REGIONAL AND NATIONAL
CIVIL SOCIETY EDUCATION FUNDS (CSEF)

1ST PROGRESS REPORT
JUNE 1- DEC 31, 2009

PREPARED BY THE
GLOBAL CAMPAIGN FOR EDUCATION

FOR THE
EDUCATION FOR ALL FAST TRACK INITIATIVE
EDUCATION PROGRAM DEVELOPMENT FUND
This is the 1st Progress Report (June 1 – December 31, 2009) of the implementation of the Civil Society Education Fund (CSEF) prepared by the Global Campaign for Education. The 1st Progress Report is based on the progress reports of the National Education Coalitions and the three Regional CSEF Secretariats. The Progress Report is prepared for the Education for All Fast Track Initiative (EFA FTI) which supports the CSEF financially through a grant from the Education Program Development Fund (EPDF).

The Report was prepared by

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1 Introduction

The first CSEF progress report covering the period June 1st 2009, to December 31st, 2009 submitted by the Global Campaign For Education to the Education for All Fast Track Initiative Secretariat (FTI Secretariat) and the World Bank as the trust fund manager highlights the progress made over the last 6 months, without attempting to assess impact, as this would be too premature. The report combines submissions from CSEF regional formations (regional Secretariats and regional Fund Managers), which were in turn generated from 32 CSEF supported national education coalitions. In itself, the reporting process was consultative in nature, serving as an important channel for dialogue among the organizations involved.

1.1 The Progress Assessment Criteria

The progress assessment for this period is based on the CSEF year one objective; measured against a set of indicators agreed with the FTI project managers within the framework of the original CSEF proposal.

The CSEF Year I Objective is: To establish a funding process through which national civil society coalitions can receive support for building their capacity to monitor national education plans, track budgets and education sector spending, conduct policy-oriented research and lobby government officials on education issues.

Key performance indicators reviewed through to June 2010

| Ind. 1: | Staff recruitment and office set-up in Africa, Latin America and Asia Pacific region |
| Ind. 2: | Regional secretariats assisting national coalitions in developing robust funding proposals for submission to funding committees, organizing meetings for funding committees and assisting committees in determining eligibility of the proposals |
| Ind. 3: | Regional funding committees holding meetings, agreeing a schedule for proposal submissions and decisions and approving at least five project proposals in Africa and Asia and two project proposals in Latin America |
| Ind. 4: | Inventory of which national coalitions are legally registered and which are in the process of registering |
| Ind. 5: | Production of evaluation reports on each product and comprehensive audits of CSEF work |

1.2 Overall progress

We note significant progress globally as follows:

- Set up of CSEF regional secretariats;
- Establishment of regional funding committees;
- Operationalisation of the regional financing managing agencies
- Appointment of a full CSEF staff complements;
- Review, approval and conclusion of 32 national coalitions applications;
- Disbursement of CSEF grants to 32 coalitions; and
- Implantation of the project in 32 countries.

These achievements were in spite of earlier predicaments, as EFDF grants only arrived in late September 2009. The achievements as enumerated provide necessary conditions for national civil
society coalitions to begin building capacity to monitor national education plans, track budgets and education sector spending, conduct policy-oriented research and lobby government officials on education issues”. This is where the focus of the project will be from the second half of the of the CSEF project cycle beginning January 2010.

2 ASSESSMENT OF SPECIFIC PERFORMANCE INDICATORS AND PROGRESS TO-DATE

Ind. 1 Staff recruitment and office set-up in Africa, Latin America and Asia

- The management structures of the CSEF project are designed to ensure accountability: Adequate checks and balances exist as fund management, administration and grant approval functions are managed by different, separate and independent organizational entities. To coordinate these entities, an Acting Project Manager (Kjersti Mowe) was hired on a temporary basis. The post of the CSEF Global Coordinator was recruited (Mr. Geoffrey Odaga) in early 2010. This position is based at the GCE in Johannesburg and provides overall leadership, maintain coherence and ensure alignment of regional CSEF plans, with overall GCE vision, mission, strategies and contractual obligations to the World Bank. Following the signing of the CSEF grant agreement between the Bank and GCE, the Regional CSEF Coordinator positions were advertised and successfully recruited. Mr Bernie Lovegrove, Mr. Boaz Waruku, and Mrs. Nara Menezes, based in Canberra Australia, Nairobi Kenya and Sao Paulo Brazil; were recruited as regional CSEF coordinators for Asia Pacific, Africa and Latin America respectively.

- Set up of regional CSEF secretariats and Financial Managing Agencies: From June to September 2009, the regional Secretariats, hosted by ASPBAE (for Asia and the Pacific), ANCEFA (for Africa) and CLADE (for Latin America) respectively, and the regional Fund Managers, a role played by Oxfam GB (for Africa), Action Aid Americas (AAA) (for Latin America) and Education International (EI for Asia Pacific) proceeded to advertise, interview and appoint staff to the various regional and sub-regional positions, designed to enable regional secretariats and the Financial Managing Agencies manage the CSEF project and liaise with national coalitions implementing the project on the ground. The staff contingent appointed at regional level includes the regional accountants located in Dakar Senegal, Kuala Lumpur in Malaysia, and Rio De Janeiro, Capacity Development and Advocacy Support (CDAS) Officers located in Pakistan, Bangladesh and the Philippines, a Documentation and Monitoring Officer, located in Canberra Australia, the finance and administration support staff in Mumbai, Dakar and Canberra, the Project Officers, located in Nairobi Kenya, Lusaka Zambia and Lome Togo and the Campaigns and Communications Officer located in Dakar Senegal. At the same time, separate funding was secured by ASPBAE to enable the employment of CDAS Officers in Papua New Guinea, Solomon Islands and Australia.

- Basic start up equipments and office cost secured: Soon after these posts were established, the CSEF regional accountants embarked on setting up of the financial systems for grants management. In addition basic project start up equipments and office cost were secured.
- **CSEF staff orientation and induction completed:** With CSEF staff complements in place, the regional Secretariats and Fund Managers undertook to organize several staff orientation and induction events. In Asia Pacific, the first was on 20-21 August 2009 in Kuala Lumpur, Malaysia, coinciding with the CSEF Funding Committee meeting. Among other things, Regional Staff discussed the financial management and reporting system presented by the Fund Managers accountants and assistants. A second meeting was held in Jakarta on 8-9 November 2009, linked to a Workshop on Quality Adult Education. This was followed by a third meeting in Manila Philippines on 17-19 December 2009 as part of a broader ASPBAE staff meeting. In Africa a staff induction event took place in Nairobi Kenya, from 8-14 November 2009. The meetings were important opportunities to induct new CSEF staff, assign staff to respective national coalitions, develop work plans, review baseline capacity assessment documents and develop communication protocols. In Latin America, a capacity building process was conducted for the CSEF regional accountant, through a two weeks training on the accounting system of ActionAid Americas. This included training on SUN, the organization’s accounting system and Vision, the software used for the preparation of financial reports. Similarly the CSEF Secretariat regional Coordinator for Latin America participated in the workshop which presented CSEF to Latin American countries, serving as a key moment for induction.

- **One civil society policy consultation forum organized:** To improve the effectiveness and advocacy impact ASPBAE, together with the CSEF supported coalition CAMPE, organized a South Asia Civil Society Consultation (10-11 Dec, 2009) in advance of a meeting of the South Asia Education Ministers (13-14 Dec) in Dhaka through funding from the Real World Strategies (RWS) program. Six South Asia national coalitions were represented. Witnessed by the GCE Global Secretariat, the event proved to be a valuable advocacy capacity development opportunity for national coalitions. The civil society representatives developed a set of recommendations that were then presented to the South Asia Education Ministers meeting. Excellent media coverage was gained the following day. Three Bangladesh national ministers attended an evening function organized by CAMPE. While in Dhaka, the regional Secretariat and GCE took the opportunity to organize a meeting of representatives of the national coalitions from Bangladesh, Sri Lanka, Nepal, Pakistan, India and Afghanistan to discuss progress on the CSEF project and to identify priority capacity building needs over the coming period.

- **Baseline capacity assessment tools developed:** During the period under review, the Asia Pacific Regional Secretariat developed a set of baseline capacity assessment tools as a means to enable coalitions to take stock of their existing knowledge and skill levels; to help measure progress in the second and third year of the project. This process will be further developed and elaborated after the trail process in the coming quarter. This is part and parcel of a process to help coalitions put in place an effective monitoring system.
Regional secretariats assisting national coalitions in developing robust funding proposals for submission to funding committees, organizing meetings for funding committees and assisting committees in determining eligibility of the proposals

32 Funding applications approved: The initial CSEF aim was to work in 6 of the 6 FTI eligible/endorsed countries in Latin America: 8 out of 21 FTI eligible/endorsed countries in the Asia Pacific region, and 22 out of 37 FTI eligible or endorsed countries in Africa. A total of 36 applications were received (Africa 24, the Asia Pacific 8 and Latin America 4). In Africa, the only application declined was from the Botswana coalition as Botswana is not an FTI eligible country. All together, the funding committees reviewed 34 applications. By 31st December 2009, they had approved 32 of these; two in Latin America; 8 in Asia Pacific, and 22 in Africa. By this same date, the first quarter grants had been distributed to the majority of these countries.

