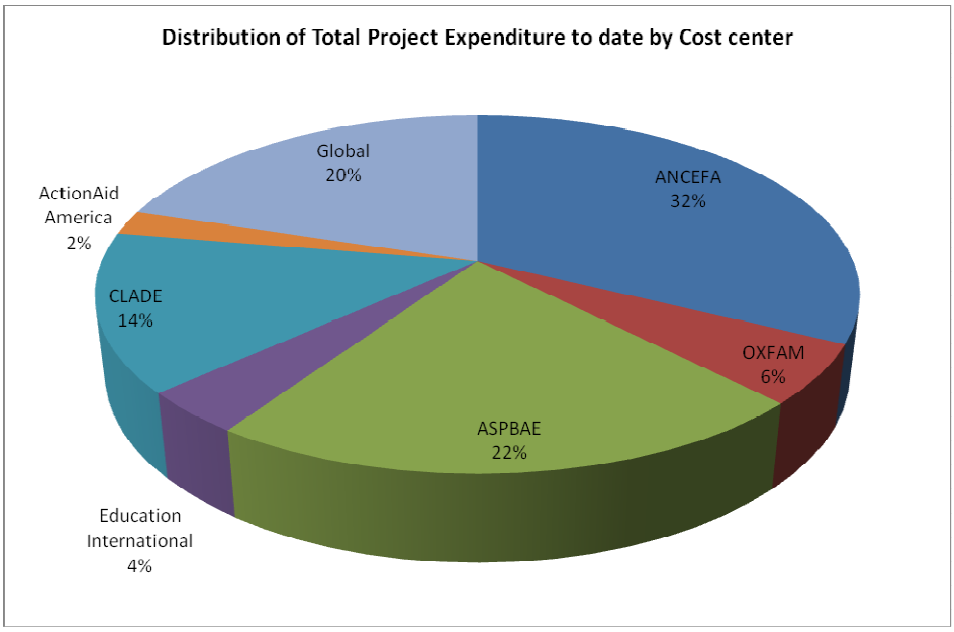
Figure 33: Grants disbursement to NECs

5.3.1 Grants disbursement to NECs

By end of June 2010, $ 2,952,120 had been disbursed to 36 NECs. The details are shown in Appendix V.

5.3.2 Overall grants utilization and budget performance

As at end of June 2010, 82% ($5,313,726) of the total financing of $ 6.5 million for the first year of the project had been spent. The variance by the end of the same period amounted to $1,186,275 (18%). The expenditure distribution is illustrated in the chart below.



5.3.3 Utilization of regional grants

A total of $ 1,663,199, representing 31% of total expenditure was grants disbursed to regional secretariats and financial management agencies. This is for the purpose of strengthening regional support, coordination and capacity building. The breakdown of expenditure at regional level is illustrated below.

5.3.4 Utlization of grants by NECs

From country grants, a total expenditure of $ 3,621,220 was recorded by end of June 2010. The distribution over the three regions is illustrated in the graph below.

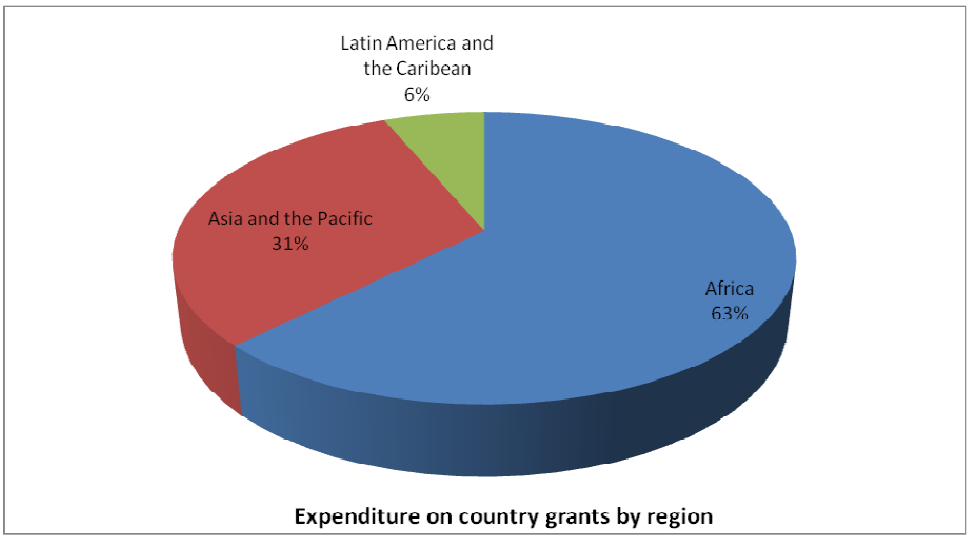


Figure 34: Grants expenditure by region

As figure 35 below shows, NECs in Africa and Asia accounted for 95% of the total expenditure incurred from country grants as at end of June 2010.

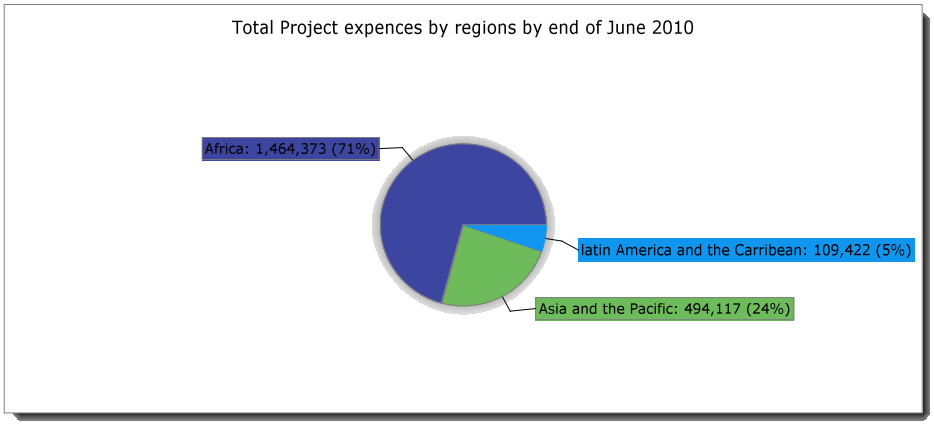


Figure 35: Total expenditure of NECs by region

Grants to Latin America and the Caribbean region went to 3 out of the 6 FTI eligible countries. Additional support for 13 non-FTI eligible countries was made available through a three year grant of € 4.5 million from the Spanish Development Agency from 2010 to 2012.

5.4 Financial management and supervision

Day-to-day responsibility for financial management and supervision lies with the Fund Managers, supported directly by the CSEF Global Accountant. NECs submit quarterly financial reports and other relevant documen-

tation as a requirement to receive quarterly disbursement of grants based on an agreed annual plan and budget. At the end of each quarter, a financial assessment is undertaken based on 6 quick performance criteria: (a) Timeliness of reports; (b) Completeness of report submitted (in line with the elements defined in the reporting template); (c) Quality of report (correctness, accuracy); (d) Quality of documentation provided (invoices, receipts, bank statements, bank reconciliation); (e) Completeness of documentation; (f) Performance level according to budget.

Using a traffic light system, the Fund Managers indicate perceptions on performance of coalitions, identifying areas of concern from their experience in day-to-day supervision, indicating the immediate actions and steps that need to be taken. The assessment is based on a traffic light system where colours are used to indicate the level of concern of the Fund Manager. The colours used are:

- - The coalition is performing very well in this area, no action needed;
- – The coalition is performing reasonably well, but caution is needed on ... and
- - The coalition is performing poorly. Immediate action is needed on ….

From the summary of the assessment carried out at the end of June 2010, the following areas were identified as red: Submission of incomplete reports; delays in submitting reports on time; delay in responding to e-mail queries which also leads to delay in disbursements; poor quality of documentation in some instances; and, in a few cases, delay in disbursement due to slow response in submitting bank statements as well as expenditure plans; and finally, low spending in relation to the budget line in a smaller number of NECs.

From this analysis, the following can be highlighted:

5.4.1 Several low quality reports

This is illustrated in figure 36 below, even though the number of NECs delivering quality and satisfactory reports were higher this time around compared to the previous semester.

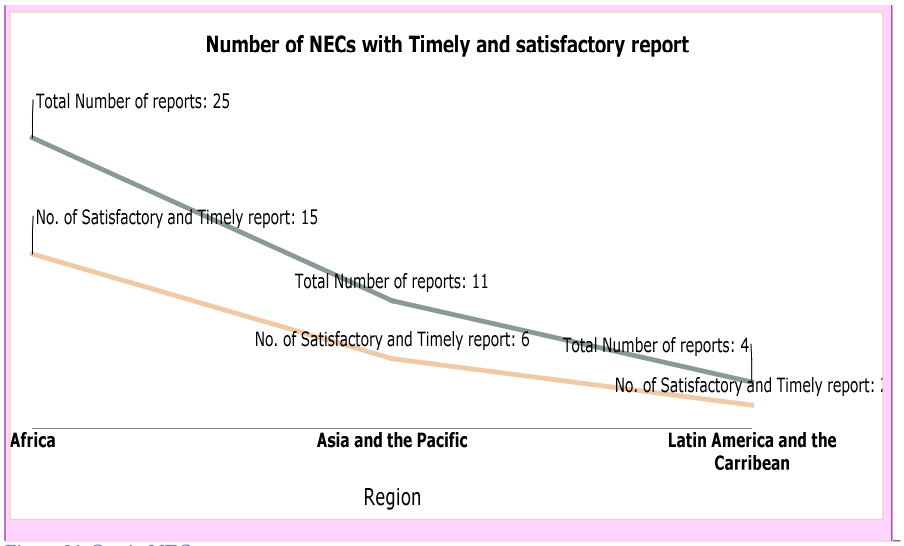


Figure 36: Gap in NECs reports

Comment [AV1]: Caption & labels – no capitalization.

60% of NECs submitted quality and satisfactory reports as illustrated in figures 37-39 below.

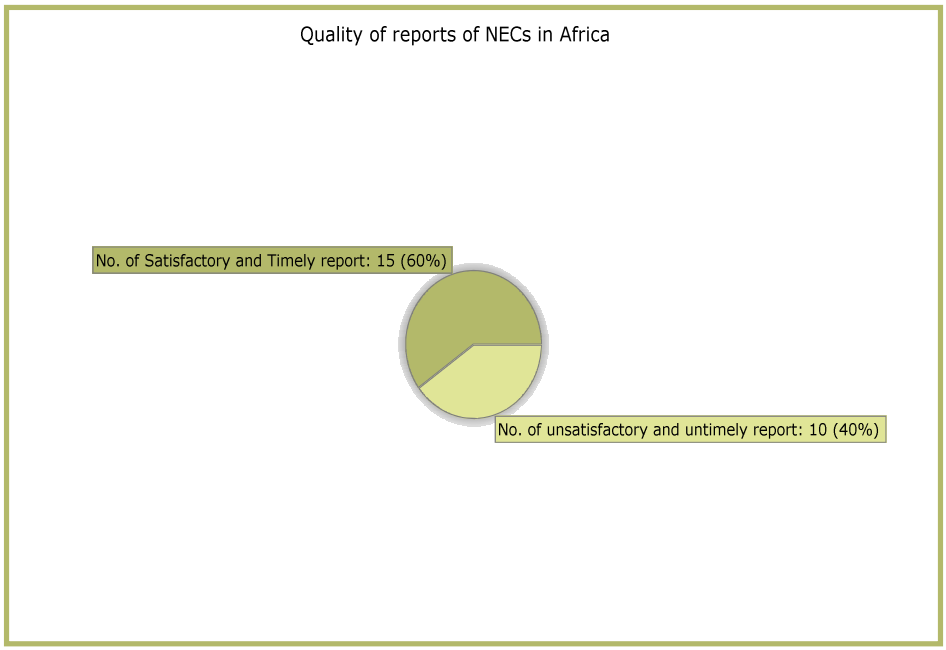


Figure 37: Quality of reports in Africa

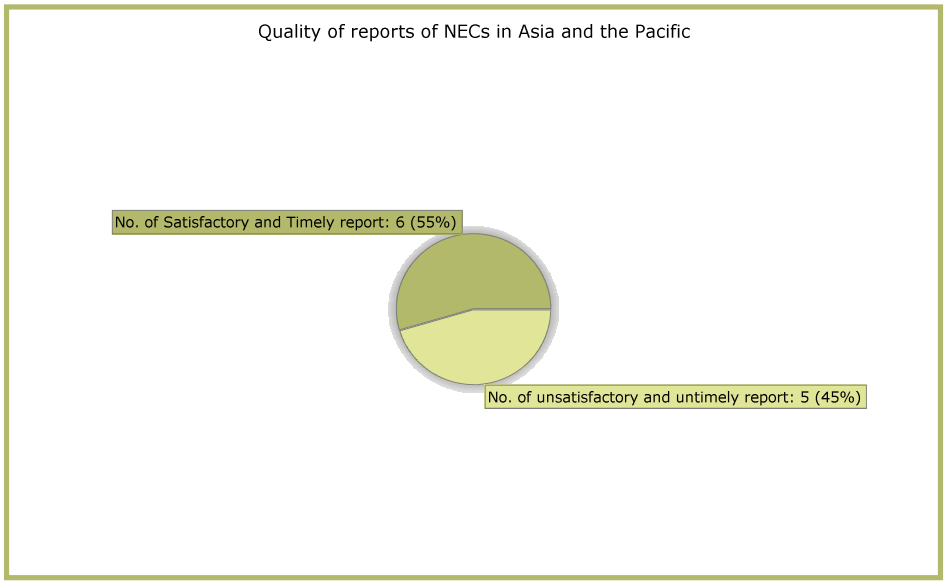
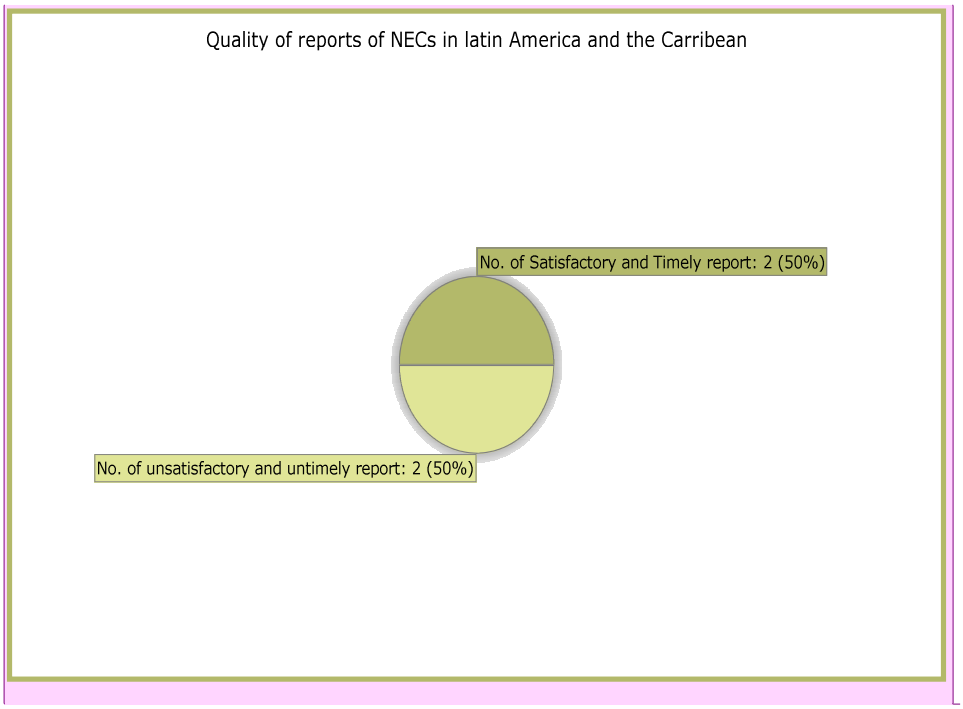


Figure 38: Quality of reports in Asia and the Pacific



Comment [AV2]: Latin (Cap L). Caribbean.

Figure 39: Quality of reports in Latin America and the Caribbean

5.4.2 Review of reporting frequency

Concern that the narrative quarterly reporting requirement placed too much demand on NECs led to a review of the frequency of narrative reporting from once a quarter to twice a year. Fewer narratives would ease financial management and reporting as well as make quarterly financial reporting and supervision realistic and manageable. The time that was spent in getting reports done can be channelled to implementation and capacity building.

5.4.3 Financial management systems reviews

From the lessons learned in the first semester, there was a need to standardize financial management and unify budget monitoring and reporting. This led to the development of a financial management capacity building plan, which had been finalised by end of June 2010. As part of this package, a new set of budget tracking and reporting tools will be introduced in Africa. The aim is to allow the coalitions to maintain a closer eye on budget monitoring and simplify quarterly financial reporting.

The quarterly financial management review as well as the experiences of Fund Managers from ongoing supervisory processes inspired the decision to strengthen previous reporting tools in order to ensure sound financial management and tighter budget monitoring and controls. The need to standardise systems emerged at the end of the first semester and was addressed in the recently agreed CSEF capacity support plan.

As a key aspect of this plan, a thorough financial management systems review will be carried out in the third semester covering all 25 NECs in Africa and 6 possible new ones. This will lead to a financial management workshop in early September 2010 in Senegal, at which tools will be disseminated, including a full set of accounting forms and guidelines. To give the Africa Regional Fund Manager additional capacity to gain greater

visibility in the coalition's financial management, an additional Project Accountant will be recruited in the third semester

5.4.4 Suspension of Angola, Lesotho and Liberia

A fact finding mission was sent to Angola, Lesotho and Liberia following a decision to temporarily suspend funding due to non-compliance. The mission conducted its review to understand the facts on the ground, evaluate performance, systems and procedures as well as to assess the needs for capacity building, to identify plausible gaps in systems and procedures to help improve overall financial management. The visits were conducted between April and June 2010.

