Regional and National Civil Society Education Funds (CSEF)

3rd Progress Report

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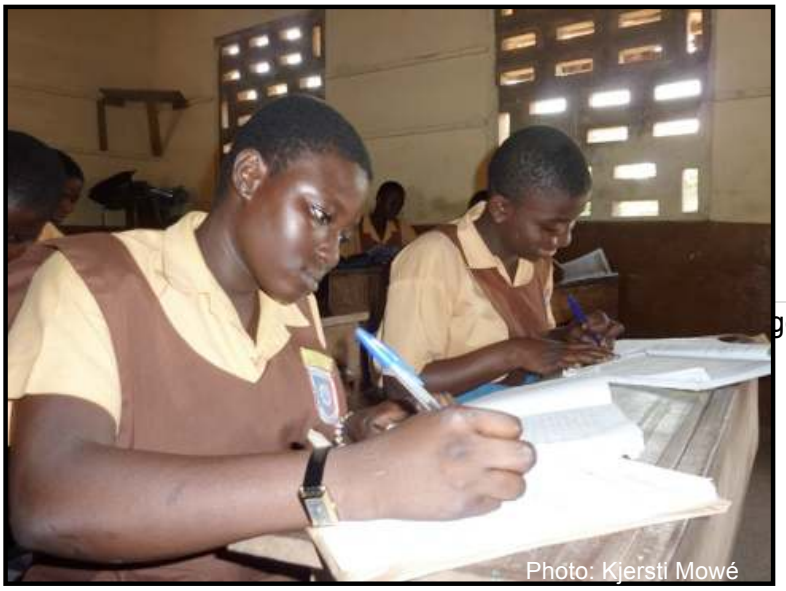
CSEF Project Goal: To support the core work of National Education Coalitions for CSOs to fully engage with and track the progress of national governments and donor groups in working towards the EFA goals

Specific objectives:

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

Coverage: By the end of December 2010, the CSEF had reached 44 countries: 27 in Africa, 13 in Asia and 4 in Latin America

The Countries include: Benin, Ethiopia, The Gambia, Ghana, Kenya, Lesotho, Sierra Leone, Nigeria, Malawi, Zambia, Zimbabwe, Togo, Uganda, Rwanda, Mozambique, Niger, Guinea Bissau, Djibouti, Cape Verde, Cameroon, Burkina Faso, Angola, Burundi, Democratic Republic of Congo, Liberia, Mali, Rwanda, Senegal, Cambodia, Pakistan, Srilanka, Nepal, India, Bangladesh, Vanuatu, Vietnam, Indonesia, Mongolia, Timor Leste, Papua New, Guinea, Solomon Island, Bolivia, Nicaragua, Dominican Republic, Haiti


Photo: Kjersti Mowé

Chapter 1

Summary of main Conclusions and Recommendations

The Civil Society Education Fund-CSEF was designed to support National Education Coalitions (NECs) so that Civil Society Organisations (CSOs) can fully engage with and track the progress of national governments and donor groups in working towards the EFA goals in FTI eligible countries. Therefore, the 2 pillars of the programme are hinged on; establishment of broad based and democratically run NECs; and building their capacity to advocate for policy change and institutional reforms at country level.

As a result the CSEF has anchored the work of NECs to the Local Education Groups (LEGs). NECs are encouraged to become fully recognised as members of the LEGs. The LEGs, which form the foundation of the FTI governance at the country level, consist of representatives of government and local donor groups working together to support the development, appraisal, implementation, monitoring and evaluation of education sector plans. The LEG is supposed to be the policy loop through which NECs engage with the education policy and practice at least in theory.

Through the engagement of NECs at the national level, the GCE is witnessing the effectiveness of FTI. This experience enables the GCE to better understand the nature and effectiveness of the Civil Society partnerships at that level which can be used to leverage its involvement in the FTI globally through the FTI board now and in the new Education for All Fund in the future. The CSEF is therefore a good example of how donors can work together to support Civil Society Organizations to play their role more effectively in national and global governance.

Progress: At the end of December 2010:

There were 31 countries where NECs had become prominent players in the LEGs, participating actively in joint Technical Working committees of the Ministry education, leading and working on specific policy inputs and providing a lot more inputs in Sector policies and processes than previously.

The CSEF had proved to be a major capacity building investment for civil society, with impact on various functional areas for NECs and civil society. This enabled NECs in general to better position themselves in playing the role expected of them according to the Dakar Framework of Action.

With recognition of 31 NECs in the LEGs, up from 18 in June 2009, new forms of partnership, dialogue and relations with governments, donors, and civil society are being reconstructed. The partnership is also redefining the role and position of NECs in national policy processes.

At country level in 44 countries, advocacy for education has became more streamlined and better coordinated. Greater emphasis has been laid on expanding the impact of civil society advocacy by supporting civil society activities at the grassroots level. This has stimulated more collective actions resulting into several policy gains and new reform agendas in a number of countries during 2009 and 2010. The new campaign efforts launched under the CSEF is successfully challenging the quantity and quality of public expenditure in the education sector and influencing key priorities of governments in favour of Education for All.

The introduction of pro-poor policies (free school uniform, exercise books policy, free education for persons with disability); enactment of bolder policy measure such as regular teacher census to purge ghost teachers from the payroll may helped in part to rid the education system of corruption and rent seeking. These are examples of the benefits of some of the CSEF policy supported work at country level.

In real terms, investment made by the EDPF donors into the CSEF is already contributing to increased national resource investment on education. The proportion of government expenditure on education is growing steadily, corruption and mismanagement in the sector is also being monitored across all 44 countries. Among the success stories, the increase in the education sector budget in countries such as Malawi, Ghana, the Gambia, and Bangladesh where very strong NECs exist has been linked directly to systematic ongoing budget campaigns led by NECs in those countries.

Other policy gains in countries where national education coalitions have made significant contributions include: enactment of the right to Education Act in India in 2010 after a long concerted effort in which civil society played an insurmountable role; the passing of a new national education and training policy in Tanzania in 2010; the development of the Post Second Primary Education Development Program (PEDP II) in Bangladesh in 2009; enactment of a new policy that allows Local Council and District Budget Oversight Committees to be part of the parliamentary budgetary processes in Sierra Leone in 2010, etc, etc.

Bolder policy measures such as elimination of user fees, introduction of Universal Secondary Education in Kenya; adoption by political parties of major policy positions advocated by NECs during electioneering; increase in the amounts of capitation grants to schools; several government commitments embedded in Education Sector Plans to construct new schools at basic level annually, are all good examples of the invaluable contributions of the CSEF in expediting the achievement of the EFA and the MDG goals.

After a year of activity, civil society organisations have emerged as a vibrant group on education under the NEC umbrella in 44 countries. This has led to a much stronger grassroots voices in national policy issues pertaining to education. The result is a growing strength in the national context and environment for EFA as a whole, so vital for the survival and success of a sound education sector plan in each of those countries in the long run.

Assessing the impact and the contributions being made by CSEF is different in every case. The GCE is developing a new Monitoring and Evaluation project to assist with this. But nevertheless, it is clear that there are significant policy and practice change which the fund has already contributed to in its first year of implementation.

Besides progress and optimism, there are many challenges

Strategic questions: Since the CSEF was launched, the GCE movement has experienced the most rapid expansion phase in its ten year history. This has prompted a number of strategic questions: the need to balance rapid growth in the movement with more qualitative and systematic support to NECs' work in the long term; the long term impact of the expansion strategy for the GCE movement as a whole; and the fears that GCE's work could be affected in many countries with damaging consequences for the movement as a whole if CSEF funding is not sustained in the long term.



Overcrowded classroom in Luanda, Angola

The fear that capacity building is a long term process and efforts could fall through if not further sustained: Capacity building of this nature and magnitude cannot be rushed. The two and half years of the CSEF will need to be further consolidated. GCE and its partners will therefore need more time and patience to allow the programme realize its intended impact. Many home-grown civil society groups that constitute NECs are currently constrained by lack of capacity, particularly in contexts where civil liberties remain limited, such as in East Timor, Zimbabwe, the DRC, and the former socialist republics of Vietnam and Mongolia. In such cases, the CSEF must pursue a much broader political agenda – building a whole new culture of civil society and opening up new spaces and political opportunities for civil

society to make a difference. This takes time and requires more capacity on the ground.

Challenges of difficult terrain: The CSEF has entered many unchartered territories (44 countries by Dec 2010) often characterized by little or no civil society funding to education advocacy. Contexts of particular difficulties include countries where local civil society groups have struggled to survive due to the harsh political climate; the inability to attain funding for policy work at national level; and the tendency of authoritarian regimes to view civil society work in the policy arena as undermining national sovereignty. The vital lesson that has been drawn from this is that the work that has so far been done at country level would require some form of international support beyond 2012 in order for it to take root.

With a no-cost extension of the support of the EPDF to the CSEF to June 2012, greater emphasis will be placed in the coming period on seeking bilateral and international support to continue the CSEF into a second four year phase (2013-2016); nurture the pilot phase of National civil society Education Fund; closely monitoring progress, documenting results and presenting stronger evidence of progress by end of June 2012; to continue GCE's engagement with the Education for All Fund and its work along with others to renew the Global Education Financing Architecture to respond more adequately to education financing needs to fulfil the EFA goals.

The changing nature of national and global politics: Given the increasing intergovernmental character of national politics, the rules of engagement of civil society in the political processes is more dependent on decisions taken by governments and the donors involved in the education sector. In a number of countries, civil society engagement is highly constrained out of fear that direct participation of civil society groups in decision making could undermine intergovernmental processes. The challenge for civil society is to build consensus with governments and donors towards a more positive agenda for collaboration; demonstrate the effectiveness of collaboration and refrain from too much emphasis on gaining 'power' to influence issues as this has proved unhelpful in some countries and has generated political backlash.

Limited links to global issues: The vast majority of NECs are still nationally based and issue oriented. Like many NGOs, the few NECs who interact with the institutions of global governance only do so when the issue on the agenda is of direct concern to them. Particularly for NECs in Asia and Africa, efforts to strengthen democracy and citizenship (participation) remain an ongoing process. This means that the pattern of relationships

between the state and civil society continues to evolve and has varied widely from country to country.

Some missing links: Because education issues belong to national and global spheres and are interrelated as well as interconnected, success of NECs in one country tend to go beyond territorial boundaries and influence broader processes. This is why civil society advocacy and political pressure must combine simultaneous levels of action from local to sub regional, regional and global levels. However at the moment, not enough attention has been dedicated to strengthen these linkages and ensure stronger synergy between country level work and globally coordinated actions. Some degree of a more targeted work, focusing on a limited number of good countries could lead to major breakthrough.

Connection with broader issues: It is important to note that a handful of NECs remain purely functional. The tendency to make the connection between their work and broader issues related to the state, society and development in the present conditions have remained limited. As a result, important issues such as the growing government expenditure on militarisation and defence and in some cases a bloated civil service sector which removes money away from social development and poverty eradication have been left out of the ambit of many NECs. For NECs who see the link, not many are willing to take a critical stance on such issues.

Bridging NECs: The membership of the current NECs includes a wide range of non state actors including Parliamentarians, Teachers Unions, religious organisations, youth, women and human rights organisations. The diversity in membership implies diversity in culture and practice from one country to another. This means that the way through which NECs interact with and influence national governance is much diversified, with strategies ranging from advocacy and public mobilisation to consultation and partnerships, with different regions emphasising different strategies. The diversity in the goals and motivations as well as the patterns of interaction adopted by NECs towards governments and donors are therefore quite distinctive, with some regions expressing discomfort on whether or not NECs should participate in the LEGs as fully fledged members. This diversity in strategy and approach is not in itself a problem, but it calls for the need to consider under what circumstance it would be possible or desirable to propose a common framework of operation to elicit the fullest participation in intergovernmental processes.

Sustainability: NECs have historically relied on externally generated resources, most of which have come from development aid. In recent years, a large proportion of this aid has been channelled through governments. As a result, contributions from development aid to the work of NECs are at best

stagnant and declining. This is a major concern for many NECs on the ground. Dependence on aid has also had other consequences. Some NECs have taken to service delivery, depriving them of their ability to maintain autonomous, independent perspective and positions on a wide range of policy issues. The challenge therefore is to find an appropriate mechanism of support for civil society work which is not only sustainable, but which can reorient civil society accountability to the grassroots.

For the establishment of NCSEF, absence of certain donors remains a challenge. The absence of development partners in education- the UK's Department for International Development (DfID), the European Union and the United States Agency for International Development (USAID) especially in the Gambia calls for the need to bring on board alternative support base for the NCSEF including government and non-government actors such as foundations.

The non traditional allies: The success of NCSEF is dependent on the actions of other actors - donors, civil society, government and the private sector. Presently, the majority of these actors have not been adequately mobilized. A strategy to build more strategic alliances with these actors need to be put in place to build a more sustainable support base for NCSEF at country level.

Alternative funding mechanisms: A range of alternative funding mechanisms do exist in a number of countries. The accountability Challenge Fund being set up by DfID in Kenya and the establishment of the Ghana Accountability and Rights Initiative (GARI) are just some of the examples we came across. These mechanisms present opportunity for NCSEF as some of them seek to prosecute similar aims. At the same time, the establishment of alternative funding mechanisms means that it will be more difficult to establish a separate civil society fund for education.



Primary school children in Luanda, Angola

Even with a possible extension of the CSEF up to June 2012, the objective of establishing credible and independent NCSEF cannot be achieved. GCE will require a full implementation phase of another 4 years after 2012 to achieve the full vision of NCSEFs. The continuation of the CSEF beyond 2012 is therefore necessary to provide a reasonable timeframe to scale up and expand the outcomes of the current NCSEF pilot projects. As no single CSEF country would be able to have fully functional, sustainable and independent national fund by 2012, a more targeted second phase of the CSEF needs to be explored.

Chapter 2

Overall Progress of the Civil Society Education Fund

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

The three main objectives of the CSEF are: **to establish broad based and democratically run national education coalitions; strengthen the capacity of NECs to advocate for policy change and institutional reforms at country level; and establish credible and independent national civil society education funds at the end of a multiyear programme of action.** This chapter presents an assessment of progress made towards two specific objectives: the establishment of broad based and democratically run national education coalitions and strengthening the capacity of NECs to advocate for policy change and institutional reforms at country level. The third objective is addressed in next chapter of the report

Establishment of broad based and democratically run national education coalitions

In a span of one year:

- ☑ 6 new NECs were established in six countries: Zimbabwe, Rwanda, Vietnam, Mongolia, East Timor and Bolivia.
- ☑ In 36 other countries where NECs were already in existence before the CSEF, NECs were supported to strengthen their organisational and institutional capacity to influence policy change and institutional reforms. The nature of activities implemented included:

i. Expansion of the local networks and membership of NECs at country level, through supporting the establishment of new district education networks, regional campaign outposts and thematic groups

ii. Reviving of existing local networks and membership of NECs. As a result, the following outcomes were achieved:

- ☑ 463 new district networks/branches of NECs were established in 42 countries; leading to:
- ☑ A total of 1,778 new civil society organisations, groups and associations joining the membership of NECs in the 44 countries during the period up to end of December 2010.
- ☑ By the end of December 2010, the total number of CSOs constituting the 44 NECs had risen from 1,129 in June 2009 to 2,868.

The figure below shows that the growth in the membership of the GCE movement over the last one year as a result of the CSEF mostly occurred in Africa and Asia where the 98% of the growth was recorded (64 and 34 for Africa and Asia) respectively.

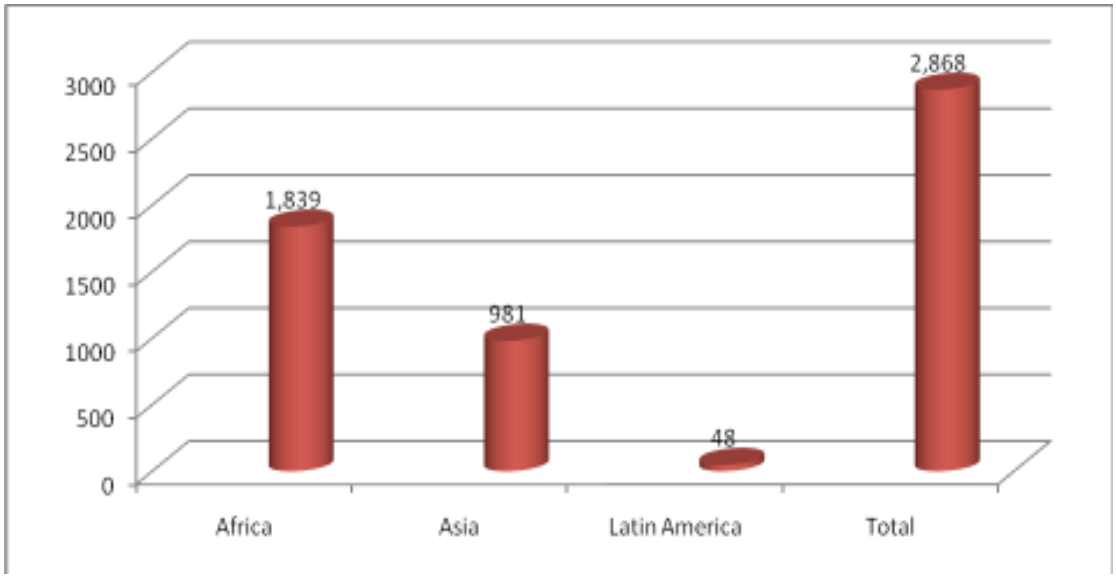


Figure 1: growth in the membership of GCE across 44 countries: June 2009-December 2010:

By implication, the year 2010 was characterised as a year of the most rapid expansion phase in grassroots constituency of the GCE since its formation 10 years ago.

Growth in internal democracy within NECs: Establishment of NECs alone is not enough. Capacity building of NECs includes paying attention to the quality of governance and decision-making – the most vital elements in building sustainable, broad-based and a democratic education movement. This is because a national coalition is the ultimate 'overall civil society system' within which civil society individuals, organizations and communities

operate and interact with their education system, based on the principle that "the heart of EFA lies at country-level". During the semester, further growth occurred in the quality of governance of NECs.

- ☑ The number of legally registered NECs increased from 13 by end of December 2009 to 30 by end of December 2010
- ☑ 31 NECs were considered to have credible and democratic governance structures in place
- ☑ A total of 24 NECs held Annual General Assembly of members between October 2009-December 2010
- ☑ The portion of women on the boards of NECs rose slightly, from 35.8-36.6% in six months

Gender and the role of women:



Participants at coalition workshop in Dakar, Senegal

On the whole, the national boards of governance of the majority of NECs (75.5%) were dominated by men, with the exception of 8 NECs-the Dominican Republic, Mongolia, Mozambique, Rwanda, Burundi, Cape Verde, Kenya and Nigeria. Lack of effective representation of women indicates the lack of representation of other vulnerable and marginalized groups. Gender equity therefore remains a major challenge. Further documentation, investigation and concrete measure will be needed to address the needs of special interest groups such as women and girls. **The table below is a summary of statistics on women's representation in a sample of 34 of the 44 national education coalitions.**

Country	Region	No. of Board members	No. Female Board members	% of women on the Board of NEC
		Dec-10		
Dominican Republic	Latin America	5	4	80
Mongolia	Asia	11	8	73
Mozambique	Africa	11	7	64
Rwanda	Africa	5	3	60
Burundi	Africa	5	3	60
Cape Verde	Africa	7	4	57
Kenya	Africa	12	6	50
Nigeria	Africa	8	4	50
Solomon Island	Asia	9	4	44
Uganda	Africa	7	3	43
Cameroon	Africa	7	3	43
Lesotho	Africa	5	2	40
Indonesia	Asia	5	2	40
Togo	Africa	11	4	36
Niger	Africa	18	6	33
The Gambia	Africa	15	5	33
Zambia	Africa	9	3	33
Timor Leste	Asia	9	3	33
Bolivia	Latin America	9	3	33
Papua New Guinea	Asia	6	2	33
Vietnam	Asia	7	2	29
Ghana	Africa	15	4	27
Burkina Faso	Africa	8	2	25
Zimbabwe	Africa	4	1	25
Angola	Africa	4	1	25
Pakistan	Asia	13	3	23
Malawi	Africa	9	2	22
Djibouti	Africa	9	2	22
India	Asia	9	2	22

Sierra Leone	Africa	6	1	17
Vanuatu	Asia	6	1	17
Bangladesh	Asia	21	2	10
Benin	Africa	11	1	9
Democratic Republic of Congo	Africa	11	1	9
Cambodia	Asia		2	
Nepal	Asia		1	
Ethiopia	Africa			
Guinea Bissau	Africa			
Srilanka	Asia			
Nicaragua	Latin America			
Haiti				
Summary				
Africa		**155**	**60**	**39**
Asia		**96**	**30**	**31**
Latin America		**14**	**7**	**50**
Total		**265**	**97**	**37**

Source: The CSEF results framework: Data was missing on Nepal, Guinea Bissau, Srilanka, Nicaragua and Haiti

Balancing growth with equity and capacity: Key strategic questions have been raised by the members in response to the rapid expansion rate recorded in the GCE movement: the need to balance growth with gender equity as well as with more qualitative and systematic support to build the capacity of all NECs in the long run; the long term impact of the expansion strategy for the GCE movement as a whole; and the fears that GCE's work could be affected in many countries with damaging consequences for the movement as a whole if the CSEF funding is not sustained in the long term.

It is clear that the majority of home grown civil society organisations that presently constitute NECs are either limited by capacity or are simply too constrained. These include those operating in contexts where civil liberties remain limited. Such is the case in East Timor, Zimbabwe, the DRC, as well as in the former socialist republics of Vietnam and Mongolia. In such cases, the CSEF face a much wider challenge of pursuing a broader political agenda – building a whole new culture of civil society and opening up new spaces and political opportunities for civil society to make a difference. This is a big task,

which will require long term capacity development, which itself needs time and a longer term commitment to funding change.

Balancing growth with equality and capacity also means strengthening the capacity of NECs to advocate for policy change and institutional reforms at country level. Without strong, democratically run, representative and nationally recognized NEC's, the GCE's advocacy strategies cannot be developed or implemented, and campaigns cannot be run effectively. Capacity in a national coalition refers to the ability of the coalition and its members to perform the functions expected of a national education coalition in a country. This involves the ability to analyze problems and challenges in the education sector, create a vision, propose policies and strategies, and set and achieve specific policy change and institutional reform objectives to deliver education for all. The core functional areas required for a coalition to perform these functions include capacity to:

1. prudent financial management
2. engage in multi-stakeholder dialogue
3. analyse and critique policies and programmes of donors and governments
4. formulate specific policy proposals and recommend models
5. monitor and evaluate policy formulation and implementation
6. influence national policy dialogue in a sustainable manner

For each of the functional areas listed above, there are a number of technical capacity issues without which a coalition cannot perform the functions of a national coalition. The technical capacity issue which are so vital relate closely with particular areas of expertise or knowledge that determine the ability of that coalition to influence policy change and institutional reforms in the country. These include:

1. planning and budgeting
2. fund raising and resource mobilization
3. evidence based research, policy analysis and budget tracking
4. negotiation
5. protest and exercise of political pressure
6. identification, motivation and mobilization of stakeholders
7. creating partnerships and networks
8. consensus building
9. new ideas and proposals articulation
10. developing an enabling environment that engages civil society and private sector,
11. managing large group processes and open dialogue, mediating divergent interests and establishing collaborative mechanisms

In a national coalition, these core capacity issues reside at three levels; at its secretariat (the organisation and individuals within it); member organizations and the enabling environment.

What capacity gains are achieved for national coalitions through CSEF?

Because capacity building is a long term process, the benefit of the CSEF to capacity building of NECs at this stage can be assessed from two main perspectives: the perspective of capacity for financial management; and the perspective of capacity to engage in multi stakeholder dialogue to initiate policy change and institutional reforms.

To assess the benefits of the CSEF to capacity of a NEC to engage in multi stakeholder dialogue, we examine the ability of that coalition to exert political pressure and influence on policy processes. This was done through an analysis of the following 6 key quality indicators:

1. Whether or not a NEC is recognised as member of the Local Education Group

2. The extent and quality of the coalition's involvement and participation in the Education Sector Planning processes

3. Number of seats occupied by the coalition on the Annual Sector Review process and on other technical working committees of the Ministry of Education

4. Benefits of the coalition's work to policy process- measured by the quality of the coalition's budget and analytical work

5. Whether or not the coalitions is able to demonstrate the benefits of its budget and analytical work to agenda setting, policy change and institutional reform

6. The amount of additional funding support that the NEC receives from other donors outside the CSEF

Method of analysis: We scored each coalition using the first three of the 6 criteria above, showing the ability of NECs to influence in general. For the third criteria, the coalition was assigned a score of 1 for each seat that it holds on the Annual Sector Review process. The higher the number of seats or representation, the higher the assumption was that the

coalition enjoys a higher level of recognition and influence in the national policy process.

Results: We found that by end of December 2010:

- 31 NECs were recognised as partners in the Local Education Groups (LEGs). This is in comparison to 18 by July 2009
- In the 31 countries above, there were 69 seats occupied by NECs in the Annual Education Sector Review process in 2010 alone, an average of 2 seats per country
- In all 44 countries where the project was operational, NECs had become very prominent players in the joint Technical Working Groups of the Ministries of education, leading and working on specific policy inputs along with donors and representatives of the ministries of education.

Using data provided by 33 NECs based on the 6 indicators above; the following matrix was generated to illustrate the breadth of NECs on the basis of the size of membership.

Country	Region	Number of CSOs
Bangladesh	Asia	234
India	Asia	425
Mozambique	Africa	200
Ghana	Africa	270
Malawi	Africa	73
The Gambia	Africa	25
Kenya	Africa	169
Niger	Africa	55
Cambodia	Asia	101
Uganda	Africa	98
Pakistan	Asia	130
Dominican Republic	Latin America	
Nigeria	Africa	500
Benin	Africa	6
Zambia	Africa	51

Cape Verde	Africa	13
Mongolia	Asia	17
Angola	Africa	50
Togo	Africa	44
Papua New Guinea	Asia	7
Solomon Island	Asia	15
Sierra Leone	Africa	95
Rwanda	Africa	10
Djibouti	Africa	13
Nepal	Asia	48
Cameroon	Africa	55
Democratic Rep of Congo	Africa	26
Vietnam	Asia	33
Bolivia	Latin America	40
Burundi	Africa	11
Lesotho	Africa	50
Zimbabwe	Africa	9
Burkina Faso	Africa	22
Indonesia	Asia	20
Timor Leste	Asia	9
Vanuatu	Asia	43

Source: CSEF results framework

Our analysis points out that 12 Coalitions with a membership size ranging from 55 to 425, (but mainly between 100-200) were performing well to extremely well on all our criteria. A further 13 Coalitions were performing well, but limited in their way of demonstrating the benefits of their work to policy change. Many of these coalitions understand the political process and have become prominent in the national policy process, but this has not been documented very clearly. The rest of the Coalitions require more long term support. With the exception of Burkina Faso, Sri Lanka and Ethiopia, many of these were established in the last 2 years and remain largely in their formative stages- Timor Leste, Vanuatu, Guinea Bissau, Haiti, Burundi, Lesotho, Zimbabwe and Indonesia.

The largest coalitions are not necessarily the most influential: Further analysis reveal that coalitions' performance against indicators is not related to the size of their membership. For example, coalitions in Nigeria and Ethiopia, which are very well established on the ground, remains mainly functional with less evidence of impact at policy level. Nigeria is the largest NEC in the world, but ranked 14th according to the performance indicators. The 13 most influential NECs in their order of significance include

Bangladesh, India, Mozambique, Ghana, Malawi, The Gambia, Kenya, Niger, Cambodia, Uganda, Pakistan and the Dominican Republic.

5 of the largest NECs are found in Nigeria, India, Bangladesh, Pakistan and Niger - countries with the world's biggest EFA deficit. This finding has important implications on the GCE overall strategy. Among the E9 countries, the coalition in the Democratic Republic of Congo (DRC) formed in 2009 is ranked 26th along with Cameroon, Vietnam and Bolivia.

Development of the influencing model used by NECs

The ability of NEC to influence policy change depends on the effectiveness of its advocacy strategy. Lessons learned on the different strategies used have revealed the need to consider the different circumstances under which it could be desirable to propose a common recommendation and a set of guidelines for civil society to elicit the fullest participation and impact on national policy. The key elements that cut across most advocacy strategies from the experience of different coalitions include:

1. A research phase
2. Evidence building, documentation and dissemination
3. Annual national Civil Society Education consultation, mobilisation, and consensus processes
4. Development and formulation of civil society position papers
5. Participation of civil society in the Education Sector Annual Review mechanisms
6. Participation of civil society in the development/review of Aide Memoire-which involves agenda setting and financial agreement between government and donors.

However, this model is limited as not all coalitions are part of the Local Education Groups. Of the 41 NECs from which data was obtained and analysed, 11 NECs were not yet part of the LEGs. These were made up primarily of coalitions with the least capacity to influence policy change.

The lack of representation in the LEGs can be explained in part by the difficulty of buying-in support for recognition from donors and governments at country level. Second, the idea of being 'part' of the policy process from 'within' remains contentious and debatable among NECs in the regions. This is informed by the fact that civil society has for a long time acted on its own with little cooperation from governments. Today, many civil society activists still argue and believe that this is the way to go. However with the CSEF, new forms of partnerships, dialogue and relations with governments, donors,

and civil society are being reconstructed at national level. The position and place of NECs in national dialogue is also beginning to be redefined.

As the nature of national politics of education changes and becomes more intergovernmental, civil society organisations need take advantage of the 'invited' policy spaces such as the LEGs to be part of national policy processes. The increasing intergovernmental character of the national and global politics means that the rules governing civil society engagement in such spaces is now more dependent on decisions taken by states involved than ever. Therefore unlike in the past, it is harder for civil society to influence national governance purely from the periphery. The difference which the CSEF is making in this regard is to reposition civil society at the centre in order to play a part in the LEG. This is good for the future of an effective education movement.

The benefits of capacity building of civil society to policy change

The 3rd and 4th criterion on the ability to perform is based on an analysis of the benefits of the coalition's work to policy process. This is measured by the quality of the coalitions budget and analytical work and whether or not the coalitions are able to demonstrate the benefits of budget and analytical work to; agenda setting, policy change and institutional reform. At the centre of this capacity building for budget tracking and policy analytical work has remained a major area of work for the CSEF.

Result: A total of 20 budget tracking surveys were funded by the CSEF since November 2009. The objectives of budget tracking in general are to:

1. Establish whether resources are sufficient to achieve measurable change in equitable access, quality and relevance of basic education.
2. Hold government accountable, by investigating whether the national budget is being implemented in line with existing policy guidelines and whether resources are reaching the intended beneficiaries as planned.
3. Focus on access to teaching and learning materials, salaries, enrolment rates, dropout rates, and inspection, gender and disability issues.

Box 1

Budget Tracking in Practice: An Example of the model used in Malawi and other African Countries

1. Levels of expenditure tracking

Different questionnaires are used to obtain data from the various levels of the education system, such as: Central Government (Ministry of Education and Ministry of Finance); District Assemblies (Executive Officers); Division Education Managers; District Education Managers; Schools (Head Teachers); Supplies Unit (procurement of teaching and learning materials); Physical Facilities (responsible for buildings and rehabilitation) and Teacher training colleges

2. Sample design

Out of a total number of about 5000 primary schools in Malawi for instance, a sample of 500 schools is surveyed, representing almost 10% of schools in the country. The schools are further categorised according to the education divisions as well as into rural or urban features. The member organisations of the coalition (DENs) collect data from the sampled schools, districts and Teacher Training Colleges. Before the data collectors go to the field they undergo training on how to administer the questionnaires and interact with respondents during the exercise.

3. Data entry, cleaning, analysis and report production

Completed questionnaires are sent to the coalition Secretariat for data entry, cleaning and
analysis. Key issues analysed include:

- ☑ Whether there are any increases in resource allocations to the education sector
- ☑ Comparison of budget information between different levels (national/district)
- ☑ Whether schools and colleges have received allocated teaching and learning materials
- ☑ Whether teachers receive their salaries and in time
- ☑ Whether adequate numbers of teachers are trained and recruited according to budget and projections
- ☑ Whether teachers are evenly distributed depending on geographical location (rural versus urban) and gender.
- ☑ Enrolment of pupils and teachers (male and female); enrolment of children with special disabilities and supply of Teaching Learning Materials (TLMs) for such children.

4. Dissemination of findings

Draft report is produced and circulated to members for inputs. This is often followed by special budget monitoring subcommittee meeting to validate and adopt the report. The final report is made public through:

- ☑ Meeting with Ministry Officials (Ministry of Education and Finance); parliamentarians on education, budget and finance committees; development partners; and the media.
- ☑ District level meetings with District Assembly Officials, District Education Officials, Civil Society Organisations, Parents Teacher Associations, School management Committees and head teachers are given the results and action plans are developed on the way forward; Radio and TV programs; Press conferences
- ☑ Report distributed to key stakeholders i.e. Ministers, Office of the President, Permanent
- ☑ Secretaries of relevant Ministries, NGO's and donors.
- ☑ Report posted on the NEC website

5. Challenges of budget tracking

- ☑ Delays in submission of questionnaire submission by member organisations due to other commitments in their organisations
- ☑ Small sample frame (10% of all schools) due to financial limitations
- ☑ Government officials do not always fully release budget and expenditure data, which makes it more difficult to track expenditures and determine the extent to which government works to improve the educational system.
- ☑ In many instances officials provide information that is incomplete or refuse altogether, claiming they are still compiling the information.
- ☑ Many coalition members have only limited technical capacity to analyze education budget data.
- ☑ Coalition members are busy with multiple commitments and can invest only limited time in the budget monitoring and expenditure tracking process. In some cases, this affects the quality of the reports submitted by those collecting information
- ☑ In spite of the contribution and successes of expenditure tracking, national coalitions face significant challenges in convincing governments to increase the education budget.

6. Lessons Learnt

For successful budget monitoring:

- ☑ Capacity /skills to monitor & advocate are necessary
- ☑ Quality of data is a prerequisite for producing credible results
- ☑ Sound advocacy and media strategy improves results
- ☑ Coalition ownership of the budget work is important hence need to involve all member organisations in addition to Secretariat Staff in all processes
- ☑ Budget monitoring requires adequate resources
- ☑ A conducive policy environment is necessary. Access to key government information is key

Benefits of Budget tracking and analytical work

This section highlights examples of the benefits of budget tracking and analytic work to policy processes, policy change and institutional reforms using examples from a number of countries. The evidence shows that through their work, NECs play an important role in education governance at national level.

Impact of budget and analytical work on national priority: In Malawi, years of pressure finally made government to place education as a 3rd priority in the newly revised Malawi Growth and Development Strategy (MGDS). Until 2010, the MGDS did not include education among the 7 top priorities of government. For the last 3 years, putting education on the national political agenda by ensuring that it became a key priority in the MGDS was a major campaign issue for the national coalition.



Children being taught under a tree in Lilongwe, Malawi Photo: Kjersti Mowé

Example 1: Influence on teacher deployment: In Malawi, the Chikwawa District Education Network conducted a community budget tracking exercise in 2010. Through the exercise, the network discovered that most schools in their district had a Pupil Teacher Ratio of 200:1. In one particular case involving the Khwangwala Primary School in Konzere Zone, the network discovered that in a standard 3 class, there was 1 teacher teaching **387 pupils**. Following this discovery, a dialogue was initiated with the District Education Manager to find solution to the problem. This resulted to an additional teacher being deployed to the school thus reducing the Pupil Teacher Ration by Half. It is such small steps that make a real difference in the life of an ordinary child in a village far away from the capital.

Public accountability: Through budget tracking, civil society has challenged the quantity and quality of public expenditure in the education sector and have contributed to influencing key priorities of governments. Budget tracking has been used to investigate whether national budget is being implemented in line with existing policy guidelines. It has also been used to assess whether resources allocated to the sector do indeed reach the intended beneficiaries.

Example 2: In another spot check survey conducted in 2010, the Chitipa District Education Network (DEN) in Malawi unveiled what turned out to be a serious case of abuse and mismanaged of education funds. The network blew the whistle on a suspected case of fraud to the tune of Malawian Kwacha 5 million by some members of the local District Council. Following public pressure, the Ministry of Local Government was forced to reimburse the stolen funds to the local community. The ministry also took a decision to freeze the district's account in order to protect public funds and open further investigation into the corruption allegation.

Impact of budget and analytical work on national resource investment on education: At the national level, sustained civil society pressure is a major force leading to increased national resource investment on education. The proportion of government expenditure on education is growing steadily, corruption and mismanagement in the sector is also being watched by civil society groups. Among some of the success stories, we

highlight examples of countries where increase in education sector budget has been closely linked to sustained civil society pressure such as in Malawi, Ghana, the Gambia, Bangladesh in the financial year 2010/2011. The policy steps taken by government which led to these positive gains were linked to systematic ongoing budget campaign led by NECs in those countries.

Example 4

Further example of the impact of budget and policy work is demonstrated in the introduction of hardship allowance for rural teachers from 2010/11 financial year in Malawi. This was implemented with a new allocation in the national budget of Malawi of Kwacha 2.5 billion in 2010/2011 financial year. A similar policy gain had been achieved in Ghana in 2009 as a result of three years of national Campaign led by the Ghana National Education Campaign coalition. A further effort in Malawi led the government to embrace district level consultations by adopting a policy of wider budget consultation process (Ministry of Education, Sports and Technology 2008). Learning from the efforts of the coalition, the government of Malawi adopted the Public Expenditure tracking model pioneered and implemented by the national coalition since 2002.

Example 3: **Budget gains in Malawi, Zambia and Mozambique**

From 2005-2009, budget allocation to education sector in Malawi was just under 14% of national budget. During the 2009/2010 financial year, it jumped from 12.5 to 15.7%. In 2010/11 financial year, 21% of the budget was allocated to education sector. In Zambia, there was a 5% increase in the national education budget in 2010/2011 financial year. In Mozambique, the national Coalition played a crucial role in influencing the development and priorities of the new ESP 2011-2013 approved by the FTI in December 2010, with a further support of a $90m from the FTI catalytic fund to the country

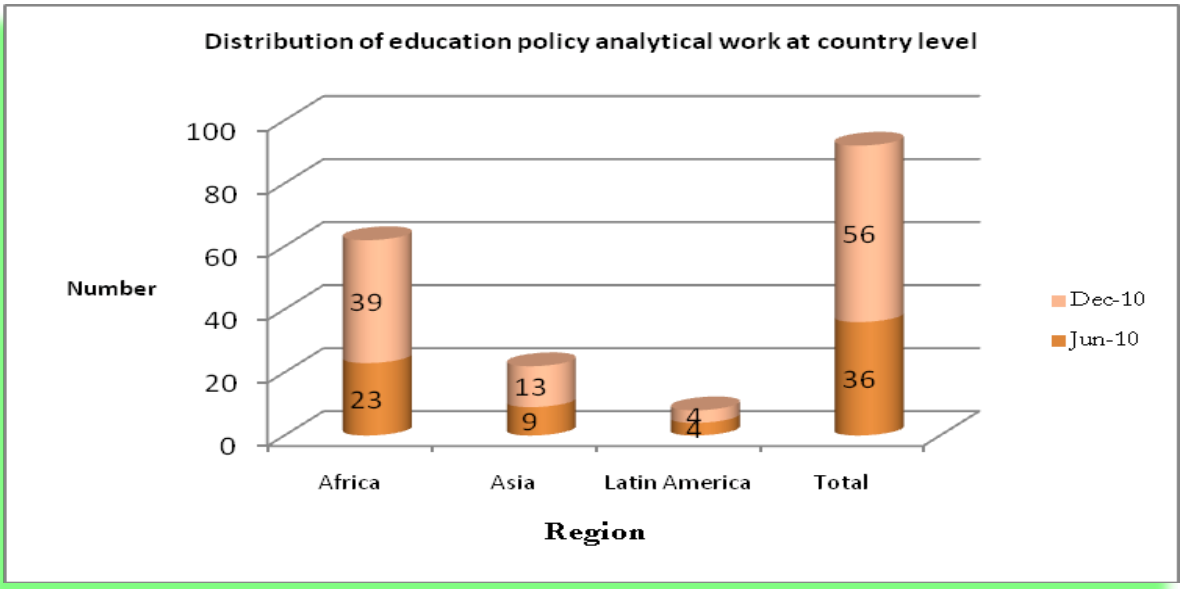
Impact of budget and analytical work on agenda setting: NECs have played a crucial role in putting education issues on the national agenda. For instance, the following matrix shows that a number of policy demands promoted by the Ghana National Education Campaign Coalition from 2008 to 2010 were adopted by government in subsequent years. The issues include demands from civil society for government to expand the schools feeding Programme; increase the amount of capitation grant to schools; ensure a more timely disbursement of capitation grants and construct more classrooms at basic level.

Year	Policy Demand	Government Policy/Program Response
2008, 2009	Expand the School Feeding Programme	Expansion of schools feeding Programme was achieved in 2010
2007,2008	Increase the per capita Capitation Grant	Increase in capitation grant from Cedes 3.0 to 4.5 in 2009
2008, 2009	Take steps to ensure timely disbursement of schools capitation grants	More timely disbursement of the capitation grant was realized in the academic year academic 2009/2010
2009	Improve School Infrastructure	Government committed in ESP 2010-2020 to construct 600 schools per annum at basic level (2010)
2010	Place Complementary education program under Basic Education sub sector in the ESP 2010-2020	Effected at 2010 National Education Sector Annual Review

As the matrix shows, the progression from civil society demands to government policy in the case of Ghana took at least two years. Examples of issues yet to progress from demand to policy include: the development of a comprehensive adult literacy policy in Malawi; enactment of a new Education Act in Kenya and Bolivia; further budgetary increase to the education sector in Mozambique, Malawi, Bangladesh, Zambia, Sierra Leone; a new National

Policy Framework on the School Based Management Committees in Nigeria and teacher training reforms in Mozambique. In Mozambique a new study on the curriculum for teacher training is being launched by the NEC to guide civil society campaign on teacher training reform.

Other benefits of policy and analytical work: Other than budget tracking, the CSEF has supported other policy and analytical work conducted by civil society organisations. By end of December 2010, a total of 92 policy analytical work had been produced. As illustrated in the figure below, the majority were in Africa and Asia:



Analytical work provides the main inputs for civil society policy positions and advocacy messages.

Example 5
Dissemination of policy inputs

Once finalised, policy papers and reports are disseminated through a number of activities and mechanisms.

- ☑ Circulation to civil society organisations
- ☑ Detail discussions in thematic groups of civil society experts
- ☑ Debates within the membership for validation and adoption of the final report.
- ☑ In some countries, the validation of the final report is followed by adoption of the reports as the annual 'NGO report'. This is followed by joint civil society meetings with;
- ☑ Ministry Officials (Ministry of Education and Finance);
- ☑ Meeting with parliamentary committees on education, budget and finance committees; development partners; and the media.
- ☑ presentations to the annual sector review meetings and the joint technical working groups
- ☑ Press releases on key findings and recommendations
- ☑ District level meetings with District Assembly Officials, District Education Officials, Civil Society Organisations, Parents Teacher Associations, School management Committees and head teachers are given the results and action plans are developed on the way forward
- ☑ Radio and TV programs
- ☑ Report distributed to key stakeholders i.e. Ministers, Office of the President, and Permanent Secretaries of relevant Ministries, NGO's and donors.
- ☑ Report posted on civil society websites

Building broad consensus among civil society on policy issues: Budget and analytical work is also used to generate consensus on key policy issues. In a number of countries, the result of this consensus process has been the the emergence of the annual NGO education report education, which highlights the state of education in the country. In countries such Ghana, Kenya, Cambodia and Bangladesh, the annual NGO Education Reports has been the main source of information for the ministry of education in terms NGO engagement in the education policy processes. The report is also used to build capacity among civil society members on specific policy areas; and to facilitate policy consultation, dialogue and consensus at national and sub-national levels in preparation for civil society participation in the annual sector review processes and the Joint Technical Working Groups of the ministry of education.

The national Civil Society Education Congress: To coordinate civil society inputs in the annual education sector review processes, the annual national Civil Society Education Congress also called annual CSO Education Sector Annual Review is held annually in Ghana and Cambodia. As a national mechanism for consultation and consensus building, the week-long event, attended by all sections of civil society is used to receive presentations from member organizations and facilitate discussions on keys thematic policy issues. From the annual congress, an agreement is reached on the key policy issues that directs civil society advocacy towards government and donors through different mechanisms including the annual sector review processes. The issues agreed in the annual congress also form the basis for research and advocacy of the NECs and their members over the coming years.



CSO Education Sector Annual Review 2010, Accra, Ghana

Following the annual congress, members of the coalitions get assigned to relevant thematic working groups. Thematic groups are constituted by thematic experts from the member organizations based on policy priority

agreed by the congress. These groups generate inputs and propose a civil society position paper on each thematic issue. The position paper forms the basis for civil society participation and advocacy in the National Education Sector Annual Reviews.

Example 6: Impact of civil society policy work on specific policies on teacher training, recruitment, deployment and motivation

In Ghana, an educational resource tracking survey was carried out to investigate the Pupil teacher ratio in 160 schools in 2010. The study which covered the poorest communities in 7 regions of the country produced surprising results. It found out that on face value, the pupil-teacher ratio (PTRs) was 1:26, way below the national target of 1:35. However, an analysis of teacher quality by the same study based on Pupil Trained Teacher Ratio (PTTR) revealed an alarmingly high teacher pupil ratio of 1:175 and 1:128 in the Brong Ahafo and the Volta regions respectively. Further, the study revealed major loopholes in textbook distribution. 29% of English textbooks meant for public basic schools were found to have been lost in the distribution chain between the District Education Offices and the schools. The study also revealed a pupil-desk ratio of 1:7 and a significant delay in disbursement of capitation grants to schools.

Benefits and contribution of policy work to policy change and institutional reform: Budget tracking and education resource mapping methodology has been used to trace the distribution of quality inputs such as teacher, teacher salary, teaching and learning materials, inspection as well as to identify key concerns on equity- enrolment rates, dropout and retention rates, gender and disability issues in schools. From a study on the Quality of Basic Education in Zambia, poor quality of learning outcomes was identified as a top challenge in the education system. The key factors that the study pinned down included the lack of a national framework for monitoring learning achievements; lack of an adequate teacher training, recruitment, deployment and motivation policy, limited pupil teacher contact time and inadequacy in infrastructure provision including the provision of teaching and learning materials.

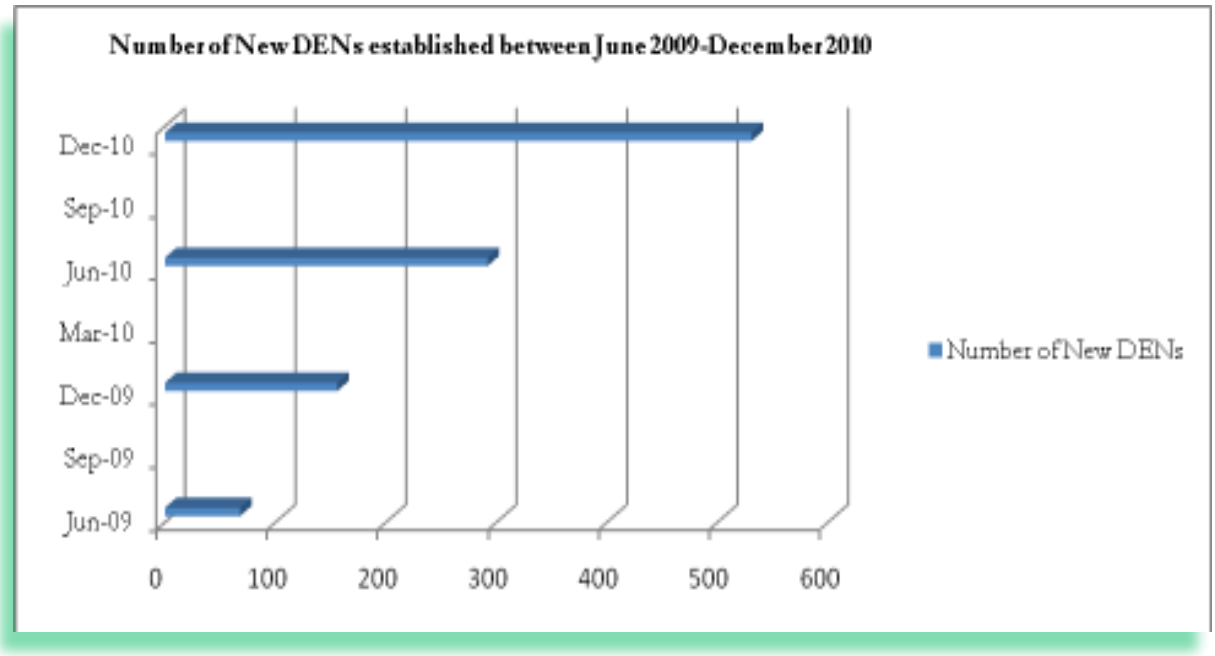
Example 7: The Ghana educational resource tracking study has led to a civil society call to the Ministry of education, with specific recommendations to government to: computerise the text book distribution system in the country and develop a policy framework to ensure an effective management of a school resource monitoring system. This the coalition proposes should be manned by the planning, Monitoring and Evaluation units/Audit units of the district education offices; and should be facilitated to periodically check and physically verify textbook supplies, receipts and utilization by schools. In addition, the civil society has called upon the District Assemblies to commit more funds for construction of school desks in order to address the alarming pupil-desk ratio. The findings of this study now forms the basis of the coalition's campaign which should be able to lead to concrete policy change in these areas over the period of 1-3 years.

As a result of this study, the Zambian National Education Coalition (GNEC) has launched an advocacy effort to get government to put in place a national framework to monitor learning achievements; enhance teacher training, teacher recruitment and motivation; raise the pupil teacher contact time, redefine and set up an appropriate pedagogical structures in order to enhance quality teaching and learning outcomes in all schools in the country.

Wider impact of policy work on public action and public awareness on education

The different strategies which have been used in different countries have contributed to: enhanced public awareness and understanding of education rights. Today, much more information is available to civil society groups on government budget policies and about the importance of transparency and accountability in public finance management than they were a year ago. By increasing access to budget information in ways that were not accessible to such groups in the past, budget tracking has provided a bottom-up lever for the voices of groups which would not normally have access to the political elite. In the long run, this could help increase the effectiveness of the Sector Wide Approach to Aid (SWAP) which requires greater commitment to impact monitoring and assessment. The role of civil society in this positive future development cannot and should not be underestimated

Impact of policy work on civil society capacity: Budget tracking, analytical work and policy advocacy and campaigns have evolved as a powerful tool for capacity building of civil society in its watchdog role. To enhance the dissemination of capacity building and empower grassroots communities, the CSEF supported the establishment of civil society district education networks (DENs) to institutionalize budget tracking and monitoring in the context of decentralisation. A total of 463 new DENs/branches were established in 44 countries during June 2009-December 2010. The gradual increase in the number of DENs over the last year is illustrated in the graph below.



The role of the local DENs/branches has been central in supporting school based monitoring processes conducted by school and community-based groups, including the school boards and parent-teacher associations. The contribution of DENs in strengthening grassroots accountability and enhancing public participation in education was severally demonstrated in earlier case studies. To help DENs to be more effective, training and technical assistance is provided by member organisations and the NEC secretariat through the support of the programme with the primary aim of strengthening capacity for grassroots monitoring of public accountability.

Other key policy gains around the world

There are a number of examples where NECs have made immense contributions. The enactment of the right to Education Act in India in 2010; the passing of a new national education and training policy in Tanzania in 2010; the development of the Post Second Primary Education Development Program (PEDP II) in Bangladesh in 2009; a new policy that allows Local Council and District Budget Oversight Committees to be part of the parliamentary budgetary processes-Sierra Leone in 2010; bolder policy measure on EFA including -elimination of user fees, introduction of Universal Secondary Education in Uganda, Kenya; adoption of various policy positions proposed by NECs by major political parties running for national elections during 2008 electioneering campaign; several government commitments to

implement specific policy demands on assumption of power such as was the case in Ghana in 2009. These included increase in capitation grant from Ghanaian Cedes 3 to 4.5 per annum; a 20 percent increase in teachers allowance, introduction of pro-poor policies (free school uniform, exercise books policy, free education for persons with disability up to tertiary level), measures to purge payroll off Ghost names. The new government in Ghana also committed in Education Sector Plan 2010-2020 to construct 600 schools at basic level annually.

On the whole, budget and resource tracking exercises remains is a major input for the CSEF advocacy and policy work in many countries. Pioneered by the Campaign for Popular Education (CAMPE), the national coalition of Bangladesh in 1990s, the methodology has now been adopted in over 30 countries. The rapid expansion in the adaptation process has emerged from the growing concern that in spite of the increase in government funding for education, the quality of education in the many countries was deteriorating. Funds meant for school construction were being lost either to corruption, mismanagement, rent seeking or poor quality and substandard work and procurement services. Worst still, not enough of the major culprits were being brought to book to account for their actions. Through the methodology, civil society has been able to provide an early warning system to government. In circumstances where evidence has been found, governments have been pressured to take appropriate steps to encourage better public finance management.

Financial Management

Overall performance for the period-Expenditure versus budget

In this reporting period, the CSEF project operated on the funds received earlier on in the 1st and 2nd semesters. These funds amounted to $12,200,000 ($6,500,000 and $5,700,000). Reported expenditure for the third semester was $3, 572, 532. The overall expenditure for the period, from inception to date is $8,190,412 from a total budget of $ 12,148,946.41 for the three semesters. This reflects an overall budget performance rate of about 67%. The expenses are broken down as follows:

Box 1: Summary of expenditure: June 2009-end December 2010

Africa Region

Grants	$2,386,184.87
Regional Secretariat	$ 931,108.64
Funding Committee	$ 75,585.00
FMA	$ 238,613.27
Total Expenses	**$3,631,491.78**

Asia Region

Grants	$ 830,396.57
Regional Secretariat	$ 573,191.00
Funding Committee	$ 92,979.00
FMA	$ 73,010.41
Total Expenses	**$1,569,576.98**

Latin America Region

Grants	$ 227,949.97
Regional Secretariat	$ 382,971.77
Funding Committee	$ 44,702.62
FMA	$ 60,957.00
Total Expenses	$ 716,581.36
Capacity Support Plan	$ 1,283,169.67
GCE	$ 1,125,946
Overall Expenses	**$ 8,190,412**

The initial delay of up to 5 months at the start of implementation due to technicalities in the release of funds partly explains the variance between budget and actuals. The other reason being delays in the approval of the yearly proposals of NECs. Many of these took time to fine-tune and finalise to

standards acceptable by regional funding committees. With extension of the EPDF support to the CSEF to end of June 2012, the programme should be able to regain its full momentum.

Capacity for financial management

Financial management is a major functional area for NECs. Without the ability to deploy financial resources appropriately, advocacy strategies cannot be implemented effectively.

To assess capacity for financial management, the financial managing agencies continue to monitor financial performance of NECs using a number of indicators on a three month-based reporting process:

- ☑ the timeliness of quarterly financial reports
- ☑ quality of documentation provided along with the reports (invoices, receipts, bank statements and bank reconciliation),
- ☑ completeness of documentation provided; and
- ☑ levels of performance in line with approved budget heads

Based on the above indicators, our analysis reveals that 18 coalitions are functioning very well with no further action needed. A further 6 Coalitions are performing well with some specific support from the fund management agencies. In the third group, there are 6 more coalitions whose performance have been poor in the past quarter but have made significant progress towards improvement. Coalitions in this category require immediate action based on issues identified from time to time. A further 12 of the coalitions require more support and supervision and will continue to benefit from ongoing support often with steps such as suspension being taken when necessary, pending further action including detail financial management systems review, external audit or forensic procedure. In the period under review, countries in these categories include:

Mozambique: where difficulties in communication often resulted into late reporting. This was resolved with the recruitment of a Portuguese speaking programme office at the regional CSEF Secretariat in ANCEFA: **Ethiopia and Ghana**, where delays in response to queries made follow up difficult and **Burundi**, where Bank statements were not provided on time delaying approval reports and **Vietnam,** characterized by poor quality reports. Financial management training is recommended for these countries with quarterly disbursements being tied to compliance with expected standards.

Guinea Bissau: Very poor quality reporting. No accountant for the coalition currently; cash withdrawals made for payment of salaries- in which a warning was issued. A support plan will be drawn to include measures that ensure recruitment and induction of a qualified accountant to ensure adequate capacity on the ground.

Nigeria: Salaries alleged to be CSEF related amounted to $6, 600 was paid through another account. The coalition could not provide requested supporting documents. As remedy, expenditure was temporarily disallowed. This is pending submission of proper documentation and proof.

Angola: lack of proper record keeping; **Lesotho:** Inconsistencies in reporting; **Pakistan:** Late reporting; **Cameroon:** No information has been provided by coalition at the time of reporting. Information provided is always conflicting. Suspension is recommended for Cameroon by fund manager until information provided is verified and validated.

Srilanka: Inadequate financial management system in place. An external audit commissioned in December 2010 revealed weaknesses in financial management. The coalition-CED is under suspension. Immediate action recommended is the recruitment of a competent finance officer; **Indonesia:** late reporting-an accounting training recommended; **Vanuatu:** late reporting, and **Liberia**, currently under suspension.

Other issues identified for following up include **Benin**, where **an** un-approved expenses amounting $1,293 has been observed

Kenya: Some Expenditure not properly allocated to respective budget captions; **The Gambia:** Need for proper follow up on exchange rate fluctuation effect on funds received by coalition; **Togo:** Some expenditure paid in cash need to be checked and verified (i.e. Pause café: $355).

Overall assessment of financial management capacity of NECs

The third semester witnessed a significant improvement in the quality of financial management, support and supervision. This was made possible by the implementation of the CSEF capacity support plan in which support for capacity building for financial management was the biggest element. In the implementation of the support plan, a number of interventions were undertaken during the reporting period, as demonstrated below.

Progress on Financial Management Training for NECs

A comprehensive financial management systems review exercise, covering 32 countries was conducted. Following the review, a one week financial management workshop was held in early September 2010, attended by CSEF project accountants from all 24 African countries. The outcome of financial management systems review also included:

A new financial manual which was introduced and rolled out during the third semester. NECs were supported to incorporate the manual in their existing policy and practice guidelines. The new manual includes new budget monitoring, accounting and reporting tools.

Additional accountant recruited: To give the Africa Regional Fund Manager additional capacity to gain greater visibility over financial management, an additional Project Accountant was recruited. Resources initially allocated for an accounting software was instead used to recruit a new accountant for Africa.

With capacity building for financial management, the CSEF proved to be not simply a funding mechanism, but a major capacity building investment, directly impacting on one of the major functional capacity areas for NECs-capacity for financial management. As a result, 78% of NECs secured functional financial management competence and standards expected by the programme, compared to only 60 at the end of June 2010.

Further assessment of the implementation of the CSEF capacity support plan

The aim of the CSEF capacity support plan was to help accelerate progress in the context of the delayed start of the programme. The capacity support plan was also necessary in view of the fact that the support of the EPDF would closed down by end of June 2011. In this sense, the CSEF capacity support plan was not a fully fledged capacity development plan as it was a short term project and limited to key functional capacity needed to speed up progress towards the objectives of the programme. Besides financial management, additional activities implemented during the reporting period are outlined below.

Strengthening technical support and supervision:

Global Secretariat: An additional staff recruited in May 2010 to support NCSEF pilot countries. See detailed report on NCSEF in chapter 2 of this report. Other recruitment for the Africa regional Secretariat included:

3 additional staff post at ANCEFA. This included a Portuguese speaking Programme Officer to support the Lusophone speaking countries. This rectified gaps in programmatic as well as communication which had earlier on resulted from lack of capacity in Portuguese language.

Mentorship Programme. Arrangement for the Mentorship programme was initiated in 16 countries, 14 in Africa and 2 in Asia (List appended). The main mentor organizations include Actionaid, Child Fund, SNV, OXFAM GB, Plan International, OSISA and ACE

Resident Capacity Building Support Program): The activity was not carried out. Implementation rescheduled to the second half of 4th Semester (April-June 2011) due to change in priority. The NCSEF pilot countries will now be targeted with the aim of providing each of the 6 coalitions with a specialist resident support in resource mobilization and fund raising to further the development of NCSEFs on the ground.

Development of Good practice Guidelines and skills tool kits: Guidelines on financial management and National Civil Society Education Funds were developed. Publication will be carried at the beginning of the 5th Semester (August 2011)

CSEF Monitoring, Evaluation and learning: Based on agreed results framework, a Monitoring and Evaluation system was put in place. This include a learning and reporting mechanism currently being used; a CSEF knowledge management system (KARL) launched at the end of February 2011; 3 regional M&E and policy workshops held in Nairobi Kenya, Bogota Columbia and Jakarta Indonesia in October and November 2010; a CSEF Global policy meeting held in Paris France in February 2011

The CSEF end of project review: Plans for the CSEF end of project review, initially scheduled for March 2011 will be reviewed in the context of a possible extension of CSEF to June 2012. Detailed terms of references will be proposed at the beginning of the 5th Semester

Building capacity for civil society advocacy on domestic financing for education

Information gathering: 3 of the 10 national information gathering exercises were undertaken to compile key statistics on education ahead of the one day information meeting of national stakeholder

Information meetings: following the national information gathering, 3 one-day national civil society information sharing meeting was held, to create awareness and build consensus among civil society on key issues on education financing

Education financing workshops: each 3 4-day sub regional national workshops on education financing were held in Mombasa Kenya, Blantyre Malawi, and Harare Zimbabwe. Outcomes: participation of 38 representatives from 13 NECs in 13 countries; agreement on key elements of national campaign plans on domestic financing which needs follow up; and further consensus around key issues pertaining to education sector plans and financing framework in participating countries.

Support for a globally coordinated national advocacy and mobilisation

The following activities were carried out to help build, broaden and strengthen national supporter base for education campaigns in in the run up to; and during the UN MDG summit in September 2010.

Regional workshops: 3 regionally coordinated planning workshops for national coalitions were held, to encourage coordinated actions, with a focus on reaching out to heads of state and government in CSEF countries and maximising the benefits for CSEF education coalitions from GCE's World Cup campaign. These took place in Johannesburg South Africa, Dhaka Bangladesh, and Lima Peru.

The campaign led to increased national action on education in the run up to the UN MDG summit of September 2010 in countries such as Nigeria, Bangladesh, Cape Verde, Nepal, and Pakistan etc. The regional workshops facilitated coordinated planning and joint messaging, creating stronger

synergies between countries, and maximising the collective impact of civil society mobilization on leaders that were planning to attend the MDG summit in New York in September 2010. The engagement with the campaign around the World Cup also directly led to the education coalitions receiving a substantial amount of long term benefits in many countries. Countries like Nigeria and Bangladesh were able to apply their national demands to the campaign work through a process that begun at these workshops.

Support to national coalitions: from the 1Goal campaign, NECs received support to convert mobile and online supporter bases, and to make use of the new media to undertake national mobilization. This was intended to help NECs build their membership and supporter bases by increasing the number of supporters signing up to the campaign between July-September 2010. The 1Goal online supporter base proved a useful tool for mass messaging, helping to grow campaign outreach to the broader public. The results of the CSEF investment through this project were particularly strong – the online database had a very high percentage of supporters from developing countries despite the wider challenges of engaging online. For example 30% of the total on line supporter base was from Africa which is remarkable considering limitations on-line access in the continent.

The prioritisation of engagement of African stars mean the media and video assets were well used by African broadcasters. This led to significant coverage for the issue of Education (for example on the '*Who wants to be a Millionaire?'* 1GOAL special in Nigeria.

We were also able to develop radio and mobile relationships and content that raised the issue of education repeatedly and allowed SMS sign ups in certain countries (mainly through MTN in Africa and significantly through Grameen Mobile in Bangladesh in relationships the coalition themselves were able to secure).

The long term opportunities of the relationships formed, and the higher profile secured on education in several CSEF countries, should allow many more campaign benefits beyond 2010.

Provision of campaign materials to NECs: campaign planning and resource packs were developed and disseminated to national coalitions- in Spanish, Portuguese, French and Arabic. This was done to encourage

collective action to maximise the opportunities of collective action that reflect the national priorities.



A cross section of Participants at a CSEF Africa regional policy workshop, held 3rd-4th Nov 2010 at Laico Regency, Nairobi Kenya

Chapter 3

A Review of the Implementation of National Civil Society Education Fund (NCSEF)

The third objective of the CSEF is to establish credible and independent National Civil Society Education Funds (NCEFs) at the end of a multiyear programme of action. This means that mission of the CSEF is centred on establishing functional NCSEF that can successfully channel multi-donor funding to the national education coalition and its civil society member organizations. In this regard, NCSEF is a new concept that will be rooted in the experience of CSEF and which will take time to evolve. This chapter highlights some of the progress as well as challenges so far.

The implementation of NCSEF started in May 2010, with the recruitment of a project Officer based at the GCE Secretariat in Johannesburg. Following this, a research process was launched in 6 pilot countries to help develop a much better a better understanding of the nature and challenges of establishing NCSEF on the ground. The research was to provide key recommendations for civil society to determine how to proceed with the implementation of the concept on the basis of contextual realities. The research was also to feed into a broader examination and understanding of civil society of the critical factors upon which the success of NCSEF can be built. In specific terms, the objectives of NCSEF Research were to:

1. Map out funding trends; identify funding sources and opportunities, and trace the flow of civil society funds in the country
2. Identify key concerns, risks, fears, and challenges which may be associated with NCSEF.
3. Trace key donor trends in the country, analyse donor funding priorities and changing donor funding strategies
4. Identify what funding sources are available for civil society, what local funding mechanisms have been used or exist; analysing their successes, failures, strength, and weaknesses

5. Provide recommendations to inform civil society's implementation strategy to set up credible and independent NCSEF
6. Outline key quality indicators in the country context that should guide the successful establishment of National Civil Society Education Fund (NCSEF)
7. Contribute to the ongoing debates among GCE members on the role of NCSEF in improving the effectiveness of civil society activism in the field of education

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Of the 6 pilot countries where the research process was initiated over the last 2 months, 3 have concluded the research process. The key lesson from these countries is that the NCSEF research process was a consensus building process, which by designed helped to promote the new concept and get by-in and encourage local ownership. This was critically important if the NCSEF concept is to eventually take root. To achieve this objective, the research process was carried is being managed as a civil society initiative that involves the participation of the civil undertaken in consultation with society, private sector, government as well as donors. Country level processes were led by country stakeholders on the basis of a country process agreed at country level within the parameters set by the GCE in consideration of the opportunities and challenges in the national contexts.

Presentation of NCSEF concept to donors: In the context of the research process, country specific missions were organised to brief bilateral donors and introduce them to the concept of NCSEF. Meetings were held with Education Sector Working Groups (ESWG) in Cambodia, Kenya, the Gambia and Mozambique and presentations made in which development partners- UNICEF, Irish Aid, UK's Department for International Development, the Royal Netherlands (SNV), Italian and Canadian International Development Agency (CIDA) were briefed. The outcome of the meeting in Mozambique was an agreement to establish a joint national task force for NCSEF. Following the ESWG meeting in which this was agreed, a taskforce was put in place, comprising 8 members, 4 from CSOs and 4 from development partners. UNICEF (the lead donor in the education sector in the country) is represented by 2 members while the Royal Netherlands Embassy and the Irish Embassy are represented by one representative each. From civil society, the 4 representatives on the NCSEF task force include a representative from FDC (the Graca Machel Foundation), the national coalition, Actionaid and Oxfam.

The NCSEF national task for meeting: The first national taskforce meeting in Mozambique (28th of October 2010) agreed on a line of action to move forward with NCSEF in the country: It took a decision; a) to develop a concept note for the fund, b) further explore what mechanisms exist in the country, c) to identify potential donors or interest among development partners. With the support of UNICEF a process was launched to help identify existing opportunities and interest among donors. The second task force meeting convened by UNICEF was held 18th November 2010. The two-pronged approach deployed in the research process led to contacts being made with the following the donor agencies individually and jointly through the ESWGs. DfID, the European Union, Canadian International Development Agency (CIDA), the Danish International Development Agency (DANIDA), the Royal Netherlands, Actionaid, the World Bank, and the United States Agency for International Development (USAID), the United Nations Children's Fund (UNICEF) and the United Nations Educational, Scientific and Cultural Organization (UNESCO)

Opportunities and challenges for NCSEF moving forward

Existence of a foundation research in Mozambique: The work done under the Commonwealth Education Fund in Mozambique provided ground for the CSEF to build on. A comprehensive research had been concluded earlier in May 2009 and a lot of thinking on the idea of a NCSEF had already happened previous to the CSEF. The research had managed to build consensus on NCSEF as a local agenda, capturing and documenting voices and concerns of the different stakeholders on the concept.

Existing support for NCSEF on the ground: There is an indication of support on the concept from a number of development partners. This is couple by the existence of a wide range of development agencies in all pilot countries particularly in Ghana, Senegal, Cambodia and Kenya. In the Gambia however, there is a very small donor presence on the ground. The EFANet-the Gambia Coalition has made effort to link their effort on NCSEF with the private sector over time. This may provide a promising alternative to nurture NCSEF in that country.

Local Leadership: The civil society in Mozambique has demonstrated able leadership, with well respectable personalities leading the NCSEF campaign

and championing the cause for civil society. Local leadership is vital as GCE can only do so much. The main actors for NCSEF have to come from the ground and from within the country. The newly established national Taskforce in Mozambique has influential personalities particularly from the development partners who are Mozambican nationals.

Existence of similar funding mechanisms: In Kenya, there is a strong home grown Civil Society movement, which has been part of the force that brought the recent transformation in the country's political landscape. There is also widespread experience of similar funds in both Kenya and Ghana. The GCE has taken advantage of such experiences to develop guidelines on NCSEF.

Political Opportunities: There are key political variables that may determine the success of NCSEF. This may vary country to country. In the Gambia and Senegal, there is a good relationship between the coalition, the Ministry of Education and the National Assembly. In Cambodia, the government is very supportive to civil society particularly of the work of NEP-the national coalition. Its ideology regarding the role of civil society is also very positive. The relationship between the state and civil society, as well as the alliances that exist between NEP (the national coalition) and the political elite is important as it provides the environment needed for NCSEF to strive in the long run. In other words, these opportunities are minimal in some countries. Much more work will have to be done to mobilize high level political support for NCSEF in such countries.

Governance: NCSEF will only be possible if civil society unites and work collectively for it. The coalition' secretariats alone cannot do it. Only a correlation of forces and strategies between civil society groups can. Through the current structures of the national coalitions, there is a need to take further account of the importance of separate governance structures independent of the national coalition to ensure that the country processes for NCSEF represents civil society beyond the current membership of the coalition. In some of countries, we noted an attempt to associate NCSEF as if it was the National Coalition. This has raised questions among the donors on the capacity of NECs to run successful NCSEFs.

The credibility of the work of national coalitions: NCSEF is building on a lot of work that has been done by NECs for many years. This is an important resource that can be used to advocate for NSCEF

Challenges to national civil society education funds

Too few donors: NCSEF should be a collaboration between CSOs, the private sector and development partners. In the Gambia, the more influential development partners in education- the UK's Department for International Development (DfID), the European Union and the United States Agency for International Development (USAID) are not on the ground. The absence of these players in the education sector calls for the need to explore alternative support base for the NCSEF including the private sector and government. At the same time, the reluctance to embrace the concept of NCSEF in some quarters of development agencies needs to be overcome.

Limited capacity at country level: Success in setting up NCSEF will depend on the capacity at country level to organize, mobilize and manage resources, financial, human and economic in the long run. Although this capacity can be built in the mid-term, the lack of it on the ground has been expressed by donors as a major concern.

Limited political support: The strategies and actions that civil society will deploy to realize NCSEF will be a key factor in explaining both success and failure. As already noted earlier, not much mobilization at political level has been done to draw in the strategic support needed to get the fund on the ground. As a matter of fact, some development partners have raised questions on whether governments have been informed of NCSEFs. This is because the realisations of the NCSEF concept could depend on its linkages with the current aid modalities including the Sector Wide approach to aid.

Absence of the non traditional allies: The success of NCSEF is also dependent on the actions of other actors. Presently, the majority of these actors remain outside the membership of NEC. More strategic alliances with these actors and with policy makers will be needed to build a more sustainable support base for NCSEF at country level.

Alternative funding mechanisms: A range of alternative funding mechanisms which civil society could draw from do exist in many countries.

Some of these are being supported by the very powerful actors-such as the European Union and DfiD that NCSEF could target. The accountability Challenge Fund being set up by DfID in Kenya is one such example. The establishment of the Ghana Accountability and Rights Initiative (GARI) is another. GARI in particular presents an opportunity for NCSEF as it seeks to prosecute very similar aims to those of the NCSEF. GNECC-the national coalition in Ghana is already exploring possible linkages with the Management Agency of this fund to try and influence the operations of the Fund.

In both Ghana and Kenya, a different strategy will have to be deployed to neutralize opposition and incorporate these actors into the idea of an education fund for civil society. In such circumstance we have encouraged the view that NCSEF is a new mechanism, rooted in the experience of what already exists at national level, independent of its potential beneficiaries (NECs) while at the same time building upon current structures, strengths and opportunities to minimize operational cost. The Gambia on the other hand does not have any fund of this nature in place. The proponents of NCSEF in the Gambia need to cast their net wide enough to include government, the private sector as well as other anti poverty movements from the initial stages. In all these countries, context specific strategies will be the best way to go in advancing the struggles for NCSEF country by country.

Conclusion: The establishment of alternative funding mechanisms such as the GARI in Ghana and URAIA in Kenya means that it will be more difficult to establish a separate civil society fund for education. In such countries it is important to note that the major development partners (DfID, EU, Danida and Netherlands) have already committed themselves to similar funds. While possibilities exist in Kenya for an education fund in the face of URAIA, GARI on the other hand presents both opportunities and challenges. The process which led to the formulation of policies to govern the design and implementation of GARI did not sufficiently address the voices that represent issues pertaining to education, education advocacy and policy.

The presence of too few donors in some countries and a general lack of capacity in many National Coalitions as well as the lack of a clear understanding of the concept of NCSEF means that the process of establishing NCSEF has been slow. Scepticism and the lack of confidence among some developmental partners in the ability of civil society to manage

the large amounts of resources that NCSEF may entail also require that a lot of preparatory work needs to be done before the concept can be taken out to donors and promoted successfully.

Consensus building among different sections of civil society to own and promote the concept also takes time. In countries where some development agencies are already in the process of setting up similar funds, civil society needs to be more organized to influence how these funds should operate. Reason being the existence of such effort provides more challenge to the idea of separate funds for CSOs in education.

With a possible extension of the CSEF to June 2012, the objective of establishing credible and independent NCSEF cannot be achieved. In the light of the challenges and opportunities discussed above, GCE will require a full implementation phase of another 4 years after 2012 to achieve the full vision of NCSEFs. The continuation of the CSEF beyond 2012 is therefore necessary to provide a reasonable timeframe to scale up and expand the outcomes of the current NCSEF pilot projects. As no single CSEF country would be able to have fully functional, sustainable and independent national fund by 2012, a more targeted second phase of the CSEF needs to be explored.

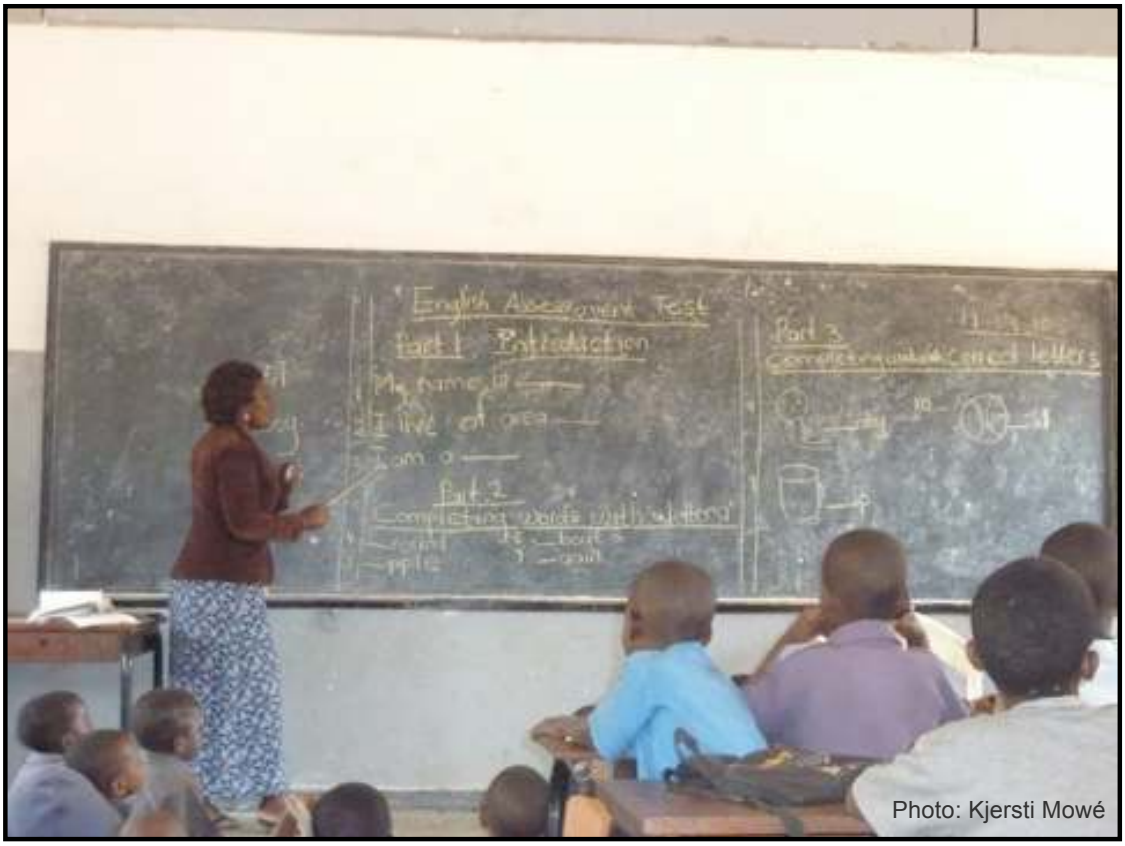


Photo: Kjersti Mowé

Chapter 4

Key Lessons from the Civil Society Education Fund in 2010

Importance of balancing growth with gender equity and capacity: The rapid expansion in the grassroots membership of NEC has raised questions on the need to balance growth with more qualitative support to NECs' in the long run. The expansion strategy supported through the CSEF will have long term impact for the GCE movement as a whole if the CSEF is not sustained beyond 2012. Conversely, the GCE's work could be affected in many countries with damaging consequences for the entire movement if CSEF funding is not sustained in the long term.

Capacity building takes time and requires patience: Many home-grown civil society organisations that presently constitute NECs are heavily constrained by the political context in which they operate-including lack of civil liberties-freedom of expression, assembly and association. The challenge for the GCE in such countries is to go beyond capacity building to a much broader agenda which involves creating a whole new culture of civil society and opening up new spaces and political opportunities for civil society to make a difference. This will take time and shall require a much longer term commitment for change.

It is important to demonstrate the effectiveness of civil society collaboration with governments and donors: Given the intergovernmental character of the national and global politics, the rules of engagement of civil society in the national political processes is today more and more dependent on decisions taken by government and the main donors to the sector that represent the states involved. In a number of countries, there is fear that civil society's direct participation in decision making process could undermine intergovernmental processes. The main lesson for

civil society from this is that it is important to: build consensus with governments and donors on a positive agenda for collaboration; demonstrate the effectiveness of this kind collaboration and, avoid too much emphasis on gaining power to influence issues as this may be counterproductive.

The pattern of relationships between state and civil society varies from country to country: The vast majority of NECs are nationally based and issue oriented. In the last half a decade however, the number of NECs engaging with global issues has gone up significantly. But like many NGOs, NECs interact with the institutions of global governance only when the issue on the agenda is of direct concern to them. In many of these countries, democracy has been in theory and in experience a national construction and efforts to strengthen democracy and citizenship (participation) remains very much an ongoing process. As a result, the pattern of relationships between state and civil society has varied from country to country, with different strategies being employed to relate with governments in different contexts.

With decentralisation, more horizontal forms of civil society interaction and collaboration with governments is necessary: Because education issues belong to national and global spheres and are interrelated as well as interconnected, success of NECs in one country tend to go beyond territorial boundaries and influence broader processes. When Uganda declared UPE in 1996, neighbouring countries such as Tanzania, Kenya, and Rwanda followed suit. Many more in the continent then did the same in subsequent years. At the same time, civil society advocacy and political pressure must combine simultaneous levels of action which moves back and forth from local to sub regional, regional and global level to make consequential impact possible. At the moment, there is not enough attention being given to and ensure stronger synergy and coordination between country level, regional and global actions.

However, it is important to emphasise that strengthening civil society interaction does not mean acting only at the highest levels of the system. Decentralisation of power and resources to local levels in many countries presents civil society with unprecedented opportunities for more horizontal forms of interaction and collaboration with governments. The challenge that remains is for civil society advocacy to move beyond the capital cities and embrace the country side within the context of fiscal and political decentralisation.

Governments do listen to civil society now than they were in the past: From experience, NGOs are well known for offering effective resistance against state policies, especially when governments do not listen. But today, governments do listen and are more open to civil society participation. In taking advantage of the spaces provided for dialogue by government, many NECs are faced with a challenge on what to propose as solutions and what to recommend as models. This is partly so because the experiences of many grassroots organisations are limited to micro levels.

It is always difficult to fit the interest of all members of a NEC within a national democratic framework for dialogue-such as the Local Education Group: The Annual Sector Review processes and the joint technical working committees which civil society are expected to be represented requires that solutions be generated through political negotiations and contentious consensus building processes. Because of the diversity in membership, there are differences in issues and interests among members of NECs. Hence, it is always difficult to fit the interest of all members within a national democratic framework for dialogue. Hence difficulties for members of NECs to reconcile their issues with others and in finding a compromise solution will always crop up from time to time.

Lack of understanding of the political process: A number of NECs face continuous challenges on how to deal with formal political system. Some do not fully understand the political process. For those who do, they may not be in a position to deal effectively with the politics of negotiation and consensus building across diversified groups and varied priorities which is today a basis of democratic governance in any society.

Importance of the connection between education and broader issues: As earlier observed, a number of NECs are purely functional, without adequate capacity to reflect on the connection between their work and broader issues related to the state, society and development in the present international conditions. As a result, important issues such as growing government expenditure on militarisation and defence and a bloated civil service sector which remove money away from social development and poverty eradication have been left out of the ambit of many NECs. For NECs who seek to make this link, not many are willing to take a critical stance on such issues for fear of state intimidation.

Sustainability: NECs have historically relied on externally generated resources, most of which have come from development aid. In recent years, a large proportion of this aid has been channelled through governments. As a result, contributions from development aid to the work of NECs are at best stagnant and declining. Dependence on aid has forced some NECs to take on service delivery role, depriving them of their ability to maintain autonomous, independent perspective and positions on a wide range of policy issues at political level. The challenge therefore is to find an appropriate mechanism of support for civil society work which is sustainable and which does not reorient NECs accountability away from the grassroots. This is what the proposed national civil society education funds (NCSEF) are intended for, to support National coalitions who do not simply exist to spend money, but to pursue a particular vision and set of policy priorities for education development. With extension of the support of the EPDF to the CSEF to June 2012, greater emphasis will be on:

Resource mobilization and fundraising: to seek bilateral and international support to continue the CSEF into a second four year phase (2013-2016); secure additional funds and/or agreement with major international donors to support and replenish the CSEF

National Civil Society Education Fund: Nurture the pilot phase of National civil society Education Fund in 5 countries. Closely monitor progress, document results and present evidence of success in at least 3 cases by end of June 2012

Learning: This will include carrying out a comprehensive midterm evaluation and building an evidence base on the effectiveness of CSEF on the FTI country processes to facilitate sharing of experiences across countries and regions. Delivering a more targeted communication inputs to increase civil society visibility in national processes.

The need to bridge NECs requires a common framework of operation to elicit full participation in intergovernmental processes: The membership of NECs includes a wide range of non state actors including Parliamentarians, Teachers Unions, religious organisations, youth, women and human rights organisations. The diversity in membership also implies diversity in culture and practice from one country to another. This means that the way through which NECs interact with and influence national governance is diversified, with strategies ranging from advocacy and

public protest to consultation and partnerships. The diversity in the goals and motivations as well as the patterns of interaction of NECs is therefore quite distinctive. This is not in itself a problem. However, it calls for the need for civil society organisations involved to consider circumstance in which it would be possible or desirable to propose a common framework of operation to elicit the fullest participation in intergovernmental processes.



Photo: Kjersti Mowé

Appendix 1: The CSEF Results Framework

As agreed with the FTI Secretariat and the World Bank at the end of July 2010.



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
Purpose	Establish broad based, democratically run and effectively

[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.

	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

Appendix 2: Summary of Results as at end of December 2010

INDICATOR	Baseline 2009	Milestone June 2010	Milestone Dec 2010	Target June 2011	ASSUMPTIONS
Number of NECs fully recognized as partners in the Local Education Group[2]	18	31	31	40	Donors at country level actively support Civil Society to claim this space
		Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of NECs that take part in ESP development, endorsement, appraisal process and implementation and monitoring	14	28	29	40	The rules of engagement are defined with CS inputs and allow an equal partnership in the ESP process
		Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of NECs that actively take part in annual joint sector reviews	14	29	29	40	National governments in these countries extend formal recognition to NECs
		Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of new NECs formed	0	4	6	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	531	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	2.907	3,200	
		Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of NECs with established district/provincial networks/branches all over the country	13	28	32	30	
		Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of coalitions that have credible Boards and governance structures in place	18	28	31	40	The current CSEF interventions are sustained beyond June 2011
		Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of coalitions that held at least 1 annual assembly meeting	14	17	24	45	Democratic space allows 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	22	46	
		Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of women elected on NECs Boards	20	89	97	170	
		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	20	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	36	56	80	
		Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of coalitions with clearly defined policy agenda and campaigns plans	15	23	25	35	
		Source: Quarterly reports from NECs, bi-Annual Report fr om NECs			
Number of NECs that report full access to education sector plan and sector policy documents	14	24	24	40	
		Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of NECs that are legally registered	13	29	30	35	Access to internet for most NECs improves
		Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of NECs with uniformed/ standardized accounting systems	NA	NA	NA	NA	
		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	42	45	
		Source: Quarterly reports from NECs, bi-Annual Report from NECs			
% of NECs with timely and satisfactory financial and narrative progress reports		60	78	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	0	45	
		Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of coalitions whose financial management system has been reviewed	0	4	32	30	NECs adapt and incorporate the system into their own organizations
		Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of support visits made to NECs (regional and global secretariats)	36	73	43	150	Mentor organizations dedicate more time and resources to support NECs
		Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of countries where mentorship program is initiated	0	0	18	10	
		Source: Quarterly reports from NECs, bi-Annual Report from NECs			
% of official communications to NEC	NA	NA		NA	
		Source: Quarterly reports from			

% of official	NA	NA		NA	
		Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of countries with a NCSEF plan in place	0	0	23	10	Increase donor support in the work of NECs
		Source: Quarterly reports from NECs, bi-Annual Report from NECs			
Number of coalitions that have secured at least one additional donor funding for their activities	7	17	18	25	
		Source: Quarterly reports from NECs, bi-Annual Report from NECs			