



**2016 ANNUAL REPORT: 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 18 April 2017,
and covers the period January – December 2016**

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Accompanying Annexures¹:

- A. CSEF 2016-2018 Programme Implementation Plan with Status Updates end 2016
- B. CSEF-Support Status of Coalitions 2016
- C. Summary of Coalitions' Key Education Focus Areas and Achievements 2016
- D. Overview of Coalitions' Government-led Policy Engagement Status 2016
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- F. GCE Member Mails 2016
- G. Financial Report 2016: Budget versus Actuals

¹ Submitted as separate attachments to this report.

Executive Summary

The Civil Society Education Fund (CSEF) is a unique and ambitious programme managed by the Global Campaign for Education (GCE). It aims to increase citizen engagement in the education sector. To do this, CSEF supports broad-based and representative national civil society coalitions to engage in planning, budgeting and monitoring. CSEF works in 63 countries across Africa, Asia and the Pacific, Latin America and the Caribbean, the Middle East and Eastern Europe. This is complemented by global and regional activities that support: 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 first annual report of the CSEF III, and covers January 2016 to December 2016. It documents achievements against the targets set in the CSEF Results Framework: it captures national, regional and global achievements at the aggregate outcome level against three overarching objectives. Overall, the report shows that this first year has been marked with considerable success, with the majority of CSEF outcome indicator targets for 2016 successfully met.

At the same time, the report demonstrates how **the grant making function was fully complied with through the year**, including ensuring that lessons and recommendations from the audit of the previous CSEF phase are addressed, and that the internal audit plan and processes for the current CSEF phase are rolled out. In 2016, GCE as the Grant Agent for the CSEF programme received a total of \$ 9,222,674 and the total reported expenditure for the year 2016 was \$ 7,557,123. The balance of the grant funds in GCE's accounts was rolled over to 2017.

Reporting against objectives and outcome indicator targets

Supporting effective civil society representation and engagement in national education sector policy dialogue is the first CSEF objective, measured by two sets of indicator targets. The first target is measured by the extent to which inclusive coalitions are built, with a focus on representing diverse actors, particularly the most marginalised. All but two national coalitions met criteria for achieving 'inclusivity'. At the end of 2016, more than 4000 organisations were registered members of CSEF collectively – from grassroots organisations, organisations of people with disabilities, parents' organisations, to national teachers' unions, among others – representing broad-based and diverse coalitions that can speak on behalf of civil society with a coordinated and unified voice.

The second set of indicator targets aim to turn this 'inclusivity' into effective engagement in key national education policy processes. Half of all coalitions reported engaging with parliamentary forums or committees. Nearly 500 written or verbal pieces of policy evidence, drafted by 85% of coalitions, were submitted into policy making or monitoring processes in 2016, of which, at just under 80% of coalitions reported that submitted recommendations were taken up by their governments. 2016 has also been marked by considerable expansion of countries within the CSEF programme; 63 countries were reached in the period under review.

The second CSEF objective seeks to support active public outreach, citizen engagement and high-quality evidence gathering, in order to impact on quality, equity, financing and education system reform. Coalitions reported on a wealth of campaigning and mobilisation activities, in support of their advocacy goals, by adding citizen-led public pressure for action by their governments, with linked targets exceeding expectations. Targets fell short, however, on increased citizen based research and evidence generation; for instance, the target of all coalitions reporting generating citizen-led evidence, was met by only two thirds of coalitions. However, after a slow start in the ramp of CSEF III activities, vast strides were made towards this target in the latter half of the year as a result of increased support being channelled towards supporting this target, which was reported as 'off-track' in the biannual CSEF report.

It is anticipated that the accelerated trajectory, observed at the end of 2016, towards meeting the target, coupled with increased ongoing support, will see this more firmly on-track in 2017.

The third CSEF objective seeks to ensure global and regional processes relating to GPE and SDG 4 better inform – and are better informed by – national and local civil society. This objective seeks to build robust linkages between national, regional, and global components of CSEF, capitalising on the local to global reach of the programme. It particularly focuses on enabling voices of citizens from CSEF countries to be heard in global and regional policy debates. As such, it provides an accountability and advocacy “loop”, which reinforces impact in political debates in the education sector. This has helped to build policy coherence ‘upwards’ into regional and global processes. For instance, substantial engagement in global and regional SDG 4 accountability processes was reported across the programme – 90% of coalitions reported engagement in SDG 4 global or regional consultations - and a significant improvement to engagement was shown by the CSO2 constituency (Southern Civil Society) into GPE global Board processes, at which consensus CSO2 positions and recommendations were presented. This is complemented by global and regional secretariat support functions to ‘downwards’ capacity strengthening for enhanced civil society engagement.

CSEF III: a year in reflection

As the report shows, the CSEF programme has an impressive reach and is contributing to influencing a host of policy processes and objectives. The programme is making real and sustained headway in terms of the overall higher level goal – namely to: “contribute to better informed national policy dialogue and strengthened uptake by government of CSO recommendations and positions regarding public education policy and resource allocation”. In spite of these successes, this first year of CSEF III implementation has not been without its challenges. In the main, this has been due to a heavy focus on building systems and scaling-up to deliver CSEF III, which has, at times, taken longer than expected. For instance, both the regional and global structures have been going through a process of strengthening and renewal, to ensure they are fit-for-purpose, which has led to some delays in key areas. There has also been a focus on building the system foundations for the successful implementation of the programme over its lifetime, such as introducing the new Monitoring, Evaluation and Learning (MEL) and financial procedure tools. **With these online tools firmly embedded across the programme, 2017 offers a number of opportunities for learning and reflection to critically reflect on gains made, as well as the programmatic and management lessons learned.**

Overall, this report shows that real progress is being made through the CSEF efforts to support civil society to play its role in the framework of mutual accountability required to deliver the ambitions of the GPE. Thematic prioritisation of the strategic objectives of the GPE 2020 plan, throughout all CSEF programme activities and support, further demonstrates the unique role CSEF is playing in contributing to SDG 4 by helping to achieve equitable, quality education and lifelong learning for all across GPE partner countries.

1. Introduction and Overview of the CSEF Programme 2016-18

The Civil Society Education Fund (CSEF) is a global programme, established by the Global Campaign for Education (GCE) predominantly funded by the Global Partnership for Education (GPE).

GCE is a worldwide movement of civil society education coalitions across more than 80 countries, as well as regional networks and international NGOs, campaigning and advocating for the right to public, free, quality education for all. GCE is founded on a belief that citizen engagement in the education sector is crucial for achieving education goals and ensuring relevance and responsiveness to actual needs on the ground.

The Civil Society Education Fund (CSEF) is a unique and ambitious global programme that supports citizen engagement in education sector policy, planning, budgeting and monitoring, in Global Partnership for Education (GPE) developing countries.

It is founded on a shared understanding among key stakeholders that strong, broad-based and locally-driven civil society participation in these processes is crucial to delivering on national and international education goals and to holding their governments to account for commitments to education. As such, CSEF supports broad-based, democratic and representative national civil society education coalitions working towards achieving inclusive and equitable quality education and lifelong learning for all in over 60 countries across Africa, Asia and the Pacific, Latin America and the Caribbean, the Middle East and Eastern Europe. CSEF gives grants to these coalitions to support their advocacy activities, provides capacity building and accompaniment support to strengthen planning, implementation and impact, and promotes cross-country learning and networking.

CSEF was set up by the Global Campaign for Education in 2009 to support the core work of national education coalitions so that civil society can fully engage with and track the progress of national governments and donor groups working towards the Education For All (EFA) goals.

The CSEF programme was developed and is managed by the Global Campaign for Education (GCE), in close collaboration with regional implementing partners. Coordinated through regional agencies that provide programmatic support to coalitions, CSEF works with the following networks in these regions:

- The Africa Network Campaign for Education for All (ANCEFA) in Africa
- The Latin American Campaign for the Right to Education (CLADE) in Latin America and the Caribbean
- The Asia South Pacific Association for Basic and Adult Education (ASPBAE) in Asia and the Pacific
- The Arab Campaign for Education for All (ACEA) in the Middle East, North Africa and Eastern Europe.

Three Financial Management Agencies (FMAs) are responsible for fund management and technical capacity building:

- Oxfam-Ibis (CSEF Africa)²
- ActionAid Americas (CSEF Latin America and the Caribbean)
- Education International (CSEF Asia and the Pacific)

In addition, the GCE Secretariat acts as an interim FMA for the Middle East, North Africa and Eastern Europe region.

² Formerly also Oxfam-GB from 2009 to March 2016. Oxfam-IBIS replaced Oxfam as Financial Management Agency for CSEF in Africa from 1st April 2016 (discussed in GCE's Inception Report to the CGPC submitted in April 2016).

The CSEF is primarily funded by GPE, however, complementary funding for CSEF has also been provided by the 'German BACKUP Initiative – Education in Africa', and through AECID³ support for non-GPE partner countries in Latin America, managed directly by CLADE.

In October 2015, the former GPE Country Grants and Performance Committee (CGPC)⁴ 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.

This is the first annual report for CSEF phase III. It documents 2016 achievements against the targets set out in the programme's approved Results Framework. It captures national, regional and global achievements at the outcomes level against the CSEF objectives as well as contributions towards GPE objectives. This report follows the biannual report submitted to the GPE Secretariat in September 2016, which documented progress at the outputs level and covered the first six months of 2016.

³ *Agencia Española de Cooperación Internacional para el Desarrollo* (English: The **Spanish Cooperation Agency for International Development**).

⁴ Formerly the CGPC until late 2016 when it was restructured and renamed the Grants Performance Committee (GPC).

2. Grant Agent Management and Oversight of the CSEF Programme 2016

The majority of global and regional CSEF Secretariat activities for 2016 were achieved as planned. This management and oversight work has supported the wealth of achievements realised in 2016.

As shown in this report, this oversight has supported civil society to hold governments accountable; ensure relevance and equity within education plans, programmes and budgets; and, ultimately, support GPE in delivering the 2020 strategy.

The CSEF has enabled national education coalitions – in 63 countries - to promote awareness of education rights, policies and realities; mobilise organisations and citizens to engage and dialogue with local governments around obstacles and blockages; and represent citizens' views in official policy spaces.

At the same time, by capitalising on the reach of the implementing partners, the programme has built robust linkages from key national, regional, to global policy debates. This connection means the programme can work together to ensure that “above level” social accountability reinforces work at local and national level, while effectively enabling the voices of citizens in the global south to be heard in global policy debates, and inform the advocacy positions taken at regional and global level. As such, it provides an accountability and advocacy “loop”, which reinforces impact in core political debates in the education sector.

Explanations of variance from implementing the 2016 planned activities at the global level are outlined in relevant sections of this report, and a more detailed overview of the status of the implementation plan as at December 2016 is provided in Annex A. Reflections on some of the key aspects of CSEF 2016 overall programme management follow.

2.1 Capacity in the regional and global Secretariats

In response to lessons learned in the previous CSEF implementation phase of 2013-2015, in 2016 the GCE Secretariat introduced new systems to increase data collection and analysis capacities particularly at the national and regional levels, as well as to support financial management control functions. These were successfully introduced, partly attributed to expanded human resource capacities at the global level. Training was provided to the regional secretariats and financial management agencies to support programme expansion and system roll-out.

2.2 Establishment of new coalitions and start-up support

The CSEF model supports broad-based and diverse coalitions that can speak on behalf of civil society with a coordinated, unified voice. While such a model has its challenges, as demonstrated in this report, it can have a powerful impact.

Phase III of CSEF includes an expansion of support to a total 63 GPE Developing Country Partners. In several of these countries, where a coalition did not previously exist, the regional and global teams have given concentrated support to help bring together actors to build representative coalitions, including representatives of marginalised groups, teachers, and parents' associations. Significant effort goes into the foundational work carried out through regional support mechanisms, such as regional level budget management, and institutional, technical and thematic skills and strategies strengthening and learning across and amongst national coalitions within the each region. Section 3 and Annex B provide more details on the status of national coalitions.

GCE believes that sustained change requires broad-based and informed participation of citizens, and this participation is dependent on effective and coordinated civil society formations to facilitate engagement. CSEF therefore focuses largely on support to national civil society coalitions, with nationally driven agendas. Where the model produces unsatisfactory or 'weaker' outcomes it becomes

necessary to strengthen the monitoring efforts to better understand what is hampering the effectiveness of the model in a given context. The lessons learned through monitoring and observation of such processes will continue to guide the current and next phases of the CSEF programme to strengthen civil society.

2.3 Refinement process

The CSEF 2016-2018 proposal, which was submitted in September 2015, reflected the latest available information about the GPE Strategic Plan, SDG 4 and the Education 2030 framework, as well as the independent evaluation of the CSEF 2013-2015 phase. Given that final versions of these documents and processes were ready only after proposal submission and approval by the GPE, it was agreed that a “refinement” process would be undertaken by launching a second round of calls for country applications, in the last quarter of 2016, focused on refining the following components in the 2017 proposals:

- demonstrate alignment to GPE 2020 and its strategic goals on equity and inclusion, quality teaching and learning, and education financing, as well as working towards strengthened CSO involvement in mutual accountability;
- show engagement with SDG 4 and the Education 2030 Framework for Action implementation processes at national level, as well as show linkages to Framework for Action indicators;
- include revisions based on recommendations from the previous (2013-2015) CSEF phase evaluation relating to a gender policy and gender mainstreaming strategy and activities, taking account of the recommendations laid down in the GPE gender policy strategy, and;
- show how coalitions’ action plans are working towards financial sustainability.

Amendments were made to key documents to support the proposal submission process, and shared with coalitions in the five GCE languages.

Regional Secretariats, in cooperation with the Regional Funding Committees (RFC), scrutinised incoming proposals in November 2016 (Latin America), December 2016 (Asia), January 2017 (MEEE) and February 2017 (Africa) respectively.

The quality assurance review (QAR) process of incoming proposals was carried out through several stages; with the global and Regional Secretariats ensuring that the refinement criteria were met, while enabling the coalitions to better reflect the refinement criteria and add new policy objectives, strategies and activities in their 2017 proposals - building on their 2016-2018 indicative plans.

2.4 Closure of CSEF Phase II

Besides recruitment and refinement processes, in 2016 the GCE finance unit conducted the final audit process for the 2013-2015 GPE grant. This undertaking included 48 single audits, 7 regional audits and a global audit. The final consolidated audit was presented to the GCE Board in October 2016, and subsequently submitted to UNESCO, the Supervising Entity of the CSEF 2013-2015 phase II.

A synthesis report covering CSEF phase II from 2013-2015 was submitted in August 2016 to UNESCO, and the financial report according to UNESCO specifications was delivered to UNESCO. UNESCO presented their final report as Supervising Entity of CSEF Phase II to GPE in November 2016.

2.5 CSEF International Partners' Group meeting and CSEF Implementing Partners meeting

During October 2016, the International Partners' Group⁵, along with the regional CSEF implementing partners' face-to-face meeting was held in London to assess mid-year progress, identify spaces for future collaboration, and discuss and gather inputs on key components of CSEF refinement.

The meeting also gave the opportunity to critically reflect on UNGEI inputs into a gender audit to support the CSEF programme to more closely align to the new GPE gender strategy. This led to further commitment to ensure all CSEF 2017 national level proposals better reflect a gender analysis and framing. It also led to further work with UNGEI for 2017 towards building a GCE 'gender roadmap', to ensure the overall advocacy, institutional and governance structures of GCE are more gender sensitive.

2.6 System development

As indicated above, two vital system tools have been developed further in the reporting period that are crucial to the effective functioning of the programme and the strengthened ability of GCE to execute its function as Grant Agent. Considerable effort was invested by the global team into shifting the previous manual-based Monitoring, Evaluation, and Learning (MEL) system onto an online system aligned with the CSEF programme's Results Framework. This extensive process, involving collaborative design, development, piloting, adjusting, translation and initial users' training was successfully accomplished in time for roll out by December 2016. This allowed for real time capture of annual reporting data as part of the process of operationalising the online system.

GCE also started rolling out the new internal audit function at all levels of the programme (global, regional and national). Trainings were implemented in Asia and Middle East and Eastern Europe, and an internal audit framework is under development in consultation with the regional partners. During the training events held with regions and national coalitions, the following issues were addressed:

- Internal audit function and the rolling out processes
- Identification of risks and how to mitigate them
- CSEF financial reporting framework (including the online tool – see below)
- CSEF Financial Management Practices

In parallel to these initiatives, GCE developed an online financial reporting tool, which will be used by all national coalitions operating as grant recipients. As a real-time financial data capturing system, this tool is designed as a valuable improvement to the existing paper based financial reporting mechanisms. The online tool will become fully operational in Q3 of 2017, and will enable GCE as well as the regional structures to have easier access to coalition financial data and assist GCE and the regions to monitor national coalition spending and budget management more efficiently and effectively. Training sessions were implemented in Asia and the Middle East and Eastern Europe, and training sessions for Africa and Latin America coalitions will follow in March 2017.

Once fully embedded in operational practices, these two key CSEF system components will enable real time programme progress and achievements tracking, as well as early detection of risk factors, and thus serve to support timely programmatic decision-making and corrective action. Roll-out and further training on these systems for coalitions and regional partners in the African context has been supported by the German government's GIZ Backup Education Initiative.

⁵ The International Partners' Group (IPG), comprised of a range of INGOs, including ActionAid, Education International, Save the Children, Voluntary Service Overseas (VSO), IBIS, RESULTS, Open Society Foundations (OSF), Open Society Initiative for Southern Africa (OSISA), Plan, and Oxfam, engages with CSEF to identify opportunities for collaboration and to provide support through local and international offices where there is need and interest.

3. Achievements against CSEF Objectives and Contributions to GPE Objectives

The CSEF 2016-2018 programme targets include reaching and supporting up to 62 national education coalitions in four regions. During the 2016 year, this target was slightly exceeded with 63 coalitions being reached. Specifically, 54 coalitions were directly CSEF funded following their proposals being approved by the Regional Funding Committees (RFCs) for all or part of the year⁶. An additional nine coalitions were supported by CSEF Regional Secretariats variously for all or part of the year to meet CSEF granting eligibility criteria, through capacity support and accompaniment to either i) build a network and become established as a national coalition, ii) develop and strengthen proposals for potential CSEF funding inclusion, or iii) strengthen the breadth of the networks' representivity, and/or build their institutional or governance systems. Table 1 presents an overview of the status of coalitions' CSEF support during 2016, disaggregated by region. A full list of all coalitions reached by CSEF during 2016 is provided in Annex B.

Table 1: Summary of CSEF Support to National Education Coalitions 2016

| Region | January - June 2016 | July - December 2016 | Year Totals |
|--|---|--|--|
| Africa | <ul style="list-style-type: none"> 23 coalitions directly grant supported 9 coalitions under regional support⁷ | <ul style="list-style-type: none"> 26 coalitions directly grant supported 5 coalitions under regional support⁸ | 32 coalitions (1st half year), 31 coalitions (2nd half) |
| Asia and the Pacific | <ul style="list-style-type: none"> 14 coalitions directly grant supported 5 coalitions under regional support⁹ | <ul style="list-style-type: none"> 15 coalitions directly grant supported 4 coalitions under regional support¹⁰ | 19 coalitions |
| Latin America and the Caribbean | <ul style="list-style-type: none"> 5 coalitions directly grant supported | <ul style="list-style-type: none"> No change: 5 coalitions directly grant supported | 5 coalitions |
| Middle East and Eastern Europe | <ul style="list-style-type: none"> 6 coalitions directly grant supported 1 coalition under regional support¹¹ | <ul style="list-style-type: none"> 7 coalitions directly grant supported | 7 coalitions |
| Semester Totals | <ul style="list-style-type: none"> 48 coalitions directly grant supported 15 coalitions under regional support | <ul style="list-style-type: none"> 53 coalitions directly grant supported 10 coalitions under regional support | 63 coalitions reached by CSEF in 2016 |

Targets reported at the outcomes level in this report utilise up to date (2016) data. Data is drawn from the biannual and annual reports along with their supporting documentation from all the 54 coalitions directly grant and contract-supported by CSEF during the 2016 year. Data is also drawn from reports of the Regional structures and the Global Secretariat to support data triangulation to assess achievements

⁶ 47 coalitions were directly CSEF grant-supported throughout the whole 2016 year.

⁷ Coalitions in Burundi, Djibouti, Ghana, Lesotho, Mali, Somaliland, South Sudan, Swaziland and Uganda.

⁸ Coalitions in Mali, Swaziland and Uganda successfully shifted to direct grant support status in the second half of 2016, while regional support to the coalition in Djibouti was withdrawn by the RFC.

⁹ Coalitions in Afghanistan, Kyrgyzstan, Myanmar, Samoa and Tajikistan.

¹⁰ During the second half of 2016, coalitions in Kyrgyzstan and Myanmar successfully shifted to direct grant support status, while the coalition in Vanuatu was placed under suspension and regional oversight and support.

¹¹ The coalition in Palestine was under regional oversight in the first half of 2016 and secured direct grant support status in the second half of the year.

made at aggregate level against the expected outcomes under each objective of the programme, including gains realised through support to the additional countries under regional oversight.

The methodology for assessing achievements against the three composite indicators under objective 1 (indicators 1.1.1 and 1.2.1) and objective 2 (indicator 2.1.1) has remained consistent with data presented in the 2016 biannual report. That is, data has been calculated in line with the pre-defined methodology for assessing these indicators. This has then been triangulated with coalition assessments carried out by the regional secretariats and with coalitions' supporting evidence.

In the results framework, CSEF established annual targets under eight indicators to measure results against six expected programme outcomes. Table 2 provides a summary of CSEF results against the programme targets for 2016. It shows that **five (of eight) indicator annual targets were achieved and two mainly achieved**. Targets for the remaining indicator fell short of being achieved by between 20% and 29%.

The sections that follow Table 2 provide some narrative reflection under each separate indicator and expected outcome. A summary of key education focus areas and achievements during 2016 at the national level is presented in Annex C.

Table 2: Summary of CSEF Results against 2016 Targets¹²

| Objective 1 – To support effective civil society representation and engagement in education sector policy dialogue. | | | |
|--|---|--|---|
| Outcome 1.1: Inclusive coalitions that actively engage and represent diverse actors and the most marginalised people. | | | |
| Indicators | Year 1 Targets (Dec 2016) | Progress Status June 2016 | December 2016 Status |
| 1.1.1 Number of coalitions achieving strong/adequate (as opposed to weak) inclusivity of civil society (<i>assessed using pre-defined composite indicator methodology</i>) | <ul style="list-style-type: none"> 60% are strong 35% are adequate | Satisfactory progress | Targets mainly met |
| | | <ul style="list-style-type: none"> 52.1% (26 of 48 coalitions) assessed as strong 45.8% (20) assessed as adequate | <ul style="list-style-type: none"> 53.7% (29 of 54 coalitions) are strong 42.6% (23) are adequate |
| Outcome 1.2: CSEF-supported coalitions actively participate in LEGs and in key sector policy and review processes (including where possible with parliamentary forums). | | | |
| Indicators | Year 1 Targets (Dec 2016) | Progress Status June 2016 | December 2016 Status |
| 1.2.1 Number of coalitions achieving strong/adequate (as opposed to weak) engagement in government-led sector dialogue processes (<i>assessed using pre-defined composite indicator methodology</i>) | <ul style="list-style-type: none"> 25% are achieving strong engagement 60% are adequate | Moderately satisfactory progress | Targets mainly met |
| | | <ul style="list-style-type: none"> 37.5% (18 coalitions) assessed as strong 37.5% (18 coalitions) assessed as adequate | <ul style="list-style-type: none"> 44.4% (24) are strong 29.6% (16) are adequate |
| 1.2.2 Proportion of coalitions engaging with relevant parliamentary forums or committees | <ul style="list-style-type: none"> 50% of coalitions are engaging | Moderately satisfactory progress | Targets met |
| | | <ul style="list-style-type: none"> 31% (15) were engaging Of which 6 coalitions were in Africa, 4 in Asia and | <ul style="list-style-type: none"> 50% (27) engaged during the year Of which 10 coalitions |

¹² All percentages at December 2016 are calculated out of the total 54 coalitions directly CSEF-grant supported for all or part of the year.

| | | | |
|--|--|---|---|
| | | Pacific, 1 in LA&C and 4 in the ME&EE region. | are in Africa, 9 in Asia and Pacific, 3 in LA&C and 5 in the ME&EE region |
|--|--|---|---|

Objective 2 – To support active public outreach and citizen engagement in the generation/use of research and evidence on quality, equity, financing and education system reform.

Outcome 2.1: Coalitions that actively consult with, engage and mobilise the public, including through the use of traditional and social media – on education policies and programmes related to financing, quality & learning, and equity & inclusion in the education system.

| Indicators | Year 1 Targets (Dec 2016) | Progress Status June 2016 | December 2016 Status |
|---|--|---|---|
| 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 (<i>assessed using pre-defined composite indicator methodology</i>) | <ul style="list-style-type: none"> 20% are strong 50% are adequate | Moderate to satisfactory progress | Targets met |
| | | <ul style="list-style-type: none"> 33.3 % (16) assessed as strong 27.1% (13) assessed as adequate | <ul style="list-style-type: none"> 57.4% (31) are strong 16.7% (9) are adequate |

Outcome 2.2: Coalitions that produce relevant documentation/analysis and/or engage citizens in original and credible research, data collection and evidence building – to inform sector policy dialogue on one or more of: a) domestic financing for education; b) equity & inclusion in education; c) quality education & learning; d) quality & inclusivity of education sector dialogue processes.

| Indicators | Year 1 Targets (Dec 2016) | Progress Status June 2016 | December 2016 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 | <ul style="list-style-type: none"> All coalitions to produce one such piece of analysis/ assessment / research per year; and at least 50% to produce 2 per year | Unsatisfactory progress | Targets not met |
| | | <ul style="list-style-type: none"> 17 coalitions (35.4%) commenced or completed 24 CSEF-supported research, reviews or analyses (Africa 8; Asia and Pacific 4; LA&C 3; ME&EE 2) Of these, 5 coalitions were on track for producing at least 2 such pieces in 2016 (Dominican Republic, India, Pakistan, Philippines and Zambia). | <ul style="list-style-type: none"> 70.4% (38) commenced or completed 58 CSEF-supported research, reviews or analyses (Africa 18; Asia and Pacific 10; LA&C 5; ME&EE 5) Of these, 29.6% (16) coalitions produced at least 2 such CSEF-supported pieces |
| 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 | <ul style="list-style-type: none"> 40% of coalitions | Satisfactory progress | Targets met |
| | | <ul style="list-style-type: none"> 33% (16 of 48 coalitions); of which 8 in Africa, 6 in Asia and Pacific, 1 in each of the LA&C and ME&EE regions. | <ul style="list-style-type: none"> 74.1% (40); of which 19 in Africa, 12 in Asia and Pacific, 4 in LA&C and 5 in the ME&EE region. |

Objective 3 – To ensure global and regional processes relating to GPE and SDG 4 better inform – and are better informed by – national and local civil society.

Outcome 3.1: CSO representatives to the GPE Board and committees that are well informed by and actively represent the views of the CSO2 constituency.

| Indicators | Year 1 Targets (Dec 2016) | Progress Status June 2016 | December 2016 Status |
|--|--|---|---|
| 3.1.1 Number of GPE Board meetings & committee meetings at which consensus (or national, where relevant) CSO2 positions and recommendations are presented | <ul style="list-style-type: none"> consensus recommendations are presented at GPE Board meetings, and at least 2 committee meetings | Satisfactory progress <ul style="list-style-type: none"> Evidenced qualitative report documented in biannual report | Targets met <ul style="list-style-type: none"> Please see narrative in Section 3.11 |

Outcome 3.2: Stronger links between national, regional and global CSO voices (inc S-S) in key regional & global debates & events on implementation of SDG 4.

| Indicators | Year 1 Targets (Dec 2016) | Progress Status June 2016 | December 2016 Status |
|--|--|---|--|
| 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"> at least one global analysis paper & one per region each year at least one global event & one event in each region per year in which regional or national CSEF representatives present civil society findings | Satisfactory progress <ul style="list-style-type: none"> Evidenced qualitative report documented in biannual report | Target met <ul style="list-style-type: none"> Please see narrative in Section 3.12 |

Reporting on:

- ✓ **Outcome 1.1:** Inclusive coalitions that actively engage and represent diverse actors and the most marginalised people.

3.1 Outcome Indicator 1.1.1: Coalitions achieving inclusivity of civil society

CSEF aims to support effective civil society representation and engagement in education sector policy dialogue (Objective 1). The expected Outcome 1.1 under this objective is *“inclusive coalitions that actively engage and represent diverse actors and the most marginalised people”*. Indicator 1.1.1 established by CSEF to measure results against expected outcome 1.1 is assessed using a pre-defined composite indicator methodology, which is comprised of six variables¹³.

¹³ The six variables are a) membership of marginalized groups from three target populations: women, youth and people with disabilities (PWD) – with members having leadership of the same target groups scoring higher; b) geographical reach of membership to sub-national areas - with scores linked to frequency of sub-national groups engaging in local level campaign and advocacy work; c) membership of key stakeholder groups of teachers and parents – with local and national representation of these groups scoring higher; d) structure to facilitate development and sharing of member expertise (such as TWGs) – with scoring related to the composition and meeting frequency of thematic sub-groups; e) consultation of members – with scoring linked to the frequency and purpose of consultations, and; f) member communications – with scoring related to the frequency of correspondence with the whole coalition membership.

The planned 2016 targets for this outcome-level indicator was for 60% of coalitions to be classified as strong, and 35% as adequate in achieving inclusivity and representivity of civil society in their education sector policy dialogue and advocacy initiatives.

This target was mainly met, with the indicator for strong coalition inclusivity slightly missed but the indicator for adequate engagement comfortably met. Taken together, the proportion of coalitions classified as achieving strong and adequate inclusivity combined marginally exceeds the target by 1.3%. The two coalitions classified as ‘weak’ against this indicator are the Georgian Coalition for Education for All (GCEFA) and the Timor-Leste Coalition for Education (TLCE). For both these coalitions, the weak classification under this indicator is mainly attributed to these coalitions needing to strengthen their mechanisms for drawing on the expertise of members, as well as enhancing representation of marginalised and key stakeholder groups going forward and to the extent possible when controlling for prevailing contextual realities.

Coalition membership status and trends

Previous CSEF implementation phases observed some fluctuations in the total number and character of civil society organisations reached by CSEF as members of coalitions. It has previously been documented that “CSEF recognizes that building broad-based coalitions and striving to represent diverse civil society and citizen constituencies is a matter of quality, not simply of quantity. (Indeed, a simple and continuing expansion of coalition numbers is generally not feasible nor would it be desirable: CSEF coalitions by their nature have a particular focus and positioning, which implies there is a natural limit to the number of organisations that might meaningfully get involved)”¹⁴.

Nonetheless, CSEF implementation lessons related to monitoring and maintaining reliable membership data have been applied in the current CSEF phase, which has been accompanied by greater efforts to verify and expand the extent of civil society engagement and representivity in education sector policy processes. The introduction of the multi-dimensional composite indicator 1.1.1 in the CSEF phase III results framework has itself stimulated CSEF implementing partners to review, strengthen and deepen understanding of the representative and inclusive character of the CSEF-supported constituency.

Another major development has been the introduction of an online monitoring, reporting, learning and evaluation (MEL) system for CSEF. Over the 2016 year, the online MEL system was designed, developed and rolled out by the Global Secretariat in consultation with national and regional partners and key CSEF stakeholders, including GPE. Amongst the system’s multiple capacities is a specific function for capturing and analysing CSEF coalitions’ membership data. This has been fully aligned with the methodology for measuring progress and results against composite indicator 1.1.1. During early 2017, all existing coalitions’ membership data - from the global secretariats’ database combined with additional supporting evidence shared by coalitions - was gathered, ‘cleaned’ and imported into the online system.

The online MEL system has enabled an analysis of the data on the total number of members reached by CSEF during 2016. Final data verification and specific information gap filling by coalitions and regional secretariats remains in process, and the culmination of this extensive exercise is planned for completion during 2017. This in-depth exercise will allow a more specific and accurate disaggregation, i.e. by member type, geographical constituencies, education focus areas and sub-sectors in which members engage.

Table 3 compares aggregate and regionally disaggregated information on the total number of coalitions’ members for the reporting period. By the end of December 2016, the total number of civil society organisations participating as members of CSEF grant-supported coalitions was 4 189.

¹⁴ CSEF 2013-2015: Final Synthesis Report of the 2013-2015 phase, p 25.

While this suggests a decline of 149 since the end of June 2016, it is important to note that a further 526 members are currently being verified. Should all 526 members be successfully verified, it will bring the end December 2016 figure to 4 719, representing a marked increase over the year. Coupled with an additional last known total of 598 members of coalitions under regional secretariat support, it could be reasonably suggested that CSEF reached at least 5 000 civil society organisations in 2016.

Table 3: Membership of Coalitions 2016 – verified and indicative

| Region | June 2016 | December 2016 | | | |
|---------------------------------|---|---|--|--|--|
| | Membership of 48 CSEF-contracted coalitions | Membership of 53 CSEF-contracted coalitions | Outstanding CSEF-contracted coalitions' membership verifications | Membership of coalitions under regional support – last recorded data (2014 – 2016) | Indicative total coalition membership 2016 |
| Africa | 2 100 | 2 035 | 342 | 447 | 2 824 |
| Asia and the Pacific | 1 644 | 1 691 | n/a | 151 | 1 842 |
| Latin America and the Caribbean | 179 | 193 | n/a | n/a | 193 |
| Middle East and Eastern Europe | 412 | 270 | 184 | n/a | 454 |
| Totals | 4 335 | 4 189¹⁵ | 526 ¹⁶ | 598 ¹⁷ | 5 313 |

As an integral part of fostering more inclusive and diverse coalition membership, Regional Secretariats' accompaniment, capacity and technical support to national education coalitions was maintained and extended in 2016. During the calendar year, Regional Secretariat programme staff across the four regions facilitated 18 learning exchange collaborations between coalitions, 50 coalition support visits, and 16 workshops/training events. While not all these initiatives were exclusively focused on supporting coalitions to strengthen membership inclusivity and representation, without exception, all opportunities were capitalized to monitor, review and/or specifically engage coalitions in this regard.

Reporting on:

✓ **Outcome 1.2:** CSEF-supported coalitions actively participate in LEGs and in key sector policy and review processes (including where possible with parliamentary forums).

3.2 Outcome Indicator 1.2.1: Engagement in government-led sector dialogue processes

Indicator 1.2.1 established by CSEF to support measuring results against expected outcome 1.2 is also assessed using a pre-defined composite indicator methodology, and is comprised of four variables¹⁸.

The planned 2016 targets for this outcome-level indicator was for 25% of coalitions to be classified as achieving strong engagement in government-led sector dialogue processes, and 60% as adequate in this

¹⁵ Data from the Vanuatu coalition is excluded from this calculation. Membership data for the Vanuatu coalition is included in the 5th column, along with other coalitions under regional support by the end of 2016.

¹⁶ Cameroon x3 members to be verified; DRC x12, Mauritania x167, Mozambique x54, Nigeria x71, Tanzania x35, Palestine x1, Sudan x8, and Yemen x175.

¹⁷ Burundi 25, Djibouti 36, Ghana 315, Lesotho 60, Somaliland 11, Afghanistan 25, and Vanuatu 126.

¹⁸ The four variables are a-c) membership of and participation in LEG (or equivalent official sector platform), policy/technical working groups or commissions, and government-led sector review processes (e.g. JAR) – with scoring linked to the type, level and range of representation, and frequency of submissions to these fora, and; d) tracking influence with government and other key sector fora – with scoring related to the proportion of CS recommendations the coalition has evidence of being taken up.

respect. **The targets were mainly met**, with the proportion of coalitions assessed as strong notably exceeding the 2016 target by almost 20%.

Going forward the CSEF global and regional secretariats will maintain careful observance and support to coalitions to ensure that important gains made in deepening civil society engagement with official sector policy dialogue and review fora are not undermined. The 2016 target allowed for an expected 15% of national coalitions designated as ‘weak’. The findings of this report indicate that 14 coalitions (almost 26%) were measured as weak against this outcome indicator by end 2016¹⁹. This said, in the context of developing and maintaining credible and impactful civil society engagement in sector dialogue and policy processes, it is important to highlight and recognise that, on the one hand, four of these 14 coalitions have only recently been established and under CSEF-support (Kyrgyzstan and Myanmar in the last six months, and Haiti and Madagascar within the last 12 months). On the other hand, in contexts such as Myanmar there is political push back on inclusion of progressive CSOs like the CSEF-funded coalition in the country (NNER Myanmar). In addition, the LEG in the country was not established by end 2016.

It should also be noted that a weak classification is not synonymous with no engagement in sector policy dialogue and processes. A coalition assessed as weak in this regard signifies that, although the coalition may participate in these spaces, the coalition has not yet met the minimum targeted thresholds for quality (effectiveness, frequency and breadth) of such engagements as measured by CSEF. In this regard, while CSEF takes into account contextual limitations and realities (e.g. politically closed or more open; fragile; in or emerging from conflict; or more stable countries etc.), it remains that the programme has set the bar high as it works to support and achieve impactful, contextually relevant education sector changes influenced by civil society contributions.

It is also important to note that the composite indicators in the CSEF results framework measure progressive change and achievements made by coalitions through a scoring system. All coalitions are expected to make progress by at least three points over the three years of the 2016-2018 programme. CSEF recognizes that a coalition may start in 2016 with, for example, 0 points (out of a maximum of 20), and progress to 3 points by 2018. This will still classify the coalition as ‘weak’ against the composite indicator criteria by end 2018, but not necessarily weak when controlling for the country context and the coalition’s years of experience and maturity. Such a case would therefore still show progressive change for the coalition.

A more nuanced understanding of the status of CSEF-supported coalitions’ participation in LEGs and key sector policy and review processes is provided in Annex D. It shows that in 2016:

- 70.4% (38) of coalitions had active representation in their national LEG (or equivalent and where a LEG exists or functionally operates), with almost 50% of these coalitions having officially formalized representation.
- 36 coalitions had officially-recognized membership in at least one government-led policy / technical working group or commission, and an additional 10 coalitions were represented in one or more such groups on an ad hoc basis, representing at the aggregate level 85.2% (46) coalitions participating in relevant government-led groups or commissions.
- 34 coalitions participated in official government-led education sector review processes (e.g. Joint Annual Reviews) through one or more civil society representatives, and an additional 4 coalitions participated in an ad hoc basis; an aggregate level of 70% (38 coalitions). Over 50% of these coalitions have formalized representation in official education sector review spaces.

¹⁹ The 14 coalitions assessed as ‘weak’ are: Albania, Cape Verde, Guinea Bissau, Haiti, Honduras, Kyrgyzstan, Madagascar, Mauritania, Myanmar, Nicaragua, Nigeria, Rwanda, Sri Lanka and Vanuatu.

3.3 Outcome Indicator 1.2.2: Engagement with parliamentary forums or committees

The second indicator established by CSEF to support measuring results against expected outcome 1.2 is indicator 1.2.2 “proportion of coalitions engaging with relevant parliamentary forums or committees”.

The planned 2016 target for this outcome-level indicator was for 50% of coalitions to be engaging. **The target was met**, with a distinct upward trend in all four regions observed between the two reporting periods of the year. Some illustrative examples of CSEF-supported coalitions’ engagements with parliamentarians is presented in Box 1.

Factors limiting the remaining coalitions from engaging with relevant parliamentary spaces during the year under review reportedly mainly relate to *political exclusion and inertia*. In the former case, coalitions report a two-pronged approach to improving strategies to penetrate these spaces going forward; i) learning from coalitions which have succeeded in this regard and ii) capitalizing on their representation in government-led spaces and using this as leverage to wedge parliamentary doors open. In the case of inertia, coalitions report that no commission or committee meetings were held. This was the situation particularly in countries undergoing elections, or which experienced sustained political instability and/or fragility, such as Yemen.

Box 1: Illustrative examples of CSEF-supported coalitions’ engagements in parliamentary spaces

Examples of parliamentary engagements

- The *Albanian Coalition for Child Education* participated in two hearing sessions, one related to the State’s annual budget and the second to the law on social care services in the republic of Albania, presenting recommendations drafted by the coalition’s two thematic groups on the basis of analysing both the annual budget and the draft law.
- *Georgia*: In November 2016, the coalition hosted a meeting with the Chair of the Parliamentary Education and Science Committee agreeing that in spring 2017, the Committee will organize a review of the Assessment of Implementation of the Education Part of Governments Action Plan for Inclusive Education 2014-2016, which was developed by the coalition in late 2015.
- *Palestine*: The coalition submitted a position paper based on the analysis of the Ministry of Education’s budget through the lens of education rights of PWD and, in collaboration with the Civil Society Team for Enhancing Public Budget Transparency, two position papers were submitted in the second half of 2016 on budget transparency.
- The *CBDE coalition in Bolivia*, through the Multi-Sector Platform of the "Draft Law on Prevention of Digital Violence in Bolivia" - authorities of the legislative power and representatives of CSOs actively participate in this platform - collaboratively worked with government drafting the Law on prevention of Digital Violence in Bolivia proposal, supporting a process of consultation and drafting of eventual law.
- On 16 November 2016, the coalition in *Burkina Faso* organized an advocacy meeting in Ouagadougou with ten parliamentarians, drawn from cross-sector teams, in order to advocate for increased domestic financing of education by at least 5% from revenue generated by companies, particularly from extractive multi-national companies. The parliamentarians undertook to work with parliament and the speaker of parliament in order to help realize the coalition’s 5% demand, and the adoption of the National Inclusive Education Strategy. The coalition and parliamentarians have now committed to collaboratively monitoring commitments.
- In *Nigeria*, *CSACEFA* engaged with the parliament committee on the budget hearing, and the committee on the SDGs. As an outgrowth of these engagements, the coalition has been nominated as a member of the white paper committee on implementation of the education plan.
- *CSEC in Malawi*, engaged parliamentary committees on education, budget and social welfare on education financing. During this engagement, the papers presented by the coalition were a Tax Justice study, a budget analysis report, and the findings of textbook monitoring in twelve districts which was carried out in partnership with the global partnership for social accountability (GPSA).

- *In Niger*, the coalition organised a meeting with the Committee on Social and Cultural Affairs of the National Assembly to discuss the SDG4 and the Education FFA 2030. The Committee is now considering the demands of civil society and has asked the coalition to submit their draft review of the Loi d’Orientation du Système Educatif (LOSEN) for consideration.
- *E-Net Philippines* engaged with parliament in both the Upper and Lower House of Congress during the budget hearings and public hearings on education, child protection, and teacher-concerned proposed laws.
- *AFE Mongolia* invited the SDG Sub-Committee Chairperson as well as two education-friendly parliamentarians to their national Forum in 2016. In 2017, AFE plans to contact the Education Standing Committee and meet with the Chairperson to submit the coalition’s policy positions, policy recommendations, and research findings.
- *In Myanmar*, the *NNER* coalition held a meeting with union parliamentarians for education policy and discussed specific education issues related to marginalised ethnic minority sectors, which led to parliamentarian members raising and discussing *NNER*’s inputs in their parliamentary sessions. As a result, ethnic education issues were included partially in the National Education Strategic Plan (NESP) of Myanmar 2016- 2021. *NNER* is continuing to advocate for a stronger inclusion of mother tongue based multilingual education in the NESP , and will maintain pressure on this issue in 2017.
- *PCE-Pakistan* held various meetings including a meeting with the Standing Committee on Elementary and Secondary Education (Khyber Pakhtunkhwa – KP), a meeting with the Additional Secretary Education KP, and with consultants drafting the ESP 2015-20, where PCE advocated for strong evaluation of the previous ESP 2010-15 to inform the new sector planning process. PCE also utilised these forums to advocate for an increase in education spending for better quality education, particularly for girls, marginalised and disadvantaged groups such as the Internally Displaced People of Khyber Pakhtunkhwa.

Examples of coalitions’ efforts to open-up increased space for CSOs in parliamentary processes

- *FEDH-IPN Nicaragua*: Despite being an election year, the coalition publicly requested to participate in the consultation processes in parliament on educational issues, in the municipal councils and electoral debates fora. Nevertheless, the government maintained its policy of closed doors for CSOs. During the first half of the year, the coalition maintained communication with members of the two largest political forces in the country, who made efforts to coordinate with the rest of the parliamentary group meetings held with coalition members. The 28 deputies of the opposition were illegally dismissed by the government, and the coordination requested could not be carried out.
- *CBO-EPT in Benin*: Following exchange of information between a delegation of the coalition and the Speaker of the National Assembly, in late 2015 it was decided that a memorandum of understanding should be prepared between the two structures. By end 2016, the memorandum was sent to the National Assembly for appreciation by the Education Commission. The coalition anticipates this will mark the start of meaningful involvement of the coalition in parliamentary spaces.
- *CEFAN in Cameroon* highlights that there is a lack of provisions and legislative text stipulating civil society engagement in Commissions, Committees, Authorities or parliamentary events. However, it is possible for civil society to meet with deputies to discuss very specific public policy matters. The coalition has been actively pursuing this as a strategy of influence, particularly with deputies of the Education Commission around advocacy related to Education in Emergencies.
- *CONEPT-RDC in the DRC* reports that, despite there being no formal representation of civil society on matters of education at parliamentary level, each year the coalition and CSOs in the public finance sector work with parliamentary committees on the budget. The coalition is currently working to create a formal partnership with the parliament and the socio-cultural committees of the two chambers in charge of education issues.
- *In the Gambia*, the coalition’s Steering Committee of the Gambia Federation of the Disabled (GFD) has contacted the Select Committees on Education and Health of the National Assembly for a meeting to lobby for the enactment of the Disability Bill.
- *In Uganda*, *FENU* works with the Uganda Parliamentary Forum on Quality Education. In the context of leadership changes following this Parliamentary Forum’s Chair being appointed the State Minister of Education and Sports, the coalition has scheduled meetings with the Forum under new leadership that will take place prior to the budget hearings in 2017.

- *TLCE Timor-Leste*: In October 2016, TLCE, together with member representatives (students, teachers and youth), attended the parliamentary general discussions and plenary sessions on the 2017 education budget to the National Parliament. During the plenary sessions, civil society did not have any chance/right to intervene, but TLCE members were able to witness how parliament decides on the education budget and TLCE will use this learning when analysing the budget and strategizing on how to engage and influence parliament to increase the education budget.

3.4 National highlights under objective 1

Through the representation and participation of coalitions in official education sector fora and parliamentary spaces as outlined above, 46 (85.2%) coalitions made 271 oral and 215 written submissions to these government-led fora. Data disaggregated by region is shown in Table 4.

Table 4: Number of oral and written submissions 2016 – by region

| Region | Type of Submission | | |
|--|--------------------|------------|------------|
| | ORAL | WRITTEN | Total |
| Africa (31 CSEF-supported coalitions) | 88 | 56 | 144 |
| Asia and the Pacific (19 coalitions) | 119 | 108 | 227 |
| Latin America and the Caribbean (5 coalitions) | 16 | 22 | 38 |
| Middle East and Eastern Europe (7 coalitions) | 48 | 29 | 77 |
| Total | 271 | 215 | 486 |

The higher outcome level/ results statement in the Results Framework of the CSEF programme aims to contribute to “better informed national policy dialogue and strengthened uptake by government of CSO recommendations and positions regarding public education policy and resource allocation”. One of the two indicators established to measure achievement against this higher-level outcome is, “increased uptake by government of CSO recommendations and positions regarding public education policy and resource allocation”.

By the end of 2016, 43 coalitions (79.6%) reported holding evidence of at least 10% of their submitted asks/recommendations having been taken up by their governments. More nuanced, national level data in this regard can be seen in Annex D. While it is beyond the scope of this report to detail all 486 (in aggregate) submissions made, some illustrative examples from coalitions in each of the four regions are shared in Box 2. These mini case examples serve to supplement the additional illustrative cases provided in Box 1 as well as those documented in the biannual report submitted by GCE to the GPE Secretariat in September 2016.

Box 2: Illustrative examples of CSEF-supported coalitions’ engagements in education policy dialogue

- *ACCE Albania* presented a policy paper on the education budget to Ministry of Education representatives. Similarly, the *Moldova* coalition maintained active representation on two national education committees.
- In *Georgia*, there is no LEG, but the Georgian Coalition maintained active and continuous communication with the Ministry of Education and Parliament. For example, the coalition successfully influenced a differentiated model of school management which was adopted by decision makers in 2016. Respective legislative changes were initiated by MoES in its ‘Law on General Education’, which was passed by the parliament of Georgia and signed by the President. It is also reflected in the MoES’s new strategy document. The coalition will be monitoring the implementation process of the school management model in 2017.
- *EFASOM in Somalia* successfully requested the government to ensure the coalition’s inclusion in the ESP (Education Sector Review) and, as active members, they attended the monthly meetings and/or submitted their proposals to the ESP forum during 2016.

- *CBDE Bolivia*: The Inter-institutional Cooperation Accord, in conjunction with the Multinational Observatory on Educational Quality, signed an agreement with CBDE to carry out a joint activity plan for the creation of indicators for educational quality in the implementation of the education sector plan, in accordance with the Education Act 070/2010. The coalition was also invited by the Ministry of Education to participate in the Monitoring Committee for the Validation Process of the Single Student Registry.
- *The Honduras* coalition gained LEG membership in July 2016. Since then, the representatives of the coalition have been attending the meetings and participating in the debates, such as the consultation and reflection preparatory meeting for drafting the Public Policy on Literacy for Youth and Adults that will be developed by the School of Pedagogy of the university UNAH. In 2017, the coalition intends to take the demands resulting from consultations with specific groups such as teachers, students and indigenous people to the LEG.
- In the *Dominican Republic*, the coalition actively participates in the Dominican Initiative for Quality Education (DIQE), a space led by the Ministry of Education. In addition to participating in the meetings, the considerations and results of the investigations carried out by the coalition are frequently included in the reports produced by DIQE.
- In *Haiti*, the instability of the political context deepened in the second half of 2016 until the election of a new president. In addition, Hurricane Matthew caused the destruction of schools, roads, plantations and homes in rural areas. Many children were not able to attend school, where elections would also take place. The situation demanded that the REPT coalition rearranged its activities to respond to the new situation. Thus, REPT joined a working group led by the Ministry of National Education responsible for responding to the impact of the hurricane and involving civil society organisations and representatives of the Ministry. The coalition also achieved participation in the working group of the Senate Commission that will make proposals for change in the bill of the National Education Fund (whose work was paralysed due to Hurricane Mathew).
- *CEFAN Cameroon*: The coalition participated in three LEPP (Local Education Partners Group) meetings, and during 2017 established that the Chair of CEFAN be the formal CSO seat representative. LEG meetings helped actively engage in shaping plans, within the scope of the Education and Training Sector Strategy Document. CEFAN engaged on issues of: disparity of data between the education and training sectors, the lack of a timeline for the implementation of basic education reform, the inability to integrate the monitoring and evaluation mechanism in the report.
- In *Cote d'Ivoire*, the coalition was selected to be part of the technical team working on the preparations of the Joint Sector Review. Similarly, during 2016, for the first time the *Burkina Faso* coalition was invited to be part of the team drafting the Education Sector Plan, as well as evaluating implementation of the 2015 ESP.
- *COSYDEP Senegal*: In a workshop chaired by the Minister of National Education, the coalition worked to influence formal implementation of an inclusive and participatory LEG. This resulted in the finalization of the TORs of the LEG, as well as a mid-term review of the commitments related to the GPE replenishment.
- The *CSEC Malawi* coalition participated in LEG processes with the aim of influencing policy changes. Key policy issues discussed in the period were review of the minimum education standards and revision of ESPIG regulations. Additionally, the coalition utilised its space in the LEG to monitor the GPE Malawi fund implementation, of which it is a co-signatory and the coalition is participating in monitoring the implementation process.
- *CNT/EPT Togo*: Coalition members engaged in the 5th sectoral review where consideration was given to the coalition's request to Back Up Education in a meeting of the LEG earlier in the year. Consideration was also given to the coalition's concerns around the validation of the ESP communication plan in the roadmap of the 5th sectoral review.
- As a full member of the Local Education Partners Group, *ASO-EPT Niger* participated in study groups for drawing up policy documents, such as the training guide for the teacher's training college group, and the committee for the development of the alternative education programme for young people (PEAJ).
- The *Madagascar* coalition joined the National Council of Education and is currently chairing the Committee of Access and Inclusion of the Council. A coalition member organisation is also sitting on the Working Committee on Teacher Issues.

- In *Sierra Leone*, the coalition held discussions with the EDP (LEG equivalent) and established membership of the Consultative Forum on Girls' Education, which is a multi-agency forum organized by government. This was made possible due to the coalition's vigorous campaign on girls' education especially during the Ebola out-break in 2015.
- *CED-Sri Lanka* was invited by the Ministry of SDGs for a consultation meeting and CED member organizations participated and provided their proposals and comments to the Ministry to consider in developing the national action plan for SDG4. However, these meetings were initial discussions, amounting to limited engagement with the government, but following a request made by CED, the President's office contacted CED and informed the coalition that they will be given an opportunity to meet the President. Accordingly, CED members are preparing consensus recommendations to be discussed with the President in 2017.
- In *Pakistan*, *PCE* coalition members are proactively working to make the LEG more functional and responsive. The coalition has worked towards becoming a full and permanent member of the LEG in several provinces, which are now in the process of formalizing.
- *NCE Nepal* actively participated in the 17 thematic working groups and School Sector Development Planning where it was invited by the government, and where in the context of alignment of the education sector plans to SDG4, the coalition put forward its SDG 4 agenda/ positions on equity, inclusion, gender equality, financing and lifelong learning.
- *NCE India* participated in the review of the draft National Education Policy (NEP). NCE India consulted with a Teachers Union and other NGOs and provided consolidated comments to the NEP.

3.5 Regional and global highlights under objective 1

The character of regional and global secretariat efforts to support effective civil society representation and engagement in education sector policy dialogue were outlined in the CSEF biannual report of September 2016. These were sustained and extended throughout the 2016 year, including:

1. *Supporting representivity*: Throughout the year, respective regional secretariats maintained their monitoring and support functions with coalitions to increase inclusive civil society engagement and representivity. Additional efforts included supporting coalitions to:
 - a. develop or review their member inclusion, consultation and communication protocols and mechanisms;
 - b. establish or strengthen thematic groups and committees, and;
 - c. forge partnerships with organisations which directly reach specific stakeholder and marginalised target groups.
2. *Facilitating national to global communication and linkages*: For example, in Myanmar, ASPBAE's support included facilitating communications and linkages with the GCE and GPE focal persons to inform them of the LEG development processes in Myanmar based on the feedback and updates of the coalition, and mobilising their support for the inclusion of the Myanmar coalition in the LEG amidst the hesitation of the Myanmar government to include them as a local CSO representative.
3. *Supporting coalitions to develop proposals before submission to the LEG, Ministry of Education and parliamentarians*. For instance;
 - a. ANCEFA supported the Gambia, Kenya, Tanzania and Zimbabwe in this regard. In Zimbabwe, the coalition's capacity to participate in the LEG was supported by ANCEFA. Support included ensuring participation of the coalition in the joint monitoring visit for the GPE grant and application of the GCE- produced Education Sector Planning and LEG Monitoring Tool (discussed more below).

- b. ASPBAE supported NCE India by reviewing the documents NCE submitted to parliamentarians.
4. *Accompanying coalitions to face-to-face meetings with policy makers.* For example;
 - a. ASPBAE staff accompanied the VEPAC coalition in Vanuatu to a face-to-face meeting in May with the then recently appointed Minister for Education and Training, the Hon. Jean Pierre Nirua, who also became the new Chairperson of the LEG.
 - b. During a capacity support visit to Solomon Islands in May, the CSA Adviser accompanied COESI to a meeting with the Policy Adviser and Administrator to the Parliamentary Education Committee. ASPBAE and COESI offered their support to the Government to develop SDG4 indicators for Solomon Islands. The Adviser requested that ASPBAE and COESI meet with the Parliamentary Education Committee to discuss SDG4 in greater detail.
 - c. During technical support visits to coalitions in the DRC, Ethiopia, Mauritania, Rwanda and Somaliland during the second half of the year, ANCEFA accompanied coalition representatives to meet with the coordinating agency of the LEG as well as different Education Ministries to assess the level of engagement of the coalitions in the LEG and establish what could be done to strengthen civil society representation. The Ethiopia coalition is now participating in LEG meetings. This has been possible due to good relations ANCEFA helped to cultivate between the coalition and the Ministry of Education.
 5. *Sharing information on education financing, SDGs and SDG4/Education 2030 to inform coalitions' engagements with government.* For example;
 - a. In Nepal, through ASPBAE's technical assistance and dissemination of SDG4/Education 2030 resources, the coalition was well-prepared to engage in discussions on the alignment of the education sector plans to SDG4 in the 17 thematic working groups and School Sector Development Planning group with which the coalition subsequently engaged.
 - b. In India, Indonesia and Sri Lanka, there is no LEG or equivalent mechanism for multi-sectoral discussions on education sector plans. However, through ASBAE's support for in-country capacity development on SDG4, and the provision of an SDG4 resource kit in their national consultations on Education SDG4/2030, the coalitions were able to update their members on global education and development agendas and how to effectively engage in different discourses with their Governments.
 6. *Facilitating horizontal collaboration and learning.* For instance;
 - a. ANCEFA shared experiences from other coalitions with the CBO-EPT coalition in Benin on how to engage in effective dialogue with parliamentarians. CBO-EPT has since worked on developing an MoU to formalise its engagement with the parliamentary education committee.
 - b. Through sharing the experiences of other coalitions in LEG engagement, ASPBAE has been assisting the Mongolian coalition in their processes of lobbying for the formation of the LEG that will provide space for civil society participation.
 7. *Developing and sharing with coalitions tools to engage with and track commitments made by governments* in improving education policy and to document LEG processes at national level. Examples include;
 - a. ANCEFA held a meeting with coalitions from 5 states of Nigeria on the documentation of LEG processes during an orientation meeting held in Abuja in June.

- b. Similarly, ACEA provided an orientation for coalitions on LEGs and the role of civil society in engaging with LEGs, which contributed to the Yemeni coalition subsequently approaching the LEG and education cluster to secure membership.
- c. ACEA provided coalitions with information and tools that map GPE processes and when and how civil society can best engage in those processes during its regional capacity building workshop in November 2016. Information provided included around ESP, ESR, JSR and LEGs. Membership in the LEG and challenges facing coalitions in effective and meaningful participation was a topic thoroughly discussed and shared among the coalitions, resulting in coalitions doubling their efforts to be part of GPE processes while focussing on the quality of their participation. For example, the Yemeni Coalition has started to engage more regularly in the LEG meetings, with the support of the regional secretariat, and the Sudanese Coalition is an active member of the Joint Sector Review group. The Sudanese coalition is also in regular contact with parliamentary committees discussing the status of primary and secondary education in order to submit policy proposals to the Ministry of Education, especially concerning the implementation of SDG4.

8. *Facilitating the establishment of mechanisms for joint CSO and parliamentarians legislative dialogue* – the case of the Joint Parliamentary and Civil Society Network for the Right to Education in Latin America and the Caribbean was highlighted in the CSEF biannual report.

At the global level, GCE developed an Education Sector Planning and LEG Monitoring Tool, which has been integrated into the CSEF 2016-18 Results Framework (RF), to support measuring achievement against the indicators under outcomes 1.2 and 3.1.

The tool was developed in order to guide CSEF-supported coalitions on how to assess, monitor and track the quality and *content* of Education Sector Plans and policies, as well as the *process* through which plans are developed through the LEG. The tool places particular focus on using critical decision-making moments, when such assessments are likely to have the most impact, in the country-level process of the Global Partnership for Education (i.e. when a grant is being discussed, or the Joint Sector Review is underway). The tool was developed over 2016 in collaboration with CSOs around what constitutes “good practice” in evaluating LEG functioning and education sector planning. The tool was then piloted with two countries going through the Country Grants process at the end of year – namely Zimbabwe and Ethiopia. This process enabled results to be shared with the GPE CGPC (then Country Grants and Performance Committee), but also helped to establish dialogue with the Grant Agent (UNICEF) in Zimbabwe around how to deepen stakeholder, and especially CSO, engagement in LEG processes.

Reporting on:

- ✓ **Outcome 2.1:** Coalitions that actively consult with, engage and mobilise the public, including through the use of traditional and social media - on education policies and programmes related to financing, quality & learning, and equity & inclusion in the education system.

3.6 Outcome Indicator 2.1.1: Coalitions achieving effective public outreach and mobilisation

CSEF aims to support active public outreach and citizen engagement in the generation/use of research and evidence on quality, equity, financing and education system reform (Objective 2). The expected Indicator 2.1.1 established by CSEF to measure results against expected outcome 2.1 is the third of three indicators assessed using a pre-defined composite indicator methodology comprised of two variables.²⁰

²⁰ The two variables are a) traditional and social media outreach relating in particular to education financing, quality and learning and equity and inclusion policies and programmes – with scoring linked to the mechanism, frequency and reach of media

The planned 2016 targets for this outcome-level indicator was for 20% of coalitions to be classified as strong, and 50% as adequate in achieving public outreach and mobilization on media, community-consultation or participatory events, especially around issues of financing, learning or equity in education.

This target was fully met, with the proportion of coalitions assessed as strong strikingly exceeding the 2016 target by almost 40%, yielding a reduction from 19 to 14 coalitions classified as “weak” between June and December 2016²¹. As in the case of each of the three composite indicators, it is important to remain cognisant that the “weak” classification is not synonymous with no activity. In fact, all (100%) coalitions reported and provided samples of evidence²² of their public outreach through the use of media or through citizen engagements undertaken during the year. While the extent of these efforts varied across contexts and levels of maturity (years of experience) of the coalitions, at the aggregate level, coalitions undertook over 680 such activities and initiatives during 2016 to support the achievement of their national level policy influencing targets.

Reporting on:

- ✓ **Outcome 2.2:** Coalitions that produce relevant documentation/analysis and/or engage citizens in original and credible research, data collection and evidence building – to inform sector policy dialogue on one or more of: a) domestic financing for education; b) equity and inclusion in education; c) quality education & learning; d) quality & inclusivity of education sector dialogue processes.

3.7 Outcome Indicator 2.2.1: Coalitions producing relevant research/analysis/evaluations

Indicator 2.2.1 is concerned with the number of coalitions producing such pieces, and the planned 2016 targets for this outcome-level indicator were i) for all [100%] coalitions to produce one such piece of analysis/ assessment/ research per year; and ii) at least 50% to produce 2 per year.

The targets were not fully met, falling short by almost 30% against the first target and by just over 20% against the second target. That is, 70.4% (38 coalitions) commenced or completed 58 CSEF-supported research, reviews or analyses, with regional disaggregation as follows: Africa 18 coalitions; Asia and the Pacific 10; Latin America and the Caribbean 5, and; 5 coalitions in the Middle East and Eastern Europe region. Of these, 29.6% (16)²³ coalitions produced at least 2 such CSEF-supported pieces in 2016²⁴.

Although this signifies an unmet result against the full set of targets for the year, it is noteworthy that the programme witnessed a marked improvement against both these targets in the six months between June and December 2016, with a marked increase of 35% and 19.2% against the first and second targets

engagements and; b) community consultation and participatory events relevant to education financing, quality and learning and equity and inclusion policies and programmes – with scoring related to the geographical reach and frequency of events.

²¹ The 14 coalitions assessed as ‘weak’ over the year are: Cote D’Ivoire, Haiti, Kyrgyzstan, Madagascar, Mali, Mauritania, Moldova, Nicaragua, Nigeria, Papua New Guinea, Rwanda, Solomon Islands, Somalia and Vanuatu.

²² The CSEF online MEL system contains an extensive repository of several hundreds of printed media articles, visual documentation, public consultation workshops and trainings reports etc. Coalitions are asked to submit the most relevant and direct supporting evidence with their biannual reports, and GCE carries out random and spot checks of these supporting documents during the preparation of global CSEF biannual and annual reports. It is understood that many hundreds more such pieces of evidence exist in the repositories of the coalitions and regional secretariats, many of which can also be accessed by visiting the websites of these structures.

²³ Africa (8): Benin, Burkina Faso, Cameroon, Cape Verde, Madagascar, Niger, Senegal and Zambia. Asia (6): Bangladesh, India, Mongolia, Nepal, Pakistan and Philippines. LA&C (1): Dominican Republic, and; ME&EE (1): Albania.

²⁴ An additional two coalitions in Africa (Malawi and Rwanda) carried out two or more such pieces, but these were not CSEF-funded.

respectively. The improvements are attributable to three main drivers: i) the fact that CSEF-supported programme implementation in the first half of the year was only for a three months' period for cost-bearing activities for the majority of coalitions, ii) the fact that many coalitions had not planned to undertake any research/analysis activities until after the second quarter of the year, and iii) corrective action undertaken by regional secretariats in consultation with national coalitions and the global secretariat to take action on the findings of the biannual reporting of the year.

A full list of research, reviews and analyses carried out by national coalitions in 2016 is provided in Annex E. It identifies 58 studies commenced or completed, which have been fully or partially CSEF-funded relating to: education quality & learning (5), equity & inclusion (13), education financing (20) and 20 which are crosscutting.

The 16 coalitions which did not progress against this indicator under CSEF-support in 2016 are: the DRC, Ethiopia, the Gambia, Kyrgyzstan, Mali, Mauritania, Palestine, Papua New Guinea, Sierra Leone, Solomon Islands, Swaziland, Timor-Leste, Vanuatu, Uganda, Yemen and Zimbabwe. Again, it is worth highlighting that:

- Five of these coalitions (Kyrgyzstan, Mali, Palestine, Swaziland and Uganda) only had their CSEF-grant supported proposals and plans approved during the second half of the year, and it would be considered unreasonable to place such expectations on these recently emerging or re-entrant coalitions in the timeframe.
- Due in large part to the multiplier effects of a delay in implementing activities with cost implications in the first half of the year, some coalitions were forced to delay the onset of some of their 2016 planned activities, particularly those requiring more extended processes such as research. At the time of writing, these - as well as newly identified research/analytical activities - have been included in at least five of these coalition's RFC approved plans for 2017²⁵.

3.8 Outcome Indicator 2.2.2: Coalitions involving citizens in producing credible research

The second indicator established by CSEF to support measuring results against expected outcome 2.2 is 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 and learning, equity and inclusion and/or financing"*.

It should be noted that achievements against this target are measured by the extent to which coalitions initiate training events and/or produce or initiate the production of any toolkits to actively support members to engage in civil society analyses, evaluations/reviews/ assessments, research etc.

The planned 2016 target was for 40% of coalitions to have achieved against this indicator. **The target was met** and distinctly exceeded at 74.1% (40 coalitions), with a marked upward trend in all four regions observed between the two biannual reporting periods of the year.

The 14 coalitions which did not progress against this indicator in 2016 are: Cape Verde, Haiti, Mali, Mauritania, Mongolia, Nigeria, Papua New Guinea, Solomon Islands, Somalia, Sri Lanka, Sudan, Swaziland, Uganda and Zimbabwe. Three of these coalitions came under direct CSEF-grant support only during the second half of the year (Mali, Swaziland and Uganda).

²⁵ At the time of authoring this report, the DRC, Gambia, Mali, Palestine and Sierra Leone coalitions had planned studies identified in their approved proposals for 2017 - on girls' education, domestic financing mechanisms, and issues of quality learning and teaching.

3.9 Regional and global highlights under objective 2

Multi-faceted coalition capacity building support was implemented by the regional and global secretariats. These were aimed at sustaining and extending civil society engagement in the generation and/or use of research and evidence on quality, financing and education system reform. They included, at the regional level:

1. *Providing research / review / analysis design guidance.* For example:
 - a. In PNG, Solomon Islands and Vanuatu, ASPBAE worked with the coalitions to develop achievable, relevant research projects on Fee Free Schools policies, which was aimed at greater community and school awareness of where and how these policies are still not being implemented. Data that both PNG and Solomon Islands coalitions are collecting will be developed into a report for submission to government to ensure better implementation of these policies.
 - b. ASPBAE also supported and guided the coalitions in Pakistan, Philippines, Mongolia, India and Nepal in conducting their respective studies on education privatization and financing, and in the preparation of the parallel reports submitted to UN treaty bodies that focused on financing and commercialization of education. The Regional Secretariat shared examples of privatization studies and parallel reports submitted to UN treaty bodies. ASPBAE staff also accompanied the process of preparing the reports by giving comments and inputs throughout the drafting and finalization of the reports. Education financing, including privatisation in education, remain priority concerns in the Asia Pacific region. Privatisation of education is rising at an alarming pace, and promoted without sufficient evidence of benefits, and with indications to the contrary. Inadequate financing and privatisation impact especially on the poor and the marginalized, exacerbating inequality in education access and further segregation. It widens gender disparity, putting girls at a disadvantage, and undermines the public education system. Drawing on the studies conducted by CSEF-supported coalitions in this area, ASPBAE was not only able to strengthen the national and regional advocacy to challenge education privatisation but also to build coalition capacities in research, lobbying, and advocacy engagements on issues related to privatisation, commercialisation and financing of education including the engagement with UN agencies leading the SDGs/SDG4 rollout and SDGs/SDG4 financing processes, and with UN Human Rights treaty bodies.
 - c. ANCEFA supported the Sierra Leone coalition to review the Terms of Reference for engaging a consultant to conduct research on issues relating to girls education and to support review of their desk study on the Sierra Leone government's commitment to the GPE replenishment in Brussels.
 - d. ACEA compiled a Terms of Reference for a regional-level research study on financing education in the Arab world, which the regional secretariat plans to present in a learning event with coalitions in 2017.
2. *Providing data analysis and research findings documentation review and reference materials support.* For instance:
 - a. ANCEFA provided online source materials and tools to guide coalitions on documentation, lesson-learning and capture, as well as on national education policy analysis.

- b. ACEA developed guidelines for national coalitions for designing analyses, reviews and research, by drawing on recommendations from UNESCO feedback on CSEF research carried out under CSEF phase II.
 - c. ASPBAE assisted TLCE Timor-Leste in analysing and writing the results of the Education Experience and Literacy Survey in the Municipality of Aileu. ASPBAE also helped NCE Nepal, PCE Pakistan and E Net Philippines in analysing education data and information and assisting in the write up of their CSO report on the periodic review of ECOSOC rights implementation in both countries.
 - d. When the coalition in Myanmar was requested by their education technical working group (ETWG) to provide feedback and comment on the draft National Education Sector Plan (NESP) of Myanmar, ASPBAE shared with the coalition the sector planning toolkit developed by GCE and guided them on areas to look for when analysing the NESP, especially when they have been given a very limited timeframe to provide comments.
3. *Providing specific technical and thematic training to support research.* Examples include:
- a. In face-to-face training during a proposal development workshop organised by ANCEFA in Mombasa, Kenya in February 2016, ANCEFA provided training inputs on methods to conduct policy analysis for increased advocacy impact.
 - b. To enable marginalized youth to document their education issues, needs and vision, ASPBAE has been helping E-Net Philippines and NEW Indonesia develop the capacities of the youth constituencies to carry out action research on gender, skills and education. The action research capacity building will run for two years and aims to inform education policy and programmes that focus on literacy, life skills for decent work and creative participation of the youth in society.
4. *Linking coalitions for shared learning on research skills and aims.* For example;
- a. ASPBAE held meetings with E-Net Philippines and with NEW Indonesia regarding collaboration on youth-led action-oriented research, to help support youth in generating effective evidence and recommendations for their advocacy.
 - b. CLADE designed a strategy to link coalitions with academia and specialist research bodies with a view to strengthening the hypotheses, research, analysis, and documentation skills of coalitions. In addition, examples of quality research carried out by the Socio-Educational Forum coalition in the Dominican Republic in partnership with the Latin American Faculty of Social Sciences (FLACSO) were shared with other coalitions as a source of inspiration for other coalitions to carry out budget and expenditure analyses in their countries.

To complement and enhance this regional level support work at the global level, GCE initiated consultative discussion on the development of a Community of Practice (CoP) on “research for effective advocacy”. The proposed research CoP was conceptualised in response to a review of research undertaken during the 2013-2015 CSEF programme and as a core feature of successful delivery of the 2016-2018 CSEF programme, embedded into the CSEF Monitoring, Evaluation and Learning (MEL) Strategy for CSEF III.²⁶ Over 2017, there will be a focus on reviewing a selection of CSEF coalitions’

²⁶ See Civil Society Education Fund (CSEF) 2016-2018 Monitoring, Evaluation & Learning (MEL) Strategy. This strategy was developed and operationalized by the global secretariat in consultation with CSEF partners and stakeholders, including the GE Secretariat during the first half of 2016.

research and analysis outputs, with a quality assessment lens, and orientated around supporting learning and strengthened capacity of coalitions to generate and/or use research.

3.10 Contributing to GPE 2020 Strategy Goals

GPE 2020 is the GPE's strategic plan covering the years 2016-2020, which aligns the partnership's vision and mission to the Global Goals for Sustainable Development. GPE 2020 includes 3 goals and 5 objectives. The goals have a strong focus on improving equitable quality education and learning for all, through effective and efficient education systems. The objectives focus strongly on achieving the goals through inclusive partnerships, mutual accountability, and a focus on financing. These goals and objectives are hard-wired to the results framework, which is the main tool to track progress and hold all members of the partnership to account.

As such, the CSEF 2016-2018 programme – as a core partner of GPE - has a theory of change which reflects, both thematically at the objective level (specifically objective 2), the focus of the GPE 2020 plan, with an explicit intention to ultimately contribute to the realisation of the GPE 2020 strategy. The CSEF programme, in particular, has a strong focus on delivering increased equity and quality in education systems, mutual accountability through effective and inclusive sector policy dialogue and monitoring, as well as holding governments to account for increased financing.

During 2016, as part of the achievement of CSEF objective 2, and in support of the GPE high-level goals, the CSEF programme worked at numerous levels from local to global in the achievement of advocacy goals and to improve quality, equity, financing and education system reform, with a particular focus in Objective 2, as outlined above at country level. The regional and global secretariats worked to facilitate the achievement of this through above country-advocacy work, and providing tools and capacity support, a flavour of which is given below.

1. *Facilitating shared learning and knowledge building on education financing*

During 2016 GCE established a Community of Practice (CoP) on Education Financing as a forum where coalitions can directly learn from each other, develop their capacities, share advocacy experiences, successes, techniques, and develop common advocacy strategies aimed at influencing emerging and critical education financing policy processes. As well as supporting the achievement of CSEF work on objective 2, the activities outlined above are intended to contribute to the achievement of GPE strategic objective 4 to: “mobilize more and better financing”.

In addition, in September 2016 GCE published the English version of its [Financing Matters: A Toolkit On Domestic Financing For Education](#). This was followed by the French, Spanish, Portuguese and Arabic versions later in the year. The toolkit was produced by GCE, and co-published with ActionAid International (AAI) and Education International (EI), as a substantial element of GCE's support to coalitions to achieve better advocacy on financing for education.

The toolkit aims to support civil society organisations and education activists across low- and middle-income countries to better analyse budgets and domestic finance/funding, in order to improve their advocacy and campaigning on issues related to financing for education. The toolkit was launched as the world embarks on the difficult task of putting into action the newly agreed Sustainable Development Goal 4 (SDG 4), and the accompanying Education 2030 Framework for Action (FFA). SDG 4 and the FFA contain collective commitments to ensure inclusive and equitable quality education and lifelong learning for all by 2030; meeting this goal will require ambitious new financing commitments. Roll-out of the toolkit across the GCE membership began over the last quarter of 2016, including sessions in all regional policy meetings for rolling out in 2017 ‘downwards’ from national coordinators to national members. This included a two-day training event for all CSEF Africa coalitions, funded in part by GCE's successful efforts to raise funds from the GIZ Back-Up Africa programme, delivering added value to CSEF. A similar training is expected in ME&E region for all CSEF coalitions in mid-2017.

In Africa, ANCEFA staff and GCE provided induction training with coalitions on the design, planning, implementation and tracking/monitoring of education financing processes, as well as on quality and learning, and equity and inclusion. This was held during the Regional Proposal Development Workshop in Mombasa, in February 2016.

ASPBAE also organized a 3-day regional consultation in August 2016 in Bangkok on education financing, privatisation, and human rights in the context of SDG 4. This was attended by coalition members from 12 countries, alongside international education networks and human rights groups. It discussed issues related to SDG 4 financing challenges, privatisation, and human rights principles on private sector engagement in education. In November a second Regional Coalitions' Consultation was organised by the regional secretariat, again in Bangkok, at which a panel discussion was held to strengthen capacities of coalitions in advocacy work towards SDG 4 implementation particularly around monitoring indicators and education financing. In this meeting, the GCE Toolkit on Domestic Financing for Education was presented and the Community of Practice on Financing was shared with coalitions as a flexible and continuously evolving platform for GCE members for problem solving, mapping knowledge, and identifying gaps in education financing. Also presented was ASPBAE's experience in training and advocacy in Education Budget Tracking, including ASPBAE's work through Education Watch, training workshops in various countries, and budget advocacy for all coalitions.

In the Latin America and Caribbean region, extensive work was carried out on the online Human Right to Education Financing Monitoring System. This platform monitors education financing in 19 countries of Latin America and the Caribbean, through three dimensions: effort (percentage of GDP and of the national budget), availability (value invested in education per person of school age) and equity (difference of values invested in the secondary between the highest and lowest income quintiles). During the second half of 2016, CLADE worked on reformulating the platform to make it more user-friendly to a broad public. CLADE continues work on country level information sheets, which are being prepared for launching during GCE's Global Action Week for Education (GAWE) in 2017.

GCE's Global Action Week for Education 2016, *Fund the Future: Education Rights Now*, was focused on education financing and national advocacy on the issue was undertaken broadly in line with the overall policy steer given globally. On education financing, as a critical part of the Fund the Future campaign's advocacy, GCE engaged with the International Commission for Financing Global Education Opportunity (the Education Financing Commission). GCE held a global consultation with its members to inform its collective response, in which 55% of members took part. National members were also encouraged to host their own national consultations, with at least six face-to-face events organised. Alongside a letter being sent to each Commissioner, GCE published two advocacy briefs highlighting civil society demands on education financing.

2. *Facilitating knowledge building for advocacy around quality and learning*

Some specific areas of support which ASPBAE gave to national coalitions' work in facilitating knowledge for advocacy around quality and learning areas follows:

- inputs to the Philippine coalition in drawing up their agenda on quality teachers' training and development, incorporating sustainable development, peace, human rights, climate change, and global citizenship in the curriculum and training program.
- gender equality in education workshops facilitated by ASPBAE with NCE Nepal and NEW Indonesia: coalitions discussed the need to strengthen their policy recommendations on gender parity in education. Through a capacity development workshop facilitated by ASPBAE, the coalitions proposed education indicators that have been integrated in their advocacy strategies to ensure that the curriculum and school facilities empower both girls and boys.
- In India, several workshops were organized to generate awareness on the SDGs within a teacher's union including the role of teachers in ensuring that quality is central to the

implementation of SDG 4. ASPBAE staff facilitated sessions in two such workshops at state and national level. In Kyrgyzstan and Tajikistan, similar workshops were conducted by ASPBAE, with civil society organizations and the teachers union.

Meanwhile, CLADE launched debates on the quality of education in Latin America and the Caribbean, in collaboration with the Council of Popular Education for Latin America and the Caribbean (CEAAL), a regional network member of CLADE and GCE.

Also in this region, the International Seminar on "Emancipatory Education and Guarantee of Rights: Challenges for Latin America and the Caribbean" was held, which preceded CLADE's IX General Assembly in November. Both meetings addressed challenges around compliance to emancipatory and quality education, given the current regressive context for human rights and democracy in the region particularly.

3. *Facilitating specific support on equity and inclusion in the education system*

ASPBAE organised a Regional Policy Forum on Youth and Adult Education and Lifelong Learning in November 24-25. This forum emphasized the neglected goals from the EFA agenda - adult literacy and youth skills - especially for the most marginalized. ASPBAE organised this regional policy forum in collaboration with DVVI, ICAE and the UNESCO Bangkok office both for CSOs and government officials in the Non-Formal Education (NFE) sector. Other specific examples of support in this area include the following:

- ASPBAE assisted the E-Net Philippine coalition in strategizing for its campaign for the expansion of the Alternative Learning System (ALS) which caters to marginalized and disadvantaged groups.
- In the international conference on education for the deaf organised by the Vietnamese coalition, VAEFA, ASPBAE provided support to the VAEFA coalition staff by linking them up with a resource speaker from Deaf Australia. This conference by the coalition expanded their knowledge and understanding on inclusive education for deaf learners and those with hearing impairments.
- In Samoa, ASPBAE met with a youth-led organisation and an organisation that supports education for persons with disabilities. This helped to ensure that both organisations committed to become key members of the newly emerging Samoa Education Network, supporting a commitment to ensure diversity and inclusion in the make-up of this coalition.

CLADE is a champion for inclusive education through its Regional Observatory for Inclusive Education, a virtual platform run by CLADE which is dedicated to inclusion and non-discrimination in education systems in Latin America and the Caribbean. During 2016, at least 31 texts on this topic were published. A thematic workshop on inclusive education was held in the framework of the international seminar "Emancipatory Education and Guarantee of Rights", organised by CLADE in November 2016, in Mexico City, prior to CLADE's General Assembly. The meeting leveraged and capitalised on the experiences of CSEF-supported coalitions in the region who addressed the deep inequalities present in the region and the challenges for civil society in promoting change in this context. The importance of collaborative CSO action to overcome multiple forms of discrimination in education was also emphasised.

At a global level, efforts were made to ensure that the CSEF programme, at all levels, was able to more deeply engage in advocacy from a gendered perspective through a partnership between UNGEI and GCE to support a 'gender audit' of all national coalition proposals in 2016, and recommend ways forward to deepen the gender components of the 2017 proposal. This has led to all coalitions being extensively supported by the regional secretariats to develop their CSEF 2017 proposals with a gender-sensitive lens.

Reporting on:

- ✓ **Outcome 3.1:** CSO representatives to the GPE Board and committees that are well informed by and actively represent the views of the CSO2 constituency.

3.11 Outcome Indicator 3.1.1: CSO2 positions presented at GPE meetings

CSEF aims to ensure global and regional processes relating to GPE and SDG 4 better inform – and are better informed by – national and local civil society (Objective 3). Indicator 3.1.1 established by CSEF to measure results against expected outcome 3.1 is concerned with the number of GPE Board meetings & committee meetings at which consensus (or national, where relevant) CSO2 positions and recommendations are presented.

The achievement of this target is measured by the number of Board and committee meetings that the GPE convenes where CSO2 positions are presented. This target was met in 2016 with CSO2 policy positions developed as input into both GPE board meetings.

Moreover, in 2016, as part of the ongoing programme of support to the CSO2 Board representatives, the global CSEF secretariat supported a process of deepening CSO2 Board and constituency engagement. A new CSO2 Constituency Board Coordinating Committee was formed, with a mandate to improve country to global information flows, with new ways of working across global and regional level established to support this.

This new CSO2 Constituency Board Coordinating group held a planning meeting in Siem Reap, in November 2016, to coincide with the GPE board meeting. This planning meeting committed to ensuring regular pre-GPE board CSO2 Constituency meetings, with participation from national and regional representatives, to develop common CSO2 board positions. This has led to the subsequent development of a CSO2 Board Engagement and Communication Plan. As well as serving as a planning meeting, the Siem Reap pre-board CSO2 Constituency meeting also acted as a prototype for future meetings; bringing together regional, global and national CSO2 representatives, as well as the CSO2 Board representatives to develop common CSO2 positions and inputs into the GPE board agenda. During the Siem Reap meeting, CSO representatives were also invited to a meeting of the Developing Country Partners (DCP) constituency meeting, to lead on a session exploring how civil society and DCPs can work together better at country level towards mutual accountability.

The concerted efforts to improve CSO2 engagement with GPE global governance processes has seen a solid level of increased coalition reporting on improved engagement in, and knowledge of, GPE global governance/board decision-making processes. At the national level, 62.3% (33) coalitions reported they participated in a GPE CSO2 constituency meeting (virtual or face-to-face) during the 2016 year. This represents a significant increase of over 50% since the end of the first half of the year. Further, 72.2% (39) coalitions reported that they participated in at least one online discussion platform, debate or consultation on GPE policies and/or processes coordinated by either the global or regional secretariats during the year.

Alongside the initiatives outlined above, regional support to the CSO =2 board representatives complement and reinforce this work. For example:

- Prior to the GPE Board meeting in Cambodia, ANCEFA facilitated consultations with coalitions with the aim of generating inputs to be discussed in the CSO2 constituency meeting. The region supported the coalitions of Cote d'Ivoire and Madagascar to provide feedback on the ESPIG revision grant shared by the former CGPC.
- In Asia and the Pacific, ASPBAE engaged with all coalitions in the region to ensure that coalitions gained common understanding of GPE Board decision-making processes, and outcomes of the GPE Board meeting in Cambodia. Three CSO2 representatives from two coalitions (Cambodia and

Pakistan) participated in the CSO2 constituency meeting held prior to the GPE Board meeting in Cambodia.

- In the Middle East and Eastern Europe region, similar consultations with coalitions were held. ACEA included discussions on the CSO2 mandate and activities during capacity building workshops, and coalitions were invited to participate in several CSO2 consultations in preparation for GPE Board meetings and the CSO2 election processes.
- In Latin America and the Caribbean, CLADE conducted a survey amongst coalitions to generate key issues and contributions. The region was also represented in the CSO2 meeting prior to the GPE Board meeting in Cambodia.

Reporting on:

- ✓ **Outcome 3.2:** “stronger links between national, regional and global CSO voices (inc S-S) in key regional & global debates & events on implementation of SDG 4”.

3.12 Outcome Indicator 3.2.1: Regional and global analysis/position papers on SDG 4 informed by national CSEF-supported coalitions

Indicator 3.2.1 is concerned with the number of regional and global analysis/position papers/events on SDG 4 implementation and achievement, informed by findings and perspectives (on financing, quality and learning or equity) of national CSEF-supported coalitions.

The planned 2016 targets for this outcome-level indicator were for i) at least one global analysis paper and one per region each year, and for ii) at least one global event and one event in each region per year in which regional or national CSEF representatives present civil society findings. **The target was met.**

At the national level, 90.6% (48) coalitions reported that they actively participated in one or more consultations facilitated by either the regional or global secretariats on implementation of SDG 4 during the year.

The following demonstrates some of the examples of regional-level work to support engagement in global SDG 4 processes during the year: ²⁷

- ANCEFA organised a regional event focused on teaching and learning with particular attention towards fostering learning aimed at significantly contributing towards the achievement of SDG 4.
- During the UNESCO Education 2030 II (APMED II) from 16th - 18th November in Bangkok, ASPBAE presented a paper synthesising civil society positions in relation to the SDG 4 processes. 12 CSEF-supported coalitions participated in developing the paper, which covered key issues regarding education financing, privatisation of education, ensuring data collection of equity indicators and teacher development as key to quality education and developing lifelong learning systems. The position paper was also used by ASPBAE during participation in the APMED II Committee that was drafting the Regional SDG Road Map.
- CLADE organised an event on the role of CSOs in the Education Agenda 2030 architecture, which was attended by the Minister of Education of the Plurinational State of Bolivia where all CLADE member coalitions discussed the importance of dialogue between governments and civil society at the national regional and international levels.
- In the Middle East and Eastern Europe region, ACEA participated in various regional and global events during which ACEA representatives presented consensus positions from coalitions in the

²⁷ It is important to note that the examples shared below are in addition to and updates on the multiple examples documented in the CSEF biannual report submitted to GPE in September 2016

region. These events included; the Second Regional Partners Meeting on SDG 4- Education 2030, held from the 19th – 20th July 2016 in Amman, Jordan; the UN General Assembly in New York held in September; the UN summit for the adoption of the post-2015 development agenda meeting of the General Assembly; the Strategic hearing with civil society regarding the Summit of the post 2015 development agenda at the UN Headquarters in New York held September 26th – 27th 2016; the SDG-Education 2030 Steering Committee Meeting held in Paris in December 8th -9th 2016.

The following demonstrates some of the examples of international level work to support engagement in global SDG 4 processes:

Global advocacy linked to the development of robust SDG indicators for education

In 2016, GCE continued efforts to ensure that the global, thematic and national indicators for SDG4 are able to fully deliver on the goal of providing quality, equitable public education for all. At the same time, GCE celebrated successful efforts to advocate for a robust indicator for Target 4.7. In order to influence this, GCE engaged with the membership, with attention to ensuring strong CSO southern engagement, in developing advocacy positions, as well as adding extra weight to the advocacy demands. For instance:

- 214 civil society organisations, from more than 50 countries, including CSEF southern partners, endorsed GCE’s demands in a sign-up letter on indicators on out-of-school children, on completion, and on the provision of free education. This letter was shared with the members of the UN Statistics Commission in New York and submitted to the Inter-Agency and Expert Group (IAEG) during its 3rd Meeting in Mexico. Persistent global, regional and national lobbying saw that by the time of the 4th IAEG meeting in November 2016, two new indicators reflecting our demands had been proposed:
 - the number of children not in school
 - the number of guaranteed years of free and compulsory education mandated by law.
- At the same time, GCE engaged with the process of finalisation of the thematic indicators. The GCE Vice President, Rasheda Choudhary from the Bangladesh CSEF-supported coalition was selected to represent the CCNGO membership in the Thematic Cooperation Group that will lead the choice of thematic indicators.
- Advocacy efforts are now continuing to ensure disaggregation of this data, and to ensure appropriate and progressive indicators for this and other targets are developed at the global and thematic levels, particularly in ensuring national coalitions are able to advocate for country-appropriate indicators.

Global CSO accountability for SDG 4 and engagement in Education 2030 architecture

In 2016, GCE successfully applied to run the Education and Academia Stakeholder Group (EASG), a new UN Major Stakeholder Group which brings together human rights-based education civil society organisations as well as academia organizations and networks that work on the right to education. The EASG engages with the monitoring and review of the Sustainable Development Goals and is formalised as one of the “Major Groups and Other Stakeholders” around the High Level Political Forum (HLPF). The EASG is open to all organizations working for the full realisation of the right to free, inclusive quality education for all, the implementation of Agenda 2030, and of SDG 4 in particular. GCE is one of four Organising Partners, with the other OPs being Education International, the International Council for Adult Education, and the European Students' Union; GCE acts as the lead focal point for the group. Efforts are now underway to engage as many CSEF coalitions within this newly formed international structure, in order to ensure strong southern voices.

The EASG's first action was a global consultation with education CSOs to inform its first report to the High-level Political Forum, which is the UN's central platform for follow-up and review of the 2030 Agenda for Sustainable Development and the Sustainable Development Goals. The consultation received

63 responses, from CSOs across both the global south (including CSEF-supported) and north, which fed into the HLPF's report on the theme 'Leaving No-one Behind'. Thus, ensuring a strong voice and platform for southern CSEF voices in influencing global HLPF debates.

During the July 2016 meeting of the HLPF, the EASG co-hosted a side-event, along with the new UN Stakeholder Group for Persons with Disabilities, and in partnership with the Global Education Monitoring Report. 'Inclusive and Equitable Education: Leaving No-one Behind' involved a diverse group of high-level speakers, including Colin Allen, Chair of the International Disability Alliance, Nora Fyles, Head of Secretariat for the UN Girls' Education Initiative, and the Bolivian Ambassador to the UN.

4. Challenges and Remediation Strategies

4.1 National level challenges

National coalitions reported a wide range of contextually driven challenges faced in the implementation of their CSEF plans. Some common threads were observed across all countries.

The most commonly cited challenge was a short-term gap in funding against originally anticipated programme activity in the early months of implementation. CSEF III began implementation activities January 1, 2016, however, over the January to March period the main focus was on planning and strengthening of national coalitions' plans. A number of factors contributed to funding coming on stream slightly later in 2016 than originally envisaged. These included: delays across the entire chain of 2016 programme agreement to disbursement, from application, RFC approval, to contract issuance and funds transfer; the need to build new financial regulations and safeguards into the programme; and, supporting new applicants needing additional 'CSEF-readiness' support. Factors contributing to delays included extensive processes related to closing the previous CSEF phase (2013-2015) running in parallel to the commencement of the 2016-2018 phase while, at the same time, human resource recruitment processes particularly in the Global Secretariat were underway. Additionally, delays in funds reaching some coalitions were faced and addressed which related to complex international banking transfer regulations (for example for fund transfers to Yemen and Sudan). Consequently, funding for programme implementation and activities only began to be received by most coalitions in March 2016. Most coalitions adapted by rescheduling and delaying planned activities, or succeeded in raising funds from alternative sources to implement activities.

Up to 35 (64.8%) national coalitions reported government (including Ministries and Local Authorities) reluctance in working with civil society as a major obstacle for work aimed at influencing policy processes. Despite difficulties posed by this challenge, exacerbated by a shrinking of space for CSOs, national coalitions reported to have strengthened partnerships with various local, national and international members that increased coalitions' capacity to ensure their voice was effectively heard in education policy processes.

Political instability was also a notable challenge for 23 coalitions (42.6%) during the year. This was more prominent in the Africa and Asia and the Pacific regions as a result of presidential or parliamentary elections and changes in official governance and administration mechanisms. For instance, the coalition in Benin reported facing a slowdown in advocacy progress following national elections and appointments of new executives that were less open to CSO engagement.

In conflict-affected countries, such as Somalia, Sudan and Yemen, currency depreciation, economic, political and security uncertainty impacted heavily on the coalitions' ability to implement their activities. The coalitions reported that they are stretching available human and financial resources as far as possible in response to operating under these constraining conditions.

4.2 Regional level challenges

Regional partners also reported varying challenges faced in supporting national coalitions, with a common emphasis on limitations to the capacity of coalitions and supporting the establishment of newly formed coalitions in Africa and Asia and the Pacific regions.

Particularly in the African context, this expansion meant that staff capacity was stretched dealing with the core foundational CSEF coalition-building processes in some very difficult conflict and fragile affected states. To alleviate the increased workload demands, the Regional Secretariat recruited two additional programme officers. Additionally, ANCEFA reported a challenge of working with coalitions with unresolved performance and accountability matters from CSEF phase II, notably Djibouti, Lesotho and Ghana, which slowed the process of re-engagement in CSEF phase III. To address this, an inclusive inter-agency response was rolled out for Lesotho and Ghana.

Furthermore, leadership changes occurred in the Africa region at both the Regional Coordinator and Board levels. An inaugural all staff face-to-face meeting was held in December for the first time in ANCEFA to help smooth transition and develop new team ways of working.

In the Asia and Pacific region the Regional Secretariat experienced delays in replacing Capacity Support and Advocacy Advisers which placed an additional load on the Regional Coordinator to cover the period. ASPBAE undertook measures such as advertising for replacements and negotiations with the Global Secretariat and regional FMA to support coalitions. Due in part to delayed staff replacement, but also due to fragilities in capacity with specific coalitions, there was a delay in implementation of activities with the Timor-Leste, Papua New Guinea, Solomon Islands, Samoa and Vanuatu coalitions, with some of these coalitions being late in submitting their final proposals and subsequent receipt of funds.

A main challenge faced by the Latin America and the Caribbean region arose from the unforeseen state of emergency in Haiti as it was affected by Hurricane Matthew in September 2016. This negatively affected the implementation activities and adherence to CSEF accountability processes. While staff shortage was also an issue to provide proper support, CLADE submitted requests to the Global Secretariat to extend the deadline for submission of Haiti's narrative 2016 annual report and proposal for 2017 to the end of February 2017.

Within the ACEA region, challenges continue to arise due to the diversity of civil society organizations working in different contexts and in different languages – notably across the Middle East versus Eastern Europe - often in difficult conflict or emergency settings and with nascent civil society organisations. This particularly impacts ACEA's ability to bring policy coherence 'upwards' from region into global processes and 'downwards' in terms of prioritising capacity support to complex different environments. Practically, the coalitions of Georgia, Albania and Moldova feel more affinity with each other than with ACEA's Arab members. Therefore, over 2016, ACEA exerted additional effort to help these three coalitions exchange information and share common concerns through an ACEA-facilitated virtual platform.

Finally, in the Middle East the proposal process and reporting was especially challenging due to the changing external environment. Nowhere is this clearer than in Yemen, where a dramatic increase in conflict and the emergency situation, with the education sector needing to respond. Support was given to the national coalition to help them adapt their plans to the increasingly deepening emergency, however, this significantly slowed the process of proposal development. Meanwhile the complex environments created challenges in terms of money transfer in both Yemen and Sudan and world banking rules; strong coordination between the GCE and coordination of ACEA made it possible to solve this problem.

4.3 Global level challenges and remediation

The MEL and financial control systems building activities took place during a period of scaling up the human resource (HR) base of the Global Secretariat. The GCE undertook a review of the positions

required for delivery, as well as overall GCE structures, which took longer than expected, resulting in some key positions only being filled from July 2016, at the same time as maternity cover needing to be found for a core CSEF management position. Positions for which recruitment was successfully carried out comprised roles linked to new CSEF programme support and monitoring, learning and evaluation skills. To mitigate these short-term set-backs, some remediation strategies in the form of consultancies to help deliver urgent tasks were initiated (i.e. MEL strategy development and closing CSEF phase II).

Moreover, the refinement processes (discussed in section 2 of this report) added additional work strain to the global team during August/September, as key documents for proposal preparation were revised and the call for proposals was sent out with accompanying materials in the five GCE languages. This took place at the same time as HR recruitment processes, which led to some work overload issues.

A further challenge was supporting coalitions with proposal preparations and subsequent screening for alignment to the refinement process at the same time as delivering other programmatic priorities in quarter 4 of 2016. For example, organising and participating in Regional Policy Forums, 2030 SDG4 regional engagements, the roll out of the online MEL system and double reporting charges (online and in hardcopy as a data loss risk-mitigation strategy) and induction of new staff. Despite the best remedial strategies, these converging processes had a knock-on effect across the chain of CSEF.

The new Monitoring, Evaluation and Learning (MEL) and financial procedure tools, while clearly beneficial over the lifetime of CSEF, were not without their challenges in roll-out. For instance, the new online (multi-country, multi-lingual) MEL system is a complex system to develop and roll-out across the programme concurrent to other pressing activities. This was coupled with budget constraints in supporting technical refinement of the online system and additional unforeseen translation costs. In the medium term, a May 2017 MEL training to build regional MEL capacities is planned, with a further training also planned for around October 2017 to deepen the regional level analytics and regional MEL role.

5. Progress towards Sustainability and Diversification of Funding

5.1 National coalitions

The aim of assuring sustainability of national coalitions is not only measured by access to third party funding; growth of membership - as reported earlier in section 3.1 - is also a benchmark which indicates sustainability gains, while noting that membership growth is finite and dependent on factors such as the maturity of civil society and other contextual constraints. Over the year, 31 (57.4%) coalitions²⁸ increased their efforts to access alternative funding to CSEF and reported having worked towards building new partnerships and strengthening relations with international agencies such as GIZ, UNICEF, UNESCO, the World Bank, Oxfam, IBIS, and Save the Children. Forging new and developing existing partnerships has partially been aimed at increasing the sustainability of specific coalition programmes.

In addition, 17 (31.5%) coalitions²⁹ mobilised resources to strengthen institutional capacities, including finance management and governance, advocacy and research skills in the secretariat as well as with member organizations. This is being achieved in some instances by improving collaboration within and among members and partners, including pooling assets, expertise and skills, and by monitoring and communicating on performance to demonstrate the added value of civil society involvement in

²⁸ Benin, Bolivia, Cambodia, Cameroon, Cote d'Ivoire, Dominican Republic, Ethiopia, Gambia, Guinea Bissau, Gambia, Honduras, India, Kenya, Kyrgyzstan, Mali, Moldova, Mongolia, Mozambique, Nepal, Nicaragua, Niger, Nigeria, Palestine, Pakistan, Papua New Guinea, Philippines, Sri Lanka, Swaziland, Tanzania, Togo and Zimbabwe.

²⁹ Albania, Benin, Burkina Faso, Cambodia, Indonesia, Madagascar, Nigeria, Palestine, Philippines, Senegal, Sierra Leone, Sri Lanka, Solomon Islands, Timor-Leste, Sudan, Zambia and Zimbabwe.

education. In some cases, this has involved coalitions developing collaborative local partnerships with sectoral government ministries, regional agencies and local civil society organisations with similar objectives that the coalition plans to implement or with a capacity that the coalition seeks to build. Underpinning these initiatives is the view that being able to rely on skills and specific expertise within the national coalition secretariat and amongst its members will have a sustainable impact.

Meanwhile nine coalitions³⁰ focused sustainability efforts on mobilisation of resources through increased/improved collection of annual membership fees.

Finally, four coalitions³¹ reported plans to strengthen their fundraising and sustainability capacity through targeted recruitment of a consultant, staff members and volunteers designated to develop and implement coalitions' sustainability strategies.

Going forward, in the first semester of 2017, the global secretariat will be working on a planned exercise to deliver an understanding and analysis of the financial value of national sustainability scenarios. This will include identifying emerging examples of good practice, on the basis of which shared learning and disseminating successful approaches is planned as a training and learning event for the second semester of 2017. This training and learning event is likely to form a specific component of a broader regional forum for CSEF-supported coalitions as well as include participants from other (non-CSEF supported) CSOs.

5.2 Global level efforts

The CSEF global programme is also supported by funding from other sources as a measure to diversify our funding base, as well as progressively manage our sustainability.

Since 2016 GCE has been receiving funding support from IBIS under their Education Against Poverty and Inequality (EAPI) programme. This is three year funding support from 2016 to 2018 which is focused on supporting citizen engagement through increased capacity of global, regional and national education civil society networks in policy dialogue on the right to quality education. It specifically aims to complement the GPE grant³².

In 2016, GCE also secured funds from the GIZ Back-Up Africa programme towards capacity development, and CSO2 constituency activities, delivering added value to CSEF.

Within the reporting period GCE also finalised the implementation of the grant project (January 2017) supported by Wellspring Advisors and grant projects funded by Open Society Foundation (OSF), which supported the overall CSEF programme, as well as engagement with CSEF coalitions. GCE is working on exploring other possible areas of collaboration with both funders.

GCE has also intensified its engagement with other donors and funders, which would support long term sustainability towards managing CSEF. For instance, GCE recently made contacts with the David and Elaine Potters Foundation, the Swiss Development Cooperation (SDC) and Ford Foundation, exploring how they can support some of GCE's work as additional partnership mechanisms to broaden our resource and funding base.

³⁰ Albania, Bolivia, Cape Verde, Dominican Republic, Georgia, Madagascar, Malawi, Nigeria and Zimbabwe.

³¹ Bolivia, Cameroon, Honduras and Vietnam.

³² Similarly, CLADE has secured a partnership with, and receives funds through, the EAPI programme.

6. Planned Activities for the 6 Months January – June 2017

The planned activities in this section are largely drawn from the global and regional plans. As national level activities differ across coalitions, with each implementing their own contextually driven approved CSEF plans, this section draws on common focus areas from national plans, which inform ongoing global/regional advocacy, capacity support, programme and grant management and monitoring priorities in the first half of 2017. Core activities are presented in a timeline format for ease of reference, and according to each CSEF implementing management structure.

| TIMEFRAME/ EVENT DATE | CORE ACTIVITIES JANUARY – JUNE 2017 |
|--------------------------|--|
| GLOBAL | Global Secretariat - GCE |
| January | <ul style="list-style-type: none"> Final adjustments and translation needs for MEL online platform reporting (addressing issues arising from 2016 piloting and training) Manage continuing roll-out of MEL online platform/ support national and regional level users with first reporting period using the online system |
| 31 January | <ul style="list-style-type: none"> Regional Secretariats (including national coalitions) 2016 annual CSEF reporting to GCE complete |
| January - February | <ul style="list-style-type: none"> Support to Regional Structures and QAR of national coalitions' CSEF proposals/plans for 2017 Manage CSO 1 nd CSO 2 board seats elections, hand over processes of CSO 2 incoming and outgoing CSO seats on the GPE board, and collaboration across all CSO constituencies and the private sector on the joint working committee seats |
| February | <ul style="list-style-type: none"> MEL Officer induction and online MEL platform training (recruited Dec 2016) Online Financial Reporting Tool training for Asia and LAC, Kuala Lumpur |
| 06 -10 February | <ul style="list-style-type: none"> GCE Secretariat 2016 Review and 2017 Planning Meeting, Johannesburg |
| February - March | <ul style="list-style-type: none"> CSEF 2016 annual reports quality assurance review (QAR), data cleaning, translations, data analysis and analytic reports /tables population |
| 22 – 25 February | <ul style="list-style-type: none"> QAR support to RFC meeting for Africa, Accra |
| 27 Feb – 01 March | <ul style="list-style-type: none"> Online Financial Reporting Tool training for Africa, Dakar |
| 27 Feb – 02 March | <ul style="list-style-type: none"> GPE Board Meeting, Washington DC |
| 15 March | <ul style="list-style-type: none"> Global CSEF 2016 Annual report to GPE Secretariat |
| 23 – 29 April | <ul style="list-style-type: none"> Global Action Week for Education on Accountability, (including drafting briefing paper on sical accountability informed by national coalitions' experiences. |
| April – June | <ul style="list-style-type: none"> Tender process for consultancy to amend and improve MEL online system to accommodate 2017 refinements and oversee successful consultant contract delivery Review, update and translate as needed MEL online system user guides and develop relevant support tools on the same Coordinate / lead collaborative planning/inception phase for Mid-Term Review |
| 7 -12 May | <ul style="list-style-type: none"> CCNGO Meeting and GCE Board Meeting, Siem Reap, Cambodia |
| 22 -24 May | <ul style="list-style-type: none"> Support / coordinate Africa delegation to represent the CSO 2 constituency in Developing Country Partners (DCP) constituency meeting, Accra |
| 24-30 May | <ul style="list-style-type: none"> MEL System Training, Online Financial reporting Tool and Internal Audit processes Consolidation Training/Expanded Regional Planning Meeting, Johannesburg |
| 4 – 7 June | <ul style="list-style-type: none"> CSO2 Constituency Consultation Meeting and GPE Board Meeting, Ottawa, Canada |

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| January – June | <ul style="list-style-type: none"> Develop, initiate, maintain case studies task team to review/ support/ develop case studies and blogs, including through GPE blog (qualitative stories of change realised through CSEF) Maintain support / oversight and initiation of Communities of Practice on Finance and Research (virtual and face to face shared learning / networking /strategising). CSEF Capacity and Learning Plan collaborative review, further development, finalisation/sign off Development of advocacy strategy related to GPE replenishment campaign and to secure resources for delivery and coorinstaion across CSEF (including development of policy products and campaigning tools to support CSEF coalitions to engage in education financing) GCE engagement with World Bank’s World Development Report 2018 (including supporting engagement of GCE national and regional coalitions/networks and making GCE’s submission into the process). GCE briefing on the process of Voluntary National Reviews (VNRs) for the SDGs and supporting relevant coalition’s engagement nationally Development of SDG implementation guide to support coalitions’ and regional structures’ ongoing SDG / FFF engagements Preparations for HLPF (in July) – coordinate consultations and inputs drawing on national and regional coalitions’/networks’ experiences as part of overall processes initiated by EASG Development of GCE-wide i) gender strategy and ii) youth strategy (in consultation with all CSEF partners and in collaboration with key resource partners eg UNGEI - ongoing beyond June) |
| AFRICA REGION | Regional Secretariat - ANCEFA |
| January – March | <ul style="list-style-type: none"> Analysis and review of national capacity building and internal staff needs, and development of corresponding support plans |
| March | <ul style="list-style-type: none"> ADEA Triennial, Senegal |
| March – June | <ul style="list-style-type: none"> Piloting of online Financing Community of Practice (aimed at enhancing dialogue and learning among coalitions), in collaboration with the IPG and based on inputs and interest of coalitions |
| 23 – 29 April | <ul style="list-style-type: none"> GAWE - country led |
| 8 -9 May | <ul style="list-style-type: none"> CCNGO Meetings, Siem Reap, Cambodia |
| May | <ul style="list-style-type: none"> UNESCO/SDG 4&5 (West & Central Africa) UNESCO, Paris |
| 22-24 May | <ul style="list-style-type: none"> DCP meeting – Accra |
| 25-30 May | <ul style="list-style-type: none"> All Regional Secretariat staff participate in GCE-organised MEL System Training/Expanded Regional Planning, Johannesburg |
| 4 – 7 June | <ul style="list-style-type: none"> CSO2 Constituency Consultation Meeting and GPE Board Meeting, Ottawa |
| June/July (TBC) | <ul style="list-style-type: none"> AU Continental Education Strategy – CESA Planning/Consultations and Cluster meetings |
| January – June | <ul style="list-style-type: none"> Regional networks and GCE meet both to coordinate capacity, support and collaboration with IPG, and to discuss overall education policy and implementation issues - monthly virtual meetings Specific training and support to new and emerging coalitions (Swaziland, Madagascar, Somaliland, South Sudan) Support visits conducted to provide support and training on: engagement with GPE country support teams and LEGs; campaigning and mobilisation skills; online MEL system engagement; research and policy skills; financial management (each coalition visited at least once by end of the year) Cascade dissemination of learning and best practices in policy engagement and advocacy via case study documents, website and email lists, using inputs gathered from national coalition experiences. Use virtual means and ANCEFA email platform. |

| AFRICA REGION | Regional Financial Management Agency – Oxfam-Ibis |
|---------------------------|--|
| January –February | <ul style="list-style-type: none"> Review of Coalitions Proposals and Budgets |
| 20 – 24 February | <ul style="list-style-type: none"> RFMA and RFC proposals review meeting, Accra |
| 27 Feb – 01 March | <ul style="list-style-type: none"> Online Financial Reporting Tool Training, Dakar |
| March | <ul style="list-style-type: none"> Updates and introduction to the online Financial Reporting tool for coalitions Collaboration with ANCEFA to agree on a plan to visit coalitions with outstanding issues at the end of CSEF II. (Rwanda and Ethiopia), and explorations to bring Burundi and Liberia onboard CSEF III |
| April | <ul style="list-style-type: none"> Design a Capacity Building Plan and share with ANCEFA/GCE for inputs Follow on training on line financial Reporting Tool to Coalitions' Accountant Induction of Audit Committee |
| April – June | <ul style="list-style-type: none"> Induction for Board Members and Coordinators on internal audit framework |
| April – May | <ul style="list-style-type: none"> Sign and send out Coalitions 2017 Approved Grant Contracts |
| January and April | <ul style="list-style-type: none"> Submit request for transfer of funds to GCE |
| March and June | <ul style="list-style-type: none"> Sub-Regional Finance Coordinators to work with Coalitions to submit their request for funds to CSEF/ RFMA Process transfer requests from Coalitions per signed contracts and approved budgets |
| January – June | <ul style="list-style-type: none"> Identify Capacity gaps from Reports as well as during joint Monitoring/ Suport Visits to coalitions Organise capacity building sessions with selected Coalitions based on the assessment reports from Finance Coordinators (Sessions during Monitoring Visits, main session in 2017) Sub-Regional Finance Coordinators to undertake regular monitoring visits to Coalitions and obtain supporting documents as well as induction of Audit Committees. Sub- Reg. Fin. Coordinators to follow-up on outstanding audit issues at the Coalitions Review and reconcile coalition financial reports Continuous follow-up on outstanding 2015 Audit recommendations Continious support to coalitions in use of online reportig tools HFA (IBIS) to review randomly selected financial reports submitted by the Coalition. Quarterly Finance report from sub-Regional Finance Coordinators IBIS HFA to review quarterly reports before submitted to GCE Regular communication with Coalitions Weekly, monthly and quarterly Skype meetings - RFMA team Monthly meetings with ANCEFA Monthly meetings with GCE |
| ASIA & PACIFIC | Regional Secretariat - ASPBAE |
| January - February | <ul style="list-style-type: none"> Support coalitions proposal development & check for program coherence, strategic alignment to national education issues, global CSEF objectives, and realistic delivery of targets based on coalition capacities |
| February - March | <ul style="list-style-type: none"> Prepare, organise and implement a face-to-face meeting of the Regional Funding Committee (RFC) to decide on coalition proposals and allocations Work with coalitions to finalise adjustments to their proposals and budgets Updating the RFC on the follow-up work post-RFC meetings |
| March - April | <ul style="list-style-type: none"> Compile RFC-approved proposals and budget for sharing with the RFMA and GS Follow-up with the RFMA and GS on signing of coalition contracts and disbursements of funds ASPBAE CSEF staff meeting reflections, including on RFC meetings to assess lessons learned and areas for improvement |
| February - May | <ul style="list-style-type: none"> Participate in training for coalitions regarding revised financial reporting systems |

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| | <p>for CSEF Phase III (Kuala Lumpur, Johannesburg)</p> <ul style="list-style-type: none"> • Guide on SDG 4 indicators compiled and circulated |
| April - June | <ul style="list-style-type: none"> • Hire and induction of new CSEF CSA Adviser (Canberra office) • Hire and induction of new CSEF Finance Officer (Canberra office) |
| January and July | <ul style="list-style-type: none"> • Review coalitions draft reports (financial and narrative) and provide timely feedback and recommendations for improvement • Collect and compile final coalition narrative reports for submission to the GS • Complete RS narrative and financial reports and send to GS |
| January - June | <ul style="list-style-type: none"> • At least two face-to-face internal staff meetings are organised for assessment, planning, and coordination; skype-based meetings and consultations to be organized as required • Coordination with the RFMA and/or Global Secretariat on regional capacity support initiatives (e.g. finance management and reporting training) • Participation in Global meetings involving GS and other Regional CSEF staff and linkages with other stakeholders on behalf of CSEF • Provide input on regional and global education trends and CSEF updates during coalition annual members meetings, general assemblies, Board meetings and/or strategic planning as well as at Regional coalition consultation events & via email and skype • Review coalition strategic and implementation plans and provide timely advice and support as needed • Agreeing on strategy and process to address issues (finance, governance, etc.) raised against specific coalitions (this is done thru the Regional Finance Referral Committee) • Inputs into global CSEF documents, reports, email requests issues as requested by GS • Integrate coalition capacity support opportunities in other regional and/or sub-regional ASPBAE organised training and advocacy events (e.g., education financing, AE/LLL, GCEd, gender mainstreaming, youth); Link coalitions to ASPBAE global partners and initiatives such as OSF and RTEI for the privatisation of education • Customise regional or sub-regional capacity building events/trainings for coalitions on key areas: LLL, gender mainstreaming, youth engagement and advocacy, education financing • Normally 2 visits per year per country by assigned CSEF Staff. In the case of Afghanistan, visits will depend on safety and security considerations and alternative country locations for engagement with core Afghan group organised. In countries where the assigned CSA Adviser is based such as India and the Philippines, more face-to-face interactions and meetings will be planned. • For new/expansion countries, ASPBAE CSEF staff undertake reconnaissance visits, bring together prospective organisations committed to education, build connections and networks, and help shape the early enthusiasm and vision for joint collaboration on CSO education advocacy into sustained CSO action for education policy reforms and change. • Support on SDG4 roll-out, SDG4 indicators and monitoring framework, development and engagement in education sector plans, budget tracking and advocacy, and education financing and privatisation • Facilitate learning and solidarity exchanges between coalitions; Also link coalitions to resource persons • ASPBAE Newsletter (3 issues per year), 12 issues of ASPBAE Bulletin per year, and regular email updates sent to coalitions featuring SDG updates, regional and global advocacy events, coalition events • Coordinate with coalitions to submit case studies and good practice stories to be featured in ASPBAE and/or GCE communication platforms |

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| | <ul style="list-style-type: none"> • Support coalition engagement in processes such as local education groups (LEGs), sharing information on the election and work of CSO reps on the GPE Board; updates on GPE replenishment, sharing information on GPE staff visits at the country level, and providing feedback on government grant applications to GPE • Facilitate broad based consultation and information dissemination in the Asia Pacific on the SDG and SDG4 processes to coalitions and to GCE and other international stakeholders, eg UNESCO, ICAE • Support the participation of coalitions (including speaking roles), and the institutionalisation of CSO participation in regional and global policy discussions and consultations, eg SDG/SDG4, ESD, LLL, Education Financing • ASPBAE advocacy role by synthesizing country contexts and policy recommendations on specific issues to inform and be used for regional advocacy. Regional synthesis papers sent to coalitions to provide the bigger picture of advocacy (e.g. privatisation, ESD) • Sustain partnerships and participation in intergovernmental and inter agency mechanisms and institutions such as UNGEI, UIL, UNESCO Bangkok, UNESCO Institute of Statistics (USIS), SEAMEO, SEAMEO CELL, ASEAN, SAARC, the Pacific Island Forum, and ASEM • Regular communications with the coalitions to ensure their activities are in accord with approved plans and budget by the RFC • Attendance and participation in coalition activities and meetings with members and Board during country visits to gauge coalition developments and accomplishments • Regional Staff meetings to update on coalition developments and exchange good practice and discuss issues arising • Identify coalition good practice stories and advocacy tools for sharing with other coalitions, regional and global CSEF organisations • Incorporate & summaries learning insights into the bi-annual CSEF narrative reports |
| ASIA & PACIFIC | Regional Financial Management Agency – Education International |
| January - March | <ul style="list-style-type: none"> • Annual budget revisions in consultation with GCE • Contracting coalitions for preparation/planning period • Produce governance guidelines and ToRs for CSEF structures • Revise RFC guidelines • Finalise Financial Procedures Manual • Revise eligibility guidelines and checklists for coalitions • Revise coalitions financial self-assessment tool • Revise coalitions health check review tool • Workshop on online Financial Reporting Tool, Kuala Lumpur |
| April – June | <ul style="list-style-type: none"> • Development of risk profile in consultation with the GCE and RS • Management of regional CSEF audit dependent on risk profile • Assist the GCE in the process of developing annual internal auditing plan • Implementation of internal audit procedures • Quarterly financial reporting to GCE • Contracting coalitions for Phase 3 with the RFC approved Phase 3 funds • Grant disbursements to approved coalitions • Oversight of Coalitions reporting on budget and expenditures • Workshop on online Financial Reporting tool for coalitions’ Finance Officers and Coordinators (when the online tool is ready and subject to the availability of funds) • Update/Share the Financial Procedures Manual with the coalitions • Produce and share summary of grant making decisions with GPE Secretariat • Share final coalitions proposals with GPE Secretariat • Monthly update-meetings with GPE Secretariat |

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| | <ul style="list-style-type: none"> • Consultation with global and regional CSEF Management structures around refinement aspects • Face-to-face meeting with global and regional CSEF management structures and GPE Secretariat/CST to agree concrete refinement components • Produce HR Plans for CSEF staff • Weekly meeting between the RFMA coordinator and the Accountants • Participate in regional CSEF meetings • Monthly calls/meetings to update GCE on CSEF progress and discuss solutions to potential issues • Provide technical support through emails and real-time assistance through skype chat/call • Visit to coalitions to review the day-to-day financial operation/provide financial advice to better improve the financial management of the coalitions/to meet with financial staff and identify areas of weaknesses and to provide financial capacity development |
| LA&C REGION | Regional Secretariat – CLADE |
| January | <ul style="list-style-type: none"> • Publication on demands of student movements in Latin America and the Caribbean (LA&C), drawing on coalitions' inputs • Publication dossier on criminalization of the educational communities of LA&C • Preparation and review of 2016 annual reports |
| 24-25 January | <ul style="list-style-type: none"> • Participation in the meeting of Ministers of Education in Latin America and the Caribbean |
| January - March | <ul style="list-style-type: none"> • Quality review, analysis and approval of coalitions' proposals |
| January – June | <ul style="list-style-type: none"> • Follow-up report on the implementation of the SDG4 in LA&C • Promotion of participation in the Community of Financing Practices • Preparation and review of quarterly reports • Ongoing monitoring of coalition's and RS's CSEF implementation • Memory and Learning System Power • Consistent and ongoing dialogue with Deliberative Council (RFC), GCE and exchange between regions • Seminar on violence in Central America (dates TBC) • Campaign on Tariff Justice (dates TBC) • Web seminar on communication for advocacy (dates TBC) |
| 21-22 February | <ul style="list-style-type: none"> • Participation in the meeting with ministers of Education Central America |
| 27 Feb – 02 March | <ul style="list-style-type: none"> • Participation in GPE Board Meeting processes, Washington DC |
| 30 March | <ul style="list-style-type: none"> • Launch results of EPJA query |
| February & June | <ul style="list-style-type: none"> • Support visits to Honduras, Haiti and Dominican Republic |
| 6-8 April | <ul style="list-style-type: none"> • Regional follow-up meetings to SDG4 in AL&C |
| 13 April | <ul style="list-style-type: none"> • Virtual meetings of the Joint Network of Parliamentarians and Civil Society for DUS |
| 23 – 29 April | <ul style="list-style-type: none"> • Implementation of GAWE |
| 25-28 April | <ul style="list-style-type: none"> • ECLAC Forum on Sustainable Development |
| 8-9 May | <ul style="list-style-type: none"> • Participation in the CCNGO (Cambodia) |
| 22-24 May | <ul style="list-style-type: none"> • DCP Meeting, Accra |
| 25 – 30 May | <ul style="list-style-type: none"> • Participate in GCE-organised MEL System Training/Expanded Regional Planning, Johannesburg |
| 05 – 08 June | <ul style="list-style-type: none"> • Participation in CSO 2 and GPE Board Meeting processes, Ottawa |
| April – June/July | <ul style="list-style-type: none"> • Elaboration case studies and publication of a regional document |
| LA&C REGION | Regional Financial Management Agency – ActionAid International Americas |
| January | <ul style="list-style-type: none"> • Receive and review financial report plus supporting documentation for Q4 from each Coalition • Submit consolidated financial report for Q4 • Submit 2016 annual report in the new MEL online system • Submit Cash Projection for the first half |

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| January – February | <ul style="list-style-type: none"> • Submit Audit Action Plan to GCE • Support coalitions in preparing their budgets. Receive budgets, do the analysis and share with RS • Detailed Implementation Plan submitted |
| February – April | <ul style="list-style-type: none"> • Participate in Board meeting on Proposal Budgets approval • Contracts/Amendments between FMA; RS and Coalitions for the new phase signed on • Funds transferred from GCE received by ActionAid and transferred for all Coalitions • Skype meetings - to discuss and find ways to minimize the difficulties faced in 2016 with FMA and Coalitions and FMA and RS • Review all Financial Policies and Procedures Manuals. Discussing with Coalitions team • Regular calls to review the progresses and manage arising issues such as budget utilization with Regional Secretariat • Review all Financial Policies and Procedures Manuals based on the analysis of the last year. Discussing with Coalitions team • Support the development, implementation, monitoring and evaluation of initiatives undertaken to support the financial objectives for the whole year • Receive and review financial report plus supporting documentation for Q1 from each Coalition |
| May | <ul style="list-style-type: none"> • Put in place a Capacity Support Plan for Coalitions (in consultation and review with Coalitions) • Submit the consolidated financial report for Q1 |
| March, May, July | <ul style="list-style-type: none"> • Visit Coalitions - Monitoring/ Support / Evaluation - Face to face meetings - monitoring ongoing execution, day by day work of the team, financial practices, systems) |
| January – June | <ul style="list-style-type: none"> • Regular calls with Coalitions (review progresses; budget utilization/implementation and any other issues). |
| ME&EE Region | Regional Secretariat – ACEA |
| January | <ul style="list-style-type: none"> • Supporting Coalitions in updating online MEL System and reporting • Provision of technical support to the coalitions proposals by ACEA Staff |
| 26-28 January | <ul style="list-style-type: none"> • Regional Funding Committee meeting |
| January – April | <ul style="list-style-type: none"> • Develop the Procedural manual for ACEA Secretariat - Include the standards of membership for coalitions and members • Update Database for coalitions members, Donors and teacher unions in order to adopt them in the Mailing list - Contact coalitions members to check their membership and to make sure that all the contact info is right • Printing brochure, harvest report, business cards and profile for ACEA - Design and Print Profile and Brochure for ACEA • Develop Communication Plan for ACEA |
| February | <ul style="list-style-type: none"> • Hold series of skype meetings with coalitions to prepare for GAWE 2017+ paper on social accountability • Share success stories and lessons learned templates with coalitions |
| March & June | <ul style="list-style-type: none"> • Develop a background paper on social accountability - Draft before GAWE 2017, and finalize it by June • Periodical thematic newsletters. Issuance of periodical newsletter on the coalitions' accomplishments and on Education translation into English media people |
| 15-20 May | <ul style="list-style-type: none"> • TOT on Budgeting Advocacy for Coalitions and Quality of Education Indicators + Training on Monitoring & Evaluation |
| May-June | <ul style="list-style-type: none"> • Provide support to Coalitions in designing and reporting GAWE activities - Contact Coalition to discuss GAWE 2017 objectives and possible national contextual |

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| | <p>elements. Review GAWE coalition plans and provide feedback</p> <ul style="list-style-type: none"> • Follow up with coalitions and upload activities in social media and website • Follow up with GAWE reports from Coalition countries and formulate the final report • Develop Policy Paper – Regional / position papers on agenda 2030 - With active contribution from national coalitions and ACEA Staff • Provide support to Coalitions in preparing the Bi-annual CSEF report (for July submission) • Field visits to CSEF coalitions countries - At least one field visit to every coalition |
| TBC | <ul style="list-style-type: none"> • Organization of a regional conference about the role of unions in education reform • Training course in campaigns management and advocacy for Teachers Unions |
| January – June | <ul style="list-style-type: none"> • Update the Electronic Library with the latest resources, knowledge and reports and regular update for the website • Engagement with GPE Community Support Team (CST) • Engagement with GCE MEL staff to share information and learning points • Participate in on-line GCE community of practice • Documenting and capturing and sharing of stories and narratives of good practice • Follow up with the coalitions to share more of their good examples and help GCE collect such narratives for cross country and cross regional learning – and contribute these to the CSEF newsletter and bi-monthly blogs • Follow up with the coalitions to assist and design the papers, studies, research production • Follow up with the coalitions to monitor and evaluate the implementation of their projects • Fund raising (all Arab countries) • ACEA skype meeting – The secretariat meeting on skype on the 5th of each month • Monthly regional and GCE programme update calls • Manage and upload data to the ACEA website • Promoting and sharing the developed lessons learned and success stories through the newsletters and other tools. Sending to all recipients in the mailing lists of donors, coalitions members and stakeholders • Support Initiatives; e.g. Varkey Foundation National teacher prize in 10 countries from Middle East and 3 countries from East Europe |
| ME&EE Region | Regional Financial Management Agency - GCE |
| January | <ul style="list-style-type: none"> • Receive and review financial report plus supporting documentation for Q4 from each Coalition • Consolidated financial report for Q4 into the CSEF Global Secretariat for consolidation (with other regions reports) • Prepare CSEF 2016 annual narrative financial report |
| January – March | <ul style="list-style-type: none"> • Submit Internal Audit Action Plans to Global CSEF Secretariat • Continue to support coalitions in preparing their 2017 budgets and plans. Submit the final approved budgets to CSEF Global Secretariat • Continue 2017 proposal and budget reviews following the RFC meeting in Amman • Detailed Implementation Plan submitted |
| February – April | <ul style="list-style-type: none"> • Contracts addendums for 2017 between FMA; RS and Coalitions prepared and fully signed by all parties • Funds disbursement to all 7 national coalitions as agreed by the RFC as the Coalitions are finalizing their 2017 proposals • Review all Financial Policies and Procedures Manuals based on the analysis of the last year. Discussing same with Coalitions team • Review financial report plus supporting documentation for Q1 from each coalition |
| April - May | <ul style="list-style-type: none"> • Visit some of the ME&EE coalitions to conduct monitoring and capacity support as |

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| | part of the capacity support plan for the MEEE Region <ul style="list-style-type: none"> • Submit the consolidated financial report for Q4 |
| 25 – 30 May | <ul style="list-style-type: none"> • GCE-organised MEL System Training/Online Financial Reporting tool/ Expanded Regional Planning, Johannesburg |
| On-going | <ul style="list-style-type: none"> • Regular calls with Coalitions (review progresses; budget utilization/implementation and any other issues) • Skype meetings - to discuss and find ways to minimize the difficulties faced in 2016. FMA and Coalitions and FMA and RS • Review all Financial Policies and Procedures Manuals. Discussing with Coalitions team as part of the internal audit processes |

7. Financial report for 2016

In October 2015, the GPE Country Grants and Performance Committee as delegated by the GPE Board, approved US\$28,769,442 in continued support to CSEF for the period 2016-2018 phase, which marked a third implementation phase for CSEF.

In 2016, the GCE finance unit conducted the final audit process for the 2013-2015 GPE grant. This undertaking included 48 national coalitions' audits, seven regional audits (Regional Financial Management Agencies and Regional Secretariats) and two global audits including the consolidated audit. The final consolidated audit was presented to the GCE Board in October 2016, and subsequently submitted to UNESCO, the Supervising Entity of the CSEF 2013-2015 phase II. All audit findings for the 2013-2015 phase have been integrated into regional and global capacity support plans for the current 2016-2018 phase.

Following the audit process, the Global Secretariat organized a series of regional meetings to discuss with all regions and coalitions the processes of ensuring that all audit findings for the past CSEF phase are resolved and addressed. The trainings were also used to roll out the internal audit processes within the CSEF structure for CSEF III.

Systems development and capacity support processes

As part of the system strengthening process, GCE has developed an online financial reporting tool that all coalitions will be required to use. The system provides for real time data processing and management. With this tool, all CSEF partners (Global Secretariat, Regional Financial Management Agencies and Regional Secretariats) will be able to easily access coalition financial data related to the CSEF programme and monitor how coalitions are managing their budgets. One important aspect of CSEF grant management relates to exchange rates as most of the CSEF grant recipients spending is in local currency. With the online financial reporting tool, the phenomenon of volatile and changing exchange rates impacting onto local currency budget totals can be monitored more easily by both the coalitions and the regional structures.

In this reporting period, engagement with the Regional Financial Management Agencies (RFMAs) has been paramount. These entities play a crucial role in ensuring that financial resources allocated and disbursed to coalitions are used efficiently and appropriately. The RFMAs also conduct capacity support and monitoring visits to national coalitions. GCE's engagement with the RFMAs in this reporting period was primarily focused on ensuring that they fully understand their role, and that they have tools and capacities needed to support national coalitions appropriately. This has included ensuring common understanding of, and capacity to fulfil, internal audit processes as determined in the GCE internal audit plan for 2017, which has been shared with the GPE Secretariat.

Grant management

Following the approval of the CSEF grant for 2016 – 2018 by the GPE, all national coalitions were requested to prepare and submit their proposals and budgets for approval by their respective Regional Funding Committees (RFCs).

The financial report for the period under review is attached as Annex G. In this reporting period, as the CSEF Grant Agent for the CSEF programme, GCE received a total of \$ 9,222,674. This represents the total budget committed by the trustee for the 2016 year.

Following receipt of this fund allocation, GCE disbursed funds for national coalitions through the Regional Financial Management Agencies. The disbursements were based on approved budgets and proposals by the RFCs. A list of all grants that were approved by all four Regional Funding Committees can be seen in Annex C.

As per CSEF financial regulations, all CSEF grant recipients are required to open a CSEF dedicated bank account, and all CSEF disbursements are credited into this bank account. As a means of reducing risk to the programme funds, all coalitions received a maximum of six months' worth of funds out of their total annual budget.

Funds were also transferred to Regional Secretariats and Regional Financial Management Agencies on the basis of their approved work plans and budgets for 2016. Funds disbursed to the regional structures covered cost centres such as staff costs, overheads and regional programme activities.

Expenditure and absorption

The total reported expenditure (global, regional and national) as per the attached financial report for the year 2016 is \$ 7,557,123.

The breakdown of this expenditure for the Global Secretariat, Regional Secretariats and Regional Financial Management Agencies were as follows:

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| a) Global Secretariat: | \$605,527 |
| b) Regional Secretariat – Africa: | \$505,039 |
| c) RFMA Africa Region: | \$148,198 |
| d) Regional Secretariat – Asia and Pacific: | \$362,054 |
| e) RFMA Asia and Pacific Region: | \$114,708 |
| f) Regional Secretariat – Latin America: | \$255,880 |
| g) RFMA Latin America: | \$47,921 |
| h) Regional Secretariat – MEEE Region: | \$155,613 |
| i) RFMA MEEE Region: | \$59,152 |

At the national level, the following expenditures were registered in this reporting period:

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| a) Africa Coalitions: | \$2,854,594 |
| b) Asia and Pacific Coalitions: | \$1,332,502 |
| c) Latin America Coalitions: | \$495,628 |
| d) MEEE Coalitions: | \$620,307 |

At the end of 2016, GCE still had some of the grant funds in its accounts. This was because the last disbursement for the period July-December was only received in November 2016. The 2016 balance was rolled over to 2017.

GCE submitted a cash request to GPE for the period January-June 2017³³. The request was approved and funds were remitted to GCE in the second week of April.

Variance analysis

In this reporting period, a total variance of \$1,665,550 was recorded; \$1,351,127 at global and regional levels combined and \$314,423 at national level. This variance was due to the following factors:

- a) *Late disbursement of funds* – the two disbursements that were made by GPE to GCE as the Grant Agent arrived late. The first disbursement was only received in April 2016 and the last disbursement only reflected in GCE’s account in November 2016. As noted in the narrative report, this impacted the implementation of activities as both Regional and National Coalitions had restricted resources to finance their CSEF activities. In order to mitigate the risk of delayed disbursements which then impacts implementation of activities, cash flow management processes have been streamlined. This includes ensuring that Regional structures and national coalitions’ quarterly plans are adequately resourced.
- b) *Proposal Process* – the CSEF proposal processes are very extensive and thorough. In some CSEF regions, this process took longer than anticipated. This meant that both regional and global support to national coalitions had to wait until these processes were finalized before commencing monitoring and support visits to coalitions. This mainly affected budget lines such as travel, meetings and trainings at both global and regional levels.
- c) *International funds transfer restrictions* – Due to international funds transfer restrictions, some coalitions had difficulties receiving funds transferred to them by their respective RFMAs. Coalitions affected by this included Yemen, Sudan, and Afghanistan.
- d) *Delayed staff recruitment* – Both global and regional budgets included costs for staff yet to be recruited. Unfortunately, the recruitment processes took longer than expected. This mainly affected global and regional budgets (salaries and overheads).

8. Concluding Remarks

The first year of CSEF III implementation (January 2016-December 2016) has been marked by considerable success. Through triangulation of reports from national coalitions and the regional and global secretariat support structures, this report shows that the majority of the annual targets have been met - at aggregate level, against the expected outcomes of the programme.

Annual targets for 2016 under five of the eight indicators were fully met and two were mainly met. Notably, a number of targets are exceeding expectations in terms of “strong” or “adequate” performance, but the average or overall performance is moderate. Only one target remains a major concern and “off track”: that is, progress against the target for indicator 2.2.1, which includes the production of research and analysis. However, progress already began to accelerate towards the latter end of 2016 through focused support given in the second half of 2016 as a result of this target being identified as needing extra support through the biannual report.

Where targets were not fully met, the CSEF Implementing Partners have identified areas of underperformance, and will work across the global, regional and national structures to address these. A number of coalitions have reported their efforts hampered by changes in government, political crises,

³³ During the preparation of this report, the request was approved and funds were remitted to GCE in the second week of April 2017.

emergencies, as well as broader trends towards reduced space for the voice of civil society in many countries in which CSEF operates. This must also be factored in as a mitigating circumstance in the space for impact in some countries.

However, this annual report comes at a strategic moment for the current phase of CSEF, which will ensure that the results from 2016 are fed into 2017 spaces for learning and reflection processes ‘hard-wired’ into the programme design. For instance, the global and regional secretariat implementing partners plan to gather in May 2017, with the intention of - amongst other things - reflecting on achievements and challenges to-date, and the lessons from the MEL activities of the first year of CSEF III. This offers an opportunity for reflection on progress to-date, and an assessment three years into the new SDG 4 agenda, and two years into the GPE 2020 Plan, of whether the CSEF programme objectives and targets are “fit for purpose” and effectively responding to the external environment.