

**ANNUAL REPORT 2018**  
**CIVIL SOCIETY EDUCATION FUND (CSEF) 2016-2018**

This report is submitted by the Global Campaign for Education (GCE) to the Global Partnership for Education (GPE) Secretariat on 15 April 2019, and covers the period January – December 2018

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## List of Acronyms

ACEA	Arab Campaign for Education for All
ASA	Advocacy and Social Accountability
ASPBAE	Asia South Pacific Association for Basic & Adult Education
ANCEFA	Africa Network for Education for all in Africa
CBO	Community Based Organisation
CESA	Continental Education Strategy for Africa
CLADE	Latin American Campaign for the Right to Education
CPGC	Country Grants and Performance Committee
CSEF	Civil Society Education Fund
CSO	Civil Society Organisation
DCP	Developing Country Partner
DFID	Department of International Development
EASG	Education and Academia Stakeholder Group
ESP	Education Sector Planning
ESCAP	Economic and Social Commission for Asia and the Pacific (UN)
GA	Grant Agent
GAWE	Global Action Week of Education
GCE	Global Campaign for Education
GS	Global Secretariat
GLE	Global Learning Event
GPE	Global Partnership for Education
HLPF	High Level Political Forum
ICAE	International Council for Adult Education
INGO	International NGO
KIX	Knowledge and Innovation Exchange
LA&C	Latin America and Caribbean
LEG	Local Education Group
LGBTI	Lesbian Gay Bisexual Transsexual & Intersexual
ME & EE	Middle East and Eastern Europe
MEL	Monitoring, Evaluation & Learning
MOE	Ministry of Education
NCE	National College of Education
NGO	Non-governmental Organisation
NEC	National Education Coalition
PWDs	People living with Disabilities
RFMA	Regional Financial Management Agency
RS	Regional Secretariat
RFC	Regional Funding Committee
SDG	Sustainable Development Goal
SIC	Strategy and Impact Committee

## Executive Summary

The Civil Society Education Fund (CSEF) is a global programme, developed, coordinated and managed by the Global Campaign for Education (GCE). CSEF facilitates meaningful citizen engagement through national education coalitions in education policy processes in the Global Partnership for Education (GPE) developing countries. CSEF supports national education coalitions in 63 countries across Africa, Asia and the Pacific, Latin America and the Caribbean, the Middle East and Eastern Europe and is complemented by critical global and regional secretariats that enhance: capacity building, internal monitoring and accountability, operational management, cross-country learning and networking, and engagement of civil society in strategic policy and advocacy opportunities.

This is the third consolidated annual report for the CSEF 2016-2018 programme, submitted to the GPE, with a focus placed on the outcome level achievements of the programme against the expected targets of 2018, as set in the CSEF Results Framework.

This annual report highlights the successes and challenges experienced during this reporting period, as well as the support provided by the Regional Secretariats (RSs) and Regional Financial Management Agencies (RFMAs) throughout the year. To complement the quantitative and narrative report several annexures and supporting documents are added, including a detailed financial report and budget variance analysis, a summary of key coalition focus areas and achievements, a summary of support visits to coalitions and a summary of GCE's outputs for effective constituency engagement.

Overall, the report shows that coalitions and RSs worked together to achieve good progress on global indicators with all targets being met or even exceeded. With regards to Objective 1 (Civil society representation & engagement in education policy dialogue), for example, the number of coalitions that have managed to improve in terms of inclusivity and representation in their membership in order to reach into all pockets of society and effectively engage in education sector policy dialogue, has increased on an annual basis. This includes their visibility in their countries' local education groups (LEGs) and inclusion in parliamentary processes. Similarly, in terms of Objective 2 (Active public outreach and citizen engagement in the generation/use of research in education sector reform), the number of coalitions that have improved on their ability to reach out to citizens using various media platforms and including them in relevant sector research has continued to increase year on year. With respect to Objective 3 (Global and regional processes relating to GPE and SDG4 better inform, and are better informed by, national and local civil society), the report also demonstrates substantial progress on the facilitation of stronger links between national, regional and global processes relating to GPE and Sustainable Development Goal 4 (SDG4). This is particularly witnessed by the growing cohesion and coordination of policy and advocacy approaches jointly organised by Civil Society Organisation (CSO) 1, 2 and 3.

Ongoing work in the CSEF framework in 2018 meant for GCE to respond to the outcomes of Replenishment Financing Conference co-hosted by President Macky Sall of Senegal and President Macron of France on 2nd February in Dakar, Senegal. The most important commitments of this global gathering were the pledges made by developing countries. In large part, civil society collectively under the lead of GCE mobilised and increased their advocacy efforts to demand accountability from their governments. It became subsequently a task for civil society to play an active role in tracking the implementation of pledges going forward. GCE organized two training events in Africa (where most of the pledges were made) to develop sound practices of tracking pledges and build capacity as to the usage of tracked information in advocacy work.

For GCE as a movement, the other important momentum was the Global Learning Event (GLE) followed by the GCE World Assembly. Nearly all of the more than 120 members of the global movement took part

in this world meeting and virtually all CSEF coalitions had the opportunity in these meetings to share, learn and exchange on the outcomes and impact of the CSEF programme.

This annual report describes in greater detail the highlights of the Kathmandu event.

According to the original proposal, the programme would have come to closure at the end of 2018. However, the later than expected commencement of the Advocacy and Social Accountability (ASA) programme has necessitated the submission of a no-cost extension request which will cover CSEF activities until end of March 2019 for coalitions and subsequently, a costed extension proposal, which will take CSEF work up until the end of 2019, when the CSEF III programme will close. The elaboration of these two submissions was done in very close consultation with the GPE throughout the last 6 months.

Parallel to these submissions, the GCE Secretariat with high-level involvement of GCE Board members had to engage with a new GPE funding mechanism to ensure that CSEF would find a succession in the framework of ASA. GCE developed a concept note for such a successor programme, which took into account the findings of the external Oxford Policy Management (OPM) evaluation and recommendations from the Mid Term Review. This concept, later on, called Operational Component 1 (OC1) was embedded into the ASA blueprint confirmed by the Strategy and Impact Committee (SIC) in its July 2018 meeting.

In terms of financial reporting during the reporting period, January – December 2018, GCE has received a total of **\$11,725,759** for the programme. Of this, global and Region spending amounted to **\$3,373,254**, while spending for National Coalitions amounts to **\$5,991,086**. This represents recorded expenditure for 2018 only. The budget for the 2016 – 2018 period was **\$28,769,442**. Since the inception of the programme in 2016, a total of **\$24,691,958** has been reported in expenditure. This figure includes the 2018 spending.

## 1. Introduction

This report is the third consolidated annual report for CSEF Phase III. It provides an update on outcome level achievements against CSEF and GPE objectives for the 12-month period from January to December 2018. It follows on the progress report generated for January to June 2018, which was submitted to the GPE Secretariat on 18 October 2018. In addition to reporting on the achievement of outcomes to date, this report provides an update on GCE's operations related to the CSEF programme, such as sustainability and resource mobilisation efforts, the expenditure to date against the approved funding and budget variance breakdown in the financial reporting section.

### 1.1. Overview of the CSEF Programme 2016-2018

The CSEF is a global programme, which was established by the GCE and receives funding predominantly from the GPE. CSEF is a unique and ambitious programme that supports citizen engagement in education sector policy, planning, budgeting, and monitoring. It is being implemented in 63 countries across Africa, Asia and the Pacific, Latin America and the Caribbean, the Middle East and Eastern Europe, and the majority of these countries are Developing Country Partners (DCPs) eligible for GPE support.

The CSEF programme, which was first launched in 2009, is founded on a shared understanding among key stakeholders that strong, broad-based and locally-driven civil society participation in education policy processes is crucial to delivering on national and international education goals and to holding governments to account for commitments to education in accordance with the 2030 education agenda and SDG4. Accordingly, CSEF supports broad-based, democratic and representative national CSOs working towards achieving inclusive, equitable quality education and lifelong learning for all. Through the CSEF programme, these coalitions receive grants and technical support that enable them to carry out their advocacy activities, campaigning, communication, capacity building, and related support to strengthen

planning, implementation and impact, as well as the support to promote cross-country learning and networking.

The CSEF programme is coordinated by the GCE Global Secretariat (GS) working in close collaboration with regional agencies for programmatic support, fund management, and technical support. The RSs which provide programmatic support to coalitions are: (i) the Africa Network Campaign for Education for All (ANCEFA) in Africa; (ii) the Latin American Campaign for the Right to Education (CLADE) in Latin America and the Caribbean; (iii) the Asia South Pacific Association for Basic and Adult Education (ASPBAE) in Asia and the Pacific, and iv) the Arab Campaign for Education for All (ACEA) in the Middle East, North Africa and Eastern Europe.

There are two Regional Financial Management Agencies (RFMAs) that are responsible for fund management and technical capacity building: (i) Oxfam-Ibis (CSEF Africa) and (ii) ActionAid Americas (CSEF Latin America and the Caribbean). In addition, the GCE Secretariat acts as FMA for the Middle East, North Africa, and Eastern Europe and the Asia and South Pacific regions. The FMA role for Asia and the Pacific was only taken over by the GCE Secretariat in 2017 as an interim solution until the end of CSEF 3.

While CSEF is primarily funded by the GPE, complementary funding for the programme has also been provided by the GIZ's 'German BACKUP Initiative - Education in Africa'. In October 2015, the former GPE Country Grants and Performance Committee (CGPC), as the delegated authority by the GPE Board, approved US\$28,769,442 in continued financial support to CSEF for the 2016-2018 period, which marked a third implementation phase for CSEF.

## **1.2. CSEF Programme Extension (2019-2020)**

Although the current phase of the CSEF III programme was scheduled to end in December 2018, GCE submitted a request to the GPE Secretariat for a no cost extension for CSEF, which would allow national education coalitions to continue their activities until the 31st March 2019, allowing GCE as the Grant Agent to close the books by June 30, 2019. This request was approved by the Secretariat's internal Grant Applications Review Committee (GARC). In addition, as discussions with the GPE about the CSEF programme successor, known as the ASA programme (*see more details on ASA in section 2.2*), unfolded, it became evident that there would be a funding gap created between the months of April and December 2019, as a result of the transition process from CSEF to ASA. In light of this, in November 2018, GCE submitted a proposal for a costed extension of the CSEF III programme to the GPE, which will cover the funding gap created and allow for the CSEF III programme to continue to operate for another full year with the identical tripartite structures as laid out in the original proposal, following the Theory of Change and Results Framework. The budget requested also anticipates a bare minimum of funds being made available for new activities during the course of 2019. The request has been tabled for review and was approved by the Grants and Performance Committee (GPC) in March 2019. In collaboration with the regional structures, GCE will organise the programme closure and ensure that activities at the national coalition level cease before the end of 2019.

## **2. Grant Agent Management and Oversight of the CSEF III Programme during 2018**

GCE continued to fulfil its role and functions as the GS for the CSEF, including coordination and oversight on the implementation of activities for the 2018 CSEF Phase III programme, as the Grant Agent (GA) for the GPE funded programme.

In 2018, the GS mainly focused on shared learning, especially through the Global Learning Event (GLE), paving the way for ASA and adapting to the implementation delays, and strengthening its capacity.

## 2.1. The Global Learning Event and other Shared Learnings

In addition to the roles of providing oversight, coordination and ensuring accountability, GCE places a great deal of emphasis on ensuring that learning takes place and that lessons learned are documented and shared on an ongoing basis. The GCE Shared Learning Task Team comprises of members of the GCE Monitoring, Evaluation and Evaluation (MEL), Network, Engagements and Learning (NEL), Policy and Advocacy, and Communications and Campaigns units. The team develops an annual learning agenda which outlines key priority areas and topical issues within global education advocacy and campaigning that need to be focused on. Amongst others, lessons learned can be used for informing strategic decisions, improving programme implementation as well as informing planning. Apart from the MEL online platform, which coalitions and RSs use for uploading qualitative updates, including research conducted and lessons learned, sharing also takes place on various media platforms including the GCE website, blogs, emails and social media. The latest output on Research for Advocacy was translated and disseminated through [the GCE website](#).

The Global Learning Event (GLE) was the major shared learning event which took place during the current reporting period, from the 13th to 15th November 2018 in Kathmandu, Nepal, ahead of the GCE World Assembly and running parallel with the Youth Caucus. Representatives from more than 60 CSEF funded coalitions in Asia, Africa, Eastern Europe, Latin America, and the Middle-East attended the event. Its main purpose was to consolidate learning in the programme key areas, to reflect on its successes and limitations, strengthen capacity and to prepare for the years to come in the new context of the ASA framework. The three (3) days were designed to address coalition structural and organisational needs (resource mobilisation, monitoring, and evaluation, financial management), strategic programmatic areas (gender inclusion, education financing, and national budget monitoring) and future opportunities (youth engagement, GPE ASA framework).

In the run-up towards the GLE, the GIZ Backup Initiative provided financial support for the organisation of two workshops on pledge tracking, which were held in Harare, Zimbabwe, and Dakar, Senegal. In campaigning for the Education Financing GPE Conference in Dakar 2018, the civil society committed to play a key role in building accountability through advocacy to ensure follow through on commitments made by governments in the Dakar conference. GCE has therefore developed a framework of “pledge tracking and monitoring” to build a common platform for transparency and accountability at national, regional and global levels.

In cooperation with ActionAid International, a draft “[How to Guide](#)” has been produced to enable CSOs to gain an understanding of the methodology used in pledge-setting, and to be equipped with the necessary information to track/monitor their governments’ pledges and hold them to account for delivery. A [global database](#) was also set up extracting data from the official pledge forms made by each country to GPE and providing a space for CSOs to monitor the pledges over time. The database will serve as a “one stop shop” for pledge tracking and monitoring over the lifetime of the pledges, which would enable CSOs to have easy access to both the official baseline data and a common methodology for tracking and monitoring pledges. The first African Pledge tracking workshop was held in Harare, Zimbabwe from the 11th to 13th October 2018, with 26 participants from 16 Anglophone countries represented. The

second workshop was held in Dakar, Senegal from the 17th to 19th October 2018, with 24 participants from 17 Francophone and Lusophone countries.

The lessons learned from these workshop were shared during the GLE during a session on pledge tracking and broader domestic financing. The proceedings of the GLE were also discussed during subsequent World Assembly group sessions on Education Financing.

These strategic decisions will have an impact on capacity building and advocacy work around the education financing campaign in the next years and will therefore also have some bearing on CSEF work. For a full report on the GLE 2018, please refer to **Annex F**.

## 2.2. Paving the way for ASA

The ASA portfolio mechanism is part of the GPE's Financing and Funding Framework (FFF) which will reinforce the GPE operating model, with Oxfam IBIS as the grant agent. The aim of the ASA programme, as it is referred to, is to enhance civil society capacity to further GPE 2020 goals in learning, equity, and stronger systems by improving their participation, advocacy, and efforts to ensure transparency and increased effectiveness in national educational policy and implementation processes. To support work at local, national and transnational levels, ASA is made up of three funding streams, or operational components (OCs) that correspond to the following objectives:

- i. **OC1/Objective 1:** Strengthen national civil society engagement in education planning, policy dialogue and monitoring support to national civil society coalitions (Civil Society Education Fund successor);
- ii. **OC2/Objective 2:** Strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation through social accountability grants;
- iii. **OC3/Objective 3:** Create a stronger global and transnational enabling environment for national civil society advocacy and transparency efforts through transnational advocacy grants.

With respect to the ASA, GCE will be providing support for National Education Coalitions (NECs) under OC1. GCE had already engaged in discussions with the GPE Secretariat during May and June 2018 to ensure that CSEF would find a continuation in the framework of the new ASA mechanism. GCE developed a concept note for a succession programme which took into account the findings of the external OPM evaluation and recommendations from the Mid Term Review. In a series of iterations, this concept for the CSEF programme, embedded into ASA was discussed and fine-tuned with a Proposal Advisory Committee (PAC), which GCE coordinated. The concept note was essential in influencing the OC1 of the ASA blueprint, which was confirmed by the SIC in its July 2018 meeting.

After the regional policy forum of the Asian CSEF grantees and other ASPBAE members in Colombo, Sri Lanka, GCE organised an interregional meeting bringing all RSs and RFMAs to the table. The meeting gave the heads up to further engagement with GPE Secretariat on outstanding questions regarding eligibility, timelines, MEL-functionality and interfacing with the GA Oxfam IBIS, which was approved by the SIC as the GA for ASA on the 8<sup>th</sup> of September 2018.

Coupled with the discussions of the succession of the CSEF III programme it became evident that the start of this new programme would be delayed and therefore a no-cost extension was requested from GPE in September 2018. This no cost extension was approved at the beginning of November 2018. Meanwhile, the GPE Secretariat had started working with the appointed GA Oxfam IBIS to develop a portfolio proposal that includes all three (3) operational components. Noticing that the readiness of Oxfam IBIS would take longer than initially planned and that all systems with a Call for Proposals would probably only be in place

by the end of the 2<sup>nd</sup> quarter of 2019, a further bridging solution had to be found enabling the CSEF coalitions to operate until their new contracts with the GA would become a reality. The first version of a costed extension proposal was submitted to GPE in which GCE argued the following:

*“It is assumed that the time required for the Grant Agent after the approval of the portfolio proposal will still amount to some months so that preparation time both for the GA and the implementing grantees will run well into the year 2019. The preparation of national coalition proposals and their quality reviews by a sequence of regional and global quality checks and subsequent screening by the Independent Selection Panels (ISPs) will probable alone take 4-6 months”*

During the months of September to November 2018, after a number of tripartite engagements between GPE Secretariat, the GA, and GCE, a proposal document for OC1 was submitted to Oxfam IBIS. The portfolio proposal draws extensively on recommendations made in the Mid-term Review of CSEF III and lessons learned.

The discussions about the future of CSEF in the new ASA framework led to some insecurity on the side of coalitions, particularly those who will no longer be eligible under the new ASA design. As some coalitions are fairly dependent on the CSEF core funding and other donor funding in their countries is not available, these coalitions are concerned about their future and require mentoring and support which the GS will be providing in the coming months.

### **2.3. Strengthening Human Resources for CSEF at the Global Secretariat**

The GS continued in its efforts to improve human resources to deliver the CSEF work by filling the position of Networking Engagements and Learning Manager in June 2018 and soon thereafter that of the Monitoring, Evaluation and Learning Manager in August 2018.

### **2.4. Deepening CSEF MEL Systems Capacity**

As highlighted in the bi-annual report, the GCE MEL Unit was joined by a new member, which created the possibility to set aside more time to focus on ways to not only strengthen the MEL online system, but also for ensuring that the administration and maintenance functions that optimise the user experience, as well as the efficiency and quality of reporting, are carried out more consistently. Although there were no face-to-face MEL online system training sessions during the year, support was provided through other means of communication, including telephonically and via skype. This was particularly necessary for coalitions, such as those of Lesotho and Burundi, that had to report directly into the system for the first time in December 2018. Other user support was provided as and when requested. Furthermore, the CSEF MEL system survey that was conducted prior to the GLE provided some insights on the gaps pertaining to the use and understanding of the system. These results were used to inform the content of the MEL session during the GLE, and this further provided an opportunity for coalitions and RS users to get clarity on certain functions of the system.

### 3. Contributions towards CSEF Objectives and GPE Objective

#### 3.1. National Education Coalitions reached

The CSEF 2016-2018 programme involves reaching out and providing support to a total of 63 NECs in four regions, namely Africa, Asia & Pacific, Latin America the Caribbean (LA&C) and Middle East and Eastern Europe (ME&EE), in their efforts to implement their core work of ensuring civil society representativeness and engagement. It also involves monitoring and tracking the progress made by national governments and donor groups in their efforts towards achieving set national and international education goals, as well as holding governments accountable in their commitment to achieving SDG4. By the end of December 2018, all 63 coalitions had participated in the programme, as summarised in *Table 1* below.

**Table 1: Coalitions reached and supported by CSEF Jan-December 2018**

Region	Countries where coalitions are directly CSEF-grant contracted (Jan – December 2018) <i>(Countries in bold italics, were under RS support by end of 2017 and by June 2018)</i>	Countries where coalitions are supported by RS (Jan – Dec 2018)
<b>Africa</b>	Benin, Burkina Faso, <b>Burundi</b> , Cameroon, Cape Verde, Côte D’Ivoire, DRC, Ethiopia, the Gambia, Ghana, Guinea Bissau, Kenya, <b>Lesotho</b> , <b>Liberia</b> , Madagascar, Malawi, Mali, Mozambique, Mauritania, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, Somaliland, South Sudan, Swaziland, Tanzania, Togo, Uganda, Zambia and Zimbabwe (32)	
<b>Asia and Pacific</b>	Afghanistan, Bangladesh, Cambodia, India, Indonesia, Kyrgyzstan, Mongolia, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, Vietnam, Papua New Guinea, Samoa, Solomon Islands, Timor-Leste and Vanuatu (18)	Tajikistan
<b>LA&amp;C</b>	Bolivia, Dominican Republic, Haiti, Honduras and Nicaragua (5)	Nil.
<b>ME&amp;EE</b>	Albania, Georgia, Moldova, Palestine, Somalia, Sudan and Yemen (7)	Nil.
<b>Totals</b>	<b>62</b>	<b>1</b>

It is important to note that at the time of submitting the 2018 Bi-Annual report, Burundi, Liberia and Lesotho (Africa), as well as Tajikistan (Asia and the Pacific), were not receiving CSEF funding directly from GCE, but their grants were managed by their respective RSs. Since then, the three coalitions in Africa have been receiving funding for CSEF directly, leaving Tajikistan as the only coalition that received CSEF funding through ASPBAE by the end of December 2018, as illustrated in *Table 1*. For a more detailed explanation of the variance in the CSEF funding and support status of coalitions between 2016 and 2018, please refer to *Annex C*.

#### 3.2. Methodology for Reporting on Achievement towards Programme Outcomes

The three CSEF objectives each have a set of outcomes that are measured through specifically defined indicators and targets. The performance against these targets for the period currently under review has been derived from a combination of quantitative and qualitative sources, which are extracted from the online CSEF MEL system in order to assess the achievement at an aggregate level against the expected outcomes. The qualitative results, which are largely derived from RS reports on their support to the

coalitions, as well as GS reports, provide a rich source of additional information, and/or supporting evidence, that is used to triangulate and complement the quantitative results for the 63 coalitions that reported directly into the online system.

The methodology for scoring and calculations used for measuring achievements against the three composite indicators in the CSEF programme Results Framework under Objective 1 (indicators 1.1.1 and 1.2.1) and Objective 2 (indicator 2.1.1) has remained consistent since the beginning of 2016. In order to fully appreciate and understand the results, it is important to first consult and be familiar with the CSEF III Results Framework, where the scoring methodology, relevant terminology, indicator definitions, and targets are described in detail. A colour-coded dashboard is used to visualise progress and performance against each indicator. Green symbolises an excellent achievement, amber/orange symbolises satisfactory achievement, where there are still areas of improvement and red signifies poor or unsatisfactory performance and a need for urgent intervention and support. Following each tabular presentation of results is a detailed narrative that explains the performance, as well as case studies that outline the support provided by the RS towards the achievement of the outcome in question. For the sake of comparison and for a more informed reflection, progress against targets from the 2018 Bi-annual report is presented alongside the current results.

### **3.3. Objective 1: Civil society representation & engagement in education policy dialogue**

Under Objective 1, one of the key outcomes against which the success of the CSEF programme is measured is the ability to demonstrate active participation of civil society members in their countries' education sector dialogues that influence and contribute to policy, another is ensuring continuous growth in coalition member inclusivity, diversity, and representation in these engagements. The first of the two outcomes that fall under this objective (Outcome 1.1) seeks to demonstrate coalition efforts to recruit and include key stakeholders and marginalised groups in all consultations and information sharing relating to equal and quality education advocacy, integrating both quantitative (increase in membership) and qualitative (level of membership engagement and consultation) lenses. Key stakeholder groups include teacher organisations, parents and grassroots members and marginalised member groups include People Living with Disabilities (PWDs), women and the youth. Outcome 1.2 measures the extent to which coalitions are actively engaging and participating in their countries' Local Education Groups (LEGs), or other equivalent education sector policy forums and review processes. This section of the report provides an overview of the achievement to date against these two programme outcomes. Each outcome has a set of indicators and targets against which progress is tracked.

### 3.3.1. Outcome 1.1: Inclusive coalitions engage and represent diverse actors

➤ **Indicator 1.1.1:** Number of coalitions achieving strong/adequate (as opposed to weak) inclusivity of civil society (*assessed using pre-defined composite indicator methodology*)

**Table 2: Performance Achievement against Indicator 1.1.1 2018 targets**

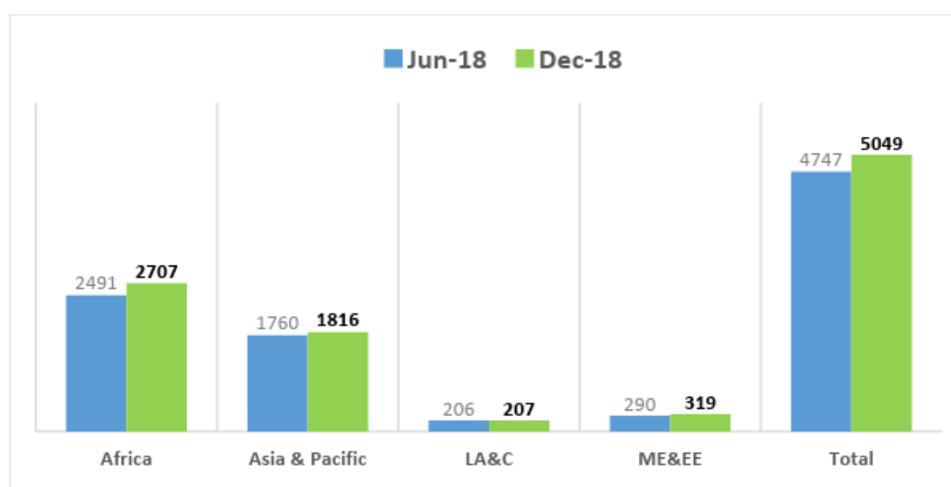
Indicators	Year 3 Targets (Dec 2018)	Progress Status June 2018	December 2018 Status
1.1.1 Number of coalitions achieving strong/adequate (as opposed to weak) inclusivity of civil society	<ul style="list-style-type: none"> <li>● 90% Strong</li> <li>● 5% Adequate</li> </ul>	<i>Targets partially met</i>	<i>Targets partially met</i>
		<b>53% (30) Strong</b> (15 Africa; 9 A&P; 1 LAC; 5 ME&EE) <b>37% (21) Adequate</b> (11 Africa; 5 A&P; 3 LAC; 2 ME&EE)	<b>50% (31) Strong</b> (18 Africa; 7 A&P; 2 LAC; 4 ME&EE) <b>42% (26) Adequate</b> (11 Africa; 8 A&P; 3 LAC; 3 ME&EE)

In order to interpret the results that are presented in *Table 2* accurately, it is important to note that compared to 57 coalitions (excluding Burundi, Lesotho, Liberia, and Tajikistan) that reported directly on their progress against this indicator in June 2018, a total of 62 coalitions (excluding Tajikistan) reported in December 2018. Given this context, the results for Indicator 1.1.1. demonstrate an improvement in terms of the number of coalitions that are now classified as *strong* and *adequate or weak*, compared to the June results. With regards to the former, the marked improvement is apparent mainly in Africa, where there are now 18 coalitions that can be referred to as *strong* in terms of civil society inclusivity, compared to 15 in June. Those coalitions that were newly classified as *strong* are *Rwanda Education For All* (REFAC), due to the increased membership consultation and expansion of the coalition's geographic reach; *Ghana National Education Campaign Coalition* (GNECC) as a result of increased expertise sharing within the coalition network; *Coalition des organisations Mauritaniennes pour l'Education* (COMEDUC) in Mauritania and *Civil Society Action Coalition for Education for All* (CSACEFA) in Nigeria with sharing of expertise, geographic reach and member consultation as key contributing factors on strong inclusivity during the second half of the year under review. The Lesotho Council of NGOs (LCN) in Lesotho, which was reporting for the first time as a recipient of CSEF funding, was also classified as *strong* in terms of their membership. It is also important to note that there has been an overall increase in the number of coalitions that have been demonstrating strong inclusivity and active engagement in education sector policy dialogue in their countries compared to the same time in 2017 where 26 coalitions were *strong*.

There are, however, few coalitions, such as Guinea Bissau and Vanuatu, which have been consistently achieving an *adequate* or *weak* status with regards to this indicator. These will be receiving feedback on their performance and requested to provide plans on how they intend to improve by December 2019. Ensuring that eligible coalitions transition well into the ASA programme, the Global and Regional Secretariats will provide the necessary feedback and support to all coalitions in 2019 to ensure that there are none that are classified as being *weak* by the end of December 2019 and that the *strong* coalitions maintain that status throughout the year.

By the end of December 2018, a total of 5049 civil society organisations participated in the CSEF III programme, a significant increase in civil society organisation membership by 302 members compared to June (4747 members), and by 362 members compared to December 2017 (4687 members). It should be noted that for the period currently under review, coalitions in Lesotho, Burundi and Liberia did not report on this information in December 2017 and June 2018, as they were under the RS grant and programme administration. They each reported on 34 (Lesotho), 39 (Burundi) and 22 (Liberia) members, respectively, to this total. These results are illustrated in *Figure 1* below.