Largely, the financial management systems of Angola and Botswana were found adequate. The utilization of funds as received and reported was verified with copies of invoices, receipts and bank statements as proof. Accountants were able to provide copies of detailed financial reports as well as vouchers from which a number of payments were sampled and verified by the mission. In these two cases, the coalitions showed an impressive record keeping with a logical paper trail and filing of all payment vouchers with related attachments. All these visits were impromptu. No serious problems were noted in the review of the payroll. An adequate system for petty cash was in place. Bank Reconciliations were done and copies filed. The team also found evidence of financial reports for all quarters, namely, Dec 2009, March 2010, and also April – May 2010, but all these reports were submitted late.

Angola: The mission found that a major issue that led to Angola being suspended was due to a lack of communication, largely based on language challenges. The National Coordinator and the Accountant who are central to the project only spoke Portuguese while most of the communication with the coalition was in English, with sporadic translations. Although in some cases the regional secretariat (ANCEFA) communicated directly with two bilingual staff members (Alfred and Carlos), the lack of direct contact with the two central staff made decisions inconclusive. This was exacerbated by the fact that there was no Portuguese-speaking staff directly in charge of the Lusophone countries at the regional secretariat.

Lesotho: The suspension of Lesotho, on the other hand, was caused by a governance problem. This was mainly the inability of the board to provide oversight both from a programme and financial management perspective, including their interference in project management. This caused an unhealthy rift between the board and the Project Coordinator. The result led to the Project Coordinator being denied an opportunity to renew her contract when it expired. When the Coordinator was finally forced to exit, the board failed in their mandate to show commitment to get a competent replacement. Instead, project management reverted back to board members, who should have provided the oversight in the first place. This was seen as amounting to a conflict of interest, and as a consequence, the regional coordination committee decided to suspend funding to Lesotho to give the board time to get the secretariat in order. Demands included the recruitment of a new Project Coordinator. The suspension provided an opportunity to address the wider governance challenges which the coalition was facing. A new interim board was put in place, and a multi-agency project management committee led by ActionAid was set. With these measures in place, funding to Lesotho was resumed.

Liberia: The situation in Liberia needed a detailed investigation after the preliminary mission. The fact finding mission was not able to verify the accuracy of the evidence of some financial transactions (copies of receipts and invoices presented). From the samples reviewed, the mission had reasons to believe the possible mismanagement of resources by the NEC occurred. The coalition failed to demonstrate any impressive record keeping. They showed an inability to keep a logical paper trail and filing of the payment vouchers which backed their financial report. The fact finding mission therefore recommended an external end of year audit of the coalition

before any additional commitment can be made to them. As a follow up, arrangements are underway to get the external audit done. At the same time, Liberia has been selected as a country where the need for a strong country-based mentor organisation would be vital in capacity building. Contacts have been made with INGOs based in the country including Oxfam and ActionAid to develop a capacity support programme to deal with challenges that the organisation faces.

5.5 Programme support and coordination

Support and coordination from global and regional secretariats is a key input in fund management, administration as well as for grant approval, programme and financial management and in the entire process of building broad-based, democratically run and effective NECs. Our assessment of progress achieved towards strengthening support and coordination from global and regional secretariats is based on the degree to which support for financial management and supervision and programme development, management, implementation and monitoring was provided. The previous section alludes to how financial management and supervision was carried out. This section focuses primarily on programme support.

5.5.1 Technical support and supervision

More support visits were carried out during the reporting period, with the number of technical support and supervisory visits to NECs increasing from just 36 by end of December 2009 to 73 by end of June 2010. The visits were aimed at onsite technical management support to oversee the implementation process and support the year 2 proposal development process. During the visits, spot checks were undertaken for verification purposes. Expansion countries where new coalitions were established were among those that received a higher number of support visits over this period.

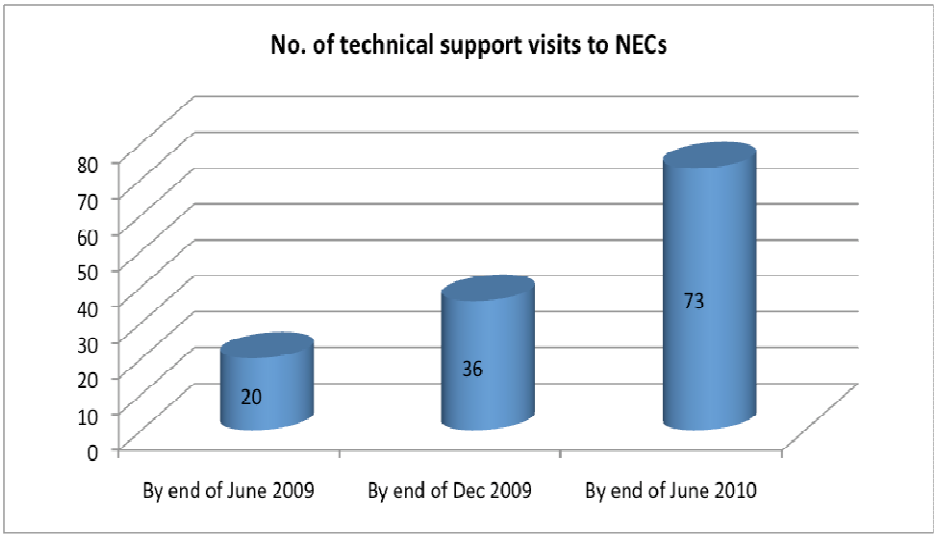


Figure 40: Technical support visits to NECs

Though the number of technical support visits doubled, an average of only 2 visits was made per coalition during the semester. The level of support received by NECs remained very low compared to the needs and demands for capacity support on the ground.

5.5.2 Additional staff posts

Staff capacity at the global and Africa regional secretariats was boosted to increase the level of support to NECs. 1 additional global staff was recruited in May to support the implementation of NCSEFs. In Africa, the staff complement was reviewed and the number of Program Officers will increase as a result of that process from 3 to 5 to provide a ratio of 1 Programme Officer to 6 NECs. This should bridge the current technical support gaps in order to deliver more capacity support, supervision and training to NECs.

5.5.3 Mentorship support program

Strengthening mentorship and mentor organization support is a key strategy for sustainable capacity building of NECs and for strengthening support and coordination from the regional and global level. This strategy is aimed at formalizing country based mentorship arrangements in targeted countries. 10 mentorship arrangements will be formalized with specific focus capacity building of NECs identified over the course of the semester.