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<tr>
<th>Region</th>
<th>Applications Process</th>
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<td>Africa</td>
<td>22 proposals were approved: Angola, Benin, Burkina Faso, Burundi, Cameroon, Djibouti, DRC, Gambia, Ghana, Guinea-Bissau, Kenya, Lesotho, Liberia, Malawi, Mozambique, Niger, Nigeria, Senegal, Sierra Leone, Togo, Uganda, Zambia. Decision on Ethiopia was deferred and concluded only in mid January 2010, following recommendations of a Fact Finding Mission that was sent to Addis Ababa and which recommended that Ethiopia could be admitted to the CSEF project. This mission was constituted by 4 members of the Africa regional funding committee. To be considered in January 2010 for decision are countries of Cape Verde and Zimbabwe. This will bring the total number of countries in Africa to 25.</td>
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<td>Asia</td>
<td>All 8 target countries were approved in the first round; Bangladesh, Cambodia, India, Sri Lanka, Nepal, Pakistan, Papua New Guinea, and the Solomon Islands. It is expected that Vanuatu, Vietnam, East Timor, and possibly Indonesia will apply for funding in early 2010.</td>
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<td>Latin America</td>
<td>Nicaragua and Bolivia were approved. The proposal from the Dominican Republic was postponed, after recommendations by the funding committee to allow time for the regional secretariat to work closely with the coalition to improve and align plans with CSEF principles and guidelines. Hence approval was postponed for January 2010. In relation to Haiti, approval was conditioned to requirements being met and a field visit organized to support this process. Honduras: Due to political crisis, there was a need for a deeper analysis and consultations to allow the secretariat determine the right timing for this visit and articulate relations with the local coalition. Hence, approval process was postponed, conditioned to a field visit. No proposal came from Guyana because there is still no national coalition there.</td>
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Technical support visits rendered to national coalitions to improve quality of proposals: Several technical support visits were undertaken to render support to national coalitions during the proposal preparation stages and CSEF application process. In the period following September to December 2009, the CSEF Regional Secretariat staff carried out six onsite visits to six of the eight CSEF funded coalitions in Asia and the pacific, 8 out of 22 coalitions in Africa and two coalitions in Latin America-Bolivia and Dominican Republic. In addition, in the Asia Pacific, exploratory meetings were held with organizations in Indonesia (10-11 Nov). In the Asia Pacific,
region, technical support visits were undertaken to expansion countries of Vietnam (30 Sept – 3 Oct) and Vanuatu (23-27 Nov) to prepare grounds for new applications for round 2 commencing April 2010. By 31 December, the Asia Pacific Regional CSEF staff had undertaken capacity building missions for coalitions in Papua New Guinea, Solomon Islands, Sri Lanka and Bangladesh.

- **Regional Technical Capacity Support workshops conducted:** In March 2009, ASPBAE, brought together representatives of the national coalitions in the Asia Pacific region in Kuala Lumpur, Malaysia. This was the first opportunity to explain the CSEF project and begin a process for coalitions to develop their proposals. During this event the coalitions were able to exchange learning, share policy objectives and campaign plans and discuss continuation of their education advocacy work. At the 2nd Africa Funding Committee meetings, a number of applications were deferred, subject to major changes and adjustments as recommended by the funding committees. The regional secretariat for Africa, under recommendation of the committee organized 2 technical support workshops to mentor 8 coalitions Angola, Mozambique, Lesotho, Zimbabwe, Guinea Bissau, Djibouti, Benin and Togo, to improve the quality of their CSEF plans (exhibit 3). Consequently, two-three day emergency technical support workshops were conducted in Johannesburg, South Africa (for Anglophone and Lusophone countries) and Cotonou, Benin (for Francophone countries), with 8 national coalitions in attendance. A total 16 key national staff and campaigners benefited from these two workshops. The workshops were carried out with the financial support of the Open Society Institute for Southern Africa (OSISA) and Action Aid Regional Office in Kenya through Action Aid Senegal, given that the CSEF funds had not yet been disbursed at the time. In Latin America, a technical support workshop was conducted by the Funding Committee with 5 national coalitions, during the second Funding Committee Meeting, in Sao Paulo. This was attended by the Funding Committee, SCEF Secretariat Coordinator and coalitions representatives from Haiti, Bolivia, Dominican Republic and Nicaragua, to discuss presented proposals, make adjustments and recommendations.

- **On-line technical support rendered to national coalitions:** In Africa the funding committee had also recommended that on-line Technical Support be rendered to coalitions whose plans needed some minor adjustments. Following these, specific CSEF project officers were assigned to offer assistance to 12 medium level national coalitions to improve particularly the analysis of their plans, and guide through the objective setting, analysis, clarification of implementation plans, and alignment of budgets to activities, as well as streamline national plans to CSEF objectives. As a consequence, all national applications received several phone calls and email support. With this support they were able to meet the required standards and were approved and granted funding by the committee. Also in Latin America and Asia Pacific the Secretariats and Fund Managers maintained constant contact with coalitions and provided technical support through email and telephone communication.

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1 Africa FC Meeting held on 24th – 27th August, 2009, at Hotel-Jardin, Savana – Dakar, Senegal.
2 Capacity Support Workshop held on September 7 – 11, 2009 at the Boardroom of Open Society Initiative for Southern Africa (OSISA) in Johannesburg, and was financially supported by OSISA.
3 Capacity Support Workshop held on September 14 – 18, 2009 in Cotonou City of Benin.
CSEF Grant management systems and procedures established: It is the role of the Fund managers to receive and manage the grants on behalf of the Global campaign for Education. The total transferred for CSEF Africa was $737,186 to 22 National Coalitions. $567,026 to 8 coalitions in Asia, and $65,787 to 2 coalitions in Latin America. Prior to this, grants management procedures had been put in place, and systems for maintaining financial records; prepare periodic Regional CSEF fund utilization reports; and organize the accounts audit of the Regional CSEF funds as required were established. To ensure that these are enforced, the fund managers have been empowered to withhold transfer to any national coalition if financial reporting and accountability is considered insufficient.

Capacity assessment of CSEF national coalitions to manage grants was undertaken, and budget templates standardized and disseminated: The first phase of activities by Fund Managers consisted of processing the first disbursement request for coalitions; producing, disseminating and following up Financial Management Self-Assessment questionnaires; as well as disseminating a standardized budget template. Processing disbursements of funding requests was however the bulk of the work during the reporting period. Following the CSEF Regional Funding Committee meetings, the list of approved coalitions and the funding amounts allocated were communicated for these agencies to kick start grants processing and disbursement processes.

32 grants contracts signed with 32 national coalitions: The first grants agreements were signed by November 3. For Africa, all 22 national coalitions had signed grant agreements by December 12. This was followed by a process initiated by Fund Managers to gather banking details from coalitions in preparation for disbursement. 70% of coalitions on average supplied their banking details within an average of 3 days, while 30% had delays, with the longest delay experienced being 35 days, due to communication problems.

32 grant requests processed: Following availability of banking details, grants transfers were initiated, with 80% of transfers being done within an average of 3 days. Only four of the total were delayed, the longest delay being 22 days; again due to communication challenges. However, the first disbursements have now gone out to all 32 national coalitions which have signed contracts with CSEF regional secretariats. On the whole, there were unavoidable delays in disbursement relative to the delay experienced in processing payments from the World Bank to GCE. This led to a late start in the project actual start date. A small number of national coalitions also experienced lengthy delays, caused by problems at different stages, with the Democratic Republic of Congo still remaining outstanding.

Proof of receipt of funds received from 21 national coalitions: Proofs of receipt of funds have been received from 21 national coalitions. These are the required documentary proof submitted by national coalitions. A further 7 have acknowledged receipt but not yet sent the required documents. Confirmation of receipt from the remaining 4 coalitions is expected in the coming weeks of January.

Financial management assessment exercise conducted: Thorough financial management assessments have been conducted in all regions. Given that it was not feasible to conduct on-site capacity assessments of all coalitions in Africa (22) in the first few months of the project, Oxfam GB produced a self-assessment questionnaire on financial management, which, together with
information from ANCEFA, the regional secretariat, will be used to inform the design of a capacity-building and technical support plan for national coalitions. This plan will be delivered through specific on site support visits, and financial management sessions in sub-regional workshops. Subsequently, coalitions have been informed that transfer of 2nd disbursements will depend on their satisfactory response and return of this questionnaire, sent on 21 December. As of 19 January, only 9 of 22 CSEF supported coalitions in Africa had returned duly completed copies. In Latin America, the questionnaire was self-administered by members of CSEF Funding Committee- Orlando Pulido, who visited Bolivia in October 2009 and Margarita Salinas, who visited the Dominican Republic in November 2009. These visits allowed a good interaction between program and finance, enabling an analysis of the strength and capability of the organizations to carry forward the proposed project and administer the grants. Like in Africa, responses obtained from the questionnaire will be used for planning the necessary technical support to the National Coalitions in the next fall.

- **Standardization of Budget and reporting template finalized**: In the submission of grants application; there was a lack of uniformity as different templates were used. This pointed to the need to forge uniformity and standardize planning, budgeting, monitoring and reporting procedures. This led to the issuing of a standard reporting format and guideline, which applies across the project, and will be used by the regional formations and national coalitions from the second quarter reporting period. Subsequent transfers of quarterly grants will also be conditioned on satisfactory monitoring, reporting and accountability of previous grant commitments and work plans, monitored and reported on the basis of these agreed new formats.

Regional funding committees holding meetings, agreeing a schedule for proposal submissions and decisions and approving at least five project proposals in Africa and the Asia Pacific and two project proposals in Latin America.

- **3 CSEF regional funding committees established and became fully operational**: The period under review, which was a phase-in period for the project witnessed several activities at global and regional levels; to set up the oversight and political structures of the project to ensure that the basic management components for decision-making and accountability of the CSEF grants begin to operate. By putting in place an institutional set up from global, region, and national level, a smooth implementation phase has been ushered in. By July 2009, all three regional funding committees were fully operational. The committees (exhibit 3), consisting of respected CSO education and development specialists from around the regions held their first regional meetings in March, April and May 2009 respectively. As a result, the meetings; agreed eligibility criteria for the fund, adopted the assessment guidelines within general parameters set by the GCE Secretariat and Board, and defined the process for grant application and approval timelines. The members also agreed the modalities for the functioning of the Committees, and decided on grants/allocation to the coalitions, based on proposals developed by national coalitions according to set guidelines. In future deliberations, the committees will provide over-all guidance on how the national CSEFs should best be set up in the different countries in the regions - cognizant of the different peculiarities and context in which these will be implemented.
By end of December 2009, the Asia Pacific, Africa and the Latin America regional funding Committees had each met twice, in Kuala Lumpur, Malaysia, Dakar Senegal and Sao Paulo Brazil respectively.

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<th>Region</th>
<th>CSEF Regional Funding Committees</th>
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<tr>
<td>Africa</td>
<td>The Committee met on April 7 and August 24-26, 2009, the second meeting with the purpose of reviewing CSEF proposals. Further recommendations were made and the Secretariat dedicated three weeks of intense work with coalitions to improve proposals, including organizing two workshops for the applications in need of revisions. The Funding Committee reconvened over telephone and email to make final decisions in the week of the 28 September. On 2 October the Committee accepted funding proposals from 22 countries: Angola, Benin, Burkina Faso, Burundi, Cameroon, Djibouti, DRC, Gambia, Guinea Bissau, Ghana, Kenya, Lesotho, Liberia, Malawi, Mozambique, Niger, Nigeria, Senegal, Sierra Leone, Togo, Uganda and Zambia. The decision for Ethiopia was deferred and the coalition was asked to revise the proposal.</td>
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<td>Asia</td>
<td>The Funding Committee met on 25-26 March and August 18-19 2009. The committee approved 4 proposals and requested the Regional Secretariat to work with the other 4 coalitions to finalize before granting final approval. In October the Funding Committee approved proposals from all eight countries: Cambodia, Solomon Islands, Nepal, Sri Lanka, Bangladesh, PNG, Pakistan and India.</td>
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<td>Latin America</td>
<td>The Latin America Regional Funding Committee met on 15 May and 6-7 August 2009, the latter meeting to review CSEF proposals. Bolivia and Nicaragua were pre-approved during the meeting, requesting that these two national coalitions make specific adjustments to the proposal, all of which were subsequently met. Decision-making with regards to Haiti and Dominican Republic were deferred to allow time for the Funding Committee and Secretariat to work closely with coalitions to improve proposals and align them with CSEF principles and guidelines. Approval was postponed for January 2010, conditional to requirements being met and field visits organized to support this process. The visit to the Dominican Republic took place in December 2009. Haiti’s visit was planned for January 2010, but has been postponed given the tragic earthquake that took place. It was decided that Honduras would be considered for funding as from January 2010 if they submit an application, given the coup scenario the country underwent during the second semester of 2009 and the consequent democratic crisis. In the case of Guyana the Secretariat and Funding Committee agreed to strengthen relations with the country as part of the preparatory process to get them ready to apply for funding as from January 2010, given the country does not have a national education coalition.</td>
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**CSEF regional Coordination Committees formed:** Regional Coordination Committees were constituted. For each of the three regions, these consist of the head of Regional Secretariat, a representative of the Fund Manager, the regional Coordinator and the CSEF Global Coordinator, representing the GCE. The primary role of these committees is to oversee the application, contracts, grants and reporting processes, on behalf of the funding committee, following the decisions of these committees. The committee is also responsible for overall monitoring of progress and challenges associated with the implementation of the grant. The committee takes immediate corrective actions when necessary. In the last reporting period, the committee maintained regular communication and contributed to the generation of this report. From the next reporting period, this committee will have regular teleconferences designed to ensure
better coordination of regional plans, discuss challenges and keenly follow progress at national level.

**Inventory of which national coalitions are legally registered and which are in the process of registering**

- **Of the 32 national coalitions approved for funding in the first round, 25 are legally registered 21 in Africa, and 5 in the Asia Pacific:** In Africa, only Angola (which has been contracted through a member organization called Associacao Angolana de Educacao para Adultos - AAEA), does not have legal registration. Zimbabwe, which is yet to be contracted, has already initiated the process for legal registration. In Latin America, none of the two approved have legal registrations. In Asia, the following have legal registration; Cambodia, NEP, Solomon Islands, COESI, Sri Lanka, CED, Bangladesh, CAMPE and PNG, PEAN. NCE Nepal is undertaking the application process for registration and nominated Save the Children in Nepal as its Temporary legal body. In India, NCE India has nominated one of its members- the All India Primary Teacher’s Federation (AIPTF) which has license to receive the CSEF funds on its behalf. In Pakistan, PCE is in the process of becoming legally registered and has nominated Strengthening Participatory Organization (SPO). During the application process, legal registration was a desirable condition but not a necessary condition for national coalitions to received CSEF approval. This is because of the different stages of organizational development in which different coalitions are. Ignoring this fact would have meant judging all coalitions on the same legal standard without considering the political context in which different countries operate.

**Production of evaluation reports on each product and comprehensive audits of CSEF work**

- The production of evaluation and audit reports will take place at a later stage in the project. It is a vital part of CSEF to continuously keep records of all activities and processes taking place as well as documenting outcomes, achievements and learning.
3 OBSERVABLE TRENDS, CHALLENGES, AND CONCLUSIONS

GCE and the CSEF global staff have worked closely with the regional initiatives and national coalitions to set up the CSEF framework, develop guidelines and templates, and provide information and support as needed. Thorough filing and documentation of all processes has been kept for institutional memory and learning. A communications system is being put into place including the setting up of a website and production of information material such as a CSEF brochure. A lot of focus has been put on close coordination with the regional Secretariats and Fund Managers in creating an efficient Monitoring & Evaluation system. This work is ongoing. Furthermore, much attention has been given to the sustainability aspect of CSEF, particularly with regards to the setting up of National CSEFs, which constitutes a main aim of the project. A NCSEF research and pilot process has been envisaged to take place in 2010.

The following 11 observations over the last 6 months:

1. Since funds were not transferred to coalitions until early November, a number of coalitions will have to defer activities to January-June 2010. This implies that necessary measures will be taken revise the 2009 plans, and reallocated budgets, to reflect adjustments that need to be made within the overall CSEF Jan 2010-June 2011 operational framework.

2. In 2009, initial start up activities took the better part of the abridged quarters 1 & 2 of the CSEF implementation period. The period Jan-June 2010 will begin to see more and more activities implemented at national level as highlighted in section 6. We also envisage greater focus on outcomes and possible trends on impact of CSEF on the ground in the subsequent report.

3. In real terms, the period from June 1st-December 31st 2009 has been a period of preparing and adjusting proposals, hiring new staff, setting up offices and accounts, pursuing legal registration and beginning the roll-out of national project activities.

4. The inclusion of country-based civil society organizations to support National Coalitions in the initial stages of CSEF project added immense value to the quality of CSEF project and momentum for CSEF work at country level. This approach helped to speed up progress which we have just highlighted. In addition, it also led to more transparency, openness, and inclusion in the entire set up, planning, recruitment and grants implementation processes. We hope to maintain this collaboration at all levels of CSEF interventions.

5. As a result of all the above, several national coalitions took advantage of the CSEF set up period to improve and to strengthen quality of internal governance and democracy within their organizations. General Meetings of coalition members become a more common occurrence, as 8 national coalitions convened their annual assemblies in part to fulfill the requirements of the CSEF application process; to redefine leadership and re-commit to the vision, mission and goals of the coalitions.
6. The interest generated by CSEF at the national level has resulted into a more collective approach by civil society to deal with common issues collectively and agree positions on education policy issues at the national level in unison. The re-emergence of national coalitions as the focal point of civil society and non-state actors’ in interrogation of education policy issues through being part of Education Sector Review Sessions, Education Donor Group and Partners Meetings, taking leadership on specific policy formulation and review processes will mean stronger public input in national policy processes and a more genuine participation of civil society in national policy dialogue. This will continue to be strengthened as a key legacy of the CSEF project.

7. Communication and feedback linkages between national coalitions and regional secretariats in some regions remained weak, and communication between the global secretariat and regional secretariats will need to be improved. Additional investments will be necessary in the subsequent period to strengthen this area.

8. At national level, coalitions have considered CSEF an opportunity to do more, to build their own capacities for policy work, strengthen their networks and begin to have an impact on national policy processes. In the subsequent rounds of funding, emphasis will be laid on supporting national plans to address specific policy targets. This will also be the target of our next progress report.

9. In some countries, the activities of NGOs still face impediments of the laws. Project implementation for CAMPE, the national coalition of Bangladesh has been postponed as they await a government approval from the NGO Affairs Bureau for the expenditure of CSEF funds. This follows is part of the global attempt by governments to curb money laundering and flight international terrorism.

10. The PCE, the national coalition of Pakistan has been undertaking an internal process to determine the most appropriate legal structure for the coalition. Much of the coalitions without legal status are still in the process of acquiring this. We will ensure that coalitions like PCE are not rushed into registration before allowing for sufficient time to consult members and lawyers on appropriate legal mechanisms that can sustain the existence of strong coalitions around the world.