**Figure 1: CSEF Supported Coalition Membership by Region (June and December 2018)**



Since the inclusion of marginalised members of society in coalition efforts to engage office bearers in education sector policy dialogue which is also monitored under Indicator 1.1.1, it is important to demonstrate if the coalitions are indeed managing to reach out to and include these members. *Table 3* provides an illustration of the achievements made to date with regards to involving marginalised members of civil society, including women, youth and PWDs. In addition, as indicated in the table, coalitions are expected to demonstrate efforts towards the inclusion of key civil society stakeholders such as parent and teacher associations and grassroots level members to show the diversity and improve their ability to engage wider audiences of office bearers in sector specific debates and discussions. To date, results show that many of the coalitions have been able to achieve this objective, particularly those in Africa, Asia, and the ME&EE, where there is an increase in membership inclusivity in almost every category between June and December 2018. In the case of coalitions in the LA&C region, numbers have remained stable across the two reporting periods, which may be an indication of having reached a saturation point limiting further growth of membership.

**Table 3: CSEF supported coalition membership inclusion trend (June and December 2018)**

Target Pop / Region / Period	Targeting Women		Targeting Youth		Targeting PWDs		Parents Associations		Teachers Organisations		Grassroots Members	
	Jun-18	Dec-18	Jun-18	Dec-18	Jun-18	Dec-18	Jun-18	Dec-18	Jun-18	Dec-18	Jun-18	Dec-18
<b>Africa</b>	936	975	1269	1341	799	843	864	883	710	736	748	782
<b>Asia &amp; Pac</b>	816	844	903	924	355	368	609	620	516	524	471	492
<b>LA&amp;C</b>	83	83	126	126	33	34	54	54	65	65	79	79
<b>ME&amp;EE</b>	79	95	158	175	104	113	71	75	43	46	122	121
<b>Total</b>	1914	1997	2456	2566	1291	1358	1598	1632	1334	1371	1420	1474

As a composite indicator, Indicator 1.1.1 tracks progress against membership inclusivity and diversity, as described above, in addition to the extent, in terms of frequency and mechanisms, to which coalitions actively leverage the knowledge and experience of their diverse membership base to inform their planning, governance and advocacy efforts. Furthermore, for the CSEF programme, it is of utmost

importance to ensure that the opinions and inputs of those diverse actors, such as the youth, women and PWDs, are also heard and contribute towards strengthening the accountability of the constituencies they represent. These qualitative inputs are also necessary for adding more richness and depth to the quantitative results presented above. Some examples of how coalitions have succeeded in not only including more diversity in their membership, but also in ensuring that they actively participate in advocacy activities, as well as contribute to coalition planning and governance, are discussed in *Box 1* below.

***Box 1: Brief highlights on how membership diversity has contributed to coalitions' plans, governance and advocacy work***

- The coalition in **Senegal** (COSYDEP) has around 100 members that represent six categories of stakeholders, i.e. parent organisations, teachers' organisations, media groups, Non-Profit (NGOs) and Community Based Organisations (CBOs), as well as members of the research community. Furthermore, the coalition has members representing marginalised groups such as women, youth and organisations of PWDs, and some of the member organisations, such as teachers' organisations, are run by women. The parent associations hold an administrative position at the central level and are also represented at the local level. In addition, more than 80% of teachers' organisations in the country are also members and are central actors of the coalition at all levels of decision-making, consultation and action. Lastly, almost 70% of the coalition's member organisations have branches or representatives in the various regions of the country, as well as departments and a large number of CBOs from the 14 administrative regions joined the coalition during the period under review.
- In **Zambia**, the coalition (ZANEC) membership stands at 70 organisations, including key stakeholders, such as teacher union networks and CBOs. Marginalised groups, such as members targeting women beneficiaries (9 organisations), PWDs (2 organisations) and members targeting youths (52 organisations) are also well represented within the coalition. Six member organisations target women and are led by women, while a further six members target, and are led by the youth. ZANEC is represented in all nine provinces countrywide, other than Lusaka, where the Secretariat office is based. In 2018, three (3) organisations were recruited, namely World Bicycle Relief, the Association for International Schools in Zambia and Chipata Community Based Rehabilitation.
- In **Albania**, the coalition (ACCE) continued to increase its membership throughout the year and focused on including members from four regions of the country, including five new members during the six-month period after June 2018. The coalition's membership includes women, PWDs, children and youth organisations.
- In the **Philippines**, the coalition (ENet) put a lot of effort into strengthening membership inclusivity through ensuring information sharing with, as well as participation and involvement of, members and partners from the PWDs, Muslim groups, indigenous people, the youth and women from rural and urban poor areas, as well as communities/schools in disaster-prone and affected areas. Member involvement in ENet activities starts from the planning process and continues all the way up to implementation. They are priority in ENet's education activities for capacity building and awareness raising.

In order to support their efforts and to ensure their success in achieving their goals of diversity and inclusivity that is described above, RSs play a crucial capacity building and technical support role to the coalitions. Some highlights of the support provided by the RSs during the period under review are provided in *Box 2* below.

**Box 2: Case examples of how regional secretariats provided capacity building and technical support to coalitions on how to strengthen their membership inclusivity and representation**

- **Africa:** Amongst other support initiatives during the period under review, ANCEFA strengthened their capacity around inclusive education advocacy in participating in a regional workshop to discuss successful advocacy approaches and good practices on Inclusive Education and influence, as well as increased collaboration on Inclusive Education in the Education Sector Plans. The RS also ensured inclusivity by promoting the use of the three operational languages, namely Portuguese, French and English in many meetings held and ensured that documents, which are often received from GCE in English, are translated into these languages and sent out at the same time to all implementing CSEF coalitions. Furthermore, when recommending for NEC presentation, the RS ensured that there was adequate gender representation. Site visit support during the period under review included visiting the Mauritanian coalition to support the recruitment of a coordinator and ensuring that the job adverts were inclusive. Four other coalitions, namely Burkina Faso, Mali, Togo and Niger, received supportive site visits that focused on developing their capacity to analyse their education policies with the inclusion lens. ANCEFA also supported the Rwandan coalition to conduct a study on the situation of children learning with disability and the Ethiopian coalition to lead an advocacy campaign to increase financing targeting children with disability and provided learning materials to such disadvantaged children. Lastly, the Zimbabwean coalition members received support with holding meetings with the Minister of Education, where they lobbied for the Inclusive Education Policy.
- **ME&EE:** During the period under review, through an inclusive strategy and programmes that promote inclusivity, the ME&EE coalitions tried their best to be as inclusive as possible, emphasising that what counts to them is the quality of their membership, not just the number. Furthermore, the RSs membership inclusivity support to the coalitions focused on PWDs, migrants, refugees, as well as marginalised and displaced people. During the Ninth International NGO Forum of UNESCO's Official Partners, which took place from 26-27 September 2018 in Tunisia under the theme "*Another Look at Migration*", an ACEA representative presented a session on resilient education. This Forum is very important as it seeks to identify concrete examples of good practices and grassroots prospects in the areas of protection, reception and inclusion of migrants and refugees in conditions that are respectful of their dignity. It also analysed and proposed global guidelines on the management of social transformations in the societies of the countries of origin, as well as the countries of transit and destination. The Forum also highlighted two other priorities, namely (1) addressing major challenges in order to change attitudes, stories and presentations to promote and fully respect the human rights of migrants and refugees; and (2) defining scenarios for resilience and direct action by facilitating the full inclusion and participation of migrants and refugees in host societies.
- **Asia & Pacific:** During the year, amongst other forms of support, ASPBAE guided and supported the coalitions in preparing their spotlight reports on SDG4, which were initially used in contributing to ASPBAE's policy engagement during the Global Education Meeting in Brussels in December 2018. The spotlight reports focused on financing, equity and inclusion. Materials related to these topics, in addition to a resource pack, were also shared with all coalitions for use as reference in the preparation for the national spotlight reports. These reports will be finalised in early 2019 in time for engaging in the SDG processes at regional and global levels, culminating in the HLPF in July 2019 and the UN GA in September 2019. Furthermore, in a workshop that was organised by the **Vietnamese** coalition (VAEFA) on 5 October 2018, where appropriate models for education support and policy recommendations for education of children with autism were explored, ASPBAE provided input around the need for multi-disciplinary support mechanisms and cooperation to ensure quality education for children with autism and provide caring, safe and a non-discriminatory environment. This workshop was the final stage of a series of consultations held in 2018 to learn from existing practices how best to support the education of children with autism and to then formulate policy recommendations to be submitted to the Ministry of Education and Training (MOET), the National Assembly, and relevant government agencies. A few days later, on October 8 2018, VAEFA and ASPBAE's Capacity Support and Advocacy Advisor (CSAAs) held a meeting with teachers and officials of the country's National College of Education (NCE) to discuss progress on their partnership in advocating for education rights of the deaf and how they can continue this work. Since July 2017, and despite challenges encountered along the way, the coalition and the NCE have been working closely in piloting programmes for deaf education which include supporting deaf teachers to work with and support speaking teachers in teaching deaf students on key academic subjects, developing appropriate curriculum and

teaching methodologies for deaf students, and learning from this initiative to put together policy recommendations that will be submitted to MOET and relevant government agencies to ensure the education rights of deaf people in Vietnam. The NCE has already submitted a proposal to the MOET to sustain this initiative and VAEFA offered to endorse this as part of its advocacy. Lastly, coalitions from the **South Pacific, Solomon Islands, Papua New Guinea and Vanuatu** were brought together in a sub-regional workshop in Suva, Fiji during 2-4 July 2018. There were presentations and discussion on the meaning of equity and inclusion, and practical attempts at inclusion for children with disabilities in the school system.

- **LA&C:** In the LA&C Region, the RS, CLADE, continued to actively encourage the engagement of students within the national coalitions and in advocacy process at the national and regional levels. Furthermore, in July 2018, CLADE also supported the attendance and participation of one of its representatives in the Regional Meeting of Ministers of Education of Latin America and the Caribbean, which took place in Bolivia. CLADE also invited students and youth representatives from the LA&C, who had been working with its members, to attend its Regional Assembly in **Colombia**. In keeping with the promotion of youth participation, CLADE's Regional Assembly also approved a chair for students and young representative on its Board, for implementation from 2020. Some of the topics for discussion in youth dialogues included adequate public financing for a public, free, equal and quality education for all; violence in educational spaces, as well as the depreciation of teaching careers in the Region. Although the number of members in the national coalitions did not increase significantly in 2018, there was a much stronger engagement with the current diversity of members and partners. In the Dominican Republic, the coalition received acceptances to invitations from three organisations (two universities and one religious basic education provider) to integrate its membership as associated members and two others (parent and PWD associations) as collaborative members. In **Nicaragua**, the coalition strengthened its relationship with the national Lesbian, Gay, Bisexual, Transsexual and Intersexual (LGBTQI) community, as well as with tertiary students. In **Honduras** the coalition was supported to engage its membership through monthly meetings, workshops and seminars to coordinate activities on the ground, as well as to inform and discuss proposals about the implementation of the SDG4, education financing and quality education to be presented in official spaces where the coalition participates. No changes regarding the inclusion of new members have been observed. The coalition in **Bolivia** has a diverse membership, including indigenous peoples, women and youth organisations, as well as LGBTQI groups. During their General Assembly, held in November 2018, new categories of affiliation were decided and new board members were elected. The coalition spent time during the Global Action Week for Education (GAWE) in 2018 engaging members as leaders of the activities implemented on the ground and installing sub-national branches. The coalition maintains five working groups, as reported in previous periods, and a new space for the development of a research on quality of education was established. In **Haiti**, the coalition, despite not being able to conduct face-to-face meetings between members and its working groups due to delays that resulted in its 2018 proposal not being approved, maintained communication throughout.

### 3.3.2. Outcome 1.2: Coalitions participate in LEGs and in key sector review processes

➤ **Indicator 1.2.1:** Number of coalitions achieving strong/adequate (as opposed to weak) engagement in government-led sector dialogue processes

**Table 4: Progress summary against Indicator 1.2.1 2018 targets**

Indicators	Year 3 Targets (Dec 2018)	Progress Status June 2018	December 2018 Status
1.2.1 Number of coalitions achieving strong/adequate (as opposed to weak) engagement in government-led sector dialogue processes	<ul style="list-style-type: none"> <li>● <b>60% Strong</b></li> <li>● <b>30% Adequate</b></li> </ul>	<i>Unsatisfactory Progress</i>	<i>Target not met, but improvement</i>
		<b>33% (19) Strong</b> (11 Africa; 4 Asia & Pac; 1 LA&C; 3 ME&EE) <b>21% (12) Adequate</b>	<b>47% (29) Strong</b> (16 Africa; 7 Asia & Pac; 3 LA&C; 3 ME&EE)

		(4 Africa; 5 Asia & Pac; 1 LA&C; 2 ME&EE)	<b>5% (3) Adequate</b> (1 Africa; 1 Asia & Pac)
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The 2018 target for this indicator states that 60% of coalitions should be classified as *strong* and 30% as *adequate* in terms of demonstrating their ability to engage in government-led dialogues, by the end of the year. By June 2018, coalition progress towards achieving this target was unsatisfactory, as illustrated in *Table 4* above. By the end of December 2018, however, the number of coalitions that reported to have engaged in government-led process had increased in most of the regions and there was an improvement in those classified as *strong* (29 coalitions) compared to in June 2018 (19 coalitions). Those coalitions which were classified as *adequate* by the middle of the year, but were reclassified as *strong* by the end of December 2018 were The Dominican Republic, Mongolia, Mozambique and Pakistan. These three coalitions saw an increase in terms of influence due to their notable engagements and coalition representation during the second half of the year in government-led processes in which up to 30% of the recommendations of the coalitions were considered for review. Significantly, coalitions that moved from being classified as *weak* to *strong* were Ghana, Honduras, Kenya and Vietnam.

When interpreting these results, it is important to note that these government-led processes depend largely on government sector schedules, planning and in some cases election periods, in the country, therefore coalitions try to plan their own engagements around all of these. The result of this is that some coalitions will have been able to participate in these platforms earlier in the year than others, and hence reported as having done so in the bi-annual report. Others, on the other hand, may have only had the chance to do so after June 2018. The best way of interpreting achievement for this indicator is therefore to reflect on the overall number of coalitions that were able to engage in government-led sector dialogues at least once during the course of the entire year.

Furthermore, coalitions in India, Myanmar, Samoa and Sri Lanka do not have LEGs or equivalents through which to engage formally with their governments on sector dialogue. Other coalitions, such as Burundi, Rwanda, Uganda and the Solomon Islands, only have *ad hoc* representation at LEGs.