5.5.4 CSEF Knowledge and Resource Locator (KARL)

The system is not yet fully operational. It remains under construction and will be operational by end of 2010. This is part of a wider communication strategy for the CSEF. A more detailed plan on how communication will be handled in the next six months will be proposed.

Chapter Six

Conclusions and Way Forward

Overall progress

Despite a late start, CSEF became fully operational by end of June 2010, with coverage in 40 countries. A funding process through which National Education Coalitions received support has been established. With structures in place, attention was focused on the core strategy of the project namely, to strengthen the role of NECs in the consensus building process around education sector plans. Concrete steps were taken to ensure that CSOs can begin to claim the roles that they are expected to play according to the Dakar Framework of Action, specifically in respect of the FTI country level processes. To this end, 13 NECs became fully recognized as partners in the Local Education Group (LEG). This led to the number of NECs taking part in the education sector annual review processes increasing from 14 to 28 countries.

With the CSEF, NECs began to plan and to focus advocacy on the policy process as the CSEF provided the resources to build capacity. This led to the expansion of NECs and their CSO networks in countries where CSEF was operational. 4 new NECs were formed, 224 new district networks/branches of NECs were established and 1,535 CSOs and groups joined as members of NECs in 40 countries. The number of NECs with established district/provincial networks/branches all over the country also increased from 13 to 28, with the number of those legally registered increasing from 13 by end of December 2009 to 29 by end of June 2010. The growth and expansion in the network led to a far greater outreach than ever, contributing to the credibility and legitimacy of NECs and their work. More NECs found space and respect in the policy arena, particularly in the Joint Technical Working Groups as well as in the Education Sector Working Groups (ESWG).

Recognition as partners in the LEG is only a first step. Meaningful engagement with national governments and donors requires additional quality indicators to be set in place. Access to government decision making, information and budget transparency remained a challenge. To increase the quality of civil society engagement, the CSEF helped to increase access to Education Strategic Plan and key education sector policy documents in countries where this was possible. The project targeted activities to increase budget tracking work, to produce budget analysis reports and translate budget information for community use in order to provide information to the public and promote transparency and accountability in public financial management. It supported CSOs to undertake and process policy studies, research and surveys. This helped fledgeling NECs to define their policy agenda, prepare policy inputs and campaign plans to provide voice and representation of civil society in education policy processes.

A few challenges became more evident:

Core competence for NECs

A number of NECs which had been part of the ESP for many years demonstrated capacity and fessionalism in claiming space and participation in the policy process. This group took full advantage of the work funded by the CSEF to consolidate their engagement in the annual sector review process and in the national education policy process. There were a good number of NECs with budget competencies developed over time, but which has synchronised budget tracking and budget analysis in their policy engagement process. Still, a number of NECs that were recognised as partners in LEG did not have some of key competencies to adequately fill the policy space. Furthermore, a number of

NECs are neither recognized as partners in LEG, nor have the core competencies and information required to engage with the FTI country processes. This category has however taken steps to clarify their policy agenda and campaign plans.

Despite calls to reinforce participatory approaches by systematically involving a broad range of development partners in national development strategies, civil society participation remains weak. Meaningful participation in national processes will not happen without concrete measures being taken by governments and donors to broaden the scope of national dialogue. Positive reforms would be needed at national level to reinforce the increasing recognition of the roles, contributions and experiences of civil society organizations so that these can more directly influence national education policies. However, few attempts remain on the ground to actualize the role prescribed for civil society under the Dakar Framework of Action at national level.

The recognition of more NECs as full members of the Local Education Groups is of course a significant first step. The NECs as platform for groups that do not have access to the political elite require official spaces in order to play an active role in the Joint Technical Working Group and the Education Sector Working Group (ESWG). With the increase in the number of NECs taking part in the ESP process, the annual joint sector review process needs to reflect the inputs and contributions of civil society in very specific terms.

The Sector Wide Approach to Aid

The context in which national policy dialogues take place is the Sector Wide Approach to Aid (SWAP), which operates on a number of principles: i) that the ministry (in this case, Education) takes the lead; ii) that donors support the sector plan (ESP in education); iii) the national policy process is open and takes care of inclusive dialogue, with a focus on policy and strategy rather than operations; iv) mutual accountability; v) that projects should be included in the ESPs rather than undertaken separately; vi) dialogue is encouraged on political reform and performance monitoring assessment. These principles assume an inclusive role of civil society, but in reality, no basic rules that define how this is done exist at country level. With very few exceptions, there are no country level mechanisms in place which define the nature of this engagement and no practical steps are being taken to enhance the quality of internal processes and to render it more open, transparent and genuinely inclusive for all. As a consequence, civil society engagement in national processes remains weak and informal.

Decentralization and devolution of power

A sound education sector plan requires a strong education context and environment for it to be sustainable. This context includes the existence of a vibrant civil society and the support of donors, the international community and governments working together. In view of decentralization and devolution of power to lower levels, districts or provinces become the focus for development. Therefore, civil society organizations need to be supported to grow and expand their networks beyond the capital as a springboard to engage with local government in a way not available to them in the past. At present, freedom to undertake advocacy activity appears greater in the capital cities, with fewer CSOs equipped enough to grasp this opportunity in the rural areas. Pretty much, international players are seen as holding the power of providing the funds, and those requiring their funding can always adjust their focus to 'follow the money'.

In addition, policy processes are largely perceived as belonging to the realm of donors and governments who sit in the capital. It is rarely seen as something in which communities have a voice and a

stake. While donors have called for the need to "improve the quality and quantity of participation of civil society actors in the Donor/Government processes" and while there has been progress, it is still important to protect the space for civil society participation.

Power and freedom of civil society

The operations of civil society organizations remain constrained in many developing countries, with legal registration or annual renewal of permits becoming a tedious process. Increasingly, NGO activity is being curtailed by emerging restrictive legislation and more subtle governmental efforts to curb civil society operations. Legal obstacles as barriers to entry have been imposed, to discourage or prevent the formation of new organizations, to restrict the amount of resources and information required to carry out their activities. This has led to a high degree of "self-censorship" thus making civil society more reluctant to express concern or to contribute with early warnings. As more CSOs became members of NECs, such knowledge of the state of civil society needs to be made available. Governments must be encouraged to conduct regular censuses of not-for-profit institutions. There is also a need for civil society efforts aimed at compiling an index of their membership at national level in order to be able to get an overview of the activities of CSOs.

Resources

There are key imbalances in the distribution of resources among CSOs, with over 70% of CSOs concentrated in a few provinces in some countries. Over 70% of NGO funding comes from overseas with only about 1% of CSOs receiving about 42% of financial revenue. Rural provinces have on the whole not been reached, with very few CSOs able to deploy their human resources equitably.

Access to information and participation in national processes

Other than recognition, meaningful engagement requires civil society to possess additional quality indicators. These indicators relate to the quality of CSOs inputs in the policy process, which is an important aspect of capacity building. In addition, increased access to information needs to be enhanced as this is a basic rule of engagement and a measure of transparency and accountability. It is also a good way to enhance the principle of mutual accountability between donors and governments. It is a first step as effective participation depends on timely access to the right information. In this context, civil society inputs would make a difference.

Budget tracking

Regarding citizens' access to information on public funds, the scope for civil society monitoring of budgets at local level is hampered by limited budget delegation. In some cases, the allocation to district level as a percentage of the state budget is very low. Monitoring of budget decentralization is therefore limited. While aid has increasingly been harmonized and more aligned with government priorities, some individual donors still work outside the Budget Support and Sector Wide Approach. All these complicate civil society efforts to track and monitor government budgets.

Impact of NECs on the policy process

With over 65 NECs now affiliated to the GCE, there is increased focus on influencing national processes. The existence of NECs as platforms for interaction of civil society organizations with national

education systems is streamlining grassroots level advocacy for education. The Fund is helping to promote mutual accountability in public finance management where grassroots' accountability has remained challenging.

A number of NECs have limited experience in advocacy and policy work. As a result, the impact of many CSOs remains limited, with limited opportunities for CSOs to come together to coordinate their work across the sector as well as discuss and reflect on the challenges they face. At the same time, there are opportunities both in the media and in many emerging constitutional democracies, with laws on freedom of association being enacted. This is encouraging growth of home grown CSOs both in number and range.

National Civil Society Education Funds (NCSEFs)

The funding environment for civil society has become more complex with increased support to the education sector in low income countries. Support from governments remains approximately under 3% of total civil society budget annually. In general terms, direct donor support to civil society projects and programmes has decreased with increased budget support and the Sector Wide Approach to Aid. This is in spite of the agitation by donors and civil society for a rights-based approach to development, underpinned by the recognition that projects alone will not make a fundamental difference to levels of poverty, and that increased democracy, transparency and accountability are more likely to lead to sustainable change.

The CSEF will not be able to achieve its goals in two years. Its continuation beyond June 2011 is matter of necessity. Lack of continued funding beyond 2011 can potentially derail the gains of the fund if not given due consideration. Predictability beyond June 2011 will ensure smooth transition from the EPDF grants to allow implementation of the current phase into its full 3 year project cycle (up to end of December 2012). This will provide a reasonable timeframe to scale up and expand the outcomes of the current NCSEF pilot projects.

Recommendations and Way Forward

Coordination at country level

There is a need to strengthen coordination between civil society (INGOs) and donor agencies that currently support the work of NECs at national level. This is in light of the growing levels of activities of NECs and the emerging need to create stronger synergy to maximize the impact of NECs and CSOs in the education policy processes. Specifically, CSEF will pursue the idea of bringing about closer coordination between the INGOs and the different agencies supporting the work of NECs at country level.

Capacity building of NECs

Over the last year, several capacity gaps emerged and a process was initiated to devise a response strategy. By the end of July, this strategy was in place and a plan had been adopted to move forward. Our focus in the next couple of months is on the implementation of this plan, with special attention to realizing the resident support, mentorship and mentor organization programme. This is a key section of work aimed to strengthen both capacity of NECs on the ground and enhance coordination and support at national level.

Financial management and training

The capacity support plan prioritizes financial management and training of NECs. This will be executed through financial management assessment and systems review that will cover 25 NECs. The purpose is to evaluate performance and needs for capacity building and training, and indicate plausible procedures and systems to help improve overall financial management and control in these organizations.

Implementation of National Civil Society Education funds (NCSEFs)

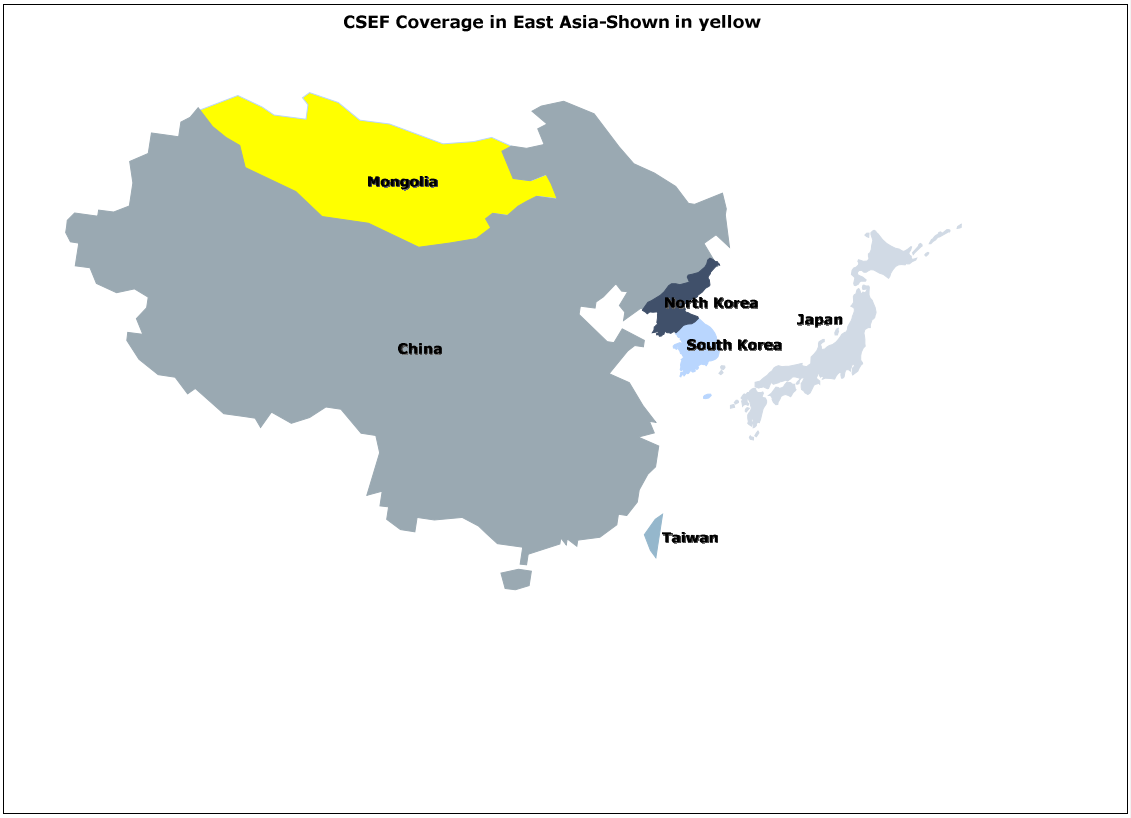
Implementation of NCSE which started towards the end of the semester will be given more attention. A broad consensus building and consultative process will be initiated to take the NCSEF in 7 pilot countries forward. The process should generate consensus among civil society on the appropriate mechanisms to operationalize the concept of NCSEFs on the ground. We will also begin to explore possible funding streams, create and consolidate possible donor and funding linkages for longer term sustainability of the programme beyond 2012.

Social accountability for CSEFs

In fulfilment of our commitment to social accountability, a comprehensive communication plan for CSEF will be developed and implemented. The Global Secretariat will in the third semester begin to actively capture and document lessons and experiences across the regions, providing information to donors, the FTI partnership, civil society, development partners and governments.

Meaningful engagement in ESP and the Joint Sector Review processes

With access to the education policy processes increasing for civil society organizations in most countries, more needs to be done to improve the quality of dialogue in the EFA partnership at country level. There is also a need to explore the support of development partners in advocating for the basic rules of engagement defining this partnership and which is agreed to with the involvement of civil society and formalised through the FTI structures at country level. The support of the FTI secretariat could be helpful in getting the coordinating agencies to work with NECs to enhance the quality of internal processes of decision making in the partnership in order to render it more open, transparent and genuinely inclusive.



Appendices

Appendix I: List of National Education Coalitions recognised as partners in the LEG

Country	Coalition Name
Asia	
Bangladesh	Campaign for Popular Education (CAMPE)
Cambodia	NGO Education Participation
India	National Coalition for Education India (NCE India)
Nepal	National Campaign for Education Nepal (NCE Nepal)
Pakistan	NCE
Mongolia	Core group to establish the Mongolian Education Coalition
Papua New Guinea	Papua New Guinea Education Advocacy Network (PEAN)
Solomon Islands	Coalition for Education Solomon Islands (COESI)
Sri Lanka	Coalition for Educational Development (CED)
Vanuatu	VEPAC
Vietnam	Vietnam Coalition for Education for All (VCEFA)
Africa	
Angola	Rede Angolana da Sociedade Civil de Educacao Para Todos ate 2015 (Rede EPT-Angola)
Benin	Coalition Beninoise des Organisations l'Education Pour Tous (CBO-EPT)
Burkina Faso	CNEPT/ BF
Burundi	BAFASHEBIGE
Cameroon	Cameroon Education for All Network (CEFAN)
Djibouti	FADE Djibouti
Ethiopia	Basic Education Network Ethiopia (BEN-E)
Gambia	Education for All Campaign Network
Ghana	Ghana National Education Campaign Coalition (GNECC)
Guinea Bissau	Réseau de la campagne de l'éducatinon pour tous Guinée-Bissau (RECEPT-GB)
Kenya	Elimu Yetu Coalition (EYC)
Malawi	Civil Society Coalition for Quality Basic Education (CSCQBE)
Mozambique	Mozambican Network on Education for All (MEPT)
Niger	Association des Syndicats et ong de Campagne EPT Niger (ASO EPT Niger)
Nigeria	Civil Society Coalition for Quality Basic Education (CSACEFA)
Senegal	Coalition des Organisations en Synergies Pour la Defense de l'Edycation Publique (COSYDEP)
Sierra Leone	Education for All Coalition - Sierra Leone (EFA-SL)

Uganda	Forum for Education NGOs in Uganda
Zambia	Zambia National Education Coalition (ZANEC)
Latin America	
Nicaragua	Foro de Educación y Desarrollo Humano de la Iniciativa por Nicaragua

Appendix II: List of National Education Coalitons that take part in the ESP Process

Country	Coalition Name
Asia	
Bangladesh	Campaign for Popular Education (CAMPE)
Cambodia	NGO Education Participation
India	National Coalition for Education India (NCE India)
Nepal	National Campaign for Education Nepal (NCE Nepal)
Pakistan	NCE
Papua New Guinea	Papua New Guinea Education Advocacy Network (PEAN)
Solomon Islands	Coalition for Education Solomon Islands (COESI)
Sri Lanka	Coalition for Educational Development (CED)
Vanuatu	VEPAC
Africa	
Angola	Rede Angolana da Sociedad Civil de Educacao Para Todos ate 2015 (Rede EPT-Angola)
Benin	Coalitin Beninoise des Organisations l'Education Pour Tous (CBO-EPT)
Burkina Faso	CNEPT/ BF
Burundi	BAFASHEBIGE
Cameroon	Cameroon Education for All Network (CEFAN)
Djibouti	FADE Djibouti
Ethiopia	Basic Education Network Ethiopia (BEN-E)
Gambia	Education for All Campaign Network
Ghana	Ghana National Education Campaign Coalition (GNECC)
Guinea Bissau	Réseau de la campagne de l'éducatinon pour tous Guinée-Bissau (RECEPT-GB)
Kenya	Elimu Yetu Coalition (EYC)
Malawi	Civil Society Coalition for Quality Basic Education (CSCQBE)
Mozambique	Mozambican Network on Education for All (MEPT)
Niger	Association des Syndicats et ong de Campagne EPT Niger (ASO EPT Niger)
Nigeria	Civil Society Coalition for Quality Basic Education (CSACEFA)
Senegal	Coalition des Organisations en Synergies Pour la Defense de l'Edycation Publique (COSYDEP)
Sierra Leone	Education for All Coalition - Sierrra Leone (EFA-SL)

Uganda	Forum for Education NGOs in Uganda
Zambia	Zambia National Education Coalition (ZANEC)

Appendix III: List of National Education Coalitons that actively engages with the budget tracking process

Country	Name of National Coalition
Asia	
Bangladesh	Campaign for Popular Education (CAMPE)
Cambodia	NGO Education Participation
India	National Coalition for Education India (NCE India)
Nepal	National Campaign for Education Nepal (NCE Nepal)
Pakistan	NCE
Papua New Guinea	Papua New Guinea Education Advocacy Network (PEAN)
Sri Lanka	Coalition for Educational Development (CED)
Vanuatu	VEPAC
Africa	
Burkina Faso	CNEPT/ BF
Kenya	Elimu Yetu Coalition (EYC)
Malawi	Civil Society Coalition for Quality Basic Education (CSCQBE)
Mozambique	Mozambican Network on Education for All (MEPT)
Nigeria	Civil Society Coalition for Quality Basic Education (CSACEFA)
Sierra Leone	Education for All Coalition - Sierrra Leone (EFA-SL)
Uganda	Forum for Education NGOs in Uganda

Appendix IV: List of legally registered National Education Coalitons

Country	Name of National Coalition
Asia	
Bangladesh	Campaign for Popular Education (CAMPE)
Cambodia	NGO Education Participation
India	National Coalition for Education India (NCE India)
Nepal	National Campaign for Education Nepal (NCE Nepal)
Pakistan	NCE
Solomon Islands	Coalition for Education Solomon Islands (COESI)
Sri Lanka	Coalition for Educational Development (CED)
Vanuatu	VEPAC
Vietnam	Vietnam Coalition for Education for All (VCEFA)
Africa	
Angola	Rede Angolana da Sociedade Civil de Educacao Para Todos ate 2015 (Rede EPT-Angola)
Benin	Coalitin Beninoise des Organisations l'Education Pour Tous (CBO-EPT)
Burkina Faso	CNEPT/ BF
Burundi	BAFASHEBIGE
Cameroon	Cameroon Education for All Network (CEFAN)
Djibouti	FADE Djibouti
Democratic Republic of Congo	Coalition Nationale de l'Education Pour Tous en RDC (CONEPT/ RDC)
Ethiopia	Basic Education Network Ethiopia (BEN-E)
Ghana	Ghana National Education Campaign Coalition (GNECC)
Kenya	Elimu Yetu Coalition (EYC)
Lesotho	Campaign for Education Forum (CEF)
Malawi	Civil Society Coalition for Quality Basic Education (CSCQBE)
Mozambique	Mozambican Network on Education for All (MEPT)
Nigeria	Civil Society Coalition for Quality Basic Education (CSACEFA)
Senegal	Coalition des Organisations en Synergies Pour la Defense de l'Edyca-tion Publique (COSYDEP)
Sierra Leone	Education for All Coalition - Sierrra Leone (EFA-SL)
Togo	
Uganda	Forum for Education NGOs in Uganda

Zambia	Zambia National Education Coalition (ZANEC)
Latin America	
Bolivia	Campana Boliviana por el Derecho a la Educacion
Nicaragua	Foro de Educacion y Desarrollo Humano de la Iniciativa por Nicaragua

Appendix V: Grants allocation, disbursement and utilization for National Coalitions

	COALITIONS	Total Grant Amount	Disbursement as at 30th June 2010	Expenditure as at 30th June 2010
1	Cameroun	$75,580	$66,193	$75,580
2	The Gambia	$111,397	$83,132	$67,682
3	Senegal	$111,400	$106,132	$87,558
4	Kenya	$111,400	$79,133	$74,653
5	Liberia	$111,400	$86,133	$63,883
6	Mozambique	$81,400	$42,133	$46,355
7	Burundi	$81,393	$54,133	$48,792
8	Guinea Bissau	$81,400	$62,133	$54,123
9	Sierra Leone	$110,932	$68,977	$71,287
10	Uganda	$111,400	$67,133	$92,590
11	Nigeria	$136,400	$107,467	$124,631
12	Benin	$81,374	$65,125	$55,853
13	Togo	$111,276	$62,092	$56,184
14	Ghana	$136,350	$110,450	$98,530
15	Lesotho	$81,400	$61,133	$37,297
16	Malawi	$136,400	$75,467	$41,681
17	Burkina Faso	$81,400	$64,133	$53,066
18	Democratic Republic of Congo	$73,660	$65,553	$55,661
19	Angola	$81,400	$27,133	-
20	Zambia	$111,400	$71,548	$48,053
21	Niger	$111,400	$87,133	$74,446
22	Cape Verde	$42,000	$15,000	$14,294
23	Djibouti	$81,400	$66,133	$62,453
24	Ethiopia	$111,400	$86,000	$59,721
25	Zimbabwe	$50,000	$20,000	-
	[redacted]			
	Total	$2,414,962	$1,699,599	$1,464,373
	Asia			-
26	Bangladesh	$178,652	$178,652	$61,417

27	Cambodia	$99,999	$99,999	$82,114
28	India	$248,333	$248,333	$71,841
29	Nepal	$103,026	$103,026	$53,483
30	Pakistan	$150,674	$150,674	$92,553
31	Papua New Guinea (PNG)	$99,851	$99,999	$24,480
32	Solomon Islands	$99,851	$99,851	$56,430
33	Sri Lanka	$99,998	$99,998	$51,798
34	Indonesia	$250,000	-	-
35	Mongolia	$49,467	-	-
36	Timor Leste	$50,000	-	-
37	Vanuatu	$51,090	-	-
38	Vietnam	$50,000	-	-
	Total	$1,530,943	$1,080,534	$494,117
	Latin America			
39	Bolivia	$91,000	$76,156	$24,351
40	Nicaragua	$91,000	$60,936	$53,955
41	Dominican Republic	$66,679	$34,895	$31,116
	Total	$248,679	$171,987	$109,422
	Overall Total	$4,194,584	$2,952,120	$2,067,912