11. Finally, over the coming period, more work needs to be done with all coalitions to clarify the purpose of National Civil Society Education Funds (NCSEFs) since there are many different interpretations. There is a sense of the need to fast-track an exploratory process to inquire on what would be the best NCSEF model and mechanisms in each country context.
4 UPDATE AND WAY FORWARD WITH COUNTRY LEVEL INTERVENTIONS FROM 2010

This section provides a flavor of what CSEF interventions are over the next three years, from 2010. Here we highlight the policy objectives and the kinds of activities which will be supported under different country contexts.

4.1 AFRICA

ANGOLA
Angolan EFA Network

- Plans for 2010 include:
  - Maintaining a critical and constructive dialogue with the government.
  - Building the capacity of members in lobbying and advocacy work.

BENIN
Coalition Beninoise des Organisations pour l'education pour Tous

- Background & Focus Areas: The coalition’s objective is to put pressure on Government to improve the education quality, transfer resources and expertise to local communities and ensure transparency in the governance of the national budget.

- Achievements: So far 4 staff has been recruited including a Coordinator. A workshop to launch CSEF was organized with 38 participants including FTI staff. The coalition has focused on broadening its membership.

- Plans for 2010 include:
  - Meeting individual partners to present expectations.
  - Carry out a study of the appropriateness of recruiting 25% trained teachers.
  - Revision of the legislation for decentralization.

- Main activities over a three year span:
  - Mobilize public demand on the need to recruit 25% of trained teachers
    1. Conduct a research on the topic
    2. Organize public meetings and forums to debate on the issue
    3. Mobilize public pressure on the issue during the education Global Action Week
    4. Create synergies with other networks working on the issue
  - Track the education budget on an annual basis
    5. Desk review of education financing and budget tracking
    6. Collect various monitoring tools Budget and periodic feedback on budget execution
    7. Seek the partnership of parliamentarians and create alliances in parliament
    8. Disseminate and publish the results of the budget tracking through media
  - Advocate the transfer and control of resources and expertise to municipalities is effective
B U R K I N A F A S O
Coalition Nationale pour l’Education Pour Tous du Burkina Faso

■ Background & Focus Areas: The objective is to put pressure on government to establish a quality education system, which is both participatory and transparent.

■ Achievements: So far, a Coordinator has been recruited for the campaign and a CSEF Steering Committee established. Moreover, a CSEF launch has been organized.

■ Plans for 2010 include:
  ▪ The aim to track government education budget on an annual basis
  ▪ Mobilization of public demand on the need to display the national budget in schools
  ▪ Mobilization of public demand on the need to display the national budget in schools
  ▪ Inform the government on the need to post the budget on the schools
  ▪ Mobilize and Communicate with media on the demand of the coalition
  ▪ Arrange public discussions and Participate in Radio and TV shows on this topic
  ▪ Identify and build alliances on this issue

■ Main activities over a three year span:
  1. Track every year the resources allocated to education sector.
  2. Provide feedback to government on the key findings of the education budget tracking
  3. Disseminate the findings/ conclusions of the exercise using media (radio and TV shows)
  4. Identify other networks interested in this issue and build alliances to protect education budget

B U R U N D I
Coalition Burundaise pour l’Education Pour Tous

■ Background & Focus Areas: The coalition’s objective is to contribute to the promotion of quality service delivery and accountability in education.

■ Achievements: So far, the coalition has organized meetings to develop a CSEF concept. Staff recruitment is in progress.

■ Plans for 2010 include:
  1. Mobilize public demand on the need to respect legal provisions in the nomination of school management personnel through undertaking case studies, maintaining dialogue with government and disseminating research to stakeholders.
2. Create public debate on the need to set up functional school management committee capable to track school budget.

*Mobilize public demand on the need to respect legal provisions in the nomination of school management personnel*

3. Compile Case study on the violation of the legal provision regarding the nomination of school personnel and its impact on quality education

4. Sensitize the authorities on the findings of the survey

5. Disseminate on the research findings with key stakeholders in the country

*Create public debate on the need to set up functional school management committees capable of tracking school budget and enforcing accounting accountability at school level.*

6. Undertake Desk review and analysis of baseline data on school management committees

7. Hold public dissemination of desk review and analyses

8. Sensitize of authorities on the results of the review.

9. Hold Workshops and seminars with school directors in selected regions on the role of SMC

*Conduct a budget tracking and analysis on an annual basis*

10. Conduct a critical analysis of the Education sector budget 2009

11. Inform the authorities on the need to increase resources allocated to education, including a fair share to the subsectors.

12. Communicate and raise public awareness on the budget allocated to education

13. Train coalition members in budget analysis, and lobbying and advocacy techniques.

"CAMEROUN"  
*EFA Network*

- **Background & Focus Areas:** Completion rate (primary) 55%. Recruitment of non qualified teachers due to insufficient planning and financing of education system. Lack of good governance and mismanagement of resources allocated to education sector. The lack of civil society participation in education policy processes at local and national level. The coalition’s overall objective is to (a) improve the education governance by influencing government to better support PTAs to be more effective in the management and governance of school system and (b) address the practices of mismanagement and corruption affecting school governance.

- **Achievements:** So far, a CSEF inception workshop has been organised. The coalition has undertaken activities to strengthen communication capacities including producing a newsletter with focus on violence against girls and setting up a website (www.efa-cameroon.org). A study focusing on laws and policies of education governance in Cameroon has been initiated.

- **Plans for 2010 include:**
  - Organize training for members of Parents and Teachers Associations (PTAs), School directors and School Committees in the management of school budget.
  - Facilitate the engagement of more Teachers Union in the advocacy work and budget tracking of FTI resources

- **Main activities over a three year span:**
  1. Conduct a research on the education governance, identify cases of mal practices
2. Run a campaign using the results of the study
3. Strengthen the capacity of PTA and school committee to effectively play their role in the management of schools, and master education issues:
4. Organize training for the PTAs, School directors and School committees’ members in the management of school budget
5. Organize networks of stakeholders working on school governance at regional and local level (PTAs, Communities)
6. Train actors in participatory budgeting and budget tracking
7. Undertake lobbying and campaign activities
8. Facilitate the engagement of more Teachers Union in the advocacy work and budget tracking of FTI resources
9. Conduct a research on the participation of Teachers Union in education coalition
10. Elaborate a joint strategy CEFAN /Teachers Union to fight against corruption in school
11. Set up national CSEF
12. Set up of a National task force: organizations are identified
13. Develop coalition web site
14. Publication of newsletters
15. Capacity building of staff and members on FTI processes in the country

DEMOCRATIC REPUBLIC OF CONGO
Coordination Nationale De L'Education Pour Tous

- **Background & Focus Areas:** 4 million children are out of school. Access to ECCD is about 3%. ECE is managed by private sector Service providers. GER is 86%, while the NER is 51%. High illiteracy rate: 34% of the population (44% are women). The coalition’s overall objective is to contribute to the retention of children in school and to the reduction of illiteracy rate.

- **Achievements:** To date, an office has been set up and equipment secured.

- **Plans for 2010 include:**
  - Contributing to the retention of children in school and to the reduction of illiteracy rates.
  - Generating public demand on the removal of school fees and the hidden costs preventing parents from sending their children to schools.

- **Main activities over a three year span:**
  *From 2010, through 2012, generate public demand on the removal of school fees and the hidden costs preventing parents from sending and keeping their children at schools.*
  1. Conduct a research on the contribution of families to education and its impact on the dropout rate in primary schools
  2. Organize lobby meeting with authorities to inform about the study
  3. Validate, disseminate the research findings through media, meetings
  4. Train enumerators (coalitions members) on data collecting techniques to collect data on out of school children

*Generate public debate on the need to allocate 3% of the education budget to Literacy*

5. Research on the challenges of Adult education in DRC
6. Sensitize authorities on the need to have a specific budget line dedicated to literacy programs
7. Build a strong alliance on budget and literacy
   Conduct every year a survey on the public expenditures and track resources allocated to education.
8. Conduct a research on education financing and budget tracking
9. Engage government on education budget tracking outcomes
10. Disseminate the findings/conclusions of the exercise using media (radio and TV shows) and during the GAW
11. Identify other networks interested in this issue and build alliances
12. Train coalitions members in budget cycle, analysis and tracking
13. Setup a national CSEF

**Djibouti**
Forum pour Action et le Développement de l'Education

- **Background & Focus Areas:** Education in Djibouti is characterized by: NER in rural areas of 49%, 63% in urban areas. Children from non-citizen emigrants (Somali and Ethiopia) do not have access to education, despite the fact that they represent 17% of the total population. 1 Child out of 3 does not have access to schools. The share of national budget allocated to education is 24%. The overall objective of the coalition is to contribute to the promotion of transparent, quality and inclusive education in the country.

- **Achievements:** So far, staff have been recruited, change of office executed, and the CSEF project has been presented to members.

- **Plans for 2010 include:**
  - Undertake a review of out of school children
  - Conduct a critical analysis of the 2009 Education Sector budget

- **Main activities over a three year span:**
  *Generate a national debate on the right to education of foreign children*
  1. Undertake a review of out of school children
  2. Inform and convince the authorities on the need to make education accessible to foreign children
  3. Mobilize the media to be able to create public awareness on the issue and disseminate information
  4. Set up of a group work on research for evidence gathering
  5. Train coalition members on campaign and advocacy techniques, research skills and children’s rights
  6. Undertake analysis of education policy, budget and conduct tracking
  *Conduct a budget tracking and analysis on an annual basis*
  7. Conduct a critical analysis of the Education sector budget 2009
  8. Inform the authorities on the need to increase resources allocation to education, including a fair share to the subsectors.
  9. Communicate and raise public awareness on the education budget
10. Train coalition members in budget analysis, and lobbying and advocacy techniques. 
   Generate public debate on the application of legal provision regarding teachers training
11. Research on the impact of untrained teachers on the quality of education
12. Organize a conference to debate on teacher training
13. Disseminate research findings using media

GHANA
Ghana National Education Campaign Coalition

- **Background & Focus Areas:** The most critical concerns to the coalition in Ghana are; the quality of learning outcomes, with the main problem being the imbalance in teacher deployment, the urbanization of quality education and the ruralisation of shoddy education in Ghana. This is a result of inequitable resource flow between rural and urban areas. The coalition will intervene to bridge the rural-urban gap in basic education.

- **Plans for 2010 include:**
  - Advocate for quality education for girls and disabled; ensuring accountability and transparency in education resource allocation, distribution and utilization at the national and local level
  - Address the provision of adequate school infrastructure, especially classrooms to accommodate children, especially those that still sit under trees and sheds in rural areas.

  **Lobby for:**
  1. Redesigning of school structures to reflect gender and disabled needs and concerns.
  2. Provision of adequate teachers’ accommodation, furniture, Teaching and Learning Materials (TLMs).
  3. Increasing the number of trained & motivated teachers backed by effective deployment systems
  4. Promoting accountability and governance in the use of education resources.
  5. Promoting effective targeting of education interventions using evidence (with emphasis on girls, children with disability, poor children, deprived regions of the north and urban slums).
  6. Quality learning outcomes.
  7. Enacting and implementing policies to make schools safer for girls.

GUINEA BISSAU
Réseau de la campagne de l’éducation pour tous Guinée-Bissau

- **Background & Focus Areas:** The coalition’s objective is to increase investment and accountability in education sector.

- **Plans for 2010 include:**
  1. Conduct every year a survey on the public expenditures and track resources allocated to education.
  2. Conduct a research on education financing and budget tracking
  3. Inform government about tracking of education budget to be undertaken by the coalition
Disseminate the findings/ conclusions of the exercise using media (radio and TV shows) and during the GAW

Identify other networks interested in this issue and build alliances

Train coalitions members in budget cycle, analysis and tracking

Set up a National Civil Society Education Fund

**KENYA**

*Elimu Yetu Coalition*

**Background & Focus Areas:** Under a decentralized system, Kenya is implementing a free primary and day secondary education program. Decentralization means that the management of development and education budgets have been devolved to the lower local governments. This calls for a much stronger watchdog role of local communities and civil society to ensure transparency and accountability in the use of public resources. Which is why, in the next three years, EYC-the Kenya coalition will be strengthening its grassroots branches to ensure that this development is closely monitored in order for it to contribute to the delivery of EFA goals in the country. In terms of policy change, the coalition will focus on working to increase domestic financing for provision of quality education; greater political attention to ECD and adult literacy; training and recruitment of teachers by government given the current teacher shortfall 60,000; with a spiralling pupil-teacher ratio of 1:100 in some areas. The coalition will also address issues of overcrowded classrooms and lack of schools in urban slums and arid areas; poor management of education system and corruption in use of education resources, limited parental and community participation, gender, HIV/AIDS, and lack of effective civil society involvement in the policy process.

**Achievements:** Three new staff has been recruited. The coalition launched the literacy campaigner of the year award, an event attended by Ministry of Education officials and CSOs. The EYC website has been set up.

**Plans for 2010 include:**
- Establish a robust Resource Information and Communications Center (RICC).
- Fast track review of Education Act.
- Supporting regional campaign outposts and thematic groups
- National stakeholder forum on integrity and governance in education sector.

**Main activities over a three year span:**
1. Support regional campaign outposts and thematic groups in all provinces of Kenya.
2. Establish a robust campaign Resource, Information and Communications Centre (RICC).
3. Engage with policy and legislative reform processes
4. Facilitate fast-tracking of the review of Education Act
5. Review Sessional Paper no. 1 of 2005 and come up with Shadow Education Policy
6. Undertake finance analysis and track education budgets
7. Carry out an Analysis of ODA and FTI efforts in Kenya
8. Undertake education Expenditure monitoring and tracking
9. Conduct capacity building of members in Budget Tracking
Background & Focus Areas: Education policies of Lesotho are drawn from MDGs focusing more on primary education at the expense of other important areas of learning. Education Act of 1995 does not provide for free and compulsory basic education; currently parliament is discussing amendment of the Act to provide for this omission. Education Sector Strategic Plan 2005-2015 has just been formulated to address challenges brought about by universal primary education policy being implemented since 2000- challenges include: inadequate and poor infrastructure, inadequate and poorly distributed teachers, insufficient provision of learning and teaching materials, a number of children are still out of school particularly the boys who are looking after livestock. Those who attend school more often than not drop out due to a number of factors such as boys dropping out of school to care for live stock, adverse effects of HIV and AIDS, pregnancies and early marriages. In terms of financing there is inadequate monitoring of government allocation to the sector to ensure transparency and accountability.

Achievements: The coalition has held a CSEF start up workshop, Board meetings and Task Force meetings.

Plans for 2010 include:
- Collection of data for advocacy campaigns on schools’ re-entry policy
- Ensure increase of net enrolment at primary school level in the four rural districts through carrying out community awareness and mobilization on stakeholder roles and responsibility for ensuring children are in school and learning
- Lobby meetings with Ministry of Education officials

Main activities over a three year span:

Ensure that practical learning achievements for both girls and boys are realized at primary and secondary school learning cycles.

1. Advocate for the adoption of a new curriculum that has practical subjects at primary and secondary levels such as entrepreneurship and survival skills by the end of 2011.
2. Monitor and ensure sufficient and appropriate learning and instructional materials are available in schools.
3. Ensure that teachers are inducted on the methodology of delivering practical subjects.
4. Conduct research on the relevance, efficiencies and deficiencies of the current curriculum
5. Validate and disseminate the findings
6. Organize lobby meetings to generate consensus on the revisions needed.

Achieve at least 90% enrolment of both boys and girls at primary school by 2015.

7. Ensure that the net enrolment of boys at primary school level in the four rural districts of Thaba-Tseka, Qacha’s Nek, Mokhotlong and Quthing increases to at least 95% by end 2010.
8. Ensure that boys and girls complete a full cycle of primary education in all the districts.
9. Advocate for the formulation and implementation of re-entry policy for girls and boys.
10. Community awareness and mobilization on stakeholder roles and responsibility for ensuring children are in school and learning: proper management of schools-school security-conducive learning environment at home- improved working conditions for teachers.
11. Organize lobby meetings with parliamentarians and ministry of Education officials for generating a broad awareness and ownership for the policy.

Improved utilization and equitable distribution of funds allocated to education.

12. Ensure resources allocated to education are well utilized and accounted for.

13. Ensure that school management committees have the requisite skills and knowledge for effective management of schools.

14. Undertake budget analysis to ascertain the current status of resources allocated for education.

15. Undertake the budget tracking and monitoring

16. Publish reports of the analysis and budget tracking and share with stakeholders.

17. Organize strategic meetings with ministry of education and ministry of finance and donors to lobby for sustainable, high level of funding for education.

18. Campaign for annual publications of financial reports by schools and other educational institutions.

Advocate for inclusiveness of education for all children of Lesotho.

19. Ensure that all special learning needs of children are integrated in the national curriculum.

20. Ensure that teachers are equipped with appropriate methodologies for handling inclusive learning.

21. Organize awareness campaign on the need for inclusive education.

22. Organize strategic meetings to lobby the ministry of education

**L I B E R I A**

All Liberian Professional Organization

- **Background & Focus Areas:** A country on the path to recovery from 15 years of civil war, Liberia is heavily investing in speedy reconstruction and development. At the same, Liberia continues to face serious challenges of governance, poor infrastructure, high levels of illiteracy, ineffective education system, insecurity and low human resource development. In 2001, Liberia adopted a composite of education laws, providing for flexible education system. Only 41% and 68.6% female and male adults, respectively, are literate. The country is ranked in the bottom quarter, globally and regionally, in terms of likelihood of attaining EFA by 2015.

- **Achievements:** So far, the CSEF information and discussion meetings have been held and Bank account set up.

- **Plans for 2010 include:**
  - Advocate urban-rural teacher deployment
  - To influence education policies & debates in favour of vulnerable and excluded children (girls, rural children and disabled) through research and dialogue with government
  - Board meetings and launch workshops in beginning of January
  - Popularising education laws
  - Hold National CSEF preparatory/consultative meetings and develop concept

- **Main activities over a three year span:**
  1. Develop a campaign aimed to pressure government to increase budget allocation to education to at least 20% as spelt out in the EFA Plans of Liberia.
2. To lobby for abolition of user fees in junior and senior high schools.
4. Lobby for greater political, technical and financial support of civil society in Liberia

MALAWI
Civil Society Coalition for Quality Basic Education

- **Background & Focus Areas:** Malawi’s illiterate population is 5 million of a population of nearly 13 million people, with the majority of the illiterate being girls and women. Only 30% of the pupils between the ages of 6 and 14 years complete basic education despite the introduction of free primary education. Only 45,000 disabled children have access to education and the government trains only 90 special needs teachers a year despite having large numbers of children with special needs. Quality and standards of education have gone down with inadequate financing of education. High HIV & AIDS prevalence of 11.9% has adverse effects on schooling. Life expectancy has reduced to less than 48. Weak legal basis for provision for Education as country is using an outdated Education Act of 1962.

- **Achievements:** In the last quarter, the coalition engaged top senior government officials in the Ministry of Education, Ministry of Finance and Ministry of Youth to discuss the progress and challenges to achieving EFA goals. A joint press briefing was carried out, to update the media on the progress and challenges of achieving EFA goals as well as on key national challenges that need to be confronted.

- **Plans for 2010 include:**
  - Develop the membership base through Mobilisation and Dissemination and orientation of the membership.
  - Support CSO engagement with government, policy makers and development partners in order to influence education policy, education budget allocation and progress through activities such as conducting budget monitoring in primary schools, pre-budget consultation meeting with Ministries and pre-budget analysis
  - Plans to discuss how best to engage the media with regards to marketing of and mobilization of donors for the National CSEF

- **Main activities over a three year span:**
  1. Advocate for actions and policies needed to ensure that every person in Malawi can realize their rights to quality education in line with the 6 EFA goals
  2. Provide a common platform for civil society organizations campaigning on issues of quality education for all
  3. Engage government and donors to impact on education policy, budgets and programs in line with the 6 EFA goals
  4. Facilitate co-operation with national, sub regional, regional and global networks in pursuit of its aims, such as ANCEFA, PAMOJA, and GCE
  5. Facilitate formation of a national movement with a long-term commitment to promote and monitor the implementation of the right to education and the achievement of education policies
6. Raise resources to support activities of member organizations through the establishment of national CSEF
7. Training on budget analysis and tracking, social mobilization, project management, and policy analysis and advocacy
8. Simplification of national and local assemblies’ education budgets
9. Conducting budget monitoring in primary schools across Malawi
10. Pre budget consultation meeting with ministry of finance, Education,
11. Pre budget analysis
12. Hold review meetings with policy makers and other stakeholders in education including donors, parliamentary committees and private sector
13. Host television and radio budget advocacy programs
14. Dissemination of the reports and findings to all stakeholders
15. Press release on the key findings from budget monitoring and advocacy meetings.
16. Update coalition website
17. Conduct consultation with the membership and DENs (Karonga, Mzimba, Nkhata Bay, Mchinji, Nkhota Kota, Nyirenda, Dedza, Mangochi, Zomba, Chiradzulu, Mulanje, Chikwawa, Neno, Dedza) on their operation, roles and responsibilities
18. Review and amend CSCQBE’s Constitution in line with the emerging issues from the consultation and the strategic plan
19. Dissemination and orientation of the membership and DENs on their new roles and responsibilities
20. Mobilization of new members into the coalition
21. Creation of a resource centre as a hub of information
22. Holding coordination meetings with other sister networks
23. Hold bi-annual meetings with network members to promote information sharing
24. Hold on-going and continuous meetings with coalition members and district networks to develop policy dissemination strategy
25. Hold district level interface meetings at district level on education policies
26. Support participation of CSOs in national and international fora and campaigns on quality basic education: e.g. GCE, ANCEFA, Imali Yemwana and EFA.
27. Participate in networking meeting.
28. Conduct study tours for best practices for adaptation in Malawi.
29. Lobby for increased membership in the Coalition
30. Support and review of Coalition sub-committees within the Coalition for effective and efficient implementation of activities of the Coalition.
31. Networking/collaboration with other sectoral networks in Advocacy issues e.g. MEJN, CISANET, MHEN

MOZAMBIQUE
Movimento de Educação para Todos

- Background & Focus Areas: The coalition’s objective is to:
  - Improve the quality of the programs and the impact of the civil society advocacy activities towards Quality Basic Education For All.
Expand, increase and consolidate the provincial and district advocacy base for EFA.
Improve the financing base for MEPT activities by promoting the development of national CSEF in the country.

**Achievements:** So far, exchange visit with Malawi coalition has been undertaken. Process of developing budget tracking tool initiated and consultant recruited to assist in this regard.

**Plans for 2010 include:**
- Development of Budget Tracking tool to be used for training purposes.
- Participatory research to identify gaps in the functioning of the School Boards to improve school and education governance

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**NIGER**
Coordination Nationale des Associations, Syndicats et ONGS pour la campagne EPT

**Background & Focus Areas:** Politically unstable, the education system in Niger is also unstable. There is lack of an inclusive education policy. The country is insufficiently lacking in the number of trained teachers. There are both insufficient resource allocations to the sector as well as grave inefficiency in management of education and public resources as a whole, low contribution of financial partners to the sector, excessive politicization of the school and existence of gender disparities, as well as disparity between urban and rural areas. The coalition’s overall objective is to contribute to the promotion of a quality inclusive education for all by 2011.

**Achievements:** So far, a meeting was convened by the coalition Executive Committee with members to discuss CSEF project, coalition planning meetings held, staff recruited, and new office space secured.

**Plans for 2010 include:** To conduct research on the real budget allocated to education from 2005-to 2008 and the percentage allocated to Non Formal Education and lobby government

**Main activities over a three year span:**
*From 2010, produce high quality data and collect information to inform advocacy themes.*
1. Conduct a research on the real budget allocated to education from 2005-to 2008 and the percentage allocated to Non Formal Education
2. Lobby government for: the setting up a National CSEF and to increase budget allocation to the education sector
3. Mobilize CSOs on various themes-violence against girls, inclusive education, Role of CSOs in education service delivery using national and International agenda
   *Increase ASO EPT NIGER visibility through participation in meetings, foras, experience sharing with sister coalitions*
4. Participate in regional and international events for experience sharing of good practices in advocacy and CSEF platforms
5. Train members and staff in campaign techniques and policy analysis
6. Decentralize ASO EPT structure at local level with institutional support
7. Draft the admin and financial manual
NIGERIA
Civil Society Action Coalition on EFA

- Plans for 2010 include:
  - Conducting Public Expenditure Tracking (PETS) in 3 States with high incidence of misappropriation of Universal Basic Education funds.
  - Publication of PET report through various means including Interactive radio programme in local languages.

SENEGAL
Coalition des Organisations en Synergie pour la Defense de l’Education Publique

- Background & Focus Areas: The coalition objective is to make free and quality education effective for poor, marginalized and vulnerable populations.

- Achievements: Two staff have been recruited. The CSEF was launched with broad range of participants such as CSOs, media and members of parliament attending. A newsletter and brochure has been developed and a website set up.

- Plans for 2010 include:
  - Campaign for a participatory budget tracking targeting the removal of all hidden costs.
  - Campaign to promote the recruitment of qualified and trained teachers.
  - Promote good practices to maintain girls in the education system.

- Main activities over a three year span:
  1. Undertake an effective budget advocacy and budget tracking
  2. Target journalists specialized in education and parliamentarians with information on budget concepts and the budget cycle, to make an effective budget advocacy and budget tracking possible
  3. Organize training and capacity building on policy analysis and budget tracking
  4. Commission Participatory research on the education financing at local level
  5. Convene Public conferences on education financing
  6. Implement a Campaign for a participatory budget tracking targeting the removal of all hidden costs
  7. Undertake national mobilization on key education issues and; Pressure government to implement a transparent teacher recruitment policy based on competence
  8. Undertake a desk research to find out the impact of the recruitment policy on the quality of education
  9. Conduct national dissemination workshops
  10. Draft/disseminate a document suggesting alternative policy options for teacher recruitment and deployment
  11. Launch a national Campaign to promote the recruitment of qualified and trained teachers disseminate the research findings
  12. Mobilization at local level on the education and training of teachers
  13. Document the good practices to maintain girls in the education system including information gathering on the subject (policies, practices, cultural environment and barriers)
Background & Focus Areas: Sierra Leone falls in the category of fragile states. In education terms, it lags behind most seriously. The country has an Education Act in place, an education policy (which needs to be reviewed); a good education sector plan. There is decentralized education service delivery system to local level and community involvement system in managing education at community levels. The key policy concerns include limited government’s support to early childhood care and education with no clear cut criterion for support to this sector; irrational government policy of supply of learning materials using a ratio of 4:1 (pupil textbook ratio); government provision of school fee subsidy within its free primary school system but at a dismal and unpredictable rate; there is an expansion in the enrolment of the girl child but there is a backlash of retention as more girls than boys are dropping out of school. Technical/vocational institutions are highly under resourced with gross enrolment of girls and women of only 38.8%. Overall national budget allocation to the education sector has dwindled from 20% to 11% in 2009; 57.7% of all non state providers of literacy believed the adult literacy is not expanding in the country, government has made some effort to eliminate gender disparity in primary and secondary school education; there is an expansion in the training of female teachers but with unequal distribution of qualified female teachers. Quality is also affected by the high ratio of pupil to qualified teacher especially at primary level which stands at 108:1 and overcrowding.

Achievements: The CSEF inception workshop has been carried out.

Plans for 2010 include:
- Various work on education financing including lobbying Ministry of Finance, Ministry of Education Youth and Sport, and Local councils.
- Public Mobilization Rally with Government and civil society on the rationale of education financing.
- Improve space for dialogue and participation between state and non state actors in budget allocation.

Main activities over a three year span:
1. Increased national Budgetary Allocation for Education to 20% by 2010
2. Equitable resource allocation across key areas within the education sector by 2010
3. Improved Space for dialogue and participation between state and non state actors in budget allocation from 2009 to 2010
4. Strengthened coalition to effectively engage with education policies and budgets from 2009 to 2010
5. Lobby meeting with the MTEF Budget committee, Ministry of finance, Ministry of education Youth and Sport
6. Working meetings with 19 Local councils
7. Working Meeting with District Budget Oversight Committee (DBOC) & 19 Local Councils
8. Public Mobilization Rally (with Government and civil society on the rationale of education financing
9. Research into education resource allocation including FTI and other donor money to Education in Sierra Leone
10. Validation meetings for findings of report with the Ministry of Education, Finance and CSOs
11. Report production and Launching of report
12. National CSEF process & Board meeting
14. Inception Mapping and Baseline of the state of the Coalition
15. Annual General Meeting of the Coalition & Governance
16. Institutional Capacity building of the Coalition (M/E, Audit, Staff costs, Operational Costs)
17. Technical Support of the Coalition (Training in project Management, Financial Management, Advocacy etc)

**THE GAMBIA**

**EFA Campaign Network**

- **Background & Focus Areas:** With a population of 1.5 million, the Gambia’s literacy levels are at 46%. The current National Education Policy (2004-2015) is premised on MDGs and EFA commitments, the country’s Vision 2020, the Constitution of 1997 and The National Declaration of Education 1998, and the Poverty Reduction Strategy Paper (PRSP II) which uphold the right to free, basic education for everyone. However, hidden costs to schooling and learning still pose huge challenges particularly to the poor. Although significant gains have been made in expanding access to basic education (Grades 1-9), Net Enrolment Rate (NER) for the Basic cycle is only 63% (64% female and 63% male). Focus on quality: Provision of Quality education remains a major challenge. The Monitoring Learning Assessments (MLA) 2000, showed that 90% of the children were not mastering the skills in the core subjects (English, Mathematics, Science and Social and Environmental Studies). National Assessment Test have been introduced in Grades 1-9 to ensure that the weak children are identified early and assisted. Limited financial and human resources continue to constraint the delivery of quality education. Recruitment and retention of teachers at all levels is difficult due to their low wages and difficult working conditions as well as lack of motivation. The study on valuing teacher indicates that Gambians are reluctant to take up teaching for a variety of reasons. This is in spite of the fact that the Gambia has benefitted hugely from the FTI since 2005.

- **Achievements:** So far, EFA Campaign Network conducted a start-up workshop where CSEF proposal was shared with the EFANet members and management committee with for the purpose of agreeing on the way forward for implementation. Job descriptions for two new positions were designed and shared with relevant parties.

- **Plans for 2010 include:**
  - Assess how Phase II of the FTI fund has been accessed and implemented at the community level.
  - Undertake evidence-based advocacy to abolish user fees which hinder access by girls and boys going to school.
  - Campaign for the implementation of the inclusion and special needs education policy framework of 2006.
Main activities over a three year span:
1. Assess how Phase II of tFTI grant has been accessed and implemented at community level.
2. Utilize research findings of Valuing Teachers Research conducted to design and implement a national campaign on quality education.
3. Undertake evidence-based advocacy to abolish user fees which hinder access by girls and boys.
4. Campaign for the implementation of the inclusion and special needs education policy framework of 2006.
5. Initiate a process to start up a National Civil Society Fund to support advocacy work of member organizations.
6. Undertake skills development for better advocacy by EFANET and her members.

TOGO
Coalition Nationale Togolaise Pour L’Education Pour Tous

Background & Focus Areas: The GER is about 85%, NER is 52%, with a low completion rate estimated at 23% (19% for girls). Free education declared in October 2008 led to an increase in enrolment rate. Budget allocation to education is 24% of the National budget. 16% of children have access to ECCD. There is a lack of qualified teachers (8,000 teachers are needed for both primary and secondary level). Poor teacher terms and conditions are persistent so are the high hidden costs preventing parents from sending and keeping children in schools. The coalition’s overall objective is to make the right to education accessible for all.

Plans for 2010 include:
- Generate public demand on the recruitment of 1,500 teachers per year
- Enhance quality education through desk review of teachers recruitment and training policy,
- Disseminate the review results through media and newsletter and during GAW,
- Training of Coalitions members in advocacy and campaign skills
- Establish relationship with and lobby MoE and MoF

Main activities over a three year span:
Over 3 years from 2010, generate public demand on the recruitment of 1,500 teachers per year to enhance quality
1. Undertake desk review of teacher’s recruitment and training policy
2. Disseminate the results through media and newsletter and during GAW
3. Arrange meeting with MOE, MOF, and MOB for lobbying purpose
4. Create Alliance with parliamentarians, Teachers Union, on this issue
5. Establish regional focal points
6. Train Coalitions members in advocacy and campaign skills
Conduct every year a survey on the public expenditures and track resources allocated to education
7. Conduct a research on education financing and budget tracking
8. Inform government about tracking of education budget to be undertaken by coalition
9. Disseminate the findings/conclusions of the exercise using media (radio and TV shows) and during the Global Action Week
10. Identify other networks interested in this issue and build alliances
11. Train coalitions members in budget cycle, analysis and tracking
12. Set up National CSEF

UGANDA
Forum for Education NGOs in Uganda

- **Achievements:** A three day strategic meeting retreat was organised. Campaign material has been developed and is currently in print (1000 booklets on Budget tracking; 1000 booklets on School Management, 1000 booklets on Girls Education; Flyers, calendars).

- **Plans for 2010 include:**
  - Budget tracking training for coalition members.
  - Attend and input at Education and Sports sector Review by the Ministry of Education.
  - Launch the Girl Child education campaign.
  - Inform plan for rehabilitation and development of Northern region.

- **Main activities over a three year span:**
  1. To advocate for an improvement in the quality and the children’s learning achievement
  2. To ensure civil society continues to be an integral part of education policy formulation process in the country.
  3. To firmly engage with the Plan for Rehabilitation and Development in post – conflict Northern Uganda, with an objective of putting education at the centre of this plan.
  4. To engage with the Ministry of Education and Sports on the school completion improvements.
  5. To re-emphasise the hitherto unmet EFA goals whose timeline has passed, particularly the gender parity in education.
  6. To realize and operationalize the national Civil Society Education Fund

ZAMBIA
Zambia National Education Coalition (ZANEC)

- **Background & Focus Areas:** Lack of the ECCDE and Adult Literacy Policies, low learning achievements, which are currently at 34%, high illiteracy levels among Youths and Adults, inadequate school infrastructure, inadequate teaching and learning materials, high teacher & pupil attrition rates; high HIV incidences among teachers and low teacher motivation. Generally, there is also low participation of stakeholders in decision making and advocacy in education related issues, resulting in poor accountability and low learning achievements. The objective of the coalition is to contribute to the achievement of Education and Skills Development Goals in the Fifth National Development Plan.

- **Achievements:** Meeting with coalition members presenting CSEF has been undertaken.
Plans for 2010 include:

- Conduct a research on the extent and causes of low learning achievements in selected basic schools in Zambia, disseminate findings, and use as advocacy tool through thematic committees.
- Conduct a budget tracking exercise in 10 districts drawn from central and Southern provinces.

Main activities over a three year span:

1. Advocacy for strengthening of good governance and accountability in the education sector through engagement with key stakeholders and government.
2. Improving the capacity of ZANEC to effectively operate as a Coalition and extend its geographical coverage nationwide.
3. Develop ZANEC into a sustainable organization.
4.2 Asia

Bangladesh
Campaign for Popular Education

- **Achievements:** 1 new staff was hired and trained, consultation meetings with membership held and direct engagement with government established. The coalition hosted a South Asia sub-regional consultation where 5 external coalitions represented, 10 internal member organizations. The event received broad media coverage.

- **Plans for 2010 include:**
  - Budget monitoring training
  - ODA and Budget Analysis and Tracking
  - User-friendly Version of Education Watch Reports
  - Research/study on Current status of un-served children

Cambodia
NGO Education Partnership

- **Achievements:** 1 new staff has been hired & trained, an AGM held and 4 new member organisations joined the coalition. Community Engagement in Quality Education project has been initiated. Input into the Government-Donor Coordination Committee (GDCC) and National Strategic Development Plan, 2009-2013 made.

- **Plans for 2010 include:**
  - Researching informal user fees
  - Input into national MOE Annual Operation Plan
  - Enrolment Advocacy campaign through engaging communities, parents and children.
  - Raise awareness on EFA through developing a plan to achieve EFA and quality education goals between schools and community and ensure there is full community participation in developing and implementation of this plan

India
National Coalition for Education

- **Achievements:** 1 new staff has been hired and trained and 2 regional offices set up. 2 Regional levels Training of Teachers in the study on status of Primary Education in India carried out and meetings with politicians held.

- **Plans for 2010 include:** Consultation on Right to Education Act and its implementation
N E P A L

National Campaign for Education

- **Achievements:** So far 2 key staff have been hired & trained, the NCEN Constitution was approved, registration process begun and bank account set up. Staff visits to member organizations, member meetings and workshops conducted.

- **Plans for 2010 include:**
  - Consultation workshops in 15 regions
  - Policy research activity will be carried out and report to be produced

P A K I S T A N

Pakistan Coalition for Education

- **Achievements:** 1 new staff has been hired & trained, office shift conducted; meetings of National Resource Group and Provincial Resource Group to mobilize civil society and strengthen PCE membership carried out. A campaign has been held which included lobbying government and policy makers, issue press releases and organizing a demonstration in front of Parliament House to involve civil society in policy discussions. This resulted into PCE being invited as an expert to discuss civil society perspective on Education policy in an open hearing session with National Assembly Standing Committee on Education, co-chaired by Federal Minister of Education. The event gained media coverage.

P A P U A N E W G U I N E A

Papua New Guinea Education Advocacy Network

- **Achievements:** 3 new staff appointed, a shift of office carried out and a separate bank account set up. Key results so far include increased participation and engagement of the coalition in national education policy plans, increasing awareness of the EFA goals through PEAN’s participation in network meetings, increasing advocacy of the role of PEAN and ASPBAE in PNG through networking with non government organizations, donors and through the non formal education sector under the Department for Community Development. A Literacy day campaign was undertaken and received media coverage.

- **Plans for 2010 include:**
  - Bring about increases in the national and provincial education budgets to contribute at least 3 % to adult literacy programs.
  - Carry out budget tracking.
  - Further focus on adult literacy.

S O L O M O N I S L A N D S

Coalition on Education Solomon Islands

- **Achievements:** 3 new staff have been hired, a new office set up and separate bank account set up. An AGM was held with 10 member organizations present. The coalition has had direct
engagement with government including meeting with Permanent Secretary and inputting into education policy documents e.g. draft Education Action Plan 2009-2012. The coalition will participate on a new governmental committee on literacy and a literacy campaign which received media coverage was held. Plans for 2010 include further work on literacy advocacy.

**SRI LANKA**

Coalition for Educational Development

- **Achievements:** 2 new staff was hired & trained, membership needs assessment survey carried out and meetings with MoE officials on teacher transfer policies were organised and attended.

- **Plans for 2010 include:**
  - A national consultation programme on Budget Process and Budget Tracking in Formal School Education in Sri Lanka to be held, with participants including Ministry of Education, provincial ministries, other public sector institutions (the National Institute of Education and the National Education Commission). Findings will be disseminated.
  - Advocacy campaigns planning sessions early 2010.
4.3 Latin America

Bolivia

Foro Educativo Boliviano

- **Achievements:** Staff have been hired. A launch and broad communication of Bolivian Campaign for the Right to Education (CBDE) project carried out. Two meetings of CBDE's Executive were held – Discussion of roles and tasks of the Executive Group, the leading organization, and inter-institutional relationships. Preparation for the Global Action Week has been initiated.

- **Plans for 2010 include:**
  - Representative regional committees informing policy dialogue
  - Strengthen coalition through setting up a participative, democratic and plural management system.
  - Training on Education as a Right for policy officials, social leaders, institution experts and others.
  - Strengthen discussions and debates through regional committees on gender and ethnic equity in education and the quality of education.

Nicaragua

Foro de Educación y Desarrollo Humano de la Iniciativa por Nicaragua

- **Achievements:** Staff has been recruited. The coalition has produced communication material and attended national workshop aimed at organizing space for local Education Groups informed participation through the different stages of formulating MINEDs (Nicaraguan Education Ministry) Decennial Plan for Nicaraguan Education 2011-2021.

- **Plans for 2010 include:**
  - Institutional strengthening and social awareness and mobilisation
5 ANNEXES

ANNEX 1: CSEF OVERALL GRANTS ALLOCATION (JUNE – DECEMBER 2009)

<table>
<thead>
<tr>
<th>Region</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Africa</td>
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<td>Asia</td>
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<td>Latin America</td>
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<td>Global</td>
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## ANNEX 2: COALITIONS GRANTS ALLOCATION AND DISBURSEMENT LIST

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<td>$25,193</td>
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</tr>
<tr>
<td>2 The Gambia</td>
<td>$111,397</td>
<td>$37,132</td>
<td>11-Nov</td>
</tr>
<tr>
<td>3 Senegal</td>
<td>$111,400</td>
<td>$37,132</td>
<td>19-Nov</td>
</tr>
<tr>
<td>4 Kenya</td>
<td>$111,400</td>
<td>$37,133</td>
<td>24-Nov</td>
</tr>
<tr>
<td>5 Liberia</td>
<td>$111,400</td>
<td>$37,133</td>
<td>24-Nov</td>
</tr>
<tr>
<td>6 Mozambique</td>
<td>$81,400</td>
<td>$27,133</td>
<td>25-Nov</td>
</tr>
<tr>
<td>7 Burundi</td>
<td>$81,393</td>
<td>$27,133</td>
<td>25-Nov</td>
</tr>
<tr>
<td>8 Guinea Bissau</td>
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</tr>
<tr>
<td>9 Sierra Leone</td>
<td>$110,932</td>
<td>$36,977</td>
<td>25-Nov</td>
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<td>10 Uganda</td>
<td>$111,400</td>
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<td>25-Nov</td>
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<tr>
<td>11 Nigeria</td>
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<tr>
<td>12 Benin</td>
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<td>13 Togo</td>
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<td>14 Ghana</td>
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<td>15 Lesotho</td>
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<td>16 Malawi</td>
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<td>17 Burkina Faso</td>
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<td>18 Democratic Rep Congo</td>
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<td>20 Zambia</td>
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<td>21 Niger</td>
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<td>22 Djibouti</td>
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### Africa Total

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### Latin America Total

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<td>$182,000</td>
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### Overall Total

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<td>$3,473,947.6</td>
<td>$1,369,999</td>
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</table>
### ANNEX 3: LIST OF CSEF FUNDING COMMITTEE MEMBERS AND KEY CONTACT DETAILS

<table>
<thead>
<tr>
<th>Name</th>
<th>CSEF coverage</th>
<th>Email</th>
<th>Title / role</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AFRICA</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boaz Waruku</td>
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</tr>
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</tr>
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<td>Oxfam GB, West Africa</td>
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<td>Oxfam GB, Global Education Advisor</td>
</tr>
<tr>
<td>Moussa Faye</td>
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<td><a href="mailto:Moussa.Faye@actionaid.org">Moussa.Faye@actionaid.org</a></td>
<td>Senegal Country Director, Actionaid</td>
</tr>
<tr>
<td>Sherri Le Mottee</td>
<td>Funding Committee member</td>
<td><a href="mailto:SherriLM@osisa.org">SherriLM@osisa.org</a></td>
<td>OSISA Education Programme Manager</td>
</tr>
<tr>
<td>Cleophas Mally Kwadjo</td>
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<td><a href="mailto:waoafrique@cafe.tg">waoafrique@cafe.tg</a></td>
<td>Regional Coordinator, WAOAfrique</td>
</tr>
<tr>
<td>ASIA PACIFIC</td>
<td></td>
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<tr>
<td>-------------------</td>
<td>-------------------------------------------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Maria Khan</strong></td>
<td>CSEF Secretariat oversight, ASPBAE, Funding Committee member, CSEF Coordination Committee member</td>
<td><a href="mailto:maria.aspbae@gmail.com">maria.aspbae@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td><strong>Bernie Lovegrove</strong></td>
<td>Regional Coordinator CSEF Secretariat, Funding Committee member, Coordination Committee member</td>
<td><a href="mailto:bernie.aspbae@gmail.comas">bernie.aspbae@gmail.comas</a></td>
<td></td>
</tr>
<tr>
<td><strong>Ali Naqvi (known as Ali)</strong></td>
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<td><a href="mailto:Nagvi.aspbae@gmail.com">Nagvi.aspbae@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td><strong>SA Hasan Al Farooque (known as Farooque)</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Helen Dabu</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Ali Tuhanuku (known as Ali)</strong></td>
<td>Liaison COESI (Solomon Islands), and support for PEAN (PNG) and Vanuatu (for start up help). CSEF Secretariat</td>
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<td></td>
</tr>
<tr>
<td><strong>Santisouk Phongsavan (known as Santi)</strong></td>
<td>Support PEAN (PNG). Based in Canberra. CSEF Secretariat</td>
<td><a href="mailto:santi.aspbae@gmail.com">santi.aspbae@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td><strong>Sadaf Ahmed Ali</strong></td>
<td>Capacity development and advocacy support for PCE. CSEF Secretariat</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Joanna Lindner (known as Jo)</strong></td>
<td>CSEF monitoring and documentation. Based in Canberra. CSEF Secretariat</td>
<td><a href="mailto:jo@aspbae-oz.org">jo@aspbae-oz.org</a></td>
<td></td>
</tr>
<tr>
<td><strong>Joachim Orapa</strong></td>
<td>ASPBAE Capacity Development and Advocacy Support Officer. Based in PNG and focusing on supporting PEAN. CSEF Secretariat</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ms Mary Haridi</strong></td>
<td>COESI Support. Based in Solomon Islands. CSEF Secretariat</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mr Aloysius Mathews</strong></td>
<td>CSEF Fund Manager oversight (EI), Funding Committee member, Coordination Committee member</td>
<td><a href="mailto:csef@eduint.com.my">csef@eduint.com.my</a></td>
<td></td>
</tr>
<tr>
<td><strong>Ms. Sophia Ali</strong></td>
<td>Lead Accountant, CSEF Fund Manager</td>
<td><a href="mailto:csef@eduint.com.my">csef@eduint.com.my</a></td>
<td></td>
</tr>
<tr>
<td><strong>Bernard Ong Chin Siong</strong></td>
<td>Accountant</td>
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<tr>
<td><strong>Mr. Annamalai Raja</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Mr Edicio dela Torre</strong></td>
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<td><a href="mailto:ediciodelatorre@gmail.com">ediciodelatorre@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td><strong>Ms Priyanka (India)</strong></td>
<td>Funding Committee member</td>
<td><a href="mailto:priyanka@globalmarch.org">priyanka@globalmarch.org</a></td>
<td></td>
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