➤ **Indicator 1.2.2:** Proportion of coalitions engaging with relevant parliamentary forums or committees

**Table 5: Progress summary against Indicator 1.2.2 2018 targets**

Indicators		Progress Status June 2018	December 2018 Status
1.2.2 Proportion of coalitions engaging with relevant parliamentary forums or committees	● <b>75%</b> of coalitions are engaging	<i>Satisfactory Progress</i>	<i>Target Exceeded</i>
		<b>74% (42) Engaging</b> (23 Africa; 12 Asia & Pac; 2 LA&C; 5 ME&EE)	<b>82% (51) Engaging</b> 28 Africa; 14 Asia & Pac; 3 LA&C; 6 ME&EE;

As with the government-led process above, the extent to which coalitions engage in parliamentary processes depends partly on their own levels of being proactive to ensure that they are able to gain access to such platforms, but mainly on the willingness of the political/ government leadership to invite them into these spaces. This is significant because it means that coalitions often struggle to exert real influence and make their voices heard in their country parliamentary processes, thereby influencing relevant policy debates and discussions. The overall target for 2018 that was set for coalitions engaging with relevant parliamentary forums or committees is 75%. As reflected in *Table 5*, coalitions have been doing relatively well throughout the year with respect to them being able to engage with relevant parliamentary forums. By the end of 2018, the result was 82%, which exceeds the target by 7% and the June 2018 performance

by 8%. Coalitions that only started with their planned parliamentary engagements after June 2018 are Timor Leste, Vietnam, India and Bangladesh (Asia); Lesotho, Liberia, Niger, Togo and the Democratic Republic of Congo (Africa); Yemen (ME&EE) and The Dominican Republic (LA&C).

Furthermore, with regards to policy submissions to parliament, a total of 42 (68%) coalitions made oral, written and, in some cases, a combination of both submissions, during the course of 2018. These submissions are made through the representation and participation of coalition members in official education sector forums and parliamentary spaces. *Table 6* below provides a summary of the total submissions made per region and the type of submission. There was a total of 172 policy submissions, which is double the number reported in June 2018. Of the 54 oral submissions that were made, 28 were accepted and 22 under consideration at the time of reporting. Similarly, of the 78 written submissions, 34 were accepted, leaving 38 that were still being considered, and 25 out of the 40 combined submissions, were accepted, with 15 under consideration.

**Table 6: Number of oral and written submissions made by coalitions per region in 2018**

Region	Type of Submission			
	Oral	Written	Oral and Written	Total
Africa	18	22	14	54
Asia and the Pacific	26	36	23	85
Latin America and the Caribbean	9	13	2	24
Middle East and Eastern Europe	2	7	1	10
<b>Total</b>	<b>55</b>	<b>78</b>	<b>40</b>	<b>173</b>

During the year, the four Regional Secretariats continued to play a crucial role of supporting national coalitions in their efforts to meaningfully engage in LEGs, parliamentary processes, as well as other key sector policy and review processes. Highlights of the type of support that was provided by each RS are provided in *Box 3* below.

**Box 3: A few case examples highlighting the support to coalitions by the Regional Secretariat in their engagements in government-led sector dialogue and parliamentary processes**

- Africa (ANCEFA):** ANCEFA continued to provide capacity support to coalitions in various ways. In **Cape Verde**, for example, ANCEFA supported the coalition by helping them with their contribution to the country's Education Strategic Plan 2017-2021 and New National Education Law, as well as ensuring that the coalition attends and reports on the meeting that they held with the Ministry of Education (MoE), where they contributed to strengthening their role in policy engagement. In **Swaziland**, the Regional Secretariat reminded the coalition to be vigilant to engage the Principal Secretary in the Ministry of Education and to call for a LEG meeting, since this had not taken place in 2018 and similarly, in **Malawi**, ensuring that the coalition remember to take and keep comprehensive notes of the LEG meetings, as the MoE normally does not produce timely minutes of meetings. Furthermore, with ANCEFA's support, the coalition in **Zimbabwe** had productive engagements in LEGs, where they managed to review and make inputs into policy submission to LEG meetings for the Early Childhood Development (ECD) and Inclusive Education policy developments. In addition, with respect to the financing of education to governments and partners, ANCEFA supported coalitions in **Zimbabwe, Malawi and Mozambique** with proposals for supporting during in-country LEG meetings. Similarly, in **Burkina Faso**, the coalition was supported to engage their parliament around inclusive education and domestic financing for education. In **Mauritania**, ANCEFA connected the coalition to GPE's country support team lead during his site visit to the coalition.

Furthermore, following technical support visits conducted in countries and meeting with LEG members, some coalitions, including **Cameroon, Cote d'Ivoire** and **Madagascar** were able to reinforce their positioning in their countries' LEGs. In addition, ANCEFA also provided research capacity support to coalitions such as **Zimbabwe, Zambia** and **Mozambique**, including calling on them to present their findings on research conducted pertaining to Innovative financing for education on proposed models for supporting the financing of education to Governments and partners during the LEG meetings. Following technical support visits conducted in countries and meeting with LEG members, some coalitions, such as **Cameroon, Cote d'Ivoire** and **Madagascar** were able to reinforce their positioning in the LEG. Lastly, although in countries such as **Togo, Benin** and **Cameroon**, parliamentary engagements were affected by elections and coalitions had to deal with parliamentarians who were too busy to fully engage with them as they were involved in electoral campaigns, ANCEFA continued with supporting them and suggesting to them to organise meetings with education commissions in their countries and invite them to their activities.

- **Asia and Pacific Region (ASPBAE):** ASPBAE played a crucial role in ensuring that coalitions succeed in their LEG engagements. For example, in **Timor Leste**, the coalition actively participated in six LEG meetings and three education cluster group meetings. In their last LEG meeting of the year, held on the 6th December 2018, the National Coordinator, and ASPBAE's Deputy Regional Coordinator, provided substantive comments on the grant application documents and Education Sector Planning (ESP) preparation process to ensure greater participation of CSOs and marginalised groups, to improve and adjust the timing of the ESP development and implementation processes and ensure that the ESP will reflect the ambition of SDG4. In the **Philippines**, the assigned RS representative facilitated participation and accompanied the coalition during its engagements in SDG4 related consultations organised by the Department of Education and the State Planning Authority. In **Mongolia**, ASPBAE supported the coalition and participated in the SDG national consultation convened jointly by the Ministry of Education and UNESCO, in providing input in the review of SDG implementation plans. Similarly, in **Pakistan**, ASPBAE sent a representative to join meetings with The Department of International Development, UK (DFID) representatives regarding DFID policies of support to Private Public Partnerships (PPPs) initiatives in education which had an adverse impact on equity and quality. In **Sri Lanka**, the National Coordinator was accompanied by an ASPBAE representative to a meeting with the SDG4 National Coordinator of the MOE held on the 5th of December 2018. This meeting also explored the possibility of Sri Lanka joining GPE as a member. In **Indonesia**, the coalition received support with organising the Policy Forum on Skills Development for Marginalised Women, which was held on 20 December 2018. The coalition in **Nepal** received technical support that included information and strategising to help the coalition in engaging the LEG as well as the High Level Education Commission that drafted the policies related to education and federalism. Lastly, in **Vanuatu**, the assigned RS representative supported and accompanied the coalition representatives in meetings with the Directors and Director-General of the Ministry of Education, as well as Ministry officials assigned to SDG, planning, monitoring and budget tasks. The purpose was to establish working relationships, offer advice to the Ministry, and request a position on the LEG. With respect to the support on parliamentary engagements, ASPBAE shared materials with all coalitions specifically on SDG4 related reports and engagement processes at the national level, including lobbying initiatives in Parliament. The initiatives came from both ASPBAE and the coalitions, such as **Philippines** who mapped strategies for engaging the legislature on specific budget proposals; **Nepal** who provided materials on the decentralisation of education policies that enable local governments to mobilise resources for education; and **Bangladesh**, who provided policies that can be pushed in the Parliament for youth participation in education.
- **Latin America and the Caribbean (CLADE):** According to CLADE, coalitions such as the **Dominican Republic, Bolivia** and **Haiti** received extensive support to ensure that they engage actively with their respective MoEs. With respect to LEG engagements, in order to try to overcome the shrinking space for civil society participation in countries like **Nicaragua**, for example, CLADE introduced the coalition to the new GPE country support team for the country, Alexandra Solano Rocha, to whom they presented the challenges that they faced in the country with respect to civil society participation. He in turn shared some updates about the status of GPE support to the national government and the NEC. In terms of supporting parliamentary engagements during the period under review, CLADE began by reiterating to them the importance of these types, and following that, some coalitions undertook to review their strategies of approaching parliamentarians. In the **Dominican Republic**, for example, the coalition set up a meeting with

the president of the Education Commission of the Chambers of Deputies to present its budget analysis bulletin. However, due to an emergency working session that the president had to attend, the meeting had to be postponed to February 2019. Similarly, in **Honduras**, the coalition was not able to officially engage with parliamentarians, but invited some of them to attend their forums, conferences and presentation of reports produced, creating spaces for dialogue with them. This mechanism allowed the coalition to advocate for increase of funds for education in the national budget for 2019, better salaries for teachers and to include a student representation in the LEG.

- **Middle East and Eastern Europe (ACEA):** The ACEA Regional Coordinator was selected as a member of the LEG peer review group in the region and has provided several inputs into the development of LEG guidelines and processes, especially in emergency countries. In terms of coalition support, ACEA provided support to the coalition in **Yemen** by developing and circulating a position paper on the Yemen Education crisis to the Yemeni LEG members. It was subsequently taken up by LEG members and ACEA received positive response that the paper will aid programming through the LEG. ACEA also regularly shared information and reports with coalitions, including international reports on education, publications from member coalitions and GCE publications. A monthly policy and advocacy meeting was held with coalitions to provide technical support and share learning experiences. Parliamentary engagement was one of the issues discussed.

### 3.4. Objective 2: Active public outreach and citizen engagement in the generation/use of research in education sector reform

The quality of public outreach and citizen engagement in the generation and use of research and evidence on key issues are other fundamental measures for success of the CSEF programme. These form the basis of Objective 2 and are measured by tracking the extent to which citizens are engaged in various ways, including information sharing through the various media platforms, participation in consultations, trainings and community level events that encourage and facilitate their input to coalition positions, quality research and analysis. Objective 2 also has two outcomes, which are dealt with in this section of the report.

#### 3.4.1. Outcome 2.1: Coalitions actively consult with, engage and mobilise the public

➤ **Indicator 2.1.1:** Number of coalitions achieving strong or adequate public outreach and mobilisation in one or more of the following areas: media (traditional, community or online); community-level consultation; or participatory events – especially around issues of financing, learning or equity in education.

Outcome 1 focuses on the extent to which coalitions consult and engage with, as well as mobilise, members of civil society using different modalities and platforms, including media and research to discuss and debate issues that are core to SDG4, such as access to quality education, education financing, learning, equality and equity. For Indicator 2.1.1, coalitions have been performing consistently well year on year, and this year is no exception. For the period currently under review, where the target states that 60% of all coalitions need to be rated as *strong* for public outreach and mobilisation, with a result of 65%, the target has clearly been exceeded. This result includes coalitions that were classified as *adequate* in June 2018, such as the Democratic Republic of Congo (DRC) and Kenya. The lower rating of 19% for *adequate*, where the target is 30%, demonstrates that there are still several coalitions that are *weak*, or struggling to achieve a better rating for this indicator. Once again, it must be acknowledged that despite the scoring methodology used may not always be an accurate reflection of the coalition's performance as in the case of Madagascar for example, where, due to the current reporting period coinciding with the country's election period, the coalition was not able to fully engage with media activities.

**Table 7: Progress summary against Indicator 2.1.1 2018 targets**

Indicators	Year 3 Targets (Dec 2018)	Progress Status June 2018	December 2018 Status
2.1.1 Number of coalitions achieving strong or adequate public outreach and mobilisation	<ul style="list-style-type: none"> <li>● <b>60% Strong</b></li> <li>● <b>30% Adequate</b></li> </ul>	<p><i>Targets generally met</i></p> <ul style="list-style-type: none"> <li>● <b>63% (36) Strong</b> [21 Africa; 8 Asia &amp; Pac; 3 LA&amp;C; 4 ME &amp; EE]</li> <li>● <b>23% (13) Adequate</b> [3 Africa; 10 Asia &amp; Pac]</li> </ul>	<p><i>Target generally met</i></p> <ul style="list-style-type: none"> <li>● <b>65% (40) Strong</b> [22 Africa; 9 Asia &amp; Pac; 3 LA&amp;C; 6 ME&amp;EE]</li> <li>● <b>19% (12) Adequate</b> [7Africa ;2 Asia &amp; Pac; 2 LA&amp;C ;1 ME&amp;EE]</li> </ul>

Detailed coalition reports on the media-related advocacy and campaigning work that coalitions did towards achieving this objective are found in the MEL online system. From these reports, it is evident that many coalitions took advantage of a variety of media and public outreach platforms to cover multiple and diverse topics which are not only at the heart of the CSEF agenda, but are also of public interest. These include issues relating to gender equality and inclusivity in education, transformative education, education in crisis-torn areas, as well as education quality. *Box 4* below contains some examples of the work that the different coalitions carried out with respect to meeting this objective.

**Box 4: Some examples of coalitions using a variety of media platforms for Community Outreach**

- In **Benin**, three articles were written and published in 2018 by the coalition (CBO-EPT), two of which were written and published after June 2018 and one before June 2018. The articles focused on topics such as the promotion of inclusive education and gender equality in schools. In addition, the coalition produced two radio programmes, one on the analysis of school results for the 2017-2018 school year and another on the reforms of the education system. Recordings took place on 31 December 2018, but the programme has not yet been aired. In addition, the coalition contributed their findings of the study on gender needs in schools in a television programme. Lastly, the coalition reported that they posted more than five inserts on CSEF III activities and other coalition projects on YouTube.
- In **Burkina Faso**, through its Facebook page, the coalition (CNEPT/BF) conducted various advocacy campaigns between 1 July and 31 December 2018. The objectives of these included (1) encouraging people to take ownership of SDG4 and to get involved in the implementation and monitoring of education policies; (2) encouraging girls and boys, aged 7 to 12, who left school to work for gold panning sites in the Yagha province to return to school and stay to complete at least six years of schooling. The aim of this campaign is multi-fold and includes improving the involvement of children involvement in school management through school governing bodies; ensuring that the rights to formal and non-formal education are respected; promoting technical and vocational training and good governance; contributing to the increase in the use of local and regional authorities' own resources for education and ensuring quality education with a focus on girls; contributing to the improvement of local governance and active citizenship, specifically for women and young people, towards sustainable social change, as well as encouraging local authorities to develop and take charge of education alternatives for a better education system.
- In **Cameroon**, according to the coalition (CEFAN), all of its activities are regularly covered by the media. Furthermore, the coalition has its own publication (*La lettre du Cefan*), which allows them to publish several articles. During the period under review, the coalition had several articles in different publications nationwide, and on the 2nd November 2018, it held a press conference, which was attended by the national Cameroon Radio Television and international media. On 22nd November 2018, the coalition visited the Northern Cameroon region and was invited to speak on its work on two local radio stations, namely the *SALAA-MAN FM and FM Benoué*.
- In **Bolivia**, the coalition (CBDE) has a consolidated presence in the media, with a coordinating process, which involves an official press release being prepared for each activity, then submitted to all the press and TV media for publication. In some cases, the coalition carries its own reports to elaborate on the information sent, or it is invited by the different sectors, such as "Animal Político", which is a space that is provided for the airing of opinions on some political situation topics, for example in the case of the statements made by the conservative groups facing the agenda of Comprehensive Sexuality Education. The

case for gender inclusivity was a pivotal one for the coalition during the period under review, being marked by the conservative speeches under the misuse of the term "gender ideology". It is also important to mention that in this instance, the feminist activists of allied organisations, such as like Rede de Educación Popular entre Mujeres (REPEM - Network for Popular Education between Women), were asked to expose their voices. Examples of various published newspaper articles that made headlines include "Comprehensive Sexuality Education - UNESCO Report - homophobic and transphobic violence in schools is a global problem (published in the newspaper La Razón, 07/10/2018)"; "For a non-sexist education (newspaper: Opinion, 07/07/2018)"; and "Gender is not an ideology (newspaper: La Razón, 11/27/2018)". Other media platforms that were used included television and radio. These spaces generated dialogues and reflection debates, especially with respect to the inclusion of gender. Lastly, the coalition reportedly also started with the simultaneous broadcasting of their core activities through social networks, especially in fora and discussion panels, where these broadcastings reached to more than 1000 people.

- In **Nicaragua**, the coalition (FEDH IPN) focused on informing the population about the effects of the country's socio-political crisis on the education sector, including the dismissal of teachers, migration and the worsening problem of lack of quality education. Publications were posted on social media platforms such as Facebook and twitter were used with great success. Also of note for the period under review is the fact that the coalition was referred to in written and television media on issues such as the quality of education; education coverage and access; the lack of education related statistical data and the transformation of the educational system.

### 3.4.2. Outcome 2.2: Coalitions engage citizens in original and credible research

➤ **Indicator 2.2.1:** Number of coalitions producing civil society analysis, evaluations of government action, documentation of innovation and/or secondary research relating to education quality & learning, equity & inclusion, and/or financing

**Table 8: Progress summary against Indicator 2.2.1 2018 targets**

Indicators	Year 3 Targets (Dec 2018)	Progress Status June 2018	December 2018 Status
2.2.1 Number of coalitions producing civil society analysis, evaluations of government action, documentation of innovation and/or secondary research relating to education quality & learning, equity & inclusion, and/or financing	All coalitions produce 2 per year; at least 50% to produce 2 per quarter	<b>Unsatisfactory Progress</b> <ul style="list-style-type: none"> <li>● 20% (16) of all the above coalitions produced at least 2 or more of these documents</li> <li>● 47% (27) of coalitions commenced or completed such documentation [16 Africa; 7 Asia &amp; Pac; 2 LA &amp; C; 2 ME &amp; EE]</li> </ul>	<b>Satisfactory progress</b> <ul style="list-style-type: none"> <li>● 40% (25) of all coalitions produced at least 2 research papers, or similar documentation in one year</li> <li>● 66% (41) coalitions completed 1-2 research or related documentation [23 Africa; 10 Asia &amp; Pac; 3 LA &amp; C; 5 ME&amp;EE]</li> </ul>

Each year, coalitions are expected to produce research papers, or similar documentation, on topics pertaining to civil society analyses, evaluations of government action, documentation of innovation and/or secondary research relating to education quality & learning, equity & inclusion, and/or financing. Their progress and achievements in this regard are measured under Indicator 2.2.1, with all coalitions being expected to report on their ability to have produced at least two such documents by the end of the year. Over the years, coalitions have struggled to perform against this target in a satisfactory manner and this is partly due to the target of 50%, producing two (2) per quarter not being deemed as realistic, as findings from the CSEF Mid-term Review of 2017 revealed. Following this feedback, this aspect of the target was modified slightly, allowing for "50% of coalitions to produce two (2) research or similar products for the entire year". Using this renewed understanding of the definition, the efforts of coalitions

towards achieving this outcome are better demonstrated, where results reveal that out of the 41 (67%) coalitions that produced and completed some form of research in the year, 25 (41%) of them were able to produce and complete at least two such research products in 2018. Research topics focused on areas such as “Education Financing” (e.g. Benin, Burkina Faso, Cape Verde, Kenya, Mali, Sierra Leone, Afghanistan, Cambodia, Kyrgyzstan and Nepal); “Equity and Inclusivity” (e.g. Benin, Burundi, Cape Verde, Madagascar, Afghanistan, Kyrgyzstan, Mongolia, Myanmar, Pakistan, Bolivia and Dominican Republic) and “Education Quality” (e.g. Burundi, Kenya, Ghana, Mali, DRC, India, Myanmar, Timor-Leste and Bolivia).

There were 15 coalitions that managed to get started with some form of research in the year, but were unable to finish, citing reasons such as not having members who could engage in research during the year (e.g. Liberia); still in the process of updating coalition membership (e.g. Niger); delays in proposal approval (e.g. South Sudan); still planning (e.g. Indonesia, Samoa); the lack of capacity and resources (e.g. Swaziland, Philippines) and being a new coalition (e.g. Lesotho).

The Bi-Annual Report covered fairly extensively the key learnings identified from 11 national coalitions as part of the [Learning Exchange Brief](#), where they were invited to deliver shared best practices and lessons learnt in order to ‘tell the story’ of how, and to what end, coalitions have *both* produced research *and* used secondary data to inform their education policy advocacy work. *Box 5* below highlights examples of further research undertakings by, particularly those that were commenced, completed, shared and used to inform decision-making or changes during the course of the year.

#### **Box 5: Examples of the use of research for policy advocacy**

- **Benin:** During the period under review, the coalition (CBO-EPT) engaged in various forms of research, including one between the months of October and December 2018, to raise awareness among key decision makers for increased funding for improving the quality of education in response to the findings of the Program on the Analysis of Education Systems (PASEC) report of 2014. From the point of data collection for the study, they were able to identify inadequacies and dysfunctions relating to the Ministry of Education’s information and archiving systems, the post-training follow-up of teachers who received training, as well as the outcomes of the trainings. Findings were shared with the authorities directly concerned and corrective measures were proposed and tested in the field. They conducted another study on issues of gender and inclusivity in education, where they looked into the differences between boys and girls in terms of access and quality of education. The findings of this paper are yet to be shared.
- **Burkina Faso:** The coalition conducted an evaluation of the Strategic Development for Basic Education programme which took place between 2014 and 2016. The findings of this evaluation are being used by the coalition to intensify its advocacy in the development of education action plans and budgets to ensure that there is more focus on activities that contribute to the enhancement of inclusivity and equity in, as well as the quality of, education in Burkina Faso. Furthermore, the coalition conducted a study to determine how effective system of budget execution of funds transferred to local authorities was. The advocacy group used the results to advocate for improved management of funds transferred to municipalities, where recommendations were made, including the creation of a consultation framework bringing together all stakeholders, including CSOs, involved in education in order to take stock of the past year and discuss perspectives. of the following year.
- **India:** The coalition undertook several research initiatives, including one that was conducted in early December 2018 and aimed at finding out whether the child budget is increasing or decreasing after the 14th Finance Commission of India recommendations which increased the state level budget overall. The findings have been shared with members of parliament and members of the Legislative Assembly and is expected to be raised in the upcoming finance session. The findings will also be used for demanding the budget in the upcoming election manifestos of various parties. Another study that was conducted towards the end of 2018 looked into the spending priorities on social sectors and children in India. Its findings have been shared with the parliamentarians to discuss in the upcoming Budget session of the parliament.
- **Nepal:** Research was conducted by young researchers in one of the community of Danuwar in Nepal, which started in April 2018 and completed in December 2018. The research was conducted in order to identify the real problems prevalent in their own community and to recommend solutions for the problems identified. The findings have been used to sensitise the local people of the Dukuchhap community regarding the impact

created by issues such as child marriage and alcohol, as well as to lobby with the local government to make the policy provisions that ensure attainment of right to education till the secondary level.

- **Philippines:** The study looked into the work of youth action researchers on Basic Education, Skills Development and Empowerment pertaining to the youth, which was compiled and the findings documented in a report that was used to serve as a guide and resource material for members, especially the youth, when conducting youth-led action research. The research also played a role in providing evidence-based recommendations that can be used effectively in their own engagements with government and for campaigning and advocacy work.
- **Mongolia:** A budget tracking and monitoring survey was conducted between September and December 2018. Its aim was to enhance the capacity building of coalition members and local branches to track school level budget expenditure and collect data to do evidence-based advocacy to optimise budget allocation. The findings of the survey, some of which were compiled into a handbook, were shared and used for tracking the education budget expenditure and to examine school level budget performance in designated 13 state-owned schools.
- **Moldova:** A report that presents school children's recommendations as a result of a consultation workshop held between the 25th - 26th July 2018, during which they discussed the opportunities and the challenges faced when acting as defenders of human rights, was prepared. The views on the protection and empowerment of children who act as human rights defenders, as well as recommendations made by children in the report were used to contribute to a children's rights advocacy campaign that took place in September 2018.

➤ **Indicator 2.2.2:** Number of coalitions involving citizens actively in producing credible and original research, data and /or reports tracking education expenditure/policy/service delivery with a particular focus on quality & learning, equity & inclusion and/or financing

Indicator 2.2.2 measures the extent to which coalitions managed to involve citizens in the production of research, as well as initiate training events and/or produced toolkits to actively support members to engage in, amongst others, civil society analyses, evaluations, reviews and research. For the period under review, coalitions fared exceptionally well with regards to this indicator, achieving 72%, compared to June's 56%, thus exceeding the 2018 (Table 9).

**Table 9: Progress summary against Indicator 2.2.2 against 2018 targets**

Indicators	Year 3 Targets (Dec 2018)	Progress Status June 2018	December 2018 Status
2.2.2 Number of coalitions involving citizens actively in producing credible and original research	65% of Coalitions	<i>Satisfactory Progress</i>	<i>Target Exceeded</i>
		<ul style="list-style-type: none"> <li>● 56% (32) [20 in Africa; 9 in Asia &amp; Pac; 3 in ME&amp;EE]</li> </ul>	<ul style="list-style-type: none"> <li>● 72% (44) [23 Africa; 13 Asia &amp; Pac; 3 LA&amp;C; 5 ME&amp;EE]</li> </ul>

Coalitions, such as Kyrgyzstan, Samoa, Solomon Islands and Palestine were not able to report on this indicator, citing the reason that they were still planning and undergoing training and receiving technical support from their RSs.

### 3.5. Objective 3: Global and regional processes relating to GPE and SDG4 better inform, and are better informed by, national and local civil society

This section outlines the achievements against 2018 targets of key facilitated outputs for CSEF Objective 3. The emphasis of this objective is the facilitation of stronger links between national, regional and global processes relating to GPE and SDG4, thus ensuring that CSOs are able to be strong partners of GPE at all levels. The progress towards this objective is measured by tracking the extent to which: i) CSO representatives on the GPE Board are informed by, and represent, national coalitions, and ii) regional and global outputs on SDG4 implementation are informed by perspectives of CSOs.

#### 3.5.1. Outcome 3.1: CSO2 representatives to the GPE Board represent the views of the CSO2 constituency

➤ **Indicator 3.1.1:** Number of GPE Board meetings & committee meetings at which consensus (or national, where relevant) CSO2 positions and recommendations are presented

**Table 10: Progress summary against Indicator 3.1.1 2018 targets**

Indicators	Year 3 Targets (Dec 2018)	Progress Status June 2018	December 2018 Status
3.1.1 Number of GPE Board meetings & committee meetings at which consensus (or national, where relevant) CSO2 positions and recommendations are presented	Consensus recommendations are presented at GPE Board meetings, and at least 2 committee meetings	<i>Satisfactory progress</i>	<i>Target Met</i>
		Evidenced qualitative report documented in biannual report	<b>Please see narrative report below</b>

The engagement of the CSO2 constituency in GPE processes is facilitated through various activities, including regular information sharing, participation in civil society and GPE-led online consultations and face-to-face meetings, as well as monthly CSO2 constituency calls, which are facilitated by the GCE GS. These are all monitored to determine the progress and achievement of results for CSEF outcome 3.1. With the target for 2018 being the “*presentation of consensus positions and recommendations to all GPE Board and committee meetings*”, the results indicate that the target was met. Through CSEF funding, various processes were coordinated by either the GS, or CSEF RSs, to ensure effective CSO2 constituency consultation and engagement. It is worth noting that there is crucial support provided to CSO2 Board representatives ahead of GPE Board meetings at pre-Board meetings that organised and facilitated by GCE GS. In these meetings, joint advocacy/position messaging is developed, which is aimed at supporting CSO representatives' interventions at the Board meetings. In 2018, two GPE Board meetings were held between the 12th-14th June 2018 in Brussels and on 6th-7th of December 2018 in Dublin.

#### 3.5.2. Highlights and Results for 2018: Representation of CSO views in GPE Board and Committee Meetings

At national level, there has been a notable increase of 4% since the CSEF 2017 annual report on the proportion of national coalitions who have been engaged by actively voicing their perspectives in GPE CSO2 constituency engagement consultations (virtual or face-to-face meeting or inputs on documents). By the end of 2018, 91% (56 out of 62) of national coalitions across the four CSEF regions actively provided

inputs on CSO2 policy positions, participated in GPE CSO2 calls/consultations/pre-Board meetings and actively remained kept well-informed of the 2018 developments on GPE's policies and processes. Particularly, but not limited to the following key 2018 matters and events: *Equity in Education*; *GPE's Financing and Funding Framework: ASA*; *Knowledge and Innovation Exchange (KIX)*; *Financing education at country and global level*; *GPE's Replenishment Conference*; *ESP*; *Joint Sector Reviews*; *Education Sector Programme Implementation Grants (ESPIGs)*; *GPE's Private Sector Engagement Strategy and GPE elections*.

#### **Box 6: Highlights of CSO Views in GPE Board and Committee Meetings**

##### **GPE Board meeting in Brussels (12th – 14th June 2018)**

In preparation for the GPE Board meeting which took place in Brussels from 12th - 14th June 2018, CSO1 and CSO2 conducted a joint call with their constituents on 6th June 2018 to prepare their positions. This was followed by a CSO pre-Board meeting organised in Brussels, from 9th - 10th June 2018, to discuss and agree on the final joint CSO positions, which were actively used by CSO Board representatives to inform their interventions at the Board meeting. In addition, within this meeting, the group assessed the participation of the CSO2 delegation in the DCP constituency meeting, as well as briefly discussing the latest updates regarding the future of CSEF within ASA. GPE Secretariat staff members, Michelle Mesen, Alex Palacios, and Charles Tapp, were invited to present on DCP pledge tracking work following the GPE replenishment, the GPE private sector strategy and GPE's institutional arrangements, respectively. During the GPE Board meeting discussions, CSO positions were raised by CSO Board representatives regarding the following agenda items: GPE's Efficient and Effective Partnership Review, GPE's private sector engagement, GPE's Risk Management Report, GPE's Financial Forecast, GPE Multiplier, Options for Scaling Up, Eligibility, Allocation Model, and Improving Operations.

The following points were considered as next steps for CSOs to continue to focus and engage with before the next GPE Board meeting:

- **Follow up of pledges post-GPE replenishment:** After a successful replenishment, CSOs were asked to review and analyse these pledges made by governments and putting pressure on leaders to deliver on their promises.
- **Private sector engagement strategy:** CSOs were asked to regularly monitor and actively engage in the process of developing the strategy, which includes a strong participation in CSO and GPE-led consultation calls, as it is critical to continue to support public education systems and avoid risks from private provision and support to low-cost private schools through GPE.
- **ASA and KIX design:** Similar to the Private Sector Strategy, CSOs were asked to actively engage in any GPE and CSO-led consultations related to the next steps in ASA and KIX design.
- **CSO2-DCP relations:** CSO2 remains committed to deepening its engagement with the DCP constituency, and aims to have another group of CSO2 representatives attending the next DCP meeting and, if possible, for a group of DCP representatives to attend the next CSO pre-Board meeting.

##### **GPE Board meeting in Dublin (6th – 7th December 2018)**

Prior to the GPE Board meeting that took place in Dublin from the 6th - 7th December 2018, a face-to-face meeting was held in Kathmandu, Nepal, on the sidelines of the GCE World Assembly. Included in this meeting were, CSO1 and CSO2 Board representatives, the working committee representatives, CSO2 regional focal persons and GCE Secretariat focal persons, who discussed the next steps on the GPE institutional arrangements, which would be the main focus of discussion at the Dublin Board meeting. This meeting was followed by a joint consultation call with CSO1 and CSO2 constituencies, which was organised on 28th November 2018 to initially prepare the positions of CSO Board representatives. Finally, a pre-Board face-to-face CSO meeting, was organised by the GCE GS on the 5th December 2018, and included CSO1 and CSO2 Board representatives (Tony Baker and Kira Boe –

CSO1 and Laura Giannecchini – CSO2), as well as observers from CSO1 (Barbara Scettri – Plan International and Jan-Thilo Klimisch – CBM and GCE Germany) and CSO2 (Bernie Lovegrove – ASPBAE). GPE Secretariat staff, represented by Margarita Focas-Licht and Geoff Adlide, were also invited to briefly present on GPE’s Operating Principles in Complex Emergencies and on the Effective Partnership Review. The main objective of the meeting was to coordinate and refine joint CSO positions.

During the GPE Board meeting discussions, CSO positions with regards to the following issues were raised by CSO Board representatives: GPE Institutional arrangements, GPE Operating Principles in Complex Emergencies, GPE Risk Management and Risk Policy Semi- Annual Report, GPE Education Sector Investment Case, Safeguarding Against Sexual Harassment, Abuse, Exploitation, and Other Forms of Misconduct and GPE Portfolio Review.

The following points were considered as next steps for CSOs to continue to focus and engage with before the next GPE Board meeting:

- **Upcoming GPE Board and committee elections:** CSOs would need to look out for an email from the GCE GS regarding how they can participate in the upcoming GPE elections for new Board and committee representatives.
- **Private sector engagement strategy:** The strategy will be developed and finalised by the Strategy and Impact Committee by March 2019, and sent for Board approval in June 2019. A committee subgroup, with Tony Baker representing CSOs/PS/PF constituencies, was established to accelerate work on the strategy. Materials and feedback opportunities will be shared from December 2018 to February 2019
- **CSEF future in the ASA mechanism:** The respective RSs will circulate a detailed message with information about the next steps of the CSEF programme to coalitions.

### 3.5.3. Outcome 3.2: Stronger links between national, regional and global CSO voices on implementation of SDG 4

➤ **Indicator 3.2.1:** Number of regional and global analysis/position papers/events on SDG4 implementation & achievement, informed by findings and perspectives (on financing, quality and learning or equity) of national CSEF-supported coalitions

**Table 11: Progress summary against Indicator 3.2.1 2018 targets**

Indicators	Year 3 Targets (Dec 2018)	Progress Status June 2018	December 2018 Results
3.2.1 Number of regional and global analysis/position papers/events on SDG 4 implementation & achievement, informed by findings and perspectives (on financing, quality and learning or equity) of national CSEF-supported coalitions	<ul style="list-style-type: none"> <li>• at least one global analysis paper &amp; one per region each year</li> <li>• at least one global event &amp; one event in each region per year in which national CSEF representatives present civil society findings</li> </ul>	<i>Satisfactory progress</i>	<i>Target Met</i>
		Evidenced qualitative report documented in biannual report	Evidenced qualitative report documented below

The focus of the CSEF work toward the achievement of outcome 3.2.1 is to support national coalitions to be able to make effective contributions in education policy dialogues and to engage in SDG4 processes in

their respective countries at a national level, as well as regionally and globally. The planned 2018 targets for this indicator have been met. For 2018, 52 (84%) of national coalitions actively participated in one or more consultations on the implementation of SDG4 facilitated at a national, regional and global level. Additionally, all RSs have participated in the following regional and global events (see Box 7), and engaged national coalitions to gather inputs that have informed global level outputs such as position papers presented at global events.

**Box 7: Events and policy position papers developed on SDG 4 processes at regional and global levels**

**ASIA AND THE PACIFIC REGION**

● **The 15th International Conference of SEAMEO Innotech (6th-8th March 2018)**

ASPBAE co-organised a conference and facilitated the participation of marginalised young women from India, Indonesia and the Philippines. The event focused on inclusive education as a key component of SDG4. In collaboration with E-Net Philippines, ASPBAE also organised a meeting with the National Youth Commission of the Philippines and explored possibilities of influencing the Commission on their youth education agenda, where young women articulated the education agenda gathered from their research. During the conference, ASPBAE organised mini-workshops that were attended by teachers, NGOs and government representatives where youth representatives from the three coalitions shared the overall goal of the action research, experiences of conducting the research and efforts in advocating education agenda to different stakeholders in their countries using the research findings.

● **The Regional Committee in Asia Pacific (RCAP) in Thailand (8th-9th May 2018)**

At this meeting, NGOs deliberated on the key agenda issues on SDGs that will be pursued by RCAP-CONGO (Conference of NGOs in Consultative Status with the UN), as well as collaborative efforts in regional advocacy. ASPBAE shared the efforts of national coalitions on engaging the SDG4 processes at country and regional levels. It also offered lessons learned from coalitions regarding effective monitoring and engagements with government on the right to education and development. Apart from ASPBAE, CED Sri Lanka and E-Net Philippines attended the meeting.

● **Asia Pacific People’s Forum on Sustainable Development (APPFSD) and Asia Pacific Forum on Sustainable Development (APFSD), 2018**

The review of the progress of the 17 SDGs in the Asia Pacific were held through two forums that are interconnected. The CSO process is conducted through the APPFSD and organised by the Asia Pacific Regional CSO Engagement Mechanism (APRCM), and the intergovernmental forum conducted through the APFSD, which was organised by UN ESCAP. ASPBAE encouraged national education coalitions to be involved in the full SDG review processes to ensure that the urgent issues of SDG4 are given pre-eminence in the discussions in both forums. ASPBAE mobilised the national coalitions in the regional and global SDG platforms to deepen their understanding of the intersection of education with all the SDGs, and to expand their network for education advocacy.

● **Asia Pacific Meeting on Education 2030 (APMED 4) in Thailand (12th-14th July 2018)**

The country education contexts and policy recommendations on SDG 4.3 and 4.4 were discussed by the national education coalitions, together with ASPBAE member-practitioners, in a 2-day preparatory meeting prior to APMED 4. A position paper, which formed the basis for the group’s interventions in APMED 4, as well as advocacy with the government representatives, was developed. This paper informed the positions that were taken by ASPBAE in the drafting committee for outcomes of policy recommendations for action on SDG Targets 4.3 and 4.4 which integrated many of the CSO positions. The outcomes document was agreed upon by the Member States and other stakeholders in APMED 4.

- **United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) Sub Regional meeting on SDGs in India (4th-5th October 2018)**

ASPBAE facilitated the participation of national coalitions (NCE-India, ANEC-Afghanistan and CED Sri Lanka) which were also part of the strategy meeting of the CSOs in the forum prior to the UNESCAP official meeting. The national coalitions developed statements on SDG4 and shared short summaries of SDG4 implementation status in respective countries, which were later used to develop the regional statement on SDG4.

#### **LATIN AMERICA AND THE CARIBBEAN REGION**

- **Regional Education 2030 Steering Committee in Buenos Aires (15th-16th February 2018)**

CLADE participated in this strategic platform, where the SDG4 and Education 2030 (E2030) Implementation Roadmap for Latin America and the Caribbean region was agreed on, as well as the creation of four thematic working groups, and the inclusion of a student representative in the Regional E2030 architecture. During this meeting, an SDG4 - E2030 Implementation Roadmap for LAC was approved, and four (4) working groups, which CLADE will integrate, namely education financing, monitoring, communication and policies, were created. An important outcome of the meeting, proposed and led by CLADE, was the agreement to include a student representative in the regional E2030 architecture. The implementation of this agreement is still being negotiated.

- **ECLAC's II Forum of the Countries of Latin America and the Caribbean on Sustainable Development in Santiago (18th-20th April 2018)**

Prior to the forum, CLADE participated in the civil society meeting that agreed on the final details of the creation of a formal mechanism for civil society participation in this forum. The mechanism will be integrated by 20 stakeholder groups, which includes the Education, Academia, Science and Technology working group, which CLADE intends to engage with. The significant progress made during the forum was the approval of an institutional mechanism for civil society participation in monitoring the implementation of the 2030 Sustainable Development Agenda in the region.

- **Regional Education Ministerial Meeting in Bolivia (25th-26th July 2018)**

CLADE coordinated the E2030 LAC Regional Steering Committee and alerted the national coalitions about the event. It also asked the Ministry of Education of the Plurinational State of Bolivia to invite, in particular, the Bolivian Campaign for the Right to Education to attend the event, as well as a student representative. CLADE, in collaboration with members, prepared two policy briefs that have been shared in the Regional Education Ministerial Meeting held in El Salvador from 28th to 30th May 2018, namely i) the *Centrality of the Right to Young and Adult Education to Accomplish the E2030 Agenda* and ii) the *Final Declaration of the Central American Meeting about Gender Equality, Violence and Education*.

- **High Level Political Forum (HLPF) (July 2018)**

During the HLPF, CLADE's representatives worked in close collaboration with a GCE delegation and national coalitions from other regions. It also engaged with the EASG, which organised side events, and participated in a workshop themed "*Student engagement towards realising the 2030 Agenda for Sustainable Development*". The national coalition from the Dominican Republic shared its spotlight report on the SDG4 in the event and engaged in the elaboration of questions from civil society to the State of Colombia. During the Colombian review, civil society denounced the killings of more than 300 human rights defenders after the Peace Agreement and criticised the lack of civil society participation in the Colombia's Voluntary National Review (VNR) report, as well as the lack of spaces for monitoring SDGs. The importance of the UN fostering tax justice mechanisms was also discussed by the former GCE President, Camilla Croso with the UN Deputy Secretary-General, Amina Mohammed, who committed to maintain the topic on the UN agenda.

## AFRICA

- **The Pan African High Level Conference on Education (PACE) in Kenya (25th-27th April 2018)**

ANCEFA participated and mobilised national coalitions to attend the PACE 2018, which was co-convened by UNESCO, the African Union and the Government of Kenya. The main goal was to set out a harmonised vision for the transformation of education in order to meet Africa's commitments to the 2063 Agenda for the "Africa We Want" and the Global 2030 Agenda for Sustainable Development. ANCEFA, as a member of the Steering Committee of the West and Central Africa Coordination Group on SDG4, had the opportunity to input into the Conference agenda and propose session slots. This ensured that CSO views on various issues debated could be heard. Prior to the PACE 2018, ANCEFA, in partnership with Humanity Inclusion and the Gender and Inclusive Education Task team, developed a background paper on inclusive education for children with disabilities. The Nairobi Declaration and Call for Action on Education, adopted at the PACE 2018 and the Continental Education Strategy for Africa (CESA) gender strategy, were largely shared among NECs.

- **Inclusive Education Regional Workshop in Dakar, Senegal (24th - 28th June 2018)**

The overall objective of the workshop was to strengthen the coherence, synergies and impact of regional inclusive education projects and to develop a common understanding on inclusive education. It particularly aimed to: i) Develop a common understanding of objectives and challenges of regional interventions in inclusive education, the role of regional coordination and working arrangements at different levels, ii) Promote the appropriation of intervention approaches, reflect and share experiences in inclusive education, iii) Ensure a shared understanding of the mental health and inclusive education, and iv) Facilitate the understanding of donor requirements, strengthen the monitoring and evaluation framework and develop a framework for exchange and decision-making between partners. The main outcomes included a deepened understanding of inclusive education; indicators and statistic methods for evaluation, as well as shared learning in inclusive education from experiences and achievements of Benin, Burkina Faso, Burundi, Guinea Bissau, Madagascar, Mali, Morocco, Niger, Senegal, Sierra Leone and Togo.

- **Innovating Education EXPO in Senegal (4th - 6th October 2018)**

The first Innovating Education in Africa EXPO was held in Dakar under the convenorship of the Africa Union, with key stakeholders including ANCEFA, participating. It was noted that innovation in education is imperative to the implementation of the CESA, the Technical and Vocational Education and Training Strategy for Africa, as well as the achievement of both Agenda 2063 and the Global Education Agenda 2030. The key resolution, amongst others, was the piloting of innovative approaches, methods and tools in education, towards up-scaling and replication in the AU Member States. A Network of African Education Innovators was mooted to include youth to give visibility to their innovations and be effectively supported by all stakeholders for further development and scale-up.

- **ANCEFA Regional Policy Forum, in Lomé Togo (November 2018)**

The forum generated an opportunity for coalitions to share good practices and lessons learnt on "*Mobilising Domestic Resources for Inclusive and Quality Public Education Systems, Moving Forward with SDG 4/5 & CESA*".

## MIDDLE EAST AND EASTERN EUROPE

- **Regional Conference on Education Financing "Financing Education 2030" in Lebanon (1st-3 May 2018)**

ACEA brought together national and regional education coalitions, official representatives from the ministries of education in ME&EE, regional representatives from Latin America, Africa, Asia and the

South Pacific and representatives from the GS to attend the conference and get the opportunity to showcase their advocacy work, lessons learned and to share good practices on education financing.

- **Fifth Arab Regional Support Group for SDG4 in Tunisia (9th May 2018)**

Within the framework of SDG4, ACEA prepared inputs into the 2019 HLPF Process, which will be devoted to an in-depth review of SDG4. ACEA realised the importance of working on financing of education to guarantee the full achievement of the SDG4, particularly in the ME&EE context.

- **Asia and the Pacific Regional Consultative Meeting in Sri Lanka (2nd-5th September 2018)**

A paper was presented by Mr. Refat Sabbah, the General Secretary of ACEA, which focused on the mechanisms in which civil society can intervene and participate in VNRs submitted by the States at the HLPF organised annually. ACEA representatives explained the mechanisms in which the Palestinian civil society works in the context of monitoring and follow-up in order to ensure the achievement of the development goals in general, with particular emphasis on SDG4.

- **International NGO Forum of UNESCO's Official Partners in Tunisia (26th-29th September 2018)**

ACEA participated and attended the Ninth International NGO Forum, the International Day of Peace and International Symposium on Human Rights in Tunisia. ACEA presented on "*Resilient Education*" in a session within the framework of SDG4.

- **Regional launching of the GEM report at the UNESCO's Regional Office for Education in the Arab States in Lebanon (26th November 2018)**

The event brought together ministers of education from across the Middle East and North Africa to examine strategies to provide long term funding to education in crises and emergencies. High-level panellists, representing governments, humanitarian actors and development partners, discussed initiatives to deliver a more collaborative and rapid response to the educational needs of children and youth across the region, looking at both traditional and innovative models of financing.

- **Global Education Meeting (GEM) in Brussels (3rd-5th December 2018)**

The GEM was convened by UNESCO in its mandated role as lead agency and coordinator of the Education 2030 Agenda. The meeting reviewed progress towards the global education targets and commitments in the 2030 Agenda for Sustainable Development. It brought the global community together to take stock of the progress and to identify strategic priority areas requiring political guidance and intervention for the effective achievement of the global Education 2030 Agenda. ACEA presented the CSO experience in the "*Architectures and perspectives from the Arab Region*".

#### **GLOBAL EVENTS AND POLICY POSITION PAPERS**

- **Closing report for the "Fund the Future" (FTF) Campaign (February 2018)**

GCE produced an executive report to provide a prospective vision and reflection on the activities related to financing campaign, including information on the pledges made for the Financing Education Conference. The report is based on the consistent work that took place in collaboration with national coalitions and coordinated with ASPBAE, CLADE, ACEA and ANCEFA.

- **G20 Statement on Education Finance (March 2018)**

In collaboration with the G20 and other stakeholders, GCE produced a statement and policy pack in the context of the G20 meeting held in Argentina, which was aimed at addressing the most critical challenges on education financing. The paper was produced after consultations with relevant coalitions, through webinars and written inputs. The process also fed into an ongoing research on financing law in the G20 countries.

- **Transformation towards sustainable and resilient societies, (April 2018)**

GCE, in association with International Council for Adult Education (ICAE), produced a position paper to inform Education and Academia Stakeholder Group (EASG's) views on the issue of education and sustainable and resilient societies. This paper addresses substantive issues concerning state obligations related to SDG goals and targets. The paper also fed into consultations held with the NECs and RSs secretariats, through webinars.

- **GCE Board response paper to the Education Commission on the International Financing Facility for Education (IFFed) (May 2018)**

The GCE Board produced an initial analysis with inputs from members of the Movement on the draft set of principles defined by the Education Commission that are to guide the development of the proposed IFFed. GCE welcomed the effort to lay out some principles and considerations to address previous concerns raised. However, the response paper identified nine (9) core areas where more clarity was needed for a better engagement of members.

- **High Level Political Forum (HLPF) (July 2018)**

GCE was the co-convenor of the side event with EASG, ICAE, Education International and the European Students Union for inputs on the development of sectoral position paper; *“Education for Social, Economic and Environmental Sustainability”*. This side event gathered civil society activists, teachers, academics and government authorities and officials to discuss the trends, gaps and main features of education in the context of the Sustainable Development Agenda, including the examination of: a) the rule of law as a critical requirement for the realisation of the right to education, b) a comprehensive curriculum based on a transformative approach and c) the interlinkages of education with other SDGs, including economic and environmental sustainability. The event aimed to provide a comprehensive analysis of barriers and challenges of education for sustainable development from different perspectives of civil society, government and academia.

- **GCE’s Position Paper on Education Outcomes Fund (September 2018)**

GCE raised ten fundamental concerns with the proposed Education Outcomes Fund (EOF), focused on harmonising global efforts behind mobilising sustainable financing for education system reform, to ensure all children secure access to free, decent quality, pre-primary, primary and secondary education.

- **ACEA AND GCE Position Paper On Education Crisis in Yemen (September 2018)**

In collaboration with ACEA, GCE produced a position paper titled *“Education Needs Immediate and Collaborative Support to Prevent One Whole Generation missing out on Education”*, which fully focused on creating an awareness of the challenges faced by millions of children in Yemen to access their right to basic education. The paper called on all international actors and Yemeni parties to actively collaborate towards halting the war and violations against children’s education rights and the prioritisation of peace and recovery for children in Yemen to resume their schooling and gain access to the quality education they deserve.

- **Youth Caucus Event (November 2018)**

To enhance the visibility and impact of the youth agenda within the GCE movement, GCE organised a Youth Caucus as a side event during the GCE 6<sup>th</sup> World Assembly held in Nepal. Various engagement actions were taken prior the Youth Caucus, including the mapping of youth-led organisations, the formation of a youth *ad hoc* committee and working on the development of GCE’s youth engagement strategy, which aims at better engaging youth-led organisations, working in the field of education, as active members of GCE and supporting the capacity of the youth representative to participate actively on the GCE Board. During the Youth Caucus, constructive dialogues between global youth delegates (37 from 23 countries) laid out and consolidated views,

policy positions and next steps towards building a strong GCE youth network, all of which were later presented to the wider audience of the CSEF GLE, with specific focus on: i) Youth recommendations to national coalitions, ii) Youth recommendations to the GCE Board and secretariat and iii) a collection of commitments on how the audience plans to follow up the recommendations from the youth caucus.

● **GCE 6<sup>th</sup> World Assembly (November 2018)**

During the World Assembly, campaign and advocacy priorities for the years 2019 to 2022 were discussed and adopted, based on reflections on what has been achieved by the Movement in the last 4 years, as well as discussions of strategies to transform the Movement. In addition, policy forum discussions relating to key global education issues, were kick-started with the following policy forum discussions: i) *Transforming education quality*, ii) *Transforming the financing of public education*, iii) *Transforming equity, gender and inclusion* & iv) *Transforming decision making and governance*. The GCE Constitution also saw a few changes, notably the creation, for the first time in the history of the Movement, of a dedicated Board seat for youth-led organisations and the election of a new Board and President.

## 4. Challenges and Remedial Actions

While the implementation of CSEF throughout the year 2018 attained many successes leading to the achievement of annual targets at a global level, NECs and RSs reported to have faced a wide range of challenges, which varied by country and region. The table below briefly illustrates the key areas of work whereby national coalitions have reported to have experienced challenges in relation to the implementation of planned activities, as well as lessons learned and actions taken both by NECs and RSs to address challenges.

**Table 12: National Level Challenges and Lessons Learned**

<b>1. Coalitions' education sector engagement, monitoring of sectoral plans and joint sector review processes.</b>	
<b>Challenges</b>	<ul style="list-style-type: none"> <li>● Shrinking CSO space, difficulty to work with policy-makers and government structures</li> <li>● Unforeseen political instabilities and ongoing changes in policy, government officials and other government structural changes</li> <li>● Difficulties to access data from ministries in charge of education due to the centralisation of decision-making powers</li> <li>● Dependence of LEG meeting calls and frequency of meetings on government decision and communication thereof</li> <li>● Difficulties to track inputs made by coalitions and uptake during sectoral plans and reviews due to insufficient sharing of documentation by the Ministry</li> <li>● Most of the coalitions' activities depend on the availability of government officials and members of the parliament who always report to have a tight schedule</li> <li>● Limited capacity of coalition members to understand all national and global education issues in order to represent coalitions in various technical forums, conduct research and produce quality papers</li> </ul>
<b>Lessons Learned to</b>	<ul style="list-style-type: none"> <li>● Establish and enhanced cooperation with other representatives of the Ministry besides the Minister so that the change of Ministers does not affect the work of coalitions with the Ministry</li> </ul>

<b>address challenges</b>	<ul style="list-style-type: none"> <li>● Direct contact with key decision-makers such as parliamentarians, government officials, presidents of local municipalities and authorities in advocacy activities that can speed up processes, support CSO engagement and create opportunities for CSO engagement platforms</li> <li>● Establish a mechanism for collaboration and easy access to information with the Ministries of Education</li> <li>● Have a mechanism in place to measure progress made before participating in joint sectoral reviews</li> <li>● Sub-national structures play a critical role in evidence gathering for engagement with duty bearers and policy makers at both sub-national and national levels</li> </ul>
<b>2. Effective involvement of members of the coalitions and reach of targeted audience.</b>	
<b>Challenges</b>	<ul style="list-style-type: none"> <li>● Signing of collaboration agreements with national partners of the coalitions for the implementation of funded activities</li> <li>● Late integration of activities that are funded by other funding international members or partners of the coalitions</li> <li>● High costs of implementation of certain activities compared to the time of project design due to the lack of members' collaboration</li> <li>● Limited reach and insufficient coalition representation in other provinces or regions affects coalition plans to reach nationally</li> <li>● Lack of participation by institutions and members of society in fora, workshops, mass campaigns and public workshops often due to the work schedule</li> </ul>
<b>Lessons Learned to address challenges</b>	<ul style="list-style-type: none"> <li>● Timely communication with partners and members of the coalition assist in finding solutions to some of the implementation obstacles</li> <li>● Diverse representation of the coalition at the national level assists in achieving the coalitions' mission</li> <li>● Creating more awareness of activities of the coalition allows member organisations to adapt their work agenda to the coalition's agenda</li> <li>● Encourage accountability among citizens and constant mobilisation of stakeholders in order to boost civic engagement</li> </ul>
<b>3. Limited financial resources and sustainability of coalitions</b>	
<b>Challenges</b>	<ul style="list-style-type: none"> <li>● Lack of resources to organise in time, decentralised activities with a strong representation of all the municipal committees of the coalition</li> <li>● Coalition staff shortage affects the ability of the coalition to deliver activities more effectively</li> <li>● Lack of resources to involve as many people as possible in mass campaigns or events that can translate into better results</li> <li>● Delays on signing of the contract and the transfer of funds in order to carry out the planned activities in a timely manner which result from the late submission of proposals together with delays on re-submission of proposals for the purpose of meeting the agreed quality assurance review standards.</li> <li>● Limited financial support for the coalitions to conduct research in collaboration with other member organisations</li> </ul>
<b>Lessons Learned to address challenges</b>	<ul style="list-style-type: none"> <li>● Institutional support from the education authorities is an asset in overcoming many of the obstacles and achieving the goals</li> <li>● The recognition of the coalition continues to attest to its hard work and there is a need for building on this recognition to acquire more resources</li> <li>● The capacity of coalitions to produce good quality proposals varies and remains a challenge for some coalitions. While the two quality assurance reviews conducted by RS's and GS ensure that activities proposed by coalitions remain aligned with previously approved proposals, national policy targets and CSEF</li> </ul>

	<p>objectives, GCE considered advancing the disbursement of funds for those coalitions whose annual allocations have been approved by the respective Regional Financial Committees (RFC)</p> <ul style="list-style-type: none"> <li>● The importance of unity among all the member organisations is key during the coalitions’ times of financial difficulties</li> </ul>
<b>Regional Level Challenges and Lessons Learned</b>	
<b>Challenges</b>	<ul style="list-style-type: none"> <li>● Delays in the disbursements due to lengthy funds request processes in some cases leading to delayed activity implementation that affect coalitions’ commitment and efforts for timely implementation (see some causes being listed above under “national challenges”)</li> <li>● Political challenges at country level which affect advocacy action close to parliamentarians and changes in government leadership</li> <li>● Low ambition and drive on the side of governments to push for SDGs and SDG4 implementation</li> <li>● RSs financial sustainability remains a challenge and demands a lot of effort</li> </ul>
<b>Lessons Learned to address challenges</b>	<ul style="list-style-type: none"> <li>● Although GCE introduced advancing funds disbursements for coalitions whose annual allocations have been approved by the RFC, national coalitions are obligated to meet all the accountability measures to ensure that the misuse of fund is prevented. The key lesson from this is to ensure that national coalitions understand all accountability measures and are taken into consideration during the planning stage of activities and development of proposals</li> <li>● RSs continue to support coalitions in pushing for SDGs and SDG4 implementation despite anticipated political challenges</li> <li>● RSs approach is to continue to work closely with the most capable and committed coalition representatives, and to provide responsive and timely capacity support</li> <li>● RSs are working on strengthening alliances with partners and members to elaborate and present joint proposals for financial sustainability</li> </ul>

## 5. Resource Mobilisation and Sustainability

Seeking better methods of resource mobilisation, diversification and sustainability beyond the CSEF III for partners that were CSEF funded (i.e. NECS, RSs and the GS) was one of the approved recommendations from the GPC of the GPE as early as 2015. Various actions which were primarily aimed at developing structures, systems and measures to contribute to the goal of institutional sustainability beyond CSEF, were planned, enacted and reported on throughout the implementation of CSEF III. For the year 2018, with the support from the RSs and GS, CSEF partners continued to include aspects of resource diversification and sustainability in their planning processes and resource mobilisation was integrated as one of the major elements to inform reflection and shared learning during the coalition support visits, regional and global learning events. The “Resource Mobilisation Capacity of Civil Society Education Coalitions”, study produced in 2017, which analyses the efforts made by coalitions towards financial sustainability made a number of recommendations. The study showed that resource mobilisation efforts were more effective when the institutional foundations of coalitions are supported and strengthened through capacity support programmes and shared learning.

2018 marked the final year of the third phase of the CSEF programme, with RSs and RFMAs focusing on strengthening institutional governance, project and financial management systems during the capacity support visits to the NECs. The increased capacity support was to ensure that the NECs make effective and efficient use of the resources available to realise the institutions' objectives, fulfil the commitments and accountability to their stakeholders, gain recognition and confidence of donors to secure resources and prepare coalitions for long-term sustainability beyond CSEF.

Furthermore, during the CSEF GLE that was held in Kathmandu, Nepal, in November 2018, a session pertaining to resource mobilisation, diversification and sustainability beyond CSEF provided a platform for NECs and RSs to share and discuss various approaches, strategies, and best practices. The challenges and factors impacting resource mobilisation in the broader education sector within the education context at the national, regional and global level were also discussed. The following areas were highlighted as the major successes, key lessons learned and challenges from CSEF with regards to resource mobilisation and sustainability:

- **Credibility and strong partnerships:** The NECs have succeeded in building strong structures and legitimacy, and the joint approach in planning and implementation of activities have built trust amongst stakeholders which led to better credibility. The funding received from CSEF ranged from nearly 35% to 90% for many coalitions and regional institutions, and it was necessary to value the membership contributions and collaborations. The CSEF programme continues to be the core funding on which the CSO education coalitions sustainability strategies are built on. The main challenge for NECs is the dependency on membership fees, as many members are grassroots organisations working with vulnerable groups, struggling to collect resources for their programmes and are therefore unable to afford membership dues. There is a need for the organisations to strengthen their own credibility and that of the work they do in their countries, in addition to building strong member organisations, forming partnerships with major universities within their countries and strengthening their links with major social movement institutions.
- **Strong governance and risk management:** The greatest lesson learnt was that good governance and support played a major role in resource mobilisation. Risk management has emerged as a critical area that needs to be strengthened around resource mobilisation, as institutions have to deal with increased risks associated with fundraising and remain accountable to the donors and their stakeholders. The CSEF programme has been valuable in providing coalitions with strong resource mobilisation foundations through capacity development opportunities, peer learning and knowledge exchange events, which enabled the NECs and RSs to put in place clearly identifiable planning and accountability structures.
- **Resource mobilisation approach:** The traditional fundraising mechanisms continued to work fairly well for the majority of institutions, with private corporations and international donors remaining the most targeted major sources of funding. NECs RSs and the GS continue to rely on member contributions, philanthropies and activity-based fundraising, rather than seeking core funding. Nonetheless, there is a need for GCE to develop creative strategies to build and maintain a stable constituency of donors who support the GCE Movement's vision, mission and ensure long term sustainability of its core work. One recommendation for regional and global organisations was to facilitate resource mobilisation in conjunction with International Non-Governmental

Organisations (INGOs), since at the global level, the Movement shares the same agenda and vision, however, it was noted that sometimes the INGOs have different priorities and hence the local to global connection could be lost.

The CSEF 2018 mid-year report provided a brief analysis and narrative of key actions undertaken and anticipated by the NECs contributing to expected resource mobilisation achievements. The analysis of 57 NECs, who reported directly to the GCE Secretariat for the June 2018 reporting period, indicated that 50 coalitions (87.8%) have engaged in various efforts to mobilise and diversify resources. These efforts ranged from membership expansion with diverse local partners; strengthened partnerships with funding agencies, such as INGOs; joint implementation between members and implementation of new short-term projects; the development of resource mobilisation strategies and the strengthening of coalition institutional capacity, just to mention a few. NECs continued to engage with these various efforts throughout the year, as indicated by the 62 NECs that reported to GCE by the end of 2018.

As reported in the June 2018 report, GCE is in the process to diversify its funding and resource mobilisation strategy to ensure programme and organisational sustainability. GCE's funding sources include membership fees and grants. As was mentioned in the last report, GCE had been engaging the Open Society Foundation for Southern Africa (OSISA) to explore the possibility of new funding and partnership opportunities. A proposal was submitted and approved by the OSISA Board towards the end of 2018. In addition, GCE also started working on a three-year funding proposal which will be submitted to Oxfam-IBIS. This proposal is based on the well-established relationship and past partnership between GCE and Oxfam IBIS, and is not related to the ASA funding framework, where Oxfam IBIS is the Grant Agent. In addition, GCE signed a funding framework agreement with Light for the World and, as part of this agreement, a proposal was submitted to European Union. GCE is still awaiting the outcome of this submission.

Furthermore, in partnership with the CSEF RS for the ME&EE Region, a three-year proposal was also submitted to European Union for work in inclusive education in December 2018. The outcome of this proposal is still pending. Lastly, as reported previously, GCE had also submitted a one-year grant application to GIZ Backup Initiative to cover its education financing and other related work. This grant was awarded in October 2018. In order to strengthen the working relationship between GIZ and GCE, various meetings were held during the course of the year, where areas of collaboration and terms of engagement were clearly mapped out.

## 6. Financial Report for January to December 2018

During the reporting period, January – December 2018, GCE has received a total of **\$11,725,804** for the programme. Of this, global and region spending totalled **\$3,373,254**, while spending for National Coalitions totalled **\$5,991,086**. This represents recorded expenditure for 2018 only. Since the inception of the programme in 2016, a total of **\$24,691,958** has been reported in expenditure. This figure includes 2018 spending.

### 6.1. Budget Variance

The budget for the 2016 – 2018 period was **\$28,769,442**. Cumulative expenditure as noted above was **\$24,691,958**. The overall variance is **\$4,077,484**, of which **\$3,423,958** has been allocated towards the

approved no-cost extension period between January-April/June 2019. The breakdown of this variance is as follows:

**Table 13: Budget Variance Analysis**

CSEF Structure	Total Variance	Portion Allocated to No-cost Extension	Balance of Variance
i. Global and Regional	\$2,307,153	\$2,086,669	\$220,484
ii. National Coalitions	\$1,770,331	\$1,337,289	\$433,041
<b>Total</b>	<b>\$4,077,484</b>	<b>\$3,423,958</b>	<b>\$653,525</b>

Further details and a break-down of the no-cost extension amounts can be found under the no-cost extension proposal that has been submitted to GPE and is attached as **Annex E**.

As mentioned earlier, in its meeting in December 2018 in Dublin, the GPE Board delegated authority to the GPC to review and approve a costed extension proposal, not exceeding US **\$4,500,000, to GCE** for the CSEF programme, which is set to expire on the 31<sup>st</sup> December, 2019.

The proposed budget will cover expenditure for the three CSEF operational levels according to the following timelines:

- i. National coalitions - April to December 2019
- ii. Regional structures - April to December 2019 (extending into 2020)
- iii. Global Secretariat - July to December 2019 (extending into 2020)

From this amount, the GS and RSs will receive a total of **\$1,938,168** and the National Coalitions' budget total is **\$2,561,832**. As was agreed, this budget will cover programme activities as well as institutional costs for the period April to December 2019, with coalitions ending implementing activities by October 2019. Programme and institutional costs for the period January to March 2019 will be covered by the already-approved no-cost extension.

During recent exchanges with the GPE Secretariat, GCE reviewed the CSEF programme budget and made provisions to cover the closing out period from January to the end of March 2020. Funds for this period have been drawn from the period extending from January to December 2019. As GCE and the regions did not originally budget for this period, this has resulted in a need to stretch the current budget and the projected amount that GCE will need comes to a total of **\$639,985**. These funds will go towards covering staffing and operating costs (including audit fees) for both regional and global secretariats during the close-out period. A budget to cover travel as well as close-out meetings that may need to be held with the regions and selected national coalitions has also been factored into the total amount, and the total budget for the full CSEF programme period (2016-2020) will be **\$33 269 441**.

GCE and the RFMAs will continue to closely monitor expenditure on a quarterly basis, making necessary adjustments to the proposed budget as the year progresses. This will ensure that more resources are allocated to the national coalitions and regions that are able to implement activities according to the agreed 2019 budget and work plans.

As mentioned in the introduction, extending the current phase of the CSEF III programme, with and without cost implications to the programme, enables CSEF grant recipients to still conduct activities and cover any funding gaps that may arise in the transition from CSEF to the new ASA portfolio programme that will be coming into effect with a new grant agent in 2020.

## 6.2. Internal Audit

The internal audit function was strengthened during 2018 as the lessons learnt from previous years, helped shape tools and practices that were developed and are now being used to improve and enhance the function at all levels of the programme.

A coalition tracking tool was created at global level and shared with RFMAs to track their internal audit visits and reporting (from own visits, from Internal Audit committee reviews and reporting into the Online Financial Reporting Tool). Even though some challenges such as delays in the submission of reports, or time taken to translate reports are still being experienced, usage of this tool has helped with ensuring that all reports are submitted to the GS as per the reviews that have taken place. Having such a tool in place also assists with identifying gaps and follow-up planning in future periods.

A recommendation that was received from GPE was to include a monitoring tool (risk register) as part of the monitoring processes of the internal audit function. This recommendation has been taken into account and the tool has been developed so that each coalition that has been visited (by RFMA or the Internal Audit Coordinator) from 2017, can be tracked and monitored on a consolidated platform for ease of reference. This tool has been very useful as observations and recommendations can be picked up for follow up when an RFMA representative or the Internal Auditor revisits that coalition for a follow-up visit. It has been noted that, although sometimes challenges are still experienced when it comes to the immediate implementation of some recommendations (either leadership does not fully understand the importance of the urgent implementation of the recommendation, board meetings have not taken place to approve changes that need to be made, or the coalition is awaiting other actions before proceeding with a recommendation), through the constant and consistent following up processes and capacity support provided, there is an overall improvement in the recommendations that have been implemented at a coalition-level.

A summary of the common observations/ key findings that were identified during 2018 is provided in the table below:

**Table 14: Summary of key internal audit findings in 2018**

No	Observation	Mitigating actions taken by RFMA or Internal Audit Coordinator
1	Some coalitions experience sustainability challenges	The importance of having more than one income stream/ program funding the organisation's activities was highlighted to the National Coordinator. The National Coordinator was encouraged to work on obtaining other sources funding and told to highlight the achievements of the organisation when completing proposals to donors. During follow-up visits, RSs and RFMAs reviewed the proposals that were submitted to donors, made recommendations for improvement to other future donors, and followed up on whether new programmes were in place.
4	In some Coalitions, there is a need to strengthen cash management systems	Best practices for a cash management system was shared with the coalition. If the coalition's policy manual contained policies for cash management, these were highlighted to the accountant and

		National Coordinator and the processes were explained. The cash management systems were observed during follow up visits.
5	Some Coalitions are managing their internal finance and admin system using either CSEF or lead agencies' general finance and admin procedures	GCE has shared examples of finance and admin manuals that coalitions can adopt. With support from the RS and RFMAs, GCE has provided capacity support in this area and monitored the processes and progress of coalitions developing their own manuals. In some cases, the process has been completed but the Boards of these coalitions needed to still approve the drafted manuals.
6	Some Coalitions have their own internal financial and admin procedures, but experience challenges in complying with some specific policies.	Areas of non-compliance were highlighted to the National Coordinator and Accountant and ways to implement better practices in accordance with the coalition's manuals were explained. Implementation of the specific financial management practices were monitored on follow up visits by the RFMAs.
7	Some coalitions did not have an updated asset register	A comprehensive list of information to be included on the asset register was shared with the Accountant. Reasons for regularly updating the asset register was shared along with the suggested frequency.
8	<p>The preparation of bank reconciliations differed between some coalitions.</p> <p>i.e.</p> <ul style="list-style-type: none"> <li>• Some coalitions do not prepare bank reconciliations for each of their bank accounts;</li> <li>• In some coalitions, bank reconciliations are prepared but not on a regular (monthly) basis;</li> <li>• Some coalitions prepare bank reconciliations but they are not approved by a person who is independent to the preparer;</li> <li>• Some coalitions require improvement to their bank reconciliation template to be more useful.</li> </ul>	The importance of having bank reconciliations regularly prepared, reviewed and approved was highlighted to the Accountant and National Coordinator. Examples of bank reconciliations and standard templates were shared with the coalitions. Follow ups were conducted by RFMA on consequent visits to ensure that standard ways of preparing bank reconciliations were implemented.
9	Employee files do not contain a complete set of required information	A list of the minimum required documents to be included in the employee files was shared with the coalitions. During follow up visits, employee files were reviewed again to see if the recommended documents had been included and to check if there was any additional information that was missing.

Capacity support has been provided on all of the weak areas identified above and each coalition is being closely monitored for improvements in key observations and recommendations put forward.

Additional financial management capacity support was provided to all CSEF NECs at the CSEF GLE that was held in Kathmandu, Nepal in November 2018. At the GLE, participants were given scenarios encouraging thinking around strong financial management practices through a series of case- studies that were presented to them. Participants were excited about the opportunity to discuss and share their thoughts around financial management when presenting answers to the case studies. Participants were also given the opportunity to showcase their organisations' strengths by sharing their own financial management practices. After the discussion, elements of strong financial management were highlighted and the reasons for having strong financial management systems in place, were emphasised. The session was concluded with the Internal Audit Coordinator demonstrating GCE's own financial management practices and systems. This helped participants understand that GCE also has strong financial management systems in place and which can be replicated in their own coalitions. A copy of the full report can be found under **Annex F**.

The internal audit plan for the 2019 has been developed and will be presented to GCE's Finance and Personnel Committee for their recommendation for approval to the GCE Board during GCE's Board meeting in March 2019. This plan has been developed from information that was gathered during the 88<sup>1</sup> internal audit, and monitoring and support visits conducted between January 2017 – December 2018, and includes those CSEF recipients who require additional support due to the following factors:

1. Identified as "higher-risk"<sup>2</sup> coalitions – from internal audit reports or complaints received through the whistleblowing platform or other means.
2. Coalitions which were not previously visited in 2017 or 2018
3. Coalitions that require additional support – identified through desk reviews, previous visits, or audit reports from: RFMAs, the Internal Audit Coordinator, Internal Audit committees or External Auditors
4. Coalitions requested for visits by the GCE Board, the Head of Finance and Administration or other partners.

As the CSEF programme draws to a close in 2019, it is necessary that at least each CSEF III grant recipient, should be visited at least once for an internal audit review during the 2016-2019 period. The internal audit plan is therefore a consolidation of RFMA visits and the Internal Audit Coordinator's as this will ensure adequate time and resources are available to cover all remaining coalitions before the programme close out. A copy of the 2019 internal audit plan can be found under **Annex G**.

GCE has a zero tolerance to fraud and corruption and takes all indications of fraud and corruption very seriously with robust whistleblowing processes in place. GCE's whistleblowing policies have been outlined in the following documents: GCE's Internal Audit Charter; GCE's Financial Policies Framework; GCE's Code of Conduct; and GCE's staff handbook.

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<sup>1</sup> This figure has been calculated by totalling internal audit as well as monitoring and support visits to coalitions and Regional entities that were reviewed by the RFMAs and GCE's Internal Audit Coordinator during the period January 2017-December 2018.

<sup>2</sup> Coalitions may be identified as "higher risk" through annual risk profiling of coalitions or from observations reported by donors, whistle-blowers, GCE's Head of Finance and Administration, GCE's Board or other members of GCE.

### 6.3. External Audit

At the end of 2018, GCE's board decided that after engaging the external audit services of international audit firm KPMG since 2012 and in order to encourage independence, there was a need for GCE to rotate KPMG and explore the services of another audit firm. At the beginning of 2019, the Head of Finance and Administration will begin the process of meeting with other audit firms. Once proposals are received from the shortlisted firms, a selected firm, based on international reputation, relevant experience and pricing of audit fees in line with GCE's audit budget, will be recommended to GCE's Finance and Personnel Committee for their review and recommendation for approval to the GCE Board at the Board meeting in March 2019.

The external audit process for the CSEF III programme will commence in October 2019 with all national coalitions contracting reputable and registered audit firms that are based in the countries in which they are situated. The selection process of audit firms will be overseen and approved by the RFMAs. Thereafter, all national audits will be consolidated into regional audits (that include the audits of the regional entities). This process will be overseen by GCE and will be completed by the end of January 2020. Following the receipt of the regional audit reports, GCE will have a consolidated overall global audit that is combined with CSEF Global Secretariat spending. The consolidated global audit report will be available by the 15<sup>th</sup> of June 2020 and will be shared with GPE and other relevant stakeholders. The terms of reference for the CSEF III external audit can be found under **Annex H**.