



Commonwealth Education Fund Final Report

May 2009



The Commonwealth Education Fund (CEF) was an education advocacy project funded by the Department for International Development (DFID) and jointly managed by ActionAid, Oxfam GB and Save the Children UK. The project operated in 16 countries from 2002-2008. Its three main objectives were:

1. To strengthen broad-based and democratically run national education coalitions, with active membership across the country, to enable local voices and experiences to influence national-level policy and practice.
2. To ensure that sufficient financing is available to make public schools work for all girls and boys, and that resources reach where they are most needed.
3. To promote innovative work and use the evidence from this experience to influence policy – and get all excluded children, particularly girls, into public schools.

This report was written by Jill Hart, a former member of the CEF international secretariat, based on external end of project evaluations (EPEs) of CEF conducted within the 16 project countries. It also draws on a global CEF final evaluation conducted for CEF and DFID by Eric Woods, an independent consultant, and includes a chapter on lessons learned from his report (pp94-99).

CEF activities at country level were completed on or before 30 June 2008. The country-level EPEs were produced in the last half of 2008 by independent consultants who used interviews, documentation and validation exercises to develop their evaluations. While these EPEs were not of uniform quality and do not allow easy cross-comparison, they do provide valuable details of CEF support in each country, which this *CEF Final Report* seeks to summarise and share.

The CEF final evaluation by Eric Woods assessed the extent to which planned CEF outputs were achieved, with specific reference to the purpose, outputs, risks and assumptions as articulated in the project log frame. The review was conducted using: a desk study of CEF and other education policy documents; telephone and face-to-face semi-structured interviews; analysis of CEF narrative and other reports and published and unpublished documents; country and regional organisation EPEs; an evaluation of the Gender Equality in Education Project (GEEP); and a full day CEF wrap up meeting in January 2009.

The co-chairs of the CEF UK Management Committee (David Archer of ActionAid, Janice Dolan of Save the Children UK and Chikondi Mpokosa of Oxfam GB) provided editorial oversight for this document and obtained feedback from country-level staff of the lead agencies on the country summaries. Financial information was provided by George Tang, former CEF Accountant.



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Abbreviations and acronyms

| | |
|---------------|--|
| AGM | Annual general meeting |
| ADEA | Association for the Development of Education in Africa |
| AIDS | Acquired Immuno-Deficiency Syndrome |
| ANCEFA | Africa Network Campaign on Education For All |
| ASPBAE | Asian South Pacific Bureau of Adult Education |
| CBO | Community-based organisation |
| CCEM | Conference of Commonwealth Education Ministers |
| CEF | Commonwealth Education Fund |
| CSEF | Civil Society Education Fund |
| CSO | Civil society organisation |
| DFID | Department for International Development |
| ECCD | Early childhood care and development |
| EFA | Education for All |
| EPE | End of project evaluation |
| FAWE | Forum for African Women Educationalists |
| FGM | Female genital mutilation |
| FPE | Free primary education |

| | |
|---------------|--|
| FTI | Fast Track Initiative |
| GAW | Global Action Week |
| GCE | Global Campaign for Education |
| GEEP | Gender Equality in Education Project |
| HIV | Human Immuno-Deficiency Virus |
| INGO | International non-governmental organisation |
| MDG | Millennium Development Goal |
| MoE | Ministry of Education |
| NFE | Non-formal education |
| NGO | Non-governmental organisation |
| PAMOJA | Africa Reflect Network |
| PRSP | Poverty Reduction Strategy Paper |
| PTA | Parent teacher association |
| SC | School council |
| SMC | School management committee |
| UBE | Universal basic education |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations Children's Fund |
| UNIFEM | United Nations Development Fund for Women |
| UPE | Universal primary education |

Dedication

This report is dedicated in memory of Eddie George, Chair of the CEF Oversight Committee, and Hazel Bines, CEF evaluation consultant. They were great champions of education for all. Their advice, support and contribution to education will be very much missed.



Terry Moore

Eddie George (1938 –2009)

Eddie George, former governor of the Bank of England and Chair of the Oversight Committee of the Commonwealth Education Fund (CEF), died in April 2009 after a long battle with cancer. He was passionate about education and a powerful advocate for CEF. As the son of a post office clerk, he was the first child in the history of his family to go to secondary school. He was determined that all children around the world should have the same chances in life that he had had.

“I have seen in my personal life and my professional career, how education transforms lives. Education gives real opportunities for a better future to children born in poverty. Education can transform countries, generating growth in the economy at all levels.”

Eddie vigorously supported CEF's innovative approach of bringing together different groups into broad national coalitions to make education a political priority and matter of open public debate, and to get all children into school. In support of the work of the international community, CEF has helped to reduce the number of children out of school from 100 million in 2002 to 75 million in 2008. Clearly more needs to be done in the coming years to achieve the Millennium Development Goal of getting every child into primary school by 2015. There can be no more fitting legacy to Eddie than for people to work together in pursuit of this historic goal.

Everyone involved with CEF will remember Eddie's passionate conviction and leadership. He will be greatly missed.



Dr Caroline Roaf

Hazel Bines (1949 –2008)

Hazel Bines, who died suddenly in October 2008, dedicated her life to promoting inclusive education and improving educational opportunities for all disadvantaged children. Her expertise and publications on inclusive education led her to be described as an “inclusion warrior”. She used her knowledge and drive to help inform policy in Britain and around the world.

At the time of her death, Hazel was a Senior Visiting Research Fellow in the Department of Education at Oxford University, and a consultant for non-governmental organisations working to promote greater access to education in developing countries. Having completed a recent major research report for World Vision UK and work with Sightsavers International, Hazel had begun a final evaluation of CEF.

In the short time she worked with CEF, Hazel met with staff in the UK and Mozambique to elicit their opinions on the achievements and challenges of the project, and to build up a comprehensive picture of the lessons learned. She brought her enthusiasm, sense of humour, remarkable insight and sensitivity to her work and was held in high regard by all CEF staff and management committee members who knew her.

1 Introduction

Boy with school bag.
Chapepa Village, Malawi



In 2002, Gordon Brown, then UK Chancellor of the Exchequer, launched the Commonwealth Education Fund (CEF) to help build the capacity of civil society to play the important roles envisaged for them in the Dakar Framework for Action. The Fund was established in honour of the Queen's Golden Jubilee, and aimed to work strategically in those low-income Commonwealth countries likely to miss the education and gender millennium development goals (MDGs) set in 2000 for achievement by 2015. CEF's mission was "to promote the right to education by ensuring that governments fulfil their commitments through good quality education policies, transparent and accountable financial procedures, and provision of quality education that reaches the most marginalised girls and boys".¹

The UK Department for International Development (DFID) funded CEF from 2002 – 2008, using a collaborative management arrangement among three leading British international non-governmental organisations (INGOs) – ActionAid, Oxfam and Save the Children. CEF received £10 million in start-up money via DFID along with a commitment to match funds raised from the private sector, thus encouraging engagement by CEF with the business community. Thanks to the work of a dedicated Oversight Committee, with Lord George as Chair and Lord Leitch as Vice-Chair, the following companies donated to CEF: Zurich Financial Services, Citigroup, Goldman Sachs, Cadbury Schweppes, ICICI Bank, Standard Chartered Bank, Prudential, Warner Brothers, Transco, Puri Foundation, Currencies Direct and Johnson Matthey.

The project was grounded in the conviction that education needs to be made a top priority and that everyone has a role to play. By forming broad-based national alliances, the coalitions and networks that engage with governments, parents, teachers, NGOs, faith-based organisations, businesses, the media and ordinary citizens could come together to make their voices heard and put education at the top of the agenda. Supported by CEF, these civil society coalitions could help implement educational reforms, track education spending and monitor progress, as well as make regional and international connections to exchange learning and campaign for improved aid for education.

Rather than trying to meet immediate educational needs (such as building new schools and textbooks), CEF sought to create a social and political environment in which education becomes – and remains – the top national priority for developing nations. CEF worked by giving advice and funding to local and national civil society organisations (CSOs) in 16 countries – Bangladesh, Cameroon, The Gambia, Ghana, India, Kenya, Lesotho, Malawi, Mozambique, Nigeria, Pakistan, Sierra Leone, Sri Lanka, Tanzania, Uganda and Zambia. CEF supported more than 2,000 local and national groups, building their capacity and helping them work together in strong coalitions. These groups conducted research into the factors that prevent children from attending school, and documented approaches that deal with the problem.

CEF was set up with three main objectives:

1. To strengthen broad-based and democratically run national education coalitions, with active membership across the country, to enable local voices and experiences to influence national-level policy and practice.
2. To ensure that sufficient financing is available to make public schools work for all girls and boys, and that resources reach where they are most needed.
3. To promote innovative work and use the evidence from this experience to influence policy – and get all excluded children, particularly girls, into public schools.

¹ CEF UK (2006, p10)

With this evidence, the coalitions have campaigned for:

- changes to education policies to help all children get a quality education;
- improved and effective education spending
- innovative ways to get excluded children into school.

The following chapters provide more details on the work in each country; the challenges and lessons learned as shown in the findings of the CEF final evaluation by Eric Woods; and the report concludes with a look at the next steps in this area of work – the creation of Civil Society Education Funds (CSEFs).

Figure 1: The structure of CEF

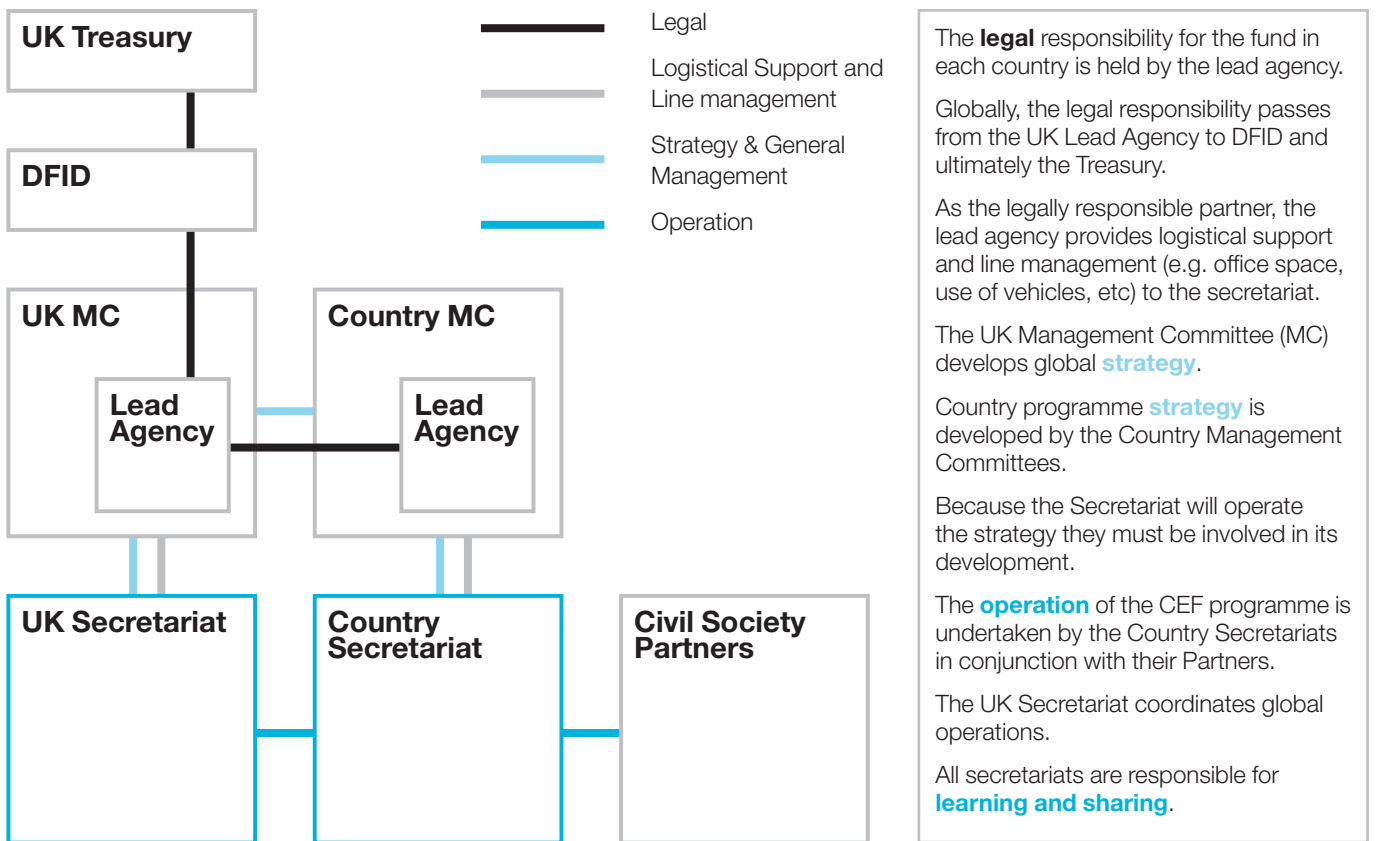


TABLE 1: CEF FUNDING OVERVIEW**INCOME 2002-2008**

| ITEM | AMOUNT |
|---|--------------------|
| Original DFID Grant Agreement | £10,000,000 |
| Individual and Corporate Fundraising contribution | £728,776 |
| Matched funding and additional extension contribution from DFID | £2,600,000 |
| Interest income | £193,866 |
| TOTAL INCOME | £13,522,642 |

EXPENDITURE 2002-2008

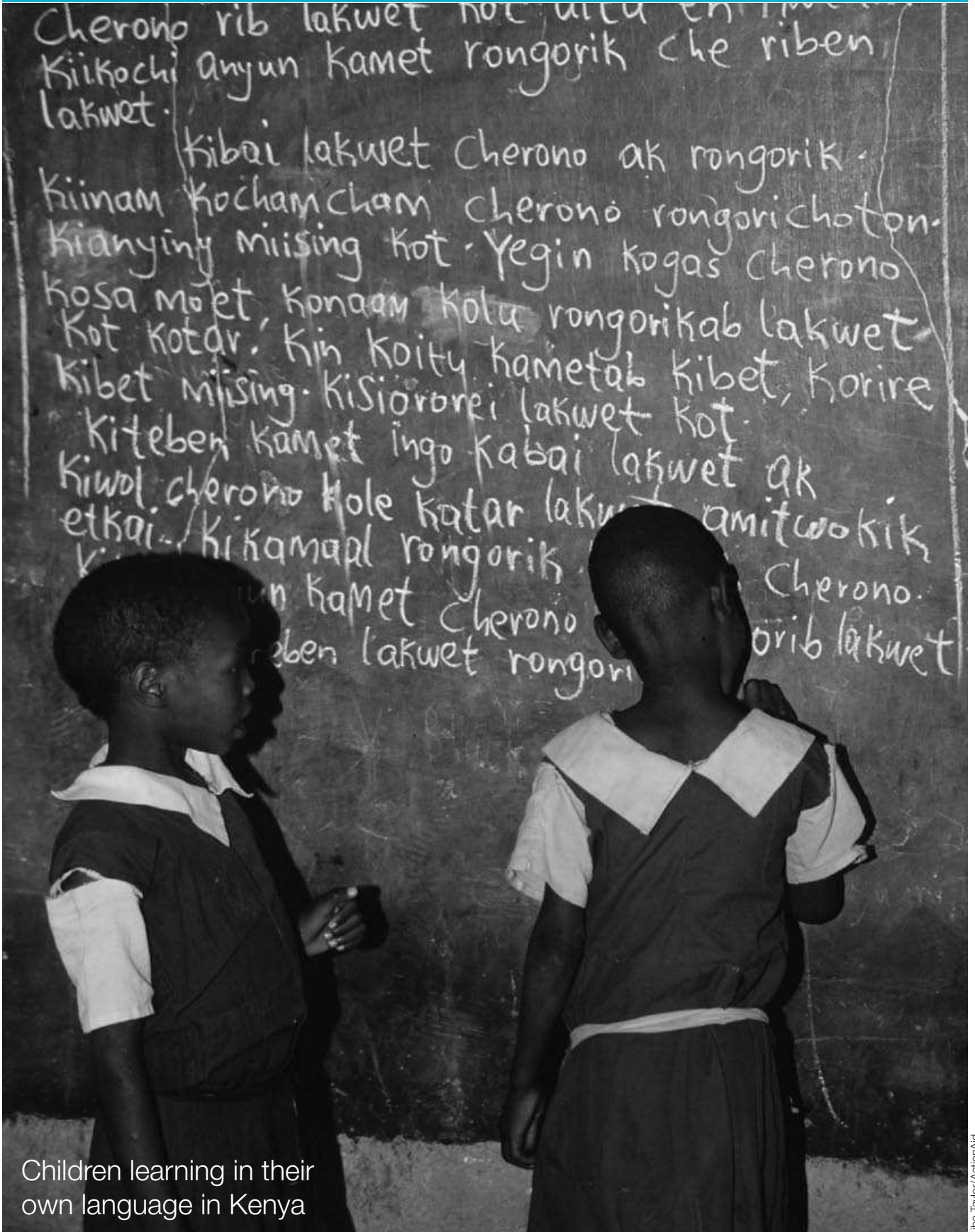
| ITEM | AMOUNT |
|------------------------------------|-------------|
| Country/regional programmes | |
| Bangladesh | £749,722 |
| Cameroon | £201,591 |
| Gambia | £271,885 |
| Ghana | £694,551 |
| India | £1,198,920 |
| Kenya | £637,631 |
| Lesotho | £278,703 |
| Malawi | £637,257 |
| Mozambique | £391,141 |
| Nigeria | £1,095,948 |
| Pakistan | £465,759 |
| Sierra Leone | £253,137 |
| Sri Lanka | £398,617 |
| Tanzania | £764,644 |
| Uganda | £781,650 |
| Zambia | £565,134 |
| Zimbabwe (discontinued programme) | £64,755 |
| ANCEFA | £561,699 |
| PAMOJA | £137,497 |
| GCE | £751,679 |
| ASPBAE | £205,965 |
| Subtotal Country/Regional | £11,107,885 |

| ITEM | AMOUNT |
|---------------------------------|------------|
| Global coordination | |
| Startup costs | £33,180 |
| Marketing | £118,938 |
| Project | £669,730 |
| Managing Committee | £32,791 |
| Personnel | £963,025 |
| Overhead (ActionAid) | £126,000 |
| General office costs | £150,943 |
| FTI on supporting National CSEF | £30,000 |
| Subtotal Global Coordination | £2,124,607 |

| ITEM | AMOUNT |
|--|----------|
| Final grants (allocated Dec 2008) | |
| Oxfam – GEEP publication | £15,000 |
| ASPBAE, ANCEFA, and CLADE – CSEF start up | £150,000 |
| GCE – CSEF start up | £20,000 |
| GCE – GAW 2009 | £20,000 |
| ActionAid – evaluation, publication, other final project costs | £85,150 |
| Subtotal Final Grants | £290,150 |

| | |
|--------------------------|--------------------|
| TOTAL EXPENDITURE | £13,522,642 |
|--------------------------|--------------------|

2 Global summary of achievements



Children learning in their own language in Kenya

Building national coalitions

Objective one: strengthening broad-based and democratically run national education coalitions, with active membership across the country, to enable local voices and experiences to influence national-level policy and practice

CEF played a lead role in enabling civil society groups to present a coherent voice to government in all 16 countries it worked in. When there are hundreds or even thousands of non-governmental organisations (NGOs) in a country, it is impossible for governments to meaningfully involve them unless they are coordinated. Some highlights include:

- supporting the formation of four new national coalitions and the strengthening of 12 national coalitions (many of which had only just been formed), between them involving more than 2,100 organisations
- enabling coalitions to have influence beyond the capital city at provincial and district level in 12 countries, for example, responding to the education needs of pastoralist communities, conflict-affected districts or very remote regions

- documenting the challenges of coalition building to share lessons across the 16 countries and beyond – specifically through the research publication *Driving the Bus: The journey of national education coalitions* (2007).
- Mentoring the Malawi, Kenya and Ghana national education coalitions to enable them to promote gender equality in their ways of working.
- Strengthening regional education coalitions: The Africa Network Campaign on Education for All (ANCEFA) – linked to 32 national coalitions; and the Asian South Pacific Bureau of Adult Education (ASPBAE) – linked to 20 coalitions, enabling them to share learning and influence regional actors such as the African Union.
- Contributing to at least 92 significant changes of policy or practice – for example, removing user fees for primary schools in Sierra Leone, allocating set education spending per child in Ghana, supporting education of displaced children in Uganda, promoting minority language policies in Bangladesh, and strengthening school management in Nigeria (see below).

Nigeria: shaping national policy on school management

In 2003, CEF Nigeria supported an education baseline survey, which showed that local school governance was weak across Nigeria. Decisions for the day-to-day management of schools were made centrally by education authorities far removed from schools and their realities. In response, CEF supported a local NGO, Community Action for Popular Participation (CAPP), to pilot local governance structures in 40 public primary and secondary schools in the Federal Capital Territory. Working closely with local communities and local government education authorities, CAPP set up

School Based Management Committees (SBMCs) in these 40 schools and familiarised them with education policies and democratic governance practices. A 2006 review showed the positive impact of the SBMCs: improved access, attendance and quality; and better management of resources than other local schools. CAPP documented this process and, with the national civil society education coalition CSACEFA, lobbied the government to form SBMCs, first across the Federal Capital Territory and then across the whole country. This was a huge success and now all public primary and secondary schools (numbering close to 100,000) have established, or are establishing, SBMCs.

CEF partners worked through such school governance structures, strengthening their ability to create positive change for education for all, not only in schools, but within communities. An example from Malawi is shared below.

Improving education in Chankhandwe Education Zone, Malawi²

Concerned about levels of adult literacy and the lack of support for girls' education in Chankhandwe, Deeper Life Ministries (DLM) initiated a project to address these issues. They were concerned that even those girls who enrolled in school often dropped out. Reasons included: early marriage; inadequate sanitary facilities; early pregnancies; poverty; corporal punishment; distance to schools; and cultural practices. For example, school girls are often called on to escort funerals to graveyards and forced to take part in initiation ceremonies that take them away from school for weeks.

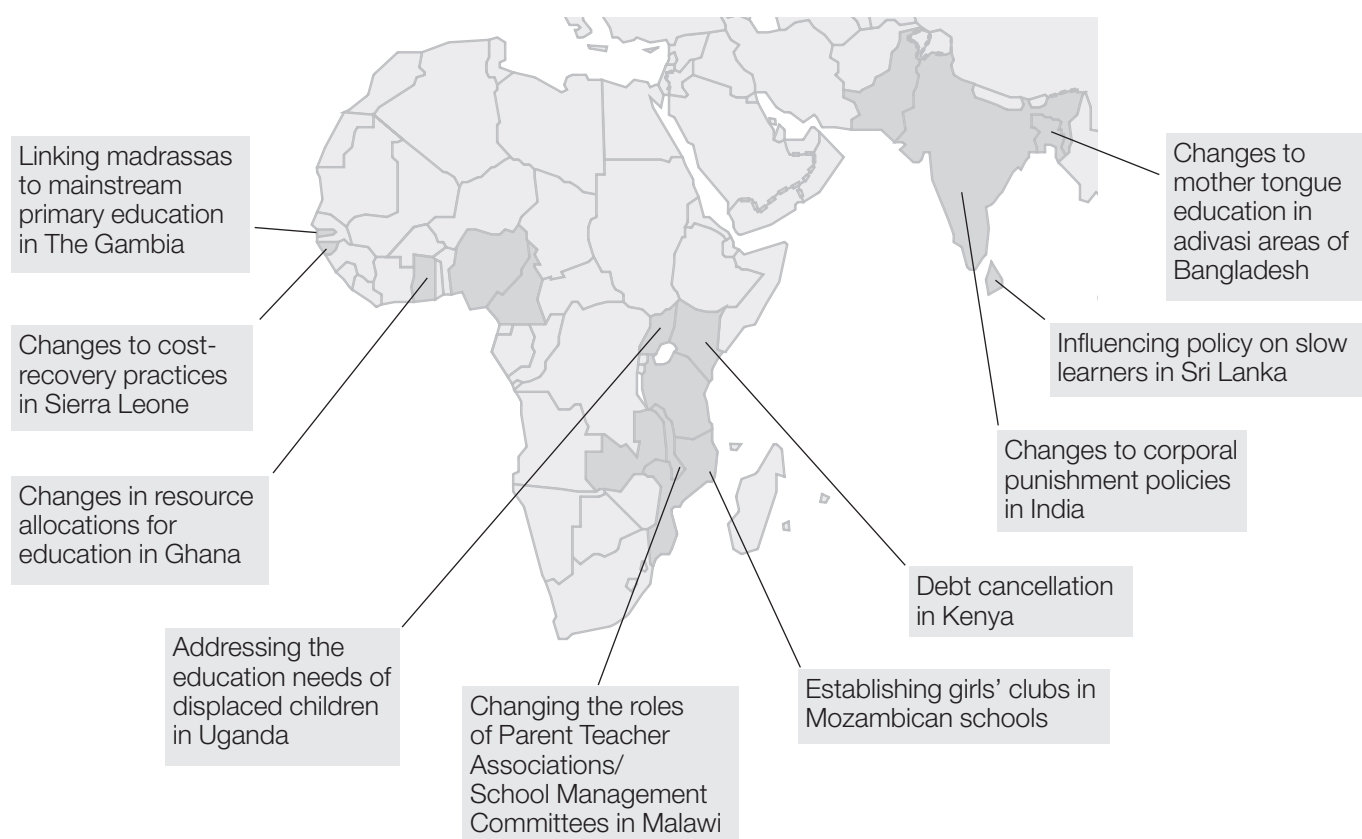
DLM's project activities included: a baseline survey; community awareness meetings; advocacy training for 150 school management committee (SMC) members and 134 parent teacher association (PTA) members; and advocacy meetings with 120 teachers, 90 community/church/political leaders, and 40 girls. Training sessions culminated in action plans for advocacy campaigns in surrounding villages. These plans were shared with Primary Education

Advisers (PEAs). Results included:

- married or initiated people taking up some of the role of escorting funerals
- compulsory education by-laws by village headmen, and community members setting fines of livestock for parents who fail to send children to school
- readmission of 40 girls who had dropped out of school due to pregnancy
- reduction in incidence of early marriages
- increased action by SMCs/PTAs to safeguard children. For example, a teacher who had impregnated a pupil was dismissed and the girl readmitted to the school. SMCs acting on this type of issue was previously unheard of.
- improved relationships between teachers and community leaders and more community investment in school infrastructure
- increased enrolment of girls in 15 targeted schools from initial female-male ratios as low as 1:3 to a situation of parity or near parity.

CEF has also provided strategic funding for the Global Campaign for Education (GCE) annual Global Action Week (GAW), mobilising more than 6 million people in 120 countries on specific education policy and practice issues. For more details on GCE, see pp89-91.

² This case study is adapted from that provided in Chima (2008, pp37-42).

Figure 2: Examples of changes in policy and practice

Ensuring sufficient financing

Objective two: ensuring that sufficient financing is available to make public schools work for all girls and boys, and that resources reach where they are most needed

CEF played a lead role in demystifying the budget process, enabling civil society groups to engage in budget analysis; tracking disbursement flows through

the education system; monitoring expenditure and lobbying to influence budget allocations. As a result of CEF support, education budgets have increasingly been brought under the scrutiny of civil society organisations.

CEF has played a pivotal role in 16 countries through the following:

- Distributing information on education budgets to more than 6 million people. This has increased awareness about what money should be arriving at school level,

when it should arrive, how it should be used and who should be involved in decision making.

- Training more than 430,000 people in education budget work, enabling civil society to scrutinise and improve the effectiveness of spending at both local and national levels. It has also included a focus on the gender implications of education budgets.
- Strengthening the position of national coalitions to engage in important debates on the education budget with the ministry of education in 12 countries, and the ministry of finance in nine countries.
- Working with parliamentary caucuses in 10 countries to familiarise parliamentarians with the issues faced by the education sector in their country, and their responsibility to provide legislative oversight of the education budget.
- Supporting national research on the links between macro-economic policy and education financing,

showing how International Monetary Fund (IMF)-supported wage bill caps have undermined recruitment of urgently needed teachers, and influencing new IMF policy commitments (in September 2007) to stop using public sector wage bill caps as a routine condition on loans.

- Challenging international donors on their aid to education in nine countries, looking at both the quantity and quality of aid, promoting greater coordination and predictability, and challenging inappropriate forms of tied aid or technical assistance.
- Projecting the cost of different policy reforms in eight countries.
- Exposing in the media the misuse of education budgets in 10 countries; and taking public officials to court in three countries.

Further examples of change are shared below.

Uganda: anti-corruption initiatives and child-led budget monitoring

CEF in Uganda supported The Apac Anti-Corruption Coalition and the District Education Coalition in Bundibugyo to create awareness of corruption issues. Both organisations have tackled corruption by training independent budget monitors and supporting them to help communities fight against corruption and for good governance in public institutions. The budget monitors exposed corrupt district education officials and headteachers – challenging them for claiming funds for schools that did not exist and for misappropriating school budgets. By taking some officials to court they succeeded in improving the flow of education funding to schools. At a local level, CEF supported three children's rights organisations to involve children in the school

governance and budget monitoring process. Children aged 7 to 14 have been shown how to track education expenditure and assess the quality of education delivery through the setting up of child-monitoring committees in schools.

CEF provided opportunities for children to engage directly in policy and budget work, based on their own research and analysis. All schools where CEF provided children with budget-tracking support began to display disbursement and expenditure information publicly. Children held their parents, school management committees (SMCs) and teachers accountable for the use of funds. In some instances they exposed weaknesses in the oversight of school finances, and corrupt headteachers.

Tanzania: tracking public expenditure

Tanzania has an ambitious Primary Education Development Plan that includes a commitment to making financial transactions more transparent at the school level through stronger SMCs that are required to publicly display their budgets, receipts and expenditures. Despite these promises, Tanzanian bureaucracy remained secretive and government officials were suspicious of anyone asking about

financial matters. CEF supported the partners HakiKazi Catalyst and Tanzania Gender Networking Programme to take the lead in enabling smaller organisations and SMCs to scrutinise education budgets, based on a common methodology and user-friendly materials. Sometimes it is not about changing policies – the challenge is to translate them into practice. This often requires a change of culture and institutional norms – which will not happen by government decree alone.

With Save the Children UK and the Institute for Democracy in South Africa (Idasa), CEF has produced a series of three publications to share learning from its budget tracking work. These are:

- *Civil Society Engagement in Education Budgets: A report documenting Commonwealth Education Fund Experience* (2008)
- *Making the Budget Work for Education: Experiences, achievements and lessons learned from civil society budget work* (2008)
- *A Budget Guide for Civil Society Organisations Working in Education* (2009)

The learning from the budget tracking work has been shared in various forums, including the 2007 United Kingdom Forum for International Education and Training (UKFIET) Conference and the 2008 International Anti-Corruption Conference.

The CEF team also worked to make gender issues a mainstream consideration in education budgeting. A short training session was held at the staff workshop in Ghana in 2005 and further information was distributed afterwards to support in-country skill development.

Discussion took place about how CEF could make use of tools such as:

- gender-aware policy appraisal
- gender-disaggregated public expenditure incidence analysis
- gender-disaggregated beneficiary assessments
- gender-aware budget statements
- gender-aware budget analysis.³

3 CEF UK (2005 p241)

Getting all excluded children into school

Objective three: promoting innovative work and using the evidence from this experience to influence policy – and get all excluded children, particularly girls, into public schools

The 75 million children out of school worldwide are not a random group. There are clear categories: the majority are girls; many are disabled; many are orphans; some are affected by conflict; some are the children of pastoralists or parents who migrate for work; some are from linguistic or religious minorities; others are street children. Most are child labourers – as children not in school are likely to be working, whether in homes, fields or factories.

CEF supported the documentation of innovative approaches that have proved effective in extending education to marginalised groups. The learning has been fed into local and national dialogue with government, and has informed practical recommendations about how to make government schools work – how to make them responsive to the needs of these groups.

CEF has specifically been involved in:

- supporting 56 partner organisations to document innovative ways of ending gender discrimination in schools.
- promoting gender equality in education through enabling partners in Malawi, Kenya, Ghana and Bangladesh to document the lessons learned from mainstreaming gender, using mentoring as an effective model for capacity building
- supporting 24 partner organisations to share learning about the challenges involved in providing relevant education for street children.
- promoting innovations in the education of disabled children through 12 partner organisations
- working with 12 partners to adapt education responses to the needs of indigenous communities or linguistic minorities
- pooling learning around the needs of children orphaned by AIDS and other vulnerable children through the work of seven partner organisations.
- supporting 25 theme-specific coalitions that work with

Sri Lanka: campaigning against the closure of rural schools

Supported by CEF, education NGOs and other civil society organisations in Sri Lanka came together to form the national Coalition for Education Development (CED). CED has representation in all provinces throughout Sri Lanka and runs several grassroots campaigns through its local members. For example, in Uva province, CED members focused on 10 rural schools that were under threat of closure.

In general, Sri Lanka has an excellent record on access to basic education but the government seemed intent on cutting costs by closing down “inefficient schools”.

CED provided training that mobilised pressure groups – teachers, parents, children and eminent village people – to demand an end to the closure of rural schools. After compiling information, the pressure groups held open public debates with policy makers and local politicians on the problems local children would face if the schools closed. They were able to reverse the 10 school closures, and CED has since supported similar campaigns to protect schools in other remote rural areas.

To date CED has helped 200 rural communities defend their local schools against closure, helping to ensure that the almost universal access to primary education that Sri Lanka has achieved is not lost.

these excluded groups, enabling their needs to be vocalised at national level

- proposing 30 reforms to national governments based on the learning from these groups.

Gender equality in education

In the early years of CEF (2003-05), countries included gender in their strategic plans and partners' activities. But as the primary focus in many countries was building solid foundations for the coalitions, results on gender work were uneven. Some early CEF work on gender included:

- supporting an Islamic boarding school for girls in The Gambia
- creating girls' clubs to discuss the issues surrounding female education in Mozambique
- work in rural Nigerian communities to influence socio-cultural practices that keep girls out of school (eg girls

not being able to walk long distances to school alone and child marriage – as early as eight years old).

CEF partners in Kenya worked on a campaign to provide girls with sanitary towels (see case study on p16). These were also included in some of the provisions CEF advocated for in Northern Uganda, where girls who had been displaced due to conflict needed help to finish school exams. Some partners also looked at policy issues on gender, such as girls being excluded from school due to pregnancy.

There had been some good work done by partners, but in its mid-term review in 2005, CEF recognised that gender equality issues needed more urgent attention and set up the Gender Equality in Education Project (GEEP), which mainly focused on four countries – Kenya, Ghana, Malawi and Bangladesh. Each of these countries hired a gender mentor to work with partners, but the project also provided light touch support to the

Ghana: Cadbury Schweppes' support for education in cocoa-growing areas

A three-year grant from the Cadbury Schweppes Foundation enabled a CEF partner, Action for Rural Education (ARE), to help 18 communities in the Twifo Hemang Lower Denkyira district – a cocoa-producing area identified as deprived by the Ghana Education Service. Local volunteers were recruited to help in community schools that lacked teachers due to their remote location.

Initially, ARE paid volunteers an allowance, but the local District Assembly came on board, not only to assume the cost of all existing project volunteers, but to recruit an additional 100 volunteers for 80 more communities. With the Assembly's support, some volunteers enrolled for the Untrained Teacher Training Diploma in Basic Education, becoming professional teachers during the school holidays while continuing to volunteer.

Community members also became more active in SMCs and learned to track the use of the capitation grant (the amount per pupil allocated by the government) and to take part in local and district budget preparation and school governance. Communities campaigned for every child's right to a teacher, resulting in the Ghana Education Service supplying more trained teachers to remote schools and reopening some schools that had been closed because of low enrolment.

"I used to walk seven kilometres through the bush every morning to school in a nearby community because there were no teachers in my community school. I always felt tired when I got to school. Today, I have re-enrolled in my community school because we have two new teachers".

Female pupil at Achease Primary School

remaining 12 CEF countries. For example, when all CEF countries sent in their quarterly reports to the UK, the gender project manager would assess them from a gender perspective and make recommendations based on examples of work being done in the GEEP focus countries.

In February 2008, the GEEP team shared the learning and experience from the four focus countries at the project evaluation meeting in South Africa. Each of the gender mentors explained the strategies they used when working with partners. The CEF coordinator in Kenya also spoke about the impact GEEP work

had had on him as well as on partners' work. During this meeting, the GEEP team helped coordinators to integrate gender into the terms of reference for the end of project evaluations.

Seven documents were developed to share learning outcomes from GEEP with a wider audience. GEEP Kenya developed a training guide which was used during group and one-to-one mentoring sessions. Ghana developed case study examples of the impact of GEEP work. Malawi developed a narrative of GEEP activities and produced a reflective report. The gender project manager wrote a reflective report on the

Kenya: uncovering a hidden cause of girls' exclusion

Despite the Kenyan government's abolition of user fees, more than 800,000 children continue to miss out on an education, particularly girls. A CEF partner, the Girl Child Network (GCN), investigated why girls were still out of school despite free education. A key finding pointed to something that no policy maker had previously identified. During menstruation, girls refused to go to school because there were no appropriate or adequate sanitation facilities. Because of the high cost of sanitary towels, girls from poor families continue to use unhygienic sponges, mattresses, tissue paper and even leaves – and most avoid school all together during their menstrual period. The study indicated that, “a girl absent from school due to menses for four days in a month of 28 days loses 288 lessons in a calendar year – that is 192 hours of missed learning due to absence from school.”

The CEF/GCN initiative became a major campaign dubbed the “sanitary towels campaign”, targeting policy makers and the general public to raise awareness and demand action. The campaign was widely aired in the national media, resulting in the Ministry of Finance agreeing to cancel the 16% VAT

on sanitary pads. The private sector also stepped in and distributed free sanitary pads to 500,000 school-going girls to improve their attendance. The media and public debate helped to de-stigmatise the issue and helped girls break their silence on other sexual and reproductive health issues. GCN mentored schoolgirls on sexual maturation and their rights, as well as helping demystify the use of sanitary towels in communities that had previously refused to stock them in shops.⁴ GCN lobbied the government to allocate budget for provision of sanitary towels to girls in schools, successfully gaining an allocation of Ksh 165,000 (about US\$2,300) for 2007/2008.⁵

The Ministry of Education (MoE) felt compelled to formulate a gender policy in education to address the issues raised. Thanks in part to the role of CEF, the policy is now in place. In partnership with the MoE, GCN produced materials addressing factors that hinder girls' performance and retention in schools. GCN worked with communities to build girl-friendly latrines in 25 schools. The MoE has taken this up as an example of best practice in promoting gender parity in education and GCN has used the success of the sanitary towel campaign to influence others in Zambia, Uganda and Ethiopia to do the same.

4 Mwendwa et al (2008, p20)

5 Mwendwa et al (2008, p17)

experience of the project. GEEP contributed to three editions of the Equals newsletter produced by the Institute of Education, University of London: Equals 19 on the Commonwealth Education Fund – guest edited by the gender project manager; Equals 20 on the experience of gender mainstreaming in the GEEP; and Equals 22 on the mentoring experience by a GEEP partner, one mentor and the gender project manager. This has provoked interest in the mentoring approach.

| Work with school councils (SCs) to improve girls' education in Mozambique⁶ | | | |
|--|---|---|--|
| CEF partners worked with SCs, supporting them to use locally tested approaches to address obstacles to girls' education such as early marriage and pregnancy | | | |
| Partner Organisation | Problem | Action | Outcome |
| Liga dos Direitos da Criança (League of Children's Rights) | Girls leaving school because of pregnancy | Community members of two SCs work with the girls and parents | All pregnant girls returned to school |
| | Girls dropping out due to early marriage | Girls' club set up at school | Reduction of number of girls dropping out |
| | Sexual abuse | Perpetrator denounced by community member | Perpetrator imprisoned |
| Mahlahle-Associação Para a Promoção e Desenvolvimento da Mulher (Mozambican Association for Promotion and Development of Women) | Girls dropping out due to domestic chores | Workshop with SC members to look for ways to reduce the problem | Local solutions and specific actions suggested for each case |
| | Parents complain that girls at school do not learn domestic and life skills | SCs proposed including needlework and other domestic subjects in the local curriculum | Children able to acquire life skills at school |
| These activities increased the numbers of girls in schools in particular districts of Massinga and Zambézia. There is a need to scale up to other areas and to support national advocacy campaigns promoting girls' education through locally appropriate solutions, in which SCs can play a key role. | | | |

6 Alderuccio (2008, p35)

3 Country and regional organisation profiles

CEF in Africa pp19-69

CEF in Asia pp70-87



A girl with school books at a non-formal education centre in Bangladesh

Liba Taylor/ActionAid

Cameroon⁷

Final expenditure £201,591

Lead Agency: ActionAid

As none of the three CEF managing agencies had a presence in Cameroon, management support for CEF Cameroon was provided by ActionAid Nigeria. A decision was also taken to focus on the first CEF objective, supporting coalition building, rather than to spread resources thinly across all three objectives. It took two attempts to establish a functioning coalition, but the Cameroon Education For All Network (CEFAN) is now a successful education platform for civil society organisations (CSOs), and recognised by the Ministry of Basic Education, the national Coordination of EFA, UNESCO and UNICEF.

CEFAN conducted advocacy activities, including research and campaigning to improve teachers' working conditions. It also used the Global Campaign for Education (GCE) annual Global Action Week to promote EFA issues in Cameroon. CEF supported CEFAN's core operating costs, and helped it build its membership, provide training for members and participate in national, regional and international advocacy.

Strengthening the national coalition and civil society links with education policy processes

In 2003, CEF Cameroon arranged a coalition-building workshop and forum in Yaoundé to build understanding of the EFA process and help develop government-civil society partnerships. Participants included members of 49 local NGOs, representatives from the EFA Permanent Autonomous Technical Unit (PATU), the British Council, UNESCO and Africa Network Campaign on Education for All (ANCEFA). This resulted in the establishment of

the Coalition of Education Civil Society Organisations in Cameroon (COSCEC). Early COSCEC activities included:

- participating with government in planning for the 2003 EFA Global Action Week and taking part in the week's activities
- expanding COSCEC membership to 61 NGOs covering almost all provinces
- participating in the 2004 Global Action Week by mobilising children to make demands on policy

⁷ This section draws on the End of Project Evaluation Report by GRADEMAP (2008).

makers and politicians and enabling CSOs to table demands to government about critical challenges facing the education sector

- increasing awareness and public engagement by translating, mass-producing and distributing copies of the government's national EFA plan.

Despite this promising start, the CEF work faced a major challenge in 2005. Activities stalled due to severe governance issues within COSCEC, with leaders refusing to compromise on their positions, and descending into verbal attacks on colleagues. Despite several meetings attempting to resolve the issues, the leadership problems and stalemate persisted, leading to the closing of COSCEC. But the need for an alliance to give stronger voice to education issues remained, and some members of the disbanded COSCEC set up a task force that led to the creation of the Cameroon Education For All Network (CEFAN) in October 2005, supported by CEF, UNESCO, National Coordination of EFA, Plan International and SIL International. From 2006 onward, CEF helped strengthen CEFAN and its ability to act as a civil society mobiliser, encouraging decentralisation of its activities and the establishment of provincial coordination points. With CEF help, CEFAN was able to:

- draft a code of conduct for education CSOs
- strengthen relationships with the Ministry of Basic Education and various development partners
- provide recommendations to the Sector Wide Approach (SWAp) programme review, suggesting inclusion of school councils; unifying education departments under one ministry; integrating non-formal and inclusive education
- coordinate and implement advocacy activities in eight provinces during Global Action Weeks
- launch a campaign for free quality and compulsory primary education, and lobby for improved implementation of the minimum package
- hold grassroots forums to highlight and discuss local education issues and take these issues to parliament and other decision makers
- provide a training programme on education advocacy for CSOs
- initiate research on education budget processes
- organise a televised discussion on quality education during the 2007 Global Action Week, raising awareness of issues and stimulating debate

CEFAN action on teachers' working conditions

One of CEFAN's particular concerns was the recruitment of trained teachers, a major problem in Cameroon. The coalition highlighted this issue at the 2006 Global Action Week under the theme "*commitments for the right to education and the improvement of teachers' work and living conditions, now!!*" Nearly 2,000 pupils contributed to a document asking for their teachers' working conditions to be improved. A number of schools welcomed parliamentarians and other education authorities to come "back to school", raising awareness of teachers' poor working conditions. The Action Week also featured public hearings, featuring more than 1,500 children

raising teachers' issues to the Minister for Basic Education, other ministers, diplomats and UNESCO. CEFAN also organised a workshop bringing together representatives from media and current and potential CEFAN members to map out a strategy on how to carry the campaign forward. Findings drawn from the "Valuing Teachers" research project, supported by CEF, provided a basis for discussions. Campaign strategies and roles and responsibilities for the different actors were agreed. The media contributed by educating and sensitising the public and the teachers helped by mobilising and building a voice on education issues. CEFAN and its members celebrated World Teachers' Day, which was later documented in CEFAN's quarterly newsletter.

- participate in the validation and follow-up of the implementation of the education sector wide strategy paper (SWAp).

CEFAN now has about 50 member organisations from eight of Cameroon's 10 provinces. Members include: primary and secondary teacher trade unions, parent teacher associations (PTAs), associations for the protection of children's rights, women's rights groups, education sector NGOs, and a consultancy firm working in the education sector. CEF played a main role in the grounding of CEFAN, by providing support for CEFAN core costs, which enabled the network to pay for office space, staff salaries, statutory meetings, the design and implementation of a strategic plan, and development of a procedures manual and code of conduct.

CEF organised training seminars for CEFAN members on gender issues, and advocacy, fundraising and education budget analysis techniques. It also supported members to take part in regional and international activities such as: a joint CEF/RAPID Workshop on CSO advocacy in education; a training of trainers' workshop in fundraising techniques and procedures; international lobbying at the World Social Forum in Nairobi, and advocacy activities of ANCEFA, International Council of Adult Education (ICAE) and the Global Campaign Against Poverty (GCAP).

Budget work in education

Other than basic training for CEFAN members on this topic, CEF did not undertake this area of work in Cameroon due to low capacity. Member organisations were asked to prepare proposals for carrying out budget monitoring, but all proposals received simply requested institutional development support.

End of project evaluation (EPE)

The EPE concluded that CEF Cameroon had tremendous difficulties carrying out activities in 2002-2004 because CSOs in Cameroon often prefer to work individually rather than present a common front. CEF Cameroon successfully surmounted

this hurdle by assisting in the creation, set up and institutional development of CEFAN.

CEF support gave CEFAN capacities which should be protected and preserved, such as:

- recognition and participation of CSOs in the writing of strategic policy documents like SWAp, and monitoring their implementation
- Global Action Week activities that mobilise and attract the attention of both the public and public authorities
- membership of, and focal point for, international education organisations, eg ANCEFA, and participation in international EFA advocacy activities.

These assets will be short lived without follow-up funds to assist CEFAN. CEF's lifespan was too short for the results it was expected to achieve.

EPE Recommendations

Future interventions should:

- harness synergies among agencies working in education and build CSO capacity
- study the option of creating a loose and flexible network coordinated by CEFAN
- use a strategy of decentralised advocacy at local, council, divisional, provincial and national level to encourage active grassroots participation and revive passive network members
- define expected results of strategic plans in measurable terms for effective monitoring
- reflect on the sustainability of activities to be implemented, especially in terms of financial viability.

The Gambia⁸

Final expenditure £271,885

Lead Agency: ActionAid

CEF The Gambia accomplished some very high-level work with parliamentarians, supporting engagements by the teachers' union on factors affecting their ability to deliver quality education, and initiatives by the Pro-Poor Advocacy Group (Pro-PAG) which helped improve National Assembly Members' budget analysis and sensitised them on their powers. CEF partner work with marginalised children was small-scale and focused, delivering some good results especially in a pilot preschool for visually impaired children.

Strengthening the national coalition and civil society links with education policy processes

Education for All Campaign Network

CEF provided core support to the Education for All Campaign Network in The Gambia (EFANet), which enabled it to have a fixed location, office equipment and furniture, hold annual general meetings, establish a constitution, elect national and regional executive committees, and obtain funding. CEF's support was described as: "related to the practice of accompaniment – where the CEF project engaged with the Network partner over a period of time; where the CEF project was committed to this *long term process of engagement*" building trust, familiarity and a relationship rather than "the more common one-off intervention... This approach characterised the CEF project as unique, enabling the EFANet to address a number of issues over a period of time, which had been disabling factors in terms of their organisational effectiveness. In this way, the respondents spoke unequivocally about the value that the CEF Gambia Project had contributed towards their organisation."⁹

Building on this foundation, CEF support for the EFANet programme enabled the coalition to:

- participate in the validation of the Ministry of Education's 2004–2006 national EFA strategic plan
- develop its policy advocacy focus on the New Education Policy (2004-2015)
- establish coalition governance structures and a 2006–2010 strategy, focusing on two key policies – constitutional free basic education and teacher posting
- represent CSOs in the EFA Education Strategic Plan drafting process
- celebrate the annual Global Action Week (GAW).

For example, in 2005 EFANet used GAW activities, including a dialogue with Parliamentarians, to draw attention to factors that make children miss out on education. In 2007, EFANet and its partners' GAW activities included more than 3,000 people forming a human chain at a Gambia/Senegal border point

⁸ This section draws on the End of Project Evaluation by Afri-Consult (2008).

⁹ Afri-Consult (2008, p15)

demanding “Education Rights Now”. The Gambia’s Permanent Education Secretary pledged that any child identified by the coalition as outside of the school system would be supported to be admitted or re-admitted to school.

The Gambia Teachers’ Union (GTU)

CEF supported the GTU to:

- conduct a study on teachers’ conditions, defining the main obstacles to attaining quality education and to circulate the report to education stakeholders for evidence-based advocacy on status of teachers
- celebrate the 2007 World Teachers Day using data on teachers’ conditions, which led to the Permanent Secretary promising more incentives for teachers in the 2008 budget and better engagement with the GTU
- hold 17 community policy discussion forums, called ‘*bantabas*’.¹⁰ The *bantabas* promoted community engagement, identified gaps, eg shortage of teachers, and informed action
- sensitise teachers and Parent Teacher Association (PTA) members on their roles and responsibilities in implementing the National Education Policy
- set up its own research unit and develop a database on teachers and factors affecting their ability to provide quality education
- change their relationship with education directors by shifting away from writing complaint letters to encouraging genuine dialogue. As one member said, “Some of the directors were previously reluctant to see us. Now they welcome us. Both of us are now working hard to cement this partnership based on mutual trust and confidence.”¹¹
- become increasingly involved in government committees and programmes on teachers’ matters. GTU now has a full-time seat on the short-listing committee for teacher promotions, regional secretaries sit on the regional postings committees, and the GTU participated in the

drafting of the teacher postings policy, seeking equitable rural and urban teacher deployment.

Youth Ambassadors of Peace (YAP)

CEF supported YAP to conduct a survey on school attendance in all regions, which indicated that pupils in most regions were not getting the 880 contact hours required in the 2004–2015 Education Policy. Reasons included:

- teacher absenteeism
- unplanned holidays
- parents not visiting schools
- pupils’ fear of corporal punishment
- long distances to school
- lack of school transport.

In the North Bank Region, the Regional Governor, the regional education director and staff met with parent representatives on school management committees (SMCs), teachers and headteachers. This led to increased lobbying for more contact hours and made parents and pupils aware of the importance of regular school attendance. The Department of State for Basic and Secondary Education now conducts a radio and TV campaign against pupils’ low school attendance at the beginning and end of each term and after public holidays.

Budget work in education

CEF partner, the Pro-Poor Advocacy Group (Pro-PAG), was supported to:

- conduct and publish a study¹² demonstrating that actual education expenditures were less than the planned allocations
- hold workshops for the National Assembly Committees on Education & Training and Public Accounts. This prompted Parliamentarians to request advance copies of the 2006 budget from the

¹⁰ Bantaba is a local word for an open forum/space where discussions are freely and informally held, usually in a village square/centre

¹¹ Afri-Consult (2008, p27)

¹² Pro-PAG (2004) *Expenditure Analysis On The Nature And Magnitude Of Resource Allocation In The Education Sector (2000 – 2004)*.

Department of State for Finance and Economic Affairs and use the media to air their concerns, resulting in an increase of GMD1.5M (US\$ 43,800) to the 2006 education budget

- produce a short booklet¹³ for sub-district level communities explaining government budgetary allocations to the education sector and sector spending trends for allocations. Pro-PAG's experience in budget-monitoring was shared by training trainers so that CEF partners could expand the work to local groups.
- facilitate participatory budget consultations in three divisions and an interface forum between National Assembly Members (NAMs)
- enable NAMs to visit and conduct a survey of selected schools throughout the country to understand the situation on the ground. The resulting report was presented to the National Assembly and used as advocacy material
- conduct quick analysis to identify education gaps in the national budget, which are now communicated to NAMs during the annual 'Budget Brief' session.
- provide training to the Catholic Education Secretariat to enable 63 school personnel to carry out budget analysis and tracking.

National Assembly Members, who were trained in budget analysis and budget tracking were also able to demystify the National Budget. They demonstrated their skills at the review of the first draft of the 2008 budget in September 2007.

Supporting innovative approaches to address exclusion

Gender equality in education

CEF supported an innovative approach to overcoming gender discrimination by assisting an Islamic girls' boarding school, which already provided more advanced education than that usually given to girls.

CEF gave the school a milling machine, which – as well as helping to produce good quality food – generated school income and reduced the time girls spent on this chore, enabling them to spend more time on their studies. The school was also supported to integrate conventional school syllabi with Islamic studies so the girls are now learning English and Mathematics. In a separate initiative, CEF supported a documentary on early marriage and its effects on girls, which was shown several times on national TV.

Children in the madrassa school system

Over 10% of school-aged children in The Gambia attend madrassa Islamic schools. Since these schools are outside the formal education system, CEF partnered with the General Secretariat for Islamic and Arabic Education (GSIAE) to facilitate integrating the national curricula with Islamic studies. GSIAE developed integrated syllabi and printed textbooks and teaching materials for madrassas. This led to the Department of State for Education including funding for English language teachers for madrassas in its 2006 budget. GSIAE trained 112 teachers in how to use the new materials and carried out a tour of the 335 registered madrassas to monitor service delivery and enrolment. The data collected was shared with the planning unit of the Department of State for Education for inclusion in national education statistics.

Early childhood care and development (ECCD)

CEF established a partnership with the Agency for the Development of Women and Children (ADWAC) to set up four ECCD centres in rural North Bank. ADWAC activities also included raising awareness of the need for early childhood and girls' education with village development committees, parent teacher associations (PTAs) and local policy makers. Within North Bank, 325 high-status community members were involved.

Children with disabilities

CEF supported the Gambia Organisation for the Visually

13 Pro-PAG (2006) *The Gambia Education Expenditure Analysis 2001-2005*.

Impaired (GOVI) to run a pilot preschool in Banjul. The aim was to equip 13 blind and low vision children (seven girls and six boys) with skills, abilities and attitudes that would enable them to join the formal school system. Radio programmes, leaflets and billboards were used to publicise the school and raise awareness of disability and education issues, and the school got national television coverage. Parents from as far away as Western Region have registered their children on the school's waiting list. The Secretary of State for Basic and Secondary Education has committed to sustain the preschool after the CEF project via Fast Track Initiative (FTI)¹⁴ funding in the medium term and national budget in the long term.

End of project evaluation (EPE)

Among other things, the EPE noted changes in key social norms as follows:

- Most NGOs and CSOs in the Gambia are inward looking and concentrate on acting alone to improve the condition of their members and beneficiary communities. With the advent of the CEF, several organisations have started to work together as a coalition in the planning and implementation of education advocacy activities.
- CEF operational procedure requiring partners to account for funds disbursed helped transparency and accountability to become rooted in partners' organisational practice
- GOVI's pilot preschool helped children at risk of exclusion, isolation and a life of begging on the street to access education. "There is an appreciation of the initiative being registered by the populace."¹⁵
- CEF partners have achieved a significant shift from the social norm of elders quietly and diplomatically arranging compromises to open advocacy activities, especially during the annual Global Week of Action and the World Teachers' Day celebrations.

EPE Recommendations

Future support funds should:

- mainstream fundraising activities and capacity among partners
- broaden the scope of work eligible for funding
- formally assess and build on partner capacity/expertise
- ensure rigorous gender analysis, mainstreaming relevant issues.

An external audit of the project similarly recommended that that EFANet expand its membership to include youth and women's groups in particular, and to build member capacity in management, networking, project proposal development, reporting, and in actual monitoring of education expenditure by parents and teachers.¹⁶ The audit concluded that "money was well spent on the strengthening of the national coalition for education for all through the CEF project. A coalition and network is in place...[and] many CSOs particularly GTU and ProPAG, have achieved generally high marks in their participation in EFA planning and development activities. The legislative arm of government in particular has been greatly involved and collaborative in this regard."¹⁷



School boys in the Gambia

Candace Felt/ActionAid

¹⁴ The FTI is a global mechanism for donor aid to education in low-income countries, based on mutual and coordinated commitments to quality national education plans.

¹⁵ Afri-Consult (2008, p34)

¹⁶ Beta Voscon/PWC (2008, p23)

¹⁷ Beta Voscon/PWC (2008, p24)

Ghana¹⁸

Final expenditure £694,551

Lead Agency: ActionAid

CEF supported two major education coalitions in Ghana: the Northern Network for Education Development (NNED) and the Ghana National Education Campaign Coalition (GNECC). By providing skills and resources to engage in evidence-based advocacy, CEF helped GNECC and NNED gain recognition as credible actors in the education sector. CEF partners supported extensive work at local and district level, including in remote cocoa-growing areas, to support community engagement in school governance, budget monitoring and advocacy. Some partners also benefited from having a CEF gender mentor working with them to improve their efforts in promoting gender equality in education.

Strengthening the national coalition and civil society links with education policy processes

CEF's provision of resources and targeted capacity-building improved the coalitions' technical, organisational and financial abilities, enabling coalitions and members to:

- participate in Global Action Week celebrations which were attended by key people involved in education at national, regional, district and community levels
- conduct effective research-based advocacy, using improved skills in research, report writing, planning, communication, and fundraising
- establish and coordinate active and functional educational networks at the regional and district levels. This helped GNECC, which consisted mainly of urban organisations, to strengthen its grassroots structures. GNECC and NNED now hold quarterly district and regional meetings

- work extensively with existing and emerging District Education For All Teams (DEFATs), made up of civil society, community and faith-based organisations, National Assembly Members, women's groups, retired teachers and District Education Officers. The coalitions' support led to the establishment of 50 DEFATs across 10 regions, and delivered rights-based advocacy training to more than 300 DEFATs.

CEF partners used radio broadcasts and training sessions on education policy issues to raise community awareness of the right to education. Working closely with PTAs enabled communities to discuss local education issues and take action such as enacting by-laws to prohibit child labour and monitoring teacher and pupil attendance to improve enrolment rates. Local government bodies responded to community demands to meet basic education needs. For example, NNED facilitated collaboration between the regional

¹⁸ This section draws on the End of Project Evaluation Report by Traore (2008).

Directorates of the Ghana Education Service (GES) and traditional rulers to increase the deployment and retention of teachers in disadvantaged areas. A number of District Assemblies allocated funds for school construction due to efforts of DEFATs and PTAs. The coalitions produced a quarterly newsletter – *Education Agenda* – which was distributed through national newspapers. A news article on excluded children in Northern Ghana prompted individual donations to the District Education Authorities enabling 81 out-of-school children to enrol in school.

CEF supported the coalitions' institutional development, such as funding their annual general meetings (AGMs), to establish democratic and accountable relationships with members. CEF also provided all partners with training in financial management and fundraising to help them with sustainability. CEF facilitated connections with other education actors, such as ANCEFA and GCE, as

well as other CEF-supported coalitions in The Gambia and Lesotho, which were linked up with the Ghanaian coalitions for learning.

Budget work in education

CEF support enabled partners such as the Pan African Organisation for Sustainable Development (POSDEV), Integrated Social Development Centre (ISODEC) and Northern Ghana Network for Development (NGND) to provide district and national level budget monitoring training. This improved the ability of DEFATs and SMCs and PTAs to monitor capitation grant issues and School Performance Improvement Plans (SPIPs). These activities helped demystify education budgets and illustrate the correlation between education spending, accessibility and quality education. They provided avenues for dialogue and information flow between community members and District Education Authorities about the transparency, efficiency and effectiveness of

Coalitions gain recognition as partners in education policy and planning

In 2005, with support from local and international organisations, GNECC and NNED prepared a campaign for the abolition of school fees, citing a national survey which found that 26% of school dropouts gave an inability to meet costs as their reason for leaving school. During that year's Global Action Week, the two coalitions sent a petition to the President calling for the abolition of fees and levies. The Minister of Education responded by announcing the abolition of fees for public primary schools from September 2005 – a major breakthrough.

The following year, the two education coalitions held consultation meetings for civil society organisations to articulate their views on the education sector's past performance and future plans. Key issues raised included:

- inadequacy and unsustainability of the capitation grant (the amount per pupil allocated by government)

- widening pupil-teacher ratios
- unequal deployment of teachers to urban and rural areas
- poor incentives and supervision for teachers.

CEF-supported research on implementation of the capitation grant was shared with the Parliamentary Select Committee on Education. In recognition of the coalitions' role as important policy partners, they were invited to join the Education Sector Technical Advisory Committee (ESTAC), which regularly advises the Ministry on emerging education issues. NNED plays a role on the sector's Quality Thematic Group and the Education Management Group, and GNECC feeds into the national Education Sector Annual Review (ESAR) by holding an annual national forum for civil society groups to assess the performance of the education sector.

19 This method is explored as a case study in Claasen, M. (2008). *Making the Budget Work for Education: Experiences, achievements and lessons from civil society budget work* pp 15-20.

education spending. Communities' improved ability to lobby for more resources resulted in support from some District Assemblies. Overall, CEF support provided training for more than 600 people in 10 districts.

Activities included:

- Use of a community scorecard method¹⁹ by NGND, enabling communities to assess the performance of local schools using education expenditure information collected from the school, GES district and regional office, and District Assembly. The method used a seven-step process to facilitate engagement among community members, headteachers and service providers (local authorities) and build consensus on issues such as poor school infrastructure and weak school management.
- Training provided by POSDEV made community members aware of resources available for schools, leading to a marked improvement in education financial management, accountability and transparency, with over 70% of participating community schools starting to operate bank accounts and many headteachers preparing new quarterly revenue and expenditure reports.
- Some partners noted improved relationships between parents and teachers. The Chair of one SMC said: "Since we started budget tracking, there has been increased trust between us – the parents – and the head teacher. This is because we know how much money is allocated to the school and we jointly agree on what to use it for. The suspicion that teachers always spent contributions from parents is gone. Parents now willingly contribute their time and money to the best of their ability to support the needs of the school. Out of that spirit, we have just finished moulding blocks to construct a classroom, a feat we have never before achieved."²⁰

All these improvements and rising government budget allocation to education over the past three years have contributed to increased enrolment in rural deprived areas.

Supporting innovative approaches to address exclusion

Gender equality in education

CEF supported the coalitions to conduct research and advocacy on quality education and gender parity, and training on policy analysis and gender mainstreaming. Partners prepared a documentary and magazines promoting girls' education, formed girls' advocacy clubs in schools and supported retention drive committees in communities. As a result, some communities introduced regulations, leading to fewer dropouts. CEF partners worked with chiefs and community elders – the custodians of traditional customs – on practices impeding girls' education, such as early/forced marriage, elopement, child labour and fostering.²¹

Activities such as NNED's work with more than 400 traditional rulers in Northern Ghana secured morally binding declarations from traditional rulers to promote girls' education and to eradicate harmful traditional practices. Ghana was one of the CEF countries that implemented the Gender Equality in Education Project (GEEP)²² and with the mentoring support of the CEF gender mentor, GNNEC and NNED revised their plans to ensure that education issues affecting boys, girls, men and women were adequately captured in activities. This created better understanding among partners around the socio-cultural construction of gender and gender inequalities, and helped them use creative strategies to achieve change, eg the introduction of by-laws that prevent girls being taken out of school for long periods to attend funeral ceremonies. District Assembly members pledged to present papers in the Assemblies on the need to abolish practices that keep children, particularly girls, out of school.

Children with disabilities

Partners held engagement meetings with the Tamale Metropolitan Assembly on the use of the 5% District Assembly Common Fund, resulting in a three-year commitment from the Assembly to improve facilities at

²⁰ ARE report to CEF (2006)

²¹ Fostering is when relatives take in young children for months or years. Non-relatives may use foster children as helpers who receive wages.

²² For more information on the CEF GEEP activities in Ghana, please refer to CEF Ghana (2008) *Gender and Education in Ghana – Some Experiences*

the Yumba School for children with learning difficulties. NNED also produced radio discussions and jingles in the northern regions to promote access to quality education for children with disabilities.

Children in rural/remote areas²³

CEF Ghana partners benefited from a three-year grant from the Cadbury Schweppes Foundation. In addition to supporting some GNECC and NNED activities, the grant was used to conduct a situational analysis on basic education in selected cocoa-growing areas. Following this, the grant supported Action for Rural Education (ARE) activities in 18 educationally underserved communities in the Twifo-Hemang Lower Denkyira District. ARE implemented a capacity building programme to reactivate or strengthen SMCs, helping them develop and act on Community-School Advocacy Plans, and provided budget tracking training and support to monitor the capitation grant. It recruited and trained 36 Rural Education Volunteers (REVs) to assist underserved schools and funded these volunteers to become fully trained teachers.

ARE helped SMCs lobby for more teachers, resulting in additional deployment by the GES. Some communities passed by-laws prohibiting the use of children on farms during school hours and SMC members are engaging with parents who do not adhere to the by-laws. The District Assembly increased investment in education, paying allowances to sustain the REVs' activities and making additional contributions for classroom construction. The combined effect of these efforts has been increased enrolment and dramatically improved retention rates. Children who had previously walked several kilometres to school each day are now able to attend schools in their own communities.

End of Project Evaluation (EPE)

The EPE's findings "revealed that CEF is a success by any standard considering its outputs, outcomes and short-term impacts"²⁴ and that its implementation

yielded positive results. CEF has, to a large extent, realised its objectives and civil society organisations are making tremendous strides in pushing for government reforms in the education sector. Formidable civil society coalitions and networks now have the structure and expertise to monitor the government's education budget and policy implementation, while raising the awareness and involvement of parents, community members and local/district authorities.

The EPE notes remaining challenges of:

- widespread cultural practices at community level that tend to undermine progress and gender parity in education
- limited capacity, staff and knowledge retention, weak coordination and poor accountability mechanisms within the civil society structures
- government suspicion of civil society, which continues to hamper access to information.

EPE Recommendations

The EPE's main recommendations focus on sustainability, pointing out that time and resources are needed to address deep-rooted issues and improve access to quality education. It suggests a follow-up project and a longer-term funding strategy to sustain the work of the coalitions and networks, consolidate the gains made under CEF and expand to other disadvantaged communities. It recommends diversifying funding sources for civil society work to prevent coalitions collapsing when donors exit or projects finish.

²³ For more information on ARE use of the grant from Cadbury Schweppes Foundation, see p15

²⁴ Traore (2008, p6)

Kenya²⁵

Final expenditure £637,631

Lead Agency: ActionAid

CEF Kenya was a very timely initiative, seeking to ensure effective civil society participation as the new government elected in 2002 rolled out its promise of free primary education. CEF worked with 13 partners, including the national Elimu Yetu Coalition (EYC), and groups specialising in debt issues, mother tongue education for children from marginalised communities, non-formal education, girls' education and education for children with autism. CEF also supported two major partners to do extensive work on budget tracking in communities across 15 districts by providing training and information on school governance and budget monitoring to a range of people, including schoolchildren.

Strengthening the national coalition and civil society links with education policy processes

CEF Kenya strengthened the ability of coalitions, alliances and networks to share information and undertake advocacy to influence policy, supporting CSOs and communities to achieve benefits in terms of school performance, raised awareness and enhanced empowerment. A key partner was the Elimu Yetu Coalition (EYC). CEF supported EYC to develop a five-year strategic plan, launch six provincial chapters, and increase its membership from 90 to 120. With CEF support, EYC:

- researched and published a 2004 study on monitoring free primary education (FPE) and establishing the unit cost of primary education, which established that increased government expenditure since the introduction of the FPE policy was not keeping pace with schools' resource requirements and did not account for inflation

- conducted activities to demystify the public education budget by tracking its expenditure, including translating and publishing budget tracking tools in Swahili, training 500 facilitators and monitoring budgets in five provinces.
- reviewed FPE plans and provided feedback during the Ministry of Education (MoE) Committee for the Implementation of FPE and the National Education Conference
- coordinated civil society input into the drafting of various education policies and delivered a civil society memorandum to the Education Minister raising specific issues (funding delays, dropouts, school uniform)
- co-opted into a team of experts appointed by the MoE to lead the review of the Education Act, and helped galvanise civil society debate on the review and key issues in the sector

²⁵ This section draws on the End of Project Evaluation Report by Mwendwa *et al* (2008).

- helped develop the CSO input into education policy frameworks by holding forums on gaps in education laws, and the need for improvement of school infrastructure, as part of the government-led Kenya Education Sector Support Programme.
- worked with the MoE on a policy guideline on inclusion of Early Childhood Education in FPE. CSO input on this was incorporated by the government.

CEF partners helped CSOs enter policy-making processes, formerly the preserve of government officials. When the National Plan on EFA was launched, the Education Minister recognised the role of EYC in its development and publication.

CEF gave financial, capacity building and advisory support to partners, who said this made them more focused, committed and well perceived by communities and the MoE. CEF funding helped CSOs initiate or revitalise work at district, thematic chapters, and regional level and also provided:

- sharing and learning forums
- training workshops for CSO staff and NGO boards on governance, financial management, gender mainstreaming, advocacy and lobbying
- management and technical advice through field visits, email and telephone
- support from the CEF coordinator and accountant, a process that partners said was “unique from other donors... [CEF] are interested in the processes on the ground and not results alone. All the time we get advice and we share our constraints with them. Our capacities have been built in many ways.”²⁶

Budget work in education²⁷

CEF supported six partners to train SMCs, budget tracking facilitators and district-based monitors who conducted budget tracking activities in eight provinces and 15 districts. Major activities and outcomes included:

- sensitising parents to support their children’s education and monitor school budgets, including examining gender aspects of budget monitoring
- formation of community education action groups and education forums
- national and local lobbying of education stakeholders on government expenditure and allocation
- publishing and disseminating budget tracking tools, including in local language (Swahili)
- exposing cases of mismanagement of school funds through input of parents
- facilitating child participation in school budget decision making.

This work increased community interest in school governance. Community members are more aware of and involved in school budget decision making and monitoring, leading to better usage of school funds. Local partners reported cases of misuse to the MoE, eg textbooks in 100 schools being stolen and resold. SMCs became more proactive in cooperating with district education officials, and increasing openness and information sharing between parents and headteachers helped reduce parental suspicion about school finances. Some schools reported increased enrolment and others reported gender equity in classes that previously had 4:1 male-female pupil ratios. EYC organised national education budget hearings so that communities and CSOs could provide budget analysis and input; the government increased the allocation to education, reflecting citizens’ expressed priorities.

CEF also supported the Cancel Debt for the Child Campaign (CADEC), an alliance of more than 20 CSOs. CADEC set up parliamentary support groups enabling MPs to lobby for legislation to develop a legal and policy framework to use resources saved from debt relief for social services, eg financing FPE.²⁸ CADEC efforts highlighted the importance of the

²⁶ Mwendwa et al (2008, p18)

²⁷ A case study of KNAP work on school governance is in Claassen, M. (2008, pp 21-26)

Debt Management Unit in the Ministry of Finance. The campaign was taken to the international level, highlighting Kenya's debt burden and its effects on achieving the MDGs and EFA.

Supporting innovative approaches to address exclusion

Gender equality in education

The Kenya Alliance for Advancement of Children Rights (KAACR) trained girls and boys about their rights, leading to a child-to-child movement against negative cultural practices that affect education. KAACR implemented a campaign against Female Genital Mutilation (FGM) and early marriage, training teachers and peer leaders in 25 schools. Of those girls who took part, 97% refused to undergo FGM and became change champions at the community level. National research conducted and disseminated by the Girl Child Network (GCN) on gender equity and equality in primary education influenced school practices and was the basis for the sanitary towels campaign (details on p16).

Partners' work and research also informed policy. For example, input by the GCN – including provincial workshops – revived the stagnant national Gender in Education policy draft. The government finally approved the policy in 2007 and CSOs pushed for budget allocation to ensure implementation. CEF provided gender mentoring support to help the GCN, EYC, Literacy for All (LIFA) and Kenya National Association of Parents (KNAP) develop gender-based advocacy. The mentor helped partner staff who had no background in the subject to discuss gender and education, eg raising gender issues on a radio talk show. KNAP commissioned monitors to track funds going to primary schools and the mentor trained them in gender-aware monitoring. The mentor compiled an excellent training handbook.²⁹

Children with disabilities

Partner research in 2004 revealed that less than 2% of

children with intellectual disabilities access education, and findings helped raise public awareness, especially among teachers. CEF supported the Autism Society of Kenya (AOSK) to network with parents of autistic children and form alliances with the MoE, Ministry of Health, Kenya Institute of Education (KIE), and Nairobi City Council to support autistic children at City Primary School, Nairobi. As a result of AOSK efforts, the MoE, for the first time, acknowledged autism as a condition requiring government to support special education units for autistic children. Previously, these children were turned away from schools and kept in their parents' homes. AOSK did mass public awareness on autism through annual walks, and established special education units in 24 districts. KIE is developing a curriculum for autistic children.

Children of pastoralists

CEF supported Dupoto e Maa, a membership NGO formed by the Maasai community, to link with other groups to advocate for pastoralist-friendly education policies. Partners organised a session with the Parliamentary education committee, EYC launched a thematic group on pastoralist education, and the issue was highlighted during Kenya Pastoralist Week and in local language radio programming. Dupoto e Maa influenced the government to allocate money for boarding schools in arid and semi-arid land areas so that children can continue learning when their parents are engaged in nomadic practices. Dupoto also took part in CEF-supported budget tracking, training SMCs in 17 schools and forming three education action groups to monitor local education budgets in public schools. These efforts enabled community members to track budgets, write funding requests and secure additional support.

Orphans and other vulnerable children

Women Educational Research of Kenya (WERK) conducted research on inclusion of orphans and other vulnerable children in FPE, using findings to raise

²⁸ Mwendwa et al (2008, p15-16)

²⁹ Kamau, N. (2008). *Mainstreaming Gender in Education using the Group Mentoring Approach*. Nairobi: Commonwealth Education Fund.

awareness. WERK shared the information with pupils, parents, teachers, SMCs, social workers, children's officers and district MoE officials. Another CEF partner, KNAP, helped a school raise funds for uniforms and writing materials for 20 orphans using a beekeeping initiative, which generated Ksh. 600 (US\$9) per month per child.

Non-formal education (NFE)

Literacy for All (LIFA) worked in Kakamega District, promoting learning opportunities for out-of-school children including dropouts, orphans and other vulnerable children. LIFA raised community awareness of the need for literacy and helped them to use their resources to build community-managed NFE centres. LIFA helped to:

- develop a teachers' manual on NFE
- encourage children from NFE centres to join formal schools by providing them with desks, uniform and other writing materials
- promote a multi-grade approach to enhance access and retention of marginalised children, including those over the usual age for their grade/level
- collaborate with Masinde Muliro University to research the status of NFE under FPE and to set up teacher training on disadvantaged children in NFE
- form the Kakamega NFE Network to advocate locally on NFE, leading to increased enrolment, access and retention of children in NFE centres.

Since the inception of CEF support, more than 1,500 out-of-school children in Kakamega have accessed schools. The government now recognises NFE centres and acknowledges the contribution of NFE towards EFA. LIFA and a partner working on NFE in informal settlements influenced the national policy on NFE. NFE centres are now accessing FPE capitation grants, and NFE curriculum is being developed.

Children of minority ethnic/linguistic groups

CEF supported Bible Translation and Literacy (BTL) to advocate for the use of mother tongue education (MTE), lobbying against a 2004 parliamentary motion to abolish the use of mother tongue in lower primary education. BTL conducted a study in Tharaka and Sabao districts and linked with KIE to review curricula and produce MTE books in Kitharaka and Sabao to enhance marginalised ethnic groups' access to education. The result is change in the attitude of teachers and parents towards the use of MTE in lower primary schools and the practice being embraced in some schools.

End of project evaluation (EPE)

The EPE deemed CEF largely successful and said that it "made significant contributions to FPE in terms of improving policy and practice, better allocation and utilisation of government education funds and in supporting access and retention of marginalised children in school."³⁰ CEF's work led to change in communities and schools eg budget tracking, change of negative cultural practices and creation of conducive learning environments for girls.

EPE Recommendations

- focus on capacity building for individual organisations and networks to engage with policy formulation and implementation, monitor and evaluate, and to share best practices within coalitions, alliances and networks.
- longer-term support, and more community involvement and links should be built to make initiatives more sustainable.

30 Mwendwa et al (2008, p10)

Lesotho³¹

Final expenditure £278,703

**Lead Agency: Save the Children 2002–2004
ActionAid 2005–2008**

CEF supported capacity building for civil society organisations (CSOs), including through the establishment of the Campaign for Education Forum (CEF-Forum) and the NGO Coalition on Child Rights (NGOC), which promoted education for all children. CEF-Forum established regional and district committees to work on education advocacy issues. CEF partners organised activities around the annual Global Action Week. Through engagement with the Ministry of Education and Training (MoET), the coalitions established a stronger working relationship, giving input to education policy. CEF supported a pilot project to introduce sign language interpretation for deaf children in two schools, which resulted in MoET commitment to support the interpreters. Another CEF partner conducted research and advocacy on access to bursaries for orphans and vulnerable children.

[Strengthening the national coalition and civil society links with education policy processes](#)

CEF Lesotho supported the institutional development of the NGO Coalition on Child Rights (NGOC), assisting its registration and recruitment processes, strategic planning and training on financial management. NGOC provided a platform for 80 organisations working in different areas of children's rights to interact and support each other. CEF also supported the Campaign for Education Forum (CEF-Forum), comprising NGOs, CBOs, FBOs and trade unions, to strengthen CSO advocacy work within the education sector to promote access to free, compulsory and quality education as a human right, with no gender discrimination.

Most CEF partner CSOs had provided service delivery programmes rather than advocacy and lobbying activities, so CEF funding helped not only to establish the coalitions, but to improve education sector CSO capacity. It provided short-term training on data analysis, report writing, proposal writing, advocacy, policy analysis, good governance, psychosocial support, negotiation skills and budget tracking. There was also a study tour to Ghana for a few CSO representatives to learn from colleagues there about advocacy, research and decentralisation experiences. This support enabled CSO participation in strategic activities of the MoET, including the review of Early Childhood Care and Development (ECCD) and

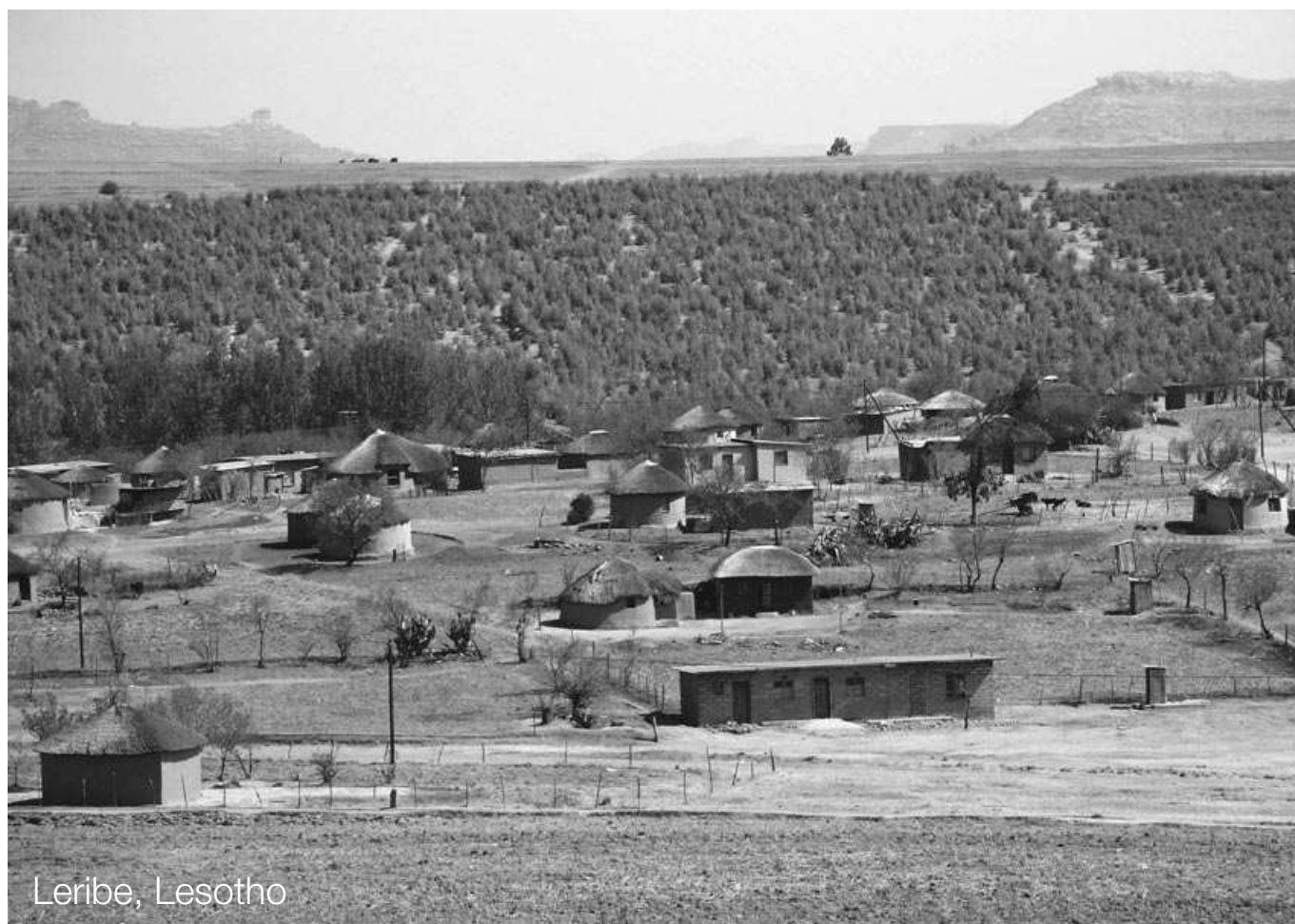
³¹ This section draws on the End of Project Evaluation Report by Ntlafalang Consultants (2008).

development of the MoET strategic planning process. Through CEF's support, NGOC was actively engaged in protecting vulnerable children – as a member of the task force for ECCD policy and planning, by drafting a review of the 1982 Child Protection Act and by conducting school campaigns.

CEF helped the coalitions use the annual Global Action Week (GAW) to promote education. For the 2003 GAW, CEF supported NGOC to present on a radio phone-in programme, highlighting that free primary education (FPE) was still inaccessible to many vulnerable children, due to government bureaucracy and negligence – issues on which CSO platforms wished to engage constructively with government. For the 2004 GAW, CEF

partners conducted research to find out “Are Children in Lesotho benefiting from Free Primary Education?”. Findings highlighted that despite over 20% of the government annual budget being allocated to education and the introduction of FPE in 2000, many children were still missing out on education due to a lack of food security, poverty and HIV and AIDS. The report on children missing out on education was widely circulated to the MoET, the Speaker of Parliament, UNICEF and other development partners, as well as to the Prime Minister through messages written by children.

CEF-Forum's participation in annual EFA forums to review progress on EFA and FPE enabled them to bring issues of children in difficult circumstances to the



Leribe, Lesotho

attention of the decision makers and other children's welfare organisations. In 2005, coalition members participated in the development of an HIV and AIDS plan by the MoET. CEF also shared its strategies with the MoET to encourage an open, cordial relationship. Through CEF support, partners contributed to the assessment of the Education Sector Strategic Plan (2005–2015) and submitted a joint civil society input to the review of the Education Act 1995, after which the MoET set an aim to make education compulsory as well as free. A task force was formed to follow up the inclusion of these CSO inputs and in late 2006 the CEF Forum was recognised by the MoET for the first time as an education advocacy champion and partner in promoting EFA. Ongoing engagement led to "improvements in the working relations as evidenced by the fact that the submissions prepared by the coalitions were considered in the finalisation of the MoET strategic plan."³²

CEF helped CEF-Forum establish 10 district committees, coordinated through regional committees, holding meetings to sensitise CSOs, chiefs, community council members, church leaders, teachers and parents on EFA issues and to develop action plans. CEF also supported coalitions to link with others – nationally (linkages between NGOC and the Lesotho Council of NGOs), regionally (by participating in regional activities of ANCEFA), and internationally (by taking part in the GCE General Assembly and GAW). In 2006 CEF also joined a new consortium implementing the Strengthening Civil Society in Lesotho (SCIL) programme.

Budget work in education:

CEF supported partners to research the education budget process in Lesotho and how civil society can engage with and monitor it. The survey "revealed that CSOs had very little understanding of and no participation in the education budget process,"³³ so follow up work was done to develop a training manual for CSO engagement. CEF Forum, in collaboration with

the Lesotho Education Research Association held a dissemination workshop on key findings from a budget tracking survey with MoET representatives, CSOs and other development organisations. The Forum also commissioned an analysis of the MoET budget, broken down into a user-friendly format for CSOs to use in their advocacy work.

But there were major challenges in this area of work, partly arising from low CSO capacity in advocacy generally, and budget tracking in particular – a new concept in Lesotho. CEF provided CSOs with basic training in government budgeting to give them an understanding of the process and how to engage with it. CSOs also faced the common difficulty of obtaining budget information from the relevant government departments, particularly *ex ante*, compounded by the newly developed National Monitoring System (NMS) not yet being fully functional enough to provide reliable information. CSOs in future may advocate for access to information via the NMS to enable them to carry out comprehensive budget monitoring.

Supporting innovative approaches to address exclusion

Children with disabilities

CEF supported the National Association of the Deaf Lesotho (NADL) to conduct a pilot project placing two sign language interpreters in schools in Leribe and Mafeteng, and to lobby government to have the issue of special needs addressed at policy level. NADL lobbied for recognition of the importance of sign language interpretation and the establishment of separate units within schools for the education of deaf children. NADL prepared input for the new Special Education policy and was invited by the Head of the Special Education Unit to assist the facilitation of the policy development using experiences of its pilot project. A short documentary on the project was produced. At the end of CEF, the MoET Special Education Unit said it would employ the two sign language interpreters starting from 2008, in accordance

32 Ntlafalang Consultants (2008, p13)

33 Ntlafalang Consultants (2008, p16)

with its special education policy and long-term strategies. In addition, the Lesotho College of Education will start a programme in 2010 on teaching children with special needs.

Child labourers

CEF supported the Lesotho Girl Guides Association (LGGGA) to conduct a literacy project targeting young girls employed as domestic workers and young boys working as livestock herders. However, this work was hampered by the challenge of finding appropriate times for training, and securing employer permission to release the children from duty. LGGGA, however, was able to meet with the MoET and was requested by the Minister to help consolidate input into education policy.

Orphans and other vulnerable children

CEF supported the Lithabaneng Community Based Group (LCBG) to research the situation of orphans and other vulnerable children in two areas, and find out why some were missing out on school. They profiled children eligible for MoET bursaries and compiled information on bursary application procedures, using the resulting report to ensure that the MoET provides bursaries to orphans and other vulnerable children in these communities. The report was also used to inform local care givers and community leaders how to access bursaries. In its voluntary capacity, LCBG mobilised resources, eg clothes and food, for orphans and other vulnerable children. In the course of their investigations, the volunteers compiled a list of those children who had completed primary education, submitting it to the MoET to seek bursaries so that they could continue with secondary education.

End of project evaluation (EPE)

The EPE found that CEF built CSO capacity in advocacy skills, budget tracking and other skills which they lacked and were able to use various forums to create awareness of vulnerable children's educational needs among stakeholders, including decision makers.

However CEF Lesotho faced particular challenges. Most partners lacked capacity to effectively conduct lobbying and advocacy work, which is described as still being a grey area in Lesotho. There was an over-reliance on CEF funding and problems with sustaining coalition work. Weak coalition networking, combined with highly centralised NGO structures, hindered rural outreach and mobilisation.

EPE Recommendations

The EPE suggested that coalitions should agree a *modus operandi* outlining each partner's role and issues for collaboration. It recommended that the Lesotho Council of NGOs (LCN) commission on education should strategically facilitate improved and integrated coalition involvement in policy via capacity building on advocacy and budget tracking. The EPE also noted that any similar future funding should be phased in, eg first capacity building, then implementation – a sentiment echoed by the stakeholders interviewed. There is a clear call for more time, support and resources to continue the good work that CEF started.

Malawi³⁴

Final expenditure £637,257

Lead Agency: ActionAid

CEF supported the Civil Society Coalition on Quality Basic Education (CSCQBE) to build an education advocacy platform among CSOs to influence government, including through participation in the formulation and implementation of education plans, strategies and policies. Membership in the coalition increased from 32 to 75 members. CEF has supported partners to engage in budget monitoring, participate in global and national events, and improve access to education by marginalised groups such as girls and children with special needs. Partners also benefited from the support of a CEF gender mentor, helping increase knowledge and cooperation.

Strengthening the national coalition and civil society links with education policy processes

CEF supported the ongoing development of the Civil Society Coalition on Quality Basic Education (CSCQBE), including facilitating its participation at the 2003 Conference of Commonwealth Education Ministers. After that meeting the coalition was able to use follow-up meetings in Malawi to develop partnerships between CSOs and the Ministry of Education. CEF also helped CSCQBE in its efforts towards:

- building effective links among 75 member NGOs, faith-based organisations (FBOs), teacher unions, parent associations and social movements around a common platform advocating for efficient and effective delivery of education services.
- developing 27 District Education Networks (DENs) to promote civil society involvement across the country, sharing information and ideas on how to address education challenges in different places

- linking to regional advocacy through ANCEFA and to the work of the GCE – eg annual Global Action Week. DENs helped catalyse mass mobilisation, creating engagement between local people and policymakers
- supporting enhanced CSO-government dialogue, enabling CSCQBE to take “a pivotal role in improving coordination around education across civil society enabling a coherent voice to be presented to government...[and to increase its] confidence as a political space and platform for people to listen to and CSOs to speak to government”.³⁵

CSCQBE earned government and donor recognition as a key education partner and as the CSO voice on education issues in Parliament, which enabled CSCQBE to participate in the development of the Malawi Poverty Reduction Strategy Paper (PRSP), Policy Investment Framework (PIF), EFA Plan of Action, Pro-Poor Expenditure and Malawi Growth and Development Strategy. CEF helped coalition members undergo training

³⁴ This section draws on the End of Project Evaluation Report by Chima (2008).

³⁵ Chima (2008, pp15-16)

on these policies and learn how to conduct policy analysis, strategic planning, gender analysis, advocacy, campaigning, and coalition building.

Following national elections in 2005, the new government conducted a review of the education system and invited civil society input. CSCQBE took part in the National Education Conference, and its recommendations regarding the following were adopted:

- curriculum and assessment reform
- extending years of basic education
- harmonisation with early childhood education, adult education and literacy programmes
- improved teacher conditions and quality of teaching
- rehabilitation of school infrastructure and provision of learning materials
- enhanced participatory school governance
- mainstreaming of special needs education (SNE), for which budget allocation nearly trebled the following year.

CSOs were fully involved in the joint sector review processes. CSCQBE influenced government to improve synergy on education issues between the Ministry of Labour and Vocational Training and the Ministry of Gender, Child Welfare and Community Services (MoGCWCS).

Several CEF partners such as the Nkhomano Centre for Development (NCD) and Deeper Life Ministries (DLM) strengthened SMCs and PTAs to raise the quality and efficiency of local education provision and governance by monitoring pupil participation and completion rates and addressing issues such as child labour, early marriages, inadequate sanitary facilities, and re-admission into schools by girls after pregnancy. Partners also worked with key people – village headmen and ward councillors. Such work by NCD in Mwenitete contributed to “improved test scores, reduced teacher absenteeism, improved pupil enrolment and attendance and ultimately higher

parental satisfaction”.³⁶ DLM work to improve education in Chankhandwe is profiled on p10. CEF also supported the Teachers Union of Malawi (TUM) to input into the Teacher Code of Conduct (TCOC), reinforcing positive discipline in schools for teacher and pupil welfare, thus reducing misconduct. TUM district reviews recommended that the MoE include HIV and AIDS in the TCOC.

Budget work in education³⁷

CSCQBE conducted an education budget monitoring study from December 2002 to April 2003 to form a basis for lobbying and advocacy. Findings, which were shared with the parliamentary Finance and Budget Committee, included: low primary school completion rates; unequal teacher distribution, inadequately trained teachers, late delivery of teaching and learning materials; and unequal supervisory visits.

The Committee asked CSCQBE to assist in a study on ghost teachers and ghost schools and CEF partners researched the issue. They found that significant MoE funds were being siphoned off by corrupt officials putting false names on the teacher payroll or inventing non-existent schools in remote areas.

A CSCQBE budget analysis position paper to Parliamentarians and the Ministry of Finance (MoF) resulted in positive budget changes, eg allocation of funds to SMCs and a new teacher training college. Regular CSCQBE budget monitoring, analysis and debate led to publication of an annual Education Budget Monitoring Study, which is disseminated to government, donors, Parliament and CSOs, and has contributed to increased budgetary allocation to the education sector. CSCQBE advised parliamentary pre-budget consultations that its findings showed a decrease in the percentage of the national budget allocated to education from 26% to 12% over five years. Subsequently the budget went up by 1%, reversing a progressive decline, and in 2006/07 it stood at 14.2%.³⁸ The report also exposed misuse of funds within the MoE, and officials responsible were brought up on corruption charges.

³⁶ Chima (2008, p36)

³⁷ A case study of CSCQBE budget work is in Claasen, M. (2008, pp 27-32)

³⁸ Still short of the 20% share recommended by the FTI for achievement of EFA goals.

Communities fighting misappropriation of school resources

National budget work by CSCQBE was supported by development of district level budget monitoring by CSO partners. CSCQBE helped enhance community participation in activities requiring budget monitoring skills, eg training SMCs on eligibility for Direct Support to Schools (DSS) funds and how to manage these funds, in line with the new school governance policy.

Livingstonia Synod raised the issue of parents being forced to pay "community participation" contributions for volunteers, due to a shortage of qualified teachers. Pupils unable to pay were punished or dismissed. NCD helped SMCs do regular stock-taking of educational materials, eg books at local schools, noting when they were issued to pupils. SMCs also worked to prevent government school exercise books being re-sold in local shops by warning grocers they risked arrest for theft.

Supporting innovative approaches to address exclusion

Gender equality in education

CEF partners trained SMCs and DENs to monitor enrolment, absenteeism and dropout rates, increasing community awareness and action on matters such as gender equality and teachers' violence against girls. In response to the latter, "mother groups" emerged to do advocacy and monitoring alongside CEF partners, collaborating with district offices to form disciplinary committees. Other SMC actions, such as developing school improvement plans (SIPs), raised awareness of the importance of education for girls and children with disabilities. In Chiradzulu District, partners held community sensitisation on the TCOC and urged parents to report to authorities cases of girls dropping

out after being made pregnant by teachers. CEF helped promote gender equality, supporting CSCQBE and others to advocate for the readmission of teenage mothers.

In 2007 a CEF gender mentor began working with six partners focusing on budgeting issues in government spending on education.³⁹ The gender mentor provided suggestions and advice to build partners' abilities through:

- literature and policy review
- use of media for advocacy messages
- group mentoring on gender mainstreaming and budgeting
- gender training on needs assessment
- briefings and consultations with government officials
- questionnaires and visits to mentoring session participants to assess their application of knowledge and skills learned.

The gender mentor carried out "Gender Budgeting and Mainstreaming Training" for CEF partners, the Ministry of Gender, Child Welfare and Community Services (MoGCWCS), MoE and MoF to develop action plans. The MoE requested that all six divisional managers be trained. This work with CSCQBE and government officials on gender equality in education strengthened relationships to the extent that MoGCWCS staff now inform budgeting in the MoF. As a follow up, partners continued to train SMCs and PTAs in school management and gender mainstreaming and partners themselves observed that in CEF "there is sustained impetus through concrete efforts to mainstream gender in education."⁴⁰

Although mentoring is a new concept and not always easy to grasp, it introduced positive change in partner planning, monitoring and reporting to include gender

39 CSCQBE and the Forum for African Women Educationists in Malawi (FAWEMA), Trans World Radio (TWR), Parents of Disabled Children Association of Malawi (PODCAM), Youth Network and Counselling (YONECO), and CCAP Synod of Livingstonia. For more information on

GEEP, please see Kalyati, E. (2008) *Lessons Learnt in Malawi Mentoring Process and Practice 2006-2008*.
40 Chima (2008, p14)

equality issues. These issues are now increasingly included in SIPs, government documents, eg MoF budget preparation guidelines, and in the media.

Children with disabilities

CEF partners took pivotal roles in advocacy work for children with disabilities by working with parents, traditional leaders, political leaders and education officials to draw attention to children's needs. Feed the Children campaigned and provided training for teachers, parents and SMCs on how to integrate children with disabilities. Trans World Radio (TWR) campaigned for children with disabilities to go to school, and the MoE responded by promising to train more teachers in special needs education (SNE). TWR broadcast programmes featuring policy makers discussing government SNE activities and children with disabilities talking about challenges they face. CEF supported the Parents of Disabled Children Association in Malawi (PODCAM) to inform parents about children's rights. Data collected by PODCAM was also used by TWR in its advocacy programming. Feed the Children worked in four districts to influence policy implementers such as headteachers to use the PIF to accommodate the needs of children with disabilities. As a result:

- 90% of the schools in the districts are now including details about children with special needs in the information they send to local authorities
- 932 children with special needs were enrolled in the 132 project schools
- 100% of headteachers held awareness meetings with PTAs and SMCs about the need for improved care and support for children with special needs.
- special education officers were established at district and zonal level in Blantyre.

End of project evaluation (EPE)

According to the EPE, civil society participation was enhanced tremendously over the life of the project

and CEF was a relevant intervention that successfully strengthened a sustainable coalition, listened to by policy makers and donors. This is an enormous change from the previous situation where the education and gender MDGs had little visibility. Government ministries now feel increasingly accountable to deliver on them.

There has been an unprecedented increase in community participation in school governance, enforcing the TCOC, ensuring proper use of education resources and developing school infrastructure. However, there are still few advocacy-based CSOs and greater mobilisation is needed to capitalise on the newly created policy space.

EPE Recommendations

The EPE recommended that similar future projects utilise:

- long-term country programme design, rather than activities-based work
- a follow-up phase to scale up activities and institutionalise CSO engagement
- connections with existing public structures/programmes and other partners
- capacity building in gender equality, financial management, monitoring and evaluation
- regular independent audits and an inventory of project assets
- project structure that is independent of beneficiaries and serves as a partnership forum providing resources, guidance and feedback.

Mozambique⁴¹

Final expenditure £391,141

**Lead Agency: ActionAid 2002–2007
Oxfam 2007–2008**

CEF Mozambique supported the development of the national coalition on EFA, the Movimento de Educação Para Todos (MEPT). It also funded a range of other partners to work locally to strengthen school councils (school management committees) and their ability to make positive change. Other partners' work involved budget and school resources analysis and tracking, and supporting initiatives for getting excluded children into school, particularly girls and children from poor households.

Strengthening the national coalition and civil society links with education policy processes

Independent CSOs are relatively new in Mozambique, and are legally restricted to limited forms of formal registration – membership-based associations or foundations. Most CSOs implement service delivery/welfare activities for government or donors and lack capacity for research, issue and policy analysis, proposal development and policy advocacy programming. CEF entered this situation with a two-pronged approach:

- 1) supporting the ongoing institutional development and policy engagement of the national education coalition, Movimento de Educação Para Todos (MEPT)
- 2) empowering local communities through their participation in school councils (SCs) to promote improvements in education advocacy at local level .

Before the CEF, MEPT was operating as an informal, fragile group of organisations, but with CEF's financial, capacity-building and mentoring support, MEPT developed as a credible CSO platform with stronger institutional and administrative structures, and a rigorous

organisational vision. While not the sole supporter of MEPT, CEF's contribution was significant, continuous and systematic. It provided about 80% of MEPT's total budget, and covered costs other donors find less attractive, eg secretariat office space and staff salaries. CEF also supported MEPT's capacity to analyse issues by providing resources for research in critical education areas such as education finances and quality. This allowed MEPT to focus less on surviving, and more on enhancing its leadership, networking, research and engagement with government. CEF supported MEPT to: formalise and obtain legal registration; improve its effectiveness; expand at provincial level; and broaden its funding sources. As it gained recognition as a voice for education, others joined the movement, bringing membership up to 70. This recognition also provided MEPT with opportunities to:

- Gain permanent seats in Donor /Ministry of Education and Culture (MEC) planning and review meetings of the implementation of Education and Culture Strategic Plan (PEEC)

⁴¹ This section draws on the End of Project Evaluation Report by Alderuccio (2008).

- Provide an independent input into the periodic review of the performance of the education sector
- Represent CSOs in reviewing the performance of the education component of the Poverty Reduction Strategy Paper, PARPA II
- Facilitate joint working between senior MEC directors and CSOs to discuss the role and contribution of CSOs to EFA, information exchange and sharing of good practice in education programmes; and improved CSO-government communication and partnership.

MEPT's input and role has contributed to noticeable changes in the way MEC works with civil society as well as real changes in the areas of community involvement in school management, and education budget allocations as well as teacher recruitment and living conditions improvements.

MEPT's representation of CSOs in policy forums, debates and reviews is becoming the norm but, civil society has yet to fully occupy the policy space created and needs to enhance the quality of its engagement, eg by ensuring that it shares its work and views with MEC in a timely and systematic manner, and that MEC notifies MEPT well in advance of consultations so MEPT members can have sufficient time to contribute their analysis and responses.

CEF has continually assisted MEPT to widen its funding base by supporting fundraising efforts. As a result MEPT secured funding from UNESCO, Oxfam GB, Intermon-Oxfam, Ibis, UNICEF, the Irish Embassy and the Joint Oxfams Programmes.

Local school management through school councils

In line with government decentralisation of school management, four CEF partners – Magariro (community development organisation), Mahlahle (Mozambican

Association for Women's Development), LDÇ (Child Rights League) and FAWEMO (Forum for African Women Educationalists in Mozambique) – worked with school councils (SCs) to help them track education spending and monitor children's enrolment and retention, especially girls. This created an entry point for parents and community members to engage with education issues and decisions. CEF sponsored a three-day National Symposium on SCs attended by more than 100 delegates, including MEC representatives, SC Chairs and headteachers from across the country. The symposium developed recommendations to ensure that SCs function and make participatory decisions, and it explored capacity gaps, best practice, SC regulations and the links between SCs, as well as reviewing government strategies in relation to MDG targets. Trained SCs contributed towards improved retention and enrolment and gender equality in education by mobilising school action plans. They were able to adopt locally appropriate solutions to stem dropout; increase community ownership of schools; and engage with District Education Officers for provision of the Direct Support to Schools (DSS) grant.⁴²

CEF was also instrumental in supporting the emergence of the first ever Mozambican Association of Parents and Guardians in Education, AMOPED. In addition to supporting parental involvement, CEF supported the Mozambique Teachers' Union to advocate for improvements in teacher training, and in response, MEC agreed to raise awareness of the importance of teacher training among Provincial Education Directorates and teachers.

Budget work in education

This area of work was limited by weak capacity of CSOs to interpret and understand budget information and by a highly centralised government unaccustomed to supplying budgetary information, even though legal frameworks permit access to it. In practice, primary schools in Mozambique are not regarded by the central

⁴² District Directorates of Education provide direct grants to schools for educational materials for teachers and learners; school maintenance, and supervisory activities. SCs prepare budgets for this grant, which is jointly spent by the school authorities and communities.

authorities as budgetary units, despite advocacy by MEPT, making it difficult to find entry points to engage in budget processes. CEF partners successfully negotiated this issue by building strategic relationships with former MEC staff who obtained documents for MEPT.

Budget work focused on a baseline study on education finances, complemented by work with SCs. The baseline study⁴³ built understanding of how the education finance system operates in Mozambique and identified advocacy issues, which were raised in discussions with MEC and during the 2007 Global Action Week. The report also noted that CSOs could engage with District Education Directorates, which are responsible for the DSS grant and preparing the district's operational budget, including for primary schools.

CEF partners trained SCs in various provinces – Mahlahle in Inhambane, Magariro in Manica, and LDÇ in Zambézia – on budget tracking, budget preparation and accountability. They also raised awareness of the DSS by reviewing MEC documents on use of DSS funds and engaging with local education officials. This led to greater awareness of budgets and spending at SC level in partner district schools. Mahlahle also initiated debate with provincial education authorities on school fees and other levies charged by schools, in some cases achieving a halt to these levies. Mahlahle initially had difficulty in obtaining permission from the provincial education authorities to start the project and access schools but was able to use a provincial NGO-government forum for education to discuss and resolve the issues.

Supporting innovative approaches to address exclusion

Gender equality in education

Through CEF support, FAWEMO conducted research into good practice to promote girls' education to feed into advocacy work. Their report identified good practices in three areas – physical, academic, and

socio-cultural/economic – the latter category being the main obstacle to girls' education. This illustrated the need to address the impact of practices affecting girls such as early marriage, initiation rites and responsibility for domestic chores. FAWEMO's report was used by Mozambique's Prime Minister in an international meeting in held in 2007 in Thailand as Mozambique's example of innovations in tackling gender disparities in education.

With the aim of empowering girls and improving their educational performance and retention, FAWEMO established girls' clubs in three primary schools and one secondary school. The girls' clubs provided a safe forum for girls to discuss issues, and mobilised parents and teachers to support girls' education. Results observed include:

- a significant reduction in the number of girls dropping out
- reduction in early pregnancies
- increased enrolment
- better academic performance.

CEF encouraged FAWEMO to expand the project and share the approach with the MEC. Girls' clubs were subsequently set up in a further 33 schools. As a result MEC has agreed to adopt FAWEMO's approach as a viable strategy for girls' education in Mozambican schools. An MoU between FAWEMO and MEC is to be signed to implement the strategy.

CEF partners also promoted girls' education through work with SCs, using locally tested approaches to address obstacles to girls' education such as early marriage, pregnancy, abuse and domestic responsibilities. Further details are on p17.

Children with disabilities

CEF partnered with ACAMO (Mozambique Association of the Blind and Partially Sighted) to initiate innovative work on advocacy for the education of blind and sight-impaired children. In Beira province, ACAMO trained

43 MEPT (2006) *Education Sector Financing in Mozambique*

teachers in inclusive teaching methods for sight-impaired children, introducing relevant tools and exploring concepts of stigma and discrimination. CEF supported ACAMO to share work on developing a curriculum for children with special needs with colleagues in Malawi. ACAMO also participated in preparation of the annual plan for special needs education. With the ending of CEF funds, this initiative is now part of a wider ACAMO and EU funded project aimed at advocating for the rights of people with disabilities.

Orphans and other vulnerable Children

CEF partner Mahlahle discovered that many children not in school would be able to access education if they were registered to obtain poverty certificates exempting them from a wide range of school levies and charges. With CEF support, Mahlahle started a registration programme for vulnerable children, especially girls, in Massinga District, and succeeded in registering 600 children to receive poverty certificates, enabling them to attend school. Mahlahle lobbied local government authorities to ensure the exemption of the levies and other charges on children from poor households.

End of project evaluation (EPE)

The EPE found “without any doubt that CEF strongly contributed to the strengthening of a national education coalition, the Movement on EFA (MEPT). In this context of weak, non-homogenous and uninformed civil society... CEF’s support to MEPT played a key role in congregating the individual voices of civil society, and moving them towards a more informed, influencing and structured voice” able to engage at government policy level.⁴⁴ All partners reported that CEF strengthened their financial management and reporting skills, and helped them gain the experience and visibility to attract other donors, which enabled replication of successful activities in other districts. While CEF activities formally ended in June 2008, an agreement was secured in 2007 with DFID and the Royal Netherlands Embassy to provide funding for post-CEF activities to June

2009. An important outcome of the new project is the development of a local collaboratively managed funding mechanism for CSO education advocacy.

EPE Recommendations

The EPE provided the following recommendations to the CEF and the new project: :

- adapt internationally defined project objectives to the national context to set appropriate and specific objectives for change and create strategic, planned and predictable partnerships
- continue and improve capacity development of partners, making sure all partners are clear about the objectives and have the skills needed, eg policy analysis, strategic planning, research, documentation and budget tracking
- improve communication among MEPT secretariat, focal points and members
- encourage better sharing of information and good practice among all partners
- consolidate, replicate and sustain the impact of the work done
- document experiences on inclusive education to build an evidence base for advocacy in order to convert innovation into mainstream policy recommendations
- build strategic partnerships with a range of stakeholders interested in supporting a future Civil Society Education Fund (CSEF).

44 Alderuccio (2008, p6)

Nigeria⁴⁵

Final expenditure £1,095,948.

Lead Agency: ActionAid

CEF supported the Civil Society Action Coalition on Education For All (CSACEFA), as well as 16 other partners, helping them develop capacity to engage with government at all levels on policy formulation and resource monitoring. CEF partners played a major role in the establishment of school-based management committees and helped monitor the implementation and financing of other key policies. Partners also improved access to education for marginalised groups such as girls, children of pastoralists and children with disabilities through a variety of innovative approaches.

Strengthening the national coalition and civil society links with education policy processes

CEF contributed immensely to the development of the Civil Society Action Coalition on Education For All (CSACEFA), which grew from 40 members in 2002 to more than 400 members nationwide. Although CSACEFA runs on a membership basis with annual subscription fees, for five years CEF provided “the funds that actually sustained CSACEFA”⁴⁶ enabling it to develop institutionally, cover staff and management costs, hold AGMs, provide capacity building for members, gain visibility, and influence policy. Through CEF support, more than 350 women and 400 men were trained on engaging with government agencies to influence education policies.

CEF partners capitalised on the renewed political commitment, with the federal government declaring compulsory universal basic education (UBE), and offering counterpart funding for state level UBE activities.⁴⁷ CEF support to partners enabled them to contribute to the formulation and adoption of several important education policies:

1. The Universal Basic Education (UBE) Act. By the end of 2006, all 36 states in Nigeria had ratified the UBE law and most were receiving the counterpart funding. CSACEFA and partners used advocacy tools such as a press conference, newsletters and policy briefs to raise debate about the non-implementation of the UBE Act by many states, which led the President to issue a directive to the MoE to re-establish the Community Accountability and Transparency Initiative (CATI), a previous CSO recommendation.
2. The Child’s Rights Act. CEF partners have been involved in lobbying for the ratification of the Child Rights Act at state level. Currently 16 of the 36 states have ratified the law.⁴⁸
3. The national policy on school -based management committees (SBMCs). The case study on p9 shows how CEF partners were instrumental in the advocacy and piloting of SBMCs, which are now established or being set up in 100,000 primary and secondary schools.

45 This section draws on the End of Project Evaluation Report by Aladeselu (2008).

46 Aladeselu (2008, p31)

47 UBE changed from the 6-3-3-4 to 9-3-4 system, eliminated entrance examination for junior secondary, as it merged with six years of primary to

form basic education. Aladeselu (2008, p38)

48 UNICEF (2008)

CEF worked with CSACEFA and partners to input into national and state level government education strategic planning and analysis. It also contributed to the education section of the government macro-economic initiatives: the National Economic Empowerment and Development Strategy (NEEDS), and state and local strategies (SEEDS and LEEDS). CSACEFA campaigned to stop northern state governments implementing discriminatory school fees. By holding a consultative meeting with the Parliamentary Committee on Education and donors, and mobilising CSOs to engage with state governments, the policy was reversed in Zamfara State and stopped from taking root in other states.

With CEF support, CSACEFA has raised its capacity and profile, regularly engaging with ANCEFA, GCE, UNESCO, UNICEF and winning a space in the Education Sector Support Programme in Nigeria (ESSPIN), a six year UK-funded technical assistance programme for education reform. CSACEFA is a member of: the Technical Committee on Teacher Development, Presidential Advisory Committee on MDGs, National Council on Education (NCE), and Presidential Advisory Committee on Universal Basic Education (UBEC), for which it is helping monitor the Federal Teachers Scheme and World Bank Community Self Help Project.

CEF also supported the Nigerian Union of Teachers (NUT), one of the world's largest teacher unions, to address conditions of service that affect provision of quality education. In 2006, NUT and CSACEFA began joint advocacy for a special salary structure, achieving salary increases in two states and establishment of a presidential committee to revise the structure. CEF trained the NUT in policy engagement, enabling them to engage two state governors, who pledged to increase education resources. NUT officials began to look beyond teachers' welfare to issues of infrastructure, financing, enrolment, retention and completion. In 2007, CSACEFA and NUT officials met with the President and secured a commitment to increase education funding.

These achievements were helped by an increased level of media involvement in CEF partner activities. Having a media representative on the CEF steering committee was enormously helpful. In 2008, an improved salary scheme for teachers was approved and is being implemented.

Budget work in education

CEF supported eight partners in several states to train and engage more than 300 parents, community members and traditional leaders in budget tracking, resource mobilisation, policy advocacy and school-based budgeting. Partners helped local people and groups access budget documents, verify efficient implementation of budgeted items, assess value for money, and check for corruption.

Results included:

- Media reporting on education budget issues raised public awareness, eg budget discussions on radio led people to call in with questions.
- Education budget documents and processes were demystified, eg by using radio jingles explaining budget concepts simply in local dialect.
- Popular participation in state budgets increased through use of budget-tracking tools to hold government accountable for education delivery.
- Accountability and transparency increased, eg corrupt practices were exposed; Lagos state government published its budget.
- "All stakeholders committees" raised issues and got local authorities to build or repair classrooms, roofs, toilets and desks.
- The federal government increased funding towards the UBE grant.
- Some states increased education budget allocation.
- The largest share of debt relief gains were committed to the education sector. These results show a huge change.

In the past, the closest the public got to the national budget was hearing it broadcast during the military era. However, government secrecy around budget documents and suspicion of CSOs remains. The Freedom of Information Bill is urgently needed, and there is also a need to better integrate gender issues, eg ensuring that separate school toilets are budgeted for.

Supporting innovative approaches to address exclusion

Gender equality in education

More than half of the 7.5 million children out of school in Nigeria are girls. Girls' exclusion is more pronounced in the northern states, such as Zamfara, which has just 28.3% female enrolment at primary level. CEF supported partners to address different aspects of this problem. CSACEFA worked to influence gender related aspects of education policies, such as:

- state policies against early marriage in Northern Nigeria
- ensuring compulsory provision of toilets and water in schools
- putting girls' education divisions in some state education ministries; and providing input on gender budgeting issues in education.

CEF supported the organisational development of the Forum for African Women Educationalists (FAWE) in Nigeria. FAWE conducted a baseline survey on violence against girls in school and developed a relationship with the MoE. It held awareness meetings, setting up a stakeholder forum around the Child Rights Act. CEF partners campaigning to prevent violence against girls in education held meetings with government, legislative committees, medical practitioners, and the media, including testimony from female students who had experienced violence. As a result, the government pledged additional resources through its MDG office to tackle the problem and to work more closely with CSOs.

Early childhood care and development (ECCD)

CEF supported its partner Child to Child in Niger state to expand community-based early childhood centres as a means of improving primary school enrolment, especially of girls. They persuaded the state government to build four primary schools and one secondary school. Child to Child also contributed to the drafting of the government's early child education policy.

Children with disabilities

The needs of Nigeria's 6 million children with disabilities are generally not being met. Of the schools serving these pupils, 90% lack necessary resources. CEF supported partners in Osun state to establish 33



Street market in Lagos, Nigeria

Gideon Mendel/ Corbis/ ActforAid

Non-formal education (NFE)

In Niger state, Child to Child developed NFE opportunities in markets in nine local government areas. These enable children to access education while their parents are trading, helping children, especially girls, who would otherwise be out of school. In Bida market, six shops serve as classrooms for nursery and primary level pupils who are taught by volunteers trained by local authorities. During CEF support, enrolment in the school rose from 35 to 152 pupils, including 98 girls. The local government has promised Child to Child that it will provide more teachers and some students are now integrated into the formal school system.

school clubs, set up community education advocacy committees, work with media, successfully push for the passage of the Child Rights Act, and advocate for a bill on children with disabilities, which is currently before the state assembly. These efforts contributed to positive changes in the state: budgetary allocation rose from 14.47% to 27.2%, teachers' salaries were increased; enrolment went from 35,000 in 2003 to 45,200 in 2008; and three additional schools for children with disabilities were created, including the first secondary school.

Children of pastoralists

CEF supported Pastoral Resolve (PARE) to create education opportunities for children in nomadic families. PARE supported other stakeholders to develop a policy and implementation strategy for effective teaching and learning in nomadic schools. "Under this approach pastoralist teachers were trained and equipped to move with nomadic families and educate their children. ... [which] accommodated the normal life and culture of cattle rearers and their mobile families."⁴⁹ The federal government pledged to increase the budgetary allocation for pastoralist education. CEF partner Pastoral Development Initiative (PDI) trained community education committees on advocacy, budget tracking

and engaging with with local education authorities.

Corporate engagement

CEF Nigeria worked with MTN, Africa's leading mobile phone company, to propose a private sector coalition on education. MTN asked CEF to gain buy-in from 10 other companies for this coalition. CEF has secured support from CELTEL and United Bank for Africa, and members of the CEF steering committee plan to take the idea forward to support post-CEF initiatives.

End of project evaluation (EPE)

The EPE concluded that government-CSO interaction and engagement "on educational policy issues has increased greatly against the background of hitherto poor working relationship.... Innovative ways and activities have been evolved to open access to education to hard to reach vulnerable groups in children population. ... CEF partners made great attempts to involve communities to track resources committed to education at local, state and national levels"⁵⁰.

EPE Recommendations

Challenges to be overcome include:

- strengthening CSACEFA work at state and zonal level
- increasing participation and input of grassroots coalition members
- improving partner monitoring and evaluation for better impact monitoring
- sustainability and fundraising, including support for a post-CEF initiatives
- encouraging passage of the Freedom of Information Bill to enable budget tracking at all levels
- networking with other organisations to demystify budgets and track spending
- increasing the project management capacity of FAWE
- replicating partner success stories, eg market schools
- building stronger links with parliamentarians.

49 Aladeselu (2008, p50)

50 Aladeselu (2008, p16)

Sierra Leone⁵¹

Final expenditure £253,137

Lead Agency: ActionAid

CEF Sierra Leone began supporting CSOs to address weaknesses in the education system in 2003. The 11-year war, which ended in 2002, and very low literacy rates have created serious challenges in education. Although about 1.3 million children are enrolled, 300,000 children are still out of school. CEF helped to strengthen the Education for All Sierra Leone Coalition to do education advocacy around budget tracking, impact of IMF policies on teacher recruitment, quality education and girls' education. CEF also supported four regional networks to tackle education issues in 12 districts of the country.

Strengthening the national coalition and civil society links with education policy processes

CEF began work by participating in meetings with the Global Movement for Children and the Quality Education Campaign to map out how to engage strategically with the government and Ministry of Education (MoE). A draft concept paper was submitted to the MoE, with recommendations on how to achieve the EFA goals. A range of groups came together to conduct the 2004 Global Action Week activities, which included a Parliamentary session on education and child-led campaigns on children missing out on education.

CEF encouraged CSOs to work together through the national Education For All Sierra Leone (EFA-SL) Coalition, which was established in late 2001. The EFA-SL Coalition seeks to make basic education accessible and affordable for every child by:

- organising advocacy campaigns to mobilise and improve CSOs' capacity to influence and monitor the

government and international community to deliver on EFA/MDG commitments

- analysing progress and identifying gaps
- monitoring school subsidies, reconstruction of schools, and provision of teaching and learning materials
- strengthening partnerships and cultivating understanding of the educational processes at all levels.

EFA-SL Coalition has 50 active member organisations, and is managed by a national executive committee, supported by two paid secretariat staff who handle administration, networking, information sharing, research, policy debates and training.

EFA-SL Coalition's major achievements during CEF support include:

- generating advocacy themes relating to identified gaps

⁵¹ This section draws on the End of Project Evaluation Report by Momoh (2008).

in education sector funding and sharing findings with CSOs and networks as a resource base for advocacy campaigns

- participating, along with ActionAid Sierra Leone, in the Commonwealth Education Ministers' mid-term review meeting in Freetown in November 2005. EFSAL and ActionAid held a mini-rally, carrying placards with messages reminding Ministers to reaffirm their commitments to education
- providing input on education plans, policies and new legislation
- conducting successful research on budget tracking and girl child education, which has influenced enrolment
- conducting advocacy on stringent IMF macro-economic policies
- training SMCs
- training member organisations in economic literacy, budget analysis, transparency and accountability, policy analysis, advocacy planning and implementation, resource mobilisation, documentation and dissemination of best practices
- conducting nationwide sensitisation campaigns targeting targeting, for example, local and international NGOs, for wider CSO inclusion in the EFA process, using media, distributing brochures, and holding meetings and focus groups.
- building links with the GCE, including annual GAW activities
- collaborating with ANCEFA, for example by participating in the national planning and consensus meeting leading to the formulation of the EFA Real World Strategy for Sierra Leone.

CEF and the EFA-SL Coalition worked to develop networks in five districts: Bo, Bombali, Kailahun, Moyamba and Kenema.

Kenema District Education Network used the policy influencing skills CEF had shared to address the double shift issue. When the government abolished tuition fees and stopped charging for basic education exams, enrolment rose rapidly and schools began to run double shifts. School principals were only present to monitor the first shift, but would not allow another principal to come in for the second shift, since it meant sharing government subsidies. The network held a mass meeting, forcing Ministry of Education officers to provide one principal for each shift in every school.

Supported by CEF, the network in Bo addressed the problem of some teachers printing and selling pamphlets they had written on topics taught from the

syllabus. Pupils from poor households without money were sent away. After the network raised the issue with the MoE and held panel discussions on private radio stations, pamphlet selling was banned in all schools in Bo. The network also trained 60 SMCs in participatory school governance and advocacy. Trained SMCs not only monitor resources from government but also “evaluate the performance of teachers through regular visits, meetings and during extra-curricular activities. Equally significant, awareness creation has engendered community members to be vigilant about the education of the girl child and other vulnerable groups.”⁵²

Although the marked increase in school enrolment in the whole country cannot be attributed directly to CEF advocacy campaigns, these locally developed measures in different districts played a part in promoting access to education.

Budget work in education

Prior to CEF's involvement, although the Ministry of Finance conducted the Public Expenditure Tracking System (PETS), it had not made available detailed information on disbursement flows within the education sector. In 2005, CEF provided training in budget literacy and the monitoring of education spending for 50 participants from each of the country's four regions. CEF provided district networks with funding and technical assistance to collect education expenditure data for analysis and advocacy. These networks are ideally placed to do this work, due to recent devolution of local councils.

Kambia region network's survey, for example, uncovered leakages in the system, a lack of qualified teachers, inadequate learning materials and the misuse of resources. In Bo, the network researched the administration and use of school fee subsidies. EFA-SL Coalition published a survey on the effectiveness of education subsidies in Kenema District. Findings from such exercises informed CSO engagement in education reforms. EFA-SL Coalition produced a budget analysis training manual and also translated budgets into local languages so that local partners could access budget information.

Following the PETS reports of 2002 and 2004, CSOs put pressure on the government to be more accountable and transparent. An open national forum discussion on national sectoral budgets was put in place, which enabled CSOs and media to participate in budget discussions with the government for the first time. It provided space for the public to raise their concerns relating to the budget and discussions led to a reaffirmation of the government's commitment to education.

Some lessons learned in this work are that CSOs should share best practice across the country and engage the media, and also that it is important to reassure

authorities that CSO involvement in the budget process does not represent a threat.

Supporting innovative approaches to address exclusion

Gender equality in education

During the GAW in 2003, the President and Minister of Education announced that in the North and East Provinces – areas with the lowest female attendance rates – girls who pass the national primary school examinations would have free junior secondary school (JSS) education. Following the 2006 GAW, this was extended to the South and West Provinces, including provision of uniforms and learning materials.

This area of work encounters significant challenges. For example, girls are often engaged in income generating activities and domestic chores during school hours, and there is a need to combat traditional attitudes towards girls. District education networks worked to improve girls' access to education by raising awareness through the media, working with SMCs to monitor the enrolment and retention of girls, and carrying out research into the factors hindering girls' education. As a result of public awareness campaigns, districts passed by-laws obligating parents to send all their children, including girls, to school.

One of the women participating in a community session in Kailahun commented: "CEF project has raised our awareness on girl child education. Before now, we used to prefer our sons to our daughters. Because of poverty, we allow our daughters to enter into early marriages and retain our sons in schools. Most of these sons never did well and some are basically eking out their living in urban towns and hardly visit home. This is unlike educated daughters. They are always in contact with their parents. The daughters usually visit home when their parents are sick, when there is a funeral and during vacations. It is important that we focus our spending on educating our girl child".⁵³

53 Momoh (2008, p23)

The Moyamba education network released a report in 2006 on the enrolment and retention of girls in the district. It recommended:

- sensitisation of parents against early marriage
- dropping of all school charges
- making education compulsory
- improvement of teacher conditions and qualifications
- provision of school meals as an incentive for parents to send girls to school.

Children in rural/remote areas

Kailahun is a very remote, inaccessible area, classified as a marginalised district in terms of basic education. Most teachers are untrained and unqualified, few girls go to school, and school infrastructure was ruined by 11 years of war.

With advocacy training from CEF, the Kailahun education network rose to meet these challenges using the following strategies:

- working from a centrally located network office in Segbwema, in the middle of the district's 14 chiefdoms, so that network members and local communities could participate
- using skits and role-play to encourage chiefdom elders and paramount chiefs to send girls to school
- collaborating with the education committee of the revived district council to provide girls' uniforms at cost as many parents cannot afford the market price.

End of project evaluation (EPE)

The EPE concluded that the CEF project was consistent with government education priorities and helped CSOs reorientate their work from service delivery to incorporate advocacy. It indicated that the EFA-SL Coalition had succeeded in enhancing CSO participation in national education plans and policy design, brought

into play innovative approaches to educating the most marginalised children, and supported local communities to monitor budgetary allocation to education and tracking of resources. As a result there was an increase in enrolment and improved retention of girls was achieved in all the four regions in the country, particularly significant in the North where girls' enrolment had been lowest.

EPE Recommendations

The EPE's recommendations include the need to:

- provide financial, logistical and technical support to strengthen EFA-SL and network members' capacity in light of the growing demand to monitor and track government education funding
- invest in the EFA-SL Coalition structure and support better national-district-local links. The EFA-SL Coalition should use partner meetings, peer review and monthly report sharing to harmonise plans and increase collaboration between the coalition, district networks and partners to deepen members' sense of ownership
- build network members' ability to write proposals and fundraise
- train more SMCs to act on education issues affecting their local schools
- build partners' capacity to conduct research for use in advocacy
- support CSO access to information on government education funding and timing for distribution to schools, to increase accountability
- seed fund a locally owned Civil Society Education Fund (CSEF) structure to enhance continued vibrant and independent CSO participation in education advocacy. In-country donors and the private sector should use this as an opportunity to invest in education.

Tanzania⁵⁴

Final expenditure £764,644

Lead Agency: Save the Children

CEF helped to strengthen the national coalition, Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET), which came to play a key role in the Basic Education Development Committee (BEDC), the main decision-making body of the Ministry of Education and Vocational Training (MEVT). TEN/MET also presented CSO views and issues to education sector development programme reviews. The coalition gained respect for its work and became an important non-state actor in the education sector. CEF also supported partners doing education budget work, and worked with groups and networks seeking to improve access to education for children with disabilities, street children and children of pastoralist communities.

Strengthening the national coalition and civil society links with education policy processes

CEF supported the national education coalition TEN/MET to develop a strategic plan and assisted the coalition through a period of leadership change in 2004. CEF helped TEN/MET focus on building partners' capacity and enabling them to engage with policy. For example, through a workshop on community awareness, school governance and reporting structures, and by helping TEN/MET organise systematic CSO feedback for the review of the Primary Education Development Plan (PEDP).

Other notable TEN/MET achievements include:

- participating in Basic Education Development Committee (BEDC) Task Force meetings, the Local Government Working Group and Education Sector Development Programme (ESDP) Advisory Committee
- collating CSO inputs to the government's education and training policy review
- navigating difficult circumstances for advocacy work, including attempts to hinder the participation of certain education NGOs in education.⁵⁵
- producing a Policy Engagement Handbook for members and publishing policy documents, with many translated into Kiswahili versions
- creating and distributing a CSO directory to encourage CSO networking
- coordinating the CSO contribution to the Education Sector Review (ESR) process, through a comprehensive paper⁵⁶ pushing for: girls' education, inclusive education, school feeding, and banning corporal punishment.

54 This section draws on the End of Project Evaluation Report by Sumra (2008).

55 In the lead-up to the 2005 general elections, an education NGO, Haki Elimu, was banned from working with schools. TEN/MET and other CSOs lobbied for the overturning of the ban. Post-election, some

CSO restrictions remained and TEN/MET responded by boycotting the Education Sector Review (ESR) stakeholders' workshop, instead preparing a policy brief disseminated at the workshop.
56 *Strengthening Education in Tanzania: CSOs' Contribution to the Education Sector Review 2007*

CEF also supported the development of thematic coalitions on early childhood care and development (ECCD) and disability, to engage on education issues. For details see p56.

Across the board, CEF support enabled partners and networks to hire and retain qualified staff, which will enable many partners to sustain themselves and carry out their mandate beyond the lifespan of the CEF project itself.

Budget work in education:

CEF supported TEN/MET and local NGOs to monitor education finances, and collaborated with partners, including the Netherlands Development Agency (SNV), NGO Policy Forum, and Research on Poverty Alleviation (REPOA). CEF support helped TEN/MET to discuss the budget with the MoEVT, and successfully advocate for increased allocations to the education sector. Other partners prepared research instruments and collected data to monitor the flow of Primary Education Development Program (PEDP) funds and to study spending of funds allocated for SMC capacity building⁵⁷ and in-service teacher training. A group of partners produced a training manual on the Public Expenditure Tracking System (PETS),⁵⁸ helping communities engage with PETS, access relevant information, analyse the impact of poverty policies and develop local action plans.

PAMOJA Trust trained district education groups to monitor spending, and produced a trainers' manual.⁵⁹ REPOA's study found that the capitation and development grant disbursements from central government to council levels were in line with the PEDP, but only 84% of the development grant and 54% of the capitation grants reached schools. Major leakages were also uncovered in funds allocated for textbook purchase – only 28% of funds reached schools.

Partners faced challenges such as:

- limited popular understanding of the budget process and complicated disbursement systems from central government to councils
- heavy bureaucracy and district officials' reluctance to make public information about money received and spent
- the need to sustain monitoring processes and continue pressurising the government to ensure transparency.

Supporting innovative approaches to address exclusion

Gender equality in education

One of the gender issues identified was the exclusion from school of teenage mothers. CEF supported the Forum for African Women Educationalists (FAWE) to research the government's re-entry policy for teenage mothers so that it could begin advocating for a revised policy on this key access and gender issue. The Mkombozi Centre for Street Children initiated a survey on out-of-school girls and young women who could potentially benefit from non-formal education (NFE). The Tanga Coalition conducted a debate on protection issues for girls, finding that there was no social protection for girl pupils in relation to early pregnancies. Kigoma Development Promotion Agency facilitated the setting up of girls' club in schools, facilitated by a female teacher chosen by the girls. These clubs enabled girls to conduct open discussions on issues such as pregnancy and relationships, in relation to their education. This was a good start, but as noted in the End of Project Evaluation (EPE) there is a need to generate public support from the ground up to create pressure on government for policy change on gender issues. If they do not see broad support for it among the population, the MEVT may favour the idea but will not be able to change the policy.

57 Under the PEDP, SMCs were made responsible for funds from the government, and schools were required to display information of receipts and expenditures at the school and other prominent places.

58 Hakikazi Catalyst, RePOA and TGNP (2007) *Follow the Money. A Resource Book for Trainers on Public Expenditure Tracking in Tanzania*

59 PAMOJA Trust (2006) *Facilitators' Guide to Primary School Budget Tracking*

Early childhood care and development (ECCD)

In addition to the three main CEF objectives that were shared globally, CEF Tanzania chose to add a fourth objective: to promote and foster changes in government policy and practice regarding early childhood care and development (ECCD). This goal was added at a stakeholders meeting held in Dar es Salaam because it features both in the EFA and MKUKUTA⁶⁰ targets, which seek to increase the number of young children prepared for school. CEF support was crucial in the strengthening of the Tanzania Early Childhood Development Network (TECDEN) and helped in the establishment of Morogoro ECD Network (MECDEN), groups working to influence ECCD policies and practices, and share learning on ECCD. In 2006, TECDEN participated in the Dakar meeting on EFA goal one and was also made a key partner in the MOEVT and Ministry of Community Development and Gender implementation of the district-level piloting of integrated holistic ECCD education services. They also engaged in the review of the national ECCD policy.

Children of pastoralists

CEF funded The Tanzania Pastoralist and Hunter-Gatherer's Education Network (TAPHEN) to conduct research in five districts into factors hindering pastoralist education. The resulting report, *The Challenges of Educating Pastoralists in Tanzania* made several recommendations including:

- establishing boarding schools, with living facilities and incentives to attract teachers
- providing lunch and water at day schools
- developing a special curriculum for pastoralist children, with pastoralist experts teaching relevant skills
- increasing parental awareness, adult literacy and women's empowerment
- encouraging change in cultural practices, eg female genital mutilation (FGM), initiation requirements and child marriage.

However, to bring about change on these issues, a stronger advocacy strategy and more capacity is needed.

Children with disabilities

CEF supported disability networks to carry out activities such as:

- a press conference at the parliament building during Global Action Week to promote the rights of children with special needs
- research into access to education
- publishing booklets on the rights of disabled children to education
- holding dialogue meetings with parliamentarians.

Tanga Coalition used advocacy to lobby for policy change. For example, a member worked with albino children to encourage the government to ensure that teachers learn how to accommodate their special needs. The Coalition also supported awareness-raising at community level to convince parents that children with disabilities can go to and benefit from school. "Many parents hide their children in the house and do not allow them to play with other children. There is a stigma attached to have children who are mentally impaired. We are constantly discussing with parents that these children can benefit from education and they have the right to education."⁶¹ In 2006, Tanga Coalition coordinated World Disability Day activities to share proposed amendments to the Disabled Policy with relevant district and national groups. The Information Centre on Disability and Tanga Coalition delivered a series of radio programmes on disability, including educational exclusion. They also published booklets and worked with Education and Health Ministries to review national guidelines on inclusive education and the new Education and Training Policy.

Street children

CEF provided funds to the Mkombozi Centre for Street Children to develop and test models for integrating out-

60 Kiswahili acronym for the National Strategy for Growth and Reduction of Poverty Strategy

61 Sumra (2008, p19)

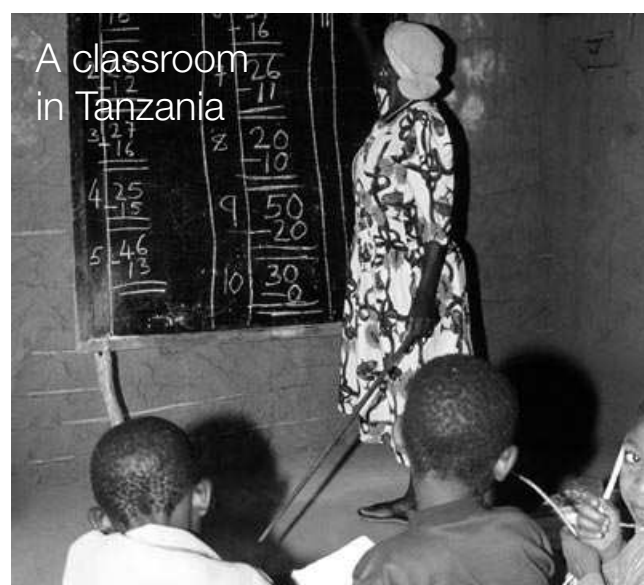
of-school children, preventing dropout and providing appropriate NFE for marginalised children. Most of the street children Mkombozi works with are runaways who have suffered abuse, have little or no education, and cannot cope with the traditional school authority structures. Mkombozi uses an innovative approach to NFE, suited to the children's needs. Using unforced attendance and participatory, creative teaching methods, the centre promotes active learning, inquiry and critical thinking. Mkombozi has shared its learning with the MoEVT, encouraging it to adapt their model and use it. However, the approach has yet to be taken up by government. However, the Chief Education Office did back the dissemination of Mkombozi's *Mainstreaming Handbook: What you need to know to enrol your children in school*, which CEF funded to support increased integration of NFE for street children into the formal basic education system.

Corporate engagement

CEF commissioned a small study to explore the scope for corporate engagement in improving the education system. The *Scoping Study on Corporate-Sector Involvement in Basic Education in Tanzania* recommended targeting business funding to good quality education initiatives and business-government-civil society dialogue on education and the economy. It identified as a key challenge finding a credible mechanism for these functions, which are not easily linked to existing organisations/networks, but will require "purposeful external facilitation". The report noted that given its limited timeframe and staffing, CEF could not play this sustained role itself. Therefore, this opportunity to contribute still exists, should another organisation choose to seize it.

End of project evaluation (EPE)

The EPE concluded that CEF's major success "was its support to existing networks... It is through the CEF funding that TEN/MET and TECDEN survived and are in the position to attract funding from other sources."⁶²



Paul England/ActionAid

CEF is also credited with: enabling CSOs to engage in budget tracking, developing skills among large numbers of organisations and individuals; and funding important research by TAPHEN on pastoralist children and education. It was commended for supporting Mkombozi's work with street children, due to the risk of failure involved in innovative approaches. However the EPE criticised CEF as "an externally conceived and funded project" that ran the risk of inadvertently creating partner perceptions wherein "accountability lies with the funding agencies and not to the community."⁶³

EPE Recommendations

- there is a need for longer-term support to civil society, based on predictable funding, with an agreed exit strategy
- partner and staff expectations need to be managed to build a shared understanding of non-negotiable project budget and time constraints.
- CSOs should strengthen their advocacy strategies, not just in presenting CSO positions to the government, but in building public support on issues, ideally with the support of the media.⁶⁴

62 Sumra (2008, p25)

63 Sumra (2008, p26)

64 CEF provided training to coalition staff, including the TEN/MET Coordinator, during a five-day workshop on policy entrepreneurship

facilitated by CEF and ODI but the EPE points to a need for this capacity to be more widely shared and implemented by education CSOs in their operations.

Uganda⁶⁵

Final expenditure £781,650

Lead Agency: ActionAid

CEF supported the Forum for Education NGOs in Uganda (FENU) to become a more active partner in government policy development and implementation. It supported partners to do budget monitoring and advocacy, tackling issues such as corruption in education. Other work focused on early childhood care and development (ECCD), non-formal education (NFE), education for children with disabilities, education for children affected by conflict and expanding access to education for the children of fishing communities on the islands of Lake Victoria.

Strengthening the national coalition and civil society links with education policy processes

CEF built civil society participation in education by training partners, helping to build networks and paying rent, salaries and operational costs. Key partners included the national Forum for Education NGOs in Uganda (FENU), the Uganda Joint Christian Council (UJCC), Uganda Adult Education Network (UGAADEN), Uganda Child Rights NGO Network (UCRNN) and the Uganda National Teachers' Union (UNATU), as well as district level partners. Activities strengthened CSO-government working relationships at local and national levels, serving as conduits for citizens' voices to effect policy change.

CEF supported FENU to play a larger role in developing and implementing education policy and to be taken seriously by the Ministry of Education and Sports (MoES). FENU and other CEF partners worked to influence the Joint Education Sector Reviews (JESR), which brought together government, donors and civil society. Many partner recommendations were accepted including: continuous admission of pupils into schools; alignment of

vocational education to market demands; revitalisation of district language boards; and increasing teachers salaries.

FENU also played an active role in representing CSO voices in various groups, including the:

- Poverty Eradication Action Plan (PEAP) drafting team
- National Education Planning and Budgeting workshop that fed into the Education Sector Strategic Plan (ESSP), which FENU lobbied to ensure that targets and timeframes matched Education for All (EFA) goals
- Education Sector Consultative Council (ESCC) bi-monthly meetings, at which the Education Funding Agencies Group (EFAG) and MoES management make key decisions.

FENU provided inductions for MPs and the Parliamentary Committee on Social Services and Equal Opportunities. UCRNN and FENU influenced the formation of the Uganda Parliamentary Forum for Children. FENU acted as the ANCEFA moderator for east Africa, widening its

⁶⁵ This section draws on the End of Project Evaluation Report by Nuwakora and Bugembe (2008).

regional scope. CEF helped train CSOs in poverty and policy analysis, research, resource mobilisation and documentation, which increased their ability to engage with policy and planning processes through advocacy and dialogue. CSOs' contributions on EFA became embedded in government initiatives, eg the 2003 CSO paper on education in conflict-affected areas in the northern part of the country was adopted as a JESR working paper, leading to commitment and funding to support the education of children affected. UGAADEN and UCRNN developed formal working relationships with the Ministry of Gender Labour and Social Development (MoGLSD) around adult learning policy and children's rights issues respectively.

CEF partners worked to ensure that education was on the agenda during the 2006 presidential election campaigns, measuring party manifestos against key education principles. In May 2008, the Ugandan Education Bill was passed by Parliament, an event noted as a landmark achievement by CSOs, who had influenced its content.

Budget work in education⁶⁶

CEF supported partners to monitor spending on education both at national and local levels, which enhanced transparency and accountability in the utilisation of public funds, such as the School Facilities Grant. The impact of these groups went beyond the education budget – they gave people confidence and a say over what happens in their local schools. Partners conducted four strands of budget work:

1. *District civil society resource monitoring* was implemented by The Apac Anti-Corruption Coalition (TAACC) and the Bundibugyo NGO/CBO Forum. They revealed: inflated pupil figures; poorly qualified teachers; non-existent schools receiving funds; payment to contractors for substandard construction work; inadequacies and corruption in tendering; abuse of girls in schools; and misuse of public offices and funds. Action included court prosecution; black-listing defrauding firms, recovery of stolen funds,

sacking of public officers and the appointment of qualified teachers. Partners and district local governments have signed agreements for CSOs to support district planning, budgeting and auditing.

2. *Budget and UPE programme monitoring by schoolchildren*. For more information see p12.
3. *School governance and budget tracking by adult literacy learners* was implemented by UGAADEN in Mukono and Bushenyi Districts. Adult learners and their instructors have formed themselves into voluntary school resource trackers.
4. *Support to the CSO Budget Advocacy Group (CSBAG)* provided a national framework for linking micro and macro budget issues and advocacy, including drafting annual position papers on the national budgets with pro-poor, equitable and gender sensitive budget recommendations on government monetary and fiscal policies – eg a parallel pro-poor budget that challenged the “sector ceilings” argument. FENU and CSBAG actively participated in the Education Sector Budget Working Group and MoES events to lobby for increased sector budget to address issues faced by poor, marginalised and vulnerable children.

Supporting innovative approaches to address exclusion:

Gender equality in education

Communities used a radio campaign to raise awareness of girls' education issues, which led to traditional leaders in three districts committing to stop cultural practices that keep girls out of school. The government committed to gender responsive education budgets in the planning aide memoire of March 2006, following CSO recommendations. CEF partners used UNIFEM gender manuals to advocate for gender responsive planning and budgeting, and took part in the Eighth Commonwealth Women's Affairs Ministers Meetings in 2007. They also made contributions to the Education Gender Policy and the Education Bill.

⁶⁶ A full case study of CEF Uganda partners' budget work is available in Claasen, M. (2008, pp33-38)

Early childhood care and development (ECCD)

Only 2.4% of three to five-year-olds in Uganda are accessing ECCD as this service is only available from private providers. UCRNN revealed inadequacies in ECCD teacher competencies. CSOs lobbied the MoES to adopt strict regulations and inspection of ECCD facilities and to set national minimum qualifications for pre-primary teachers. UCRNN and its members, working in camps for internally displaced people (IDPs), gave training in ECCD and collaborated with UNICEF to establish an ECCD curriculum. Their experiences influenced the national ECCD Policy and Learning Framework and helped establish the post of Assistant Commissioner for ECCD in the MoES. Programmes are now being replicated in resettled post-conflict communities.

Children with disabilities

UCRNN developed a training manual on disability for its members and conducted a national survey of their work to influence the proposed Disability Act and the Education Act, particularly with regard to budget lines for instructional materials. FENU, UJCC and UCRNN urged government to pass and implement the Disability Act of 2006, supporting a framework for formal recognition of children with disabilities, and of special education teachers under UPE, making clear the education responsibilities of different government line ministries. As a result of these efforts, the MoES now has a statutory obligation to allocate 10% of its national budget to address the needs of educationally disadvantaged children eg children with disabilities. Research by UCRNN and members including Uganda Society for Disabled Children identified serious policy and practice gaps in education rights, and was used to lobby Parliament and the relevant ministries to pass the Disability Act, including budget lines for facilities at school, such as accessible toilets.

Children in rural/remote areas

CEF supported Kalangala District Education Forum (KADEFO) to research and improve access to quality

education for the children of fishing communities on islands in Lake Victoria. In Kalangala district there are only 22 government-funded primary schools (half of which are on one island) to serve 62 settled islands. The challenges of providing education there include the riskiness and cost of transporting children between the islands every day, absenteeism due to work in fishing and girls engaging in work – sorting nets and selling alcohol to fishers – that puts them at risk of sexual abuse, unwanted pregnancies, HIV and AIDS, and dropping out of school.

KADEFO used three innovative approaches to increase access to education: multi-grade teaching, allowing children in small populations to study on their own island; public boarding schools for those children needing to study on another island; and non-formal education (NFE) for children not able to attend formal school. KADEFO worked with local communities to get education issues and contributions included in parish and sub-county development plans. It established good working relationships with the local governments in Kalangala and Mukono districts, which adopted its policy proposals and made a joint presentation to the Minister of Education and Sports. In response, the MoES adopted the KADEFO proposals as a planning document to inform medium and long-term strategies; gave 128 teachers in Kalangala district multi-grade skill training; increased NFE support within the newly approved NFE national framework; and encouraged donors to fund the building of boarding schools.

Non-formal education (NFE)

Despite universal primary education (UPE), the government admitted that 18% of school-aged children were out of school in 2002 due to barriers preventing them attending formal schools. These affect, among others, orphans, working children, children in very remote regions, street children, and former child combatants. CEF supported FENU and others to form the NFE network and partners urged government to conduct

a baseline study on NFE and involve stakeholders in drafting policy. The MoES undertook an independent study of CSOs' NFE programmes, which identified strong innovative elements that gave educational opportunities to children who would otherwise not have them, and pointed out the need for inclusive education and government support within the national education framework to ensure quality, sustainability and expansion to reach more children. CSOs and government agreed on the value of NFE towards achieving EFA goals, and worked to agree curriculum for NFE instructors, who were to be officially recognised and put on the government payroll. The national NFE Policy Framework was passed in 2006, funding NFE within UPE provision and adding NFE centres to the Education Management Information System.

Children in conflict/post-conflict affected areas

The Lord's Resistance Army (LRA) insurgencies caused serious challenges to education processes. Children were abducted and forcibly recruited into the armed conflict, schools and instructional materials were burned, and teachers and communities displaced. CEF supported partners to research the impact of this and advocate for change. They highlighted the critical need to expand a bursary scheme so that children in these areas could progress to secondary/vocational institutions. Partners created a video documentary and organised a policy retreat to present recommendations on the Peace Rehabilitation and Development Plan. CEF partner the Northern Regional Education Forum (NoREF) advocated for flexible education policies to match the changing learning needs of the children. NoREF presented recommendations to the MoES, and successfully lobbied the Uganda National Examinations Board to enable children in IDP camps to register for final national examinations by providing emergency registration, transfer to new examination centres, and arranging for the army to deliver examination papers to hard-to-reach areas. CSOs collaborated with government and donors to provide displaced students with food and materials.

NoREF and FENU influenced the Policy Framework for EFA in Conflict and Post-Conflict areas in Uganda (2006), which guided resource allocation to the region. NoREF provided MoES and the National Emergency Education Cluster Working Group with briefs and recommendations.

End of project evaluation (EPE)

The EPE found that CEF support increased partners' ability to engage with policy and planning processes through advocacy and dialogue. CEF built technical capacity within civil society coalitions/networks, enabling them to influence government education policies to incorporate gender issues and provide improved access for disadvantaged children. CSO partners indicated that there was added value in having three INGOs involved in the management of CEF. Some of the CEF partner work is already being sustained, eg budget tracking and policy advocacy, but more needs to be done.

EPE Recommendations

Recommendations for future work of this type include:

- strengthening partner documentation and evidence-based reporting to create awareness through dissemination and sharing
- increasing capacity gaps and CSO networking, coordination and commitment for more systematic mobilisation and policy engagement on priority issues
- cultivating other forms of local funding, eg appeals to the general public, private sector funding and working relationships with relevant government departments
- transferring capacity gained by a network secretariat to its members
- building trust among members to participate in strong network/coalition activities and encouraging local community and cultural leaders to engage
- increasing budget allocation to NFE to cover more children.

Zambia⁶⁷

Final expenditure £565,134

Lead Agency: Oxfam GB

CEF Zambia supported 15 partners, including the Zambia National Education Coalition (ZANEC). CEF's support facilitated ZANEC's organisational development, building its management, administrative, constitutional and financial structures, and encouraging a harmonised approach to donor support. CEF enabled coalition building through ZANEC's thematic group meetings, participation in the annual sector review meetings, policy forums, media, public policy discussion, advocacy and campaign activities. Other key CEF work included assessing partner capacity and building skills in school governance and budget work. As a result of CEF assistance, "high-risk" partners improved and were able to attract funding from other donor sources.⁶⁸ Such strengthening also built the capacity of the coalition by raising partners' skill levels and the quality of their participation, presentation and articulation of issues during ZANEC thematic meetings and other policy discussions.

Strengthening the national coalition and civil society links with education policy processes

One of the main CEF achievements was to provide financial, technical and organisational support to the Zambia National Education Coalition (ZANEC), enabling it to become a focal point for CSO input into the education sector. When CEF began, ZANEC had just been formally registered after operating as a loose alliance of education NGOs without a secretariat or coordinator. CEF helped establish ZANEC's secretariat in 2003 and supported its ongoing activities, with other donors joining from 2004 to support the strategic plan. CEF's steady support helped ZANEC overcome

teething problems to establish itself as a key player in education, gaining recognition by the government/Ministry of Education (MoE), co-operating partners and broader civil society. The coalition grew from six to more than 50 members during the CEF period, and civil society's capacity to advocate on education issues was greatly enhanced.

Notable results of CEF support to ZANEC and partners include:

- ZANEC participation in the 2004 Global Action Week raised education issues, eg the tensions between

⁶⁷ This section draws on the End of Project Evaluation Report by Muunga *et al* (2008).

⁶⁸ Using the MANGO partner assessment tool, three quarters of the partners assessed as high risk at the start of partnership with CEF are now medium or low risk. Muunga *et al* (2008, p16).

government and teachers' unions. Following ZANEC and public condemnation of the planned freeze on teacher employment due to IMF conditionalities, the government promised to employ 3,000 teachers, mainly for rural schools, from July 2004.

- In 2005 ZANEC participated in the MoE annual review for the first time, a considerable achievement for Zambian civil society. ZANEC used the platform to recommend tougher measures to deal with sexual abuse and centralised coordination of all education departments, including early childhood and adult education.
- CSO input into the Fifth National Development Plan (FNDP) influenced the MoE to include teacher deployment, school infrastructure and education quality in the FNDP. The government made a commitment to employ 7,000 teachers and build more schools, a decision reflected in the 2007 national budget.

CSO lobbying resulted in government taking a more active role in the management of community schools,

reviewing guidelines and developing a community schools policy framework.

ZANEC has become highly regarded by the MoE and was been invited to sit on critical decision-making committees such as the Monitoring and Evaluation Committee and the University Bill Committee, and to make comments on the Teaching Council Bill. It also played a key role in seeking new education legislation.

In addition to supporting the coalition, CEF also supported a range of other partners to share their learning and expertise. For example: Operation Young Vote (OYV) shared their expertise in budget work; Peoples Action Forum (PAF) in school governance and adult literacy; Panuka in community mobilisation and adult literacy work with rural women; Mulumbo Early Childhood and Care on ECCD centres, OVC Media in media sensitisation and Zambia Educational Development Advocacy Organisation (ZEDAO) in supporting and mentoring community school parent teacher associations (PTAs).

Reviewing the Education Act

ZANEC recognised that government policy pronouncements and plans are important but that they are not strong enough. Only legislation will cement national progress on education. In 2005, it began reviewing the legislation on basic education to inform CSOs lobbying for amendments. It found that the national Education Act of 1966 was effectively redundant and inconsistent with the current government's policy on free primary education (FPE). In order to ensure that recent progress on education becomes legally secure, ZANEC pushed for movement on a revised education bill.

In 2007, ZANEC produced and aired TV discussion and radio programmes to raise public awareness of EFA goals and issues such as the outdated Education

Act. ZANEC worked closely with parliamentarians on the revised education bill, providing MPs with information about access to and participation in education, as well as the infrastructure and other aspects of quality teaching and learning. It held a workshop where a legal expert demonstrated the weaknesses in Zambia's constitutional provisions/legal framework in the context of international instruments the country is party to.

ZANEC engaged Catholic Media Services to produce vox pops for TV discussions and continued to organise provincial forums on the education bill. A local MP who attended one of the forums later raised a motion on the bill (which has been in draft form for more than 10 years) in parliament. The bill is now under consultation for presentation to parliament.

CEF supported partners to do advocacy through radio and television, and provided consistent support for CSOs to highlight pertinent issues during the annual Global Action Week. “This support helped to popularise and publicise the EFA goals at the local level. It also strengthened the CSO networks at district level and consolidated interaction with the local District Education Board’s offices.”⁶⁹

Budget work in education

Zambia Civic Education Association (ZCEA) produced a comprehensive analysis of the 2007 national budget, which demonstrated that the budget was not child-friendly and that allocation to the education sector remained below the regional average of 5% of GDP. The position paper was officially presented to government to feed into parliamentary debates. Other CEF partners trained communities in school governance, participatory planning, budget tracking and development of school action plans.

District officials began reporting greater trust and transparency between communities and school management. New allies were also brought on board through this work. For example, Development Aid from People to People (DAPP) conducted a school governance and budget tracking review with more than 100 community members, including traditional leaders. Participants, who had previously not played a role in the running of schools, later took part in campaigns to send girls back to school and mobilised people to respond promptly to school development needs.

CEF partners facilitated training workshops for teachers, District Education Boards (DEBs), and PTAs, and helped communities conduct practical budget tracking exercises in schools. Results included: CSOs and communities being able to conduct budget tracking effectively and write reports; schools establishing proper financial procedures, documentation and accounting; and a reduction in misapplication and misappropriation

69 Muunga (2008, p19)

of school funds. Overall, there was increased community participation in school governance and evidence of women's participation in school governance. The main challenge, common to budget work, was a lack of information on budget allocations from the MoE and bureaucratic processes for accessing information.

Supporting innovative approaches to address exclusion

Gender equality in education

DAPP conducted several awareness activities to help people in rural communities appreciate the value of sending girls to school and encourage parents to take advantage of the free primary education policy. Youth drama programmes, posters and flyers were used to explain why girls' education is important and how it can contribute to uplifting standards within a community. ZEDAO facilitated 13 radio programmes, discussing re-entry and FPE policies. Community members participated through phone-ins, raising issues such as poor school infrastructure and negative teacher attitudes towards girls returning to school after giving birth.

Parents responded to the programmes and began sending girls back to school. Mufulira District Education Board Office recorded a 5% increase in the number of girls returning over the following two school terms. Unfortunately, schools now face a challenge to accommodate the high number of girls coming back into the already inadequate school infrastructure. Voice of the Youth (VOY) organised a special day to lobby communities to send girls back to school. Two hundred girls participated, using drama, poetry, song and dance to make other girls and parents aware of the need for girls to get back to school. VOY developed forms to track the number of children out of school, for use in lobbying relevant authorities.

Early childhood care and development (ECCD)

Mulumbo Early Childhood Care and Development Foundation conducted a baseline survey to establish

gaps among ECCD providers, and developed a manual integrating counselling, HIV and AIDS, gender and human rights. Mulumbo took the lead in facilitating ECCD thematic group policy dialogue meetings, inputting into the ECCD processes within the MoE, and in finalising and reviewing the ECCD component of the FNDP. It helped develop the road map for the ECCD curriculum development process and the drafting of an ECCD policy, currently in its final stages.

Orphans and other vulnerable children

Global Justice Zambia undertook a study of education for orphans and other vulnerable children and selection criteria for bursaries towards their education. The study revealed that support for these children is inadequate, and the lack of a national policy makes it even more difficult to make appropriate interventions. The report was used to inform campaigning, for example, a district level pressure group was formed to lobby for better coordination of support for orphans and other vulnerable children, and increased allocation of qualified teachers to community schools. They presented a petition on teacher deployment to community schools to their MP and DEB office.

OVC Media built a network of media personnel, having sensitised 30 journalists on education media reporting. OVC Media participation in the national coalition activities has also helped in strengthening links with other CSOs involved in the education sector. The network used a media watch to track coverage of education issues in the media. It prepared an Education Digest, with articles contributed from many media personnel, and distributed the publication to MoE staff, CSOs, parliamentarians and the general public to highlight the plight of orphans and other vulnerable children in accessing quality education.

End of project evaluation (EPE)

The EPE found that the establishment of ZANEC during the CEF project was a key factor in the growth of

African Network Campaign on Education for All (ANCEFA)⁷⁰

Final expenditure £561,699

ANCEFA was established in 2000 to support and facilitate the emergence of national civil society education networks and coalitions in the Africa region, and to articulate education advocacy positions regionally and internationally. It quickly gained recognition from UNESCO, the World Bank, Global Campaign for Education (GCE), Association for the Development of Education in Africa (ADEA) and Economic Community of West African States (ECOWAS). ANCEFA brings together 32 member coalitions from Anglophone, Francophone and Lusophone countries in Africa, which work together to generate strong education advocacy synergies. ANCEFA has helped them fulfil their roles as active participants in national education processes to become genuine policy partners of national governments.

CEF supported ANCEFA activities in 12 Commonwealth African countries, which enabled wider networking of civil society organisations (CSOs) and the sharing of good practices across the continent. CEF funded ANCEFA's programme work, but equally importantly its core costs – administration, communication, information and communication technology, travel and staffing – enabling ANCEFA to recruit a Policy Research and Documentation Officer, bolstering its capacity to deliver on programmes. CEF support helped ANCEFA publish a quarterly campaign newsletter and develop other advocacy and communication materials, such as its website (<http://www.ancefa.org>), to share learning on Africa-wide education policy issues and activities.

ANCEFA worked in a highly collaborative way, encouraging joint proposals and implementation.

CEF and Real World Strategies (RWS)⁷¹ lent early support to ANCEFA member coalitions in the West Africa sub-region, helping them articulate strategic planning and implement capacity building for policy engagement. CEF supported ANCEFA to conduct workshops, led by member coalitions, on school governance and budget tracking. ANCEFA members and FAWE worked with policymakers and curriculum development experts to implement gender mainstreaming work. ANCEFA and PAMOJA jointly edited a budget tracking training manual for SMCs. ANCEFA contributed to major international campaigning, for example as a member of the International Facilitating Group of the Global Call to Action against Poverty (GCAP).

CEF also helped ANCEFA acquire increased visibility and responsibility, transforming it from a loose network into a formidable continental network that occupies a strategic global position and represents the civil society voice on education issues in Africa. ANCEFA acts as a link between national coalitions and international education actors. For example it:

- regularly represents civil society at meetings of the African Union (AU), New Partnership for Africa's Development (NEPAD), and others, including the annual sessions of the Conference of Ministers of Education of Africa (MINEDAF).
- acts as Focal Point of African civil society in the UNESCO Collective Consultation of NGOs (CCNGO). In 2007, UNESCO asked ANCEFA to organise a regional consultation and identify EFA coalition participants, as well as to conduct assessments on EFA progress in the Africa region

⁷⁰ This section draws on the End of Project Evaluation Report by Fall (2008).

⁷¹ RWS was jointly developed and managed by the GCE, ASPBAE, and ANCEFA, and funded by the Dutch Government

- represents civil society at annual meetings of the EFA High Level Group, sits on the EFA Working Group and helps to encourage governments to recognise and utilise CSOs as policy partners, not just as project implementers.

ANCEFA and member coalitions have participated in numerous national, regional and international meetings and used various strategies to bring pressure to bear on governments and partners to deliver on their commitments to free quality education. These include: The Commonwealth Heads of Government Meetings (CHOGM), High Level Group Meetings, Africa Finance Ministers (Financing for Development) meetings and annual UNESCO BREDIA (Regional Bureau for Education in Africa) Conference on EFA.

- In September 2007 during the UNESCO Dakar+7 literacy Conference in Bamako, ANCEFA put forth a strong lobby to African governments to increase Adult Literacy expenditures by allocating 3% of the Budget to literacy programmes. This lobby was also channeled through the first ladies of African governments present.
- At the 2007 Commonwealth People's Forum, ANCEFA helped organise a workshop for 80 advocates and parliamentarians, making recommendations to CHOGM on access to education for the disadvantaged.

ANCEFA developed and disseminated multi-lingual advocacy products such as posters, stickers, calendars and clocks – reminding education actors to play their role in making EFA a reality by 2015. These materials highlighted issues such as: financing education, improving quality and relevance, investing in teacher training, removing barriers to education; eliminating gender discrimination; and stopping violence against girls in school.

ANCEFA publishes key documents, widely disseminating

advocacy messages, for example: *Putting the E into NEPAD*, which greatly influenced the action framework of NEPAD on education; and publications urging allocation of at least 20% of national budget to education, which have compelled African governments to commit to increasing resources for education. ANCEFA and GCE conducted pilot work on Budget Cycles and Elections in three countries. They also used the Education Watch Reports and African Education Report Cards to catch the attention of policy makers.

The ANCEFA End of Project Evaluation noted many areas of progress brought about through ANCEFA and member campaigning, but also flagged up the need for sustained funding and support from donors to ensure these gains are not reversed.

ANCEFA will act as host agency for the Africa Regional Civil Society Education Fund (CSEF). For more information on CSEFs, please see pp92-93.

PAMOJA Africa Reflect Network⁷²

Final expenditure £137,497

CEF partners in many countries have noted a need to engage with adult literacy issues to raise awareness among parents on the importance of education for all (EFA), strengthen parents' ability to support children's learning at home, and to help create more literate households and communities, able to play a role in school governance and advocacy. Since 2002, the PAMOJA Africa Reflect Network has been supporting adult literacy and empowerment work. PAMOJA uses the Reflect methodology⁷³ to support poor and marginalised adults to claim their right to learning and become active citizens. PAMOJA has member groups in 25 African countries.

CEF funded PAMOJA to work in harmony with the wider regional ANCEFA strategy, helping to support new and existing national PAMOJA groups through training, review and planning, and participation in advocacy activities such as the annual Global Action Week (GAW) and International Literacy Day. National PAMOJA chapters promote public debate on education, eg by convening CSOs to review existing adult literacy policy provisions or advocate for new policies to be developed. The national education coalitions that CEF supported in 12 African countries encouraged participation of PAMOJA members in adult education policy formulation, leading to greater policy influence and donor backing for these priority areas.

For example:

- The Ugandan government used the PAMOJA Uganda Strategic Plan in the government review of adult literacy policy, which triggered donor commitment for financial support for adult literacy and education.
- PAMOJA member, the Malawi REFLECT Forum, participated in the formulation of the literacy policy

adopted and piloted by the Malawian government. This accelerated the campaign for use of Reflect methodology in livelihood projects spearheaded by the UNDP in Malawi.

CEF supported PAMOJA to research links between adult and child literacy, and to compile and share learning across Africa about the use of Reflect and similar approaches to help people hold local school authorities accountable. CEF funding and technical support enabled PAMOJA to conduct activities such as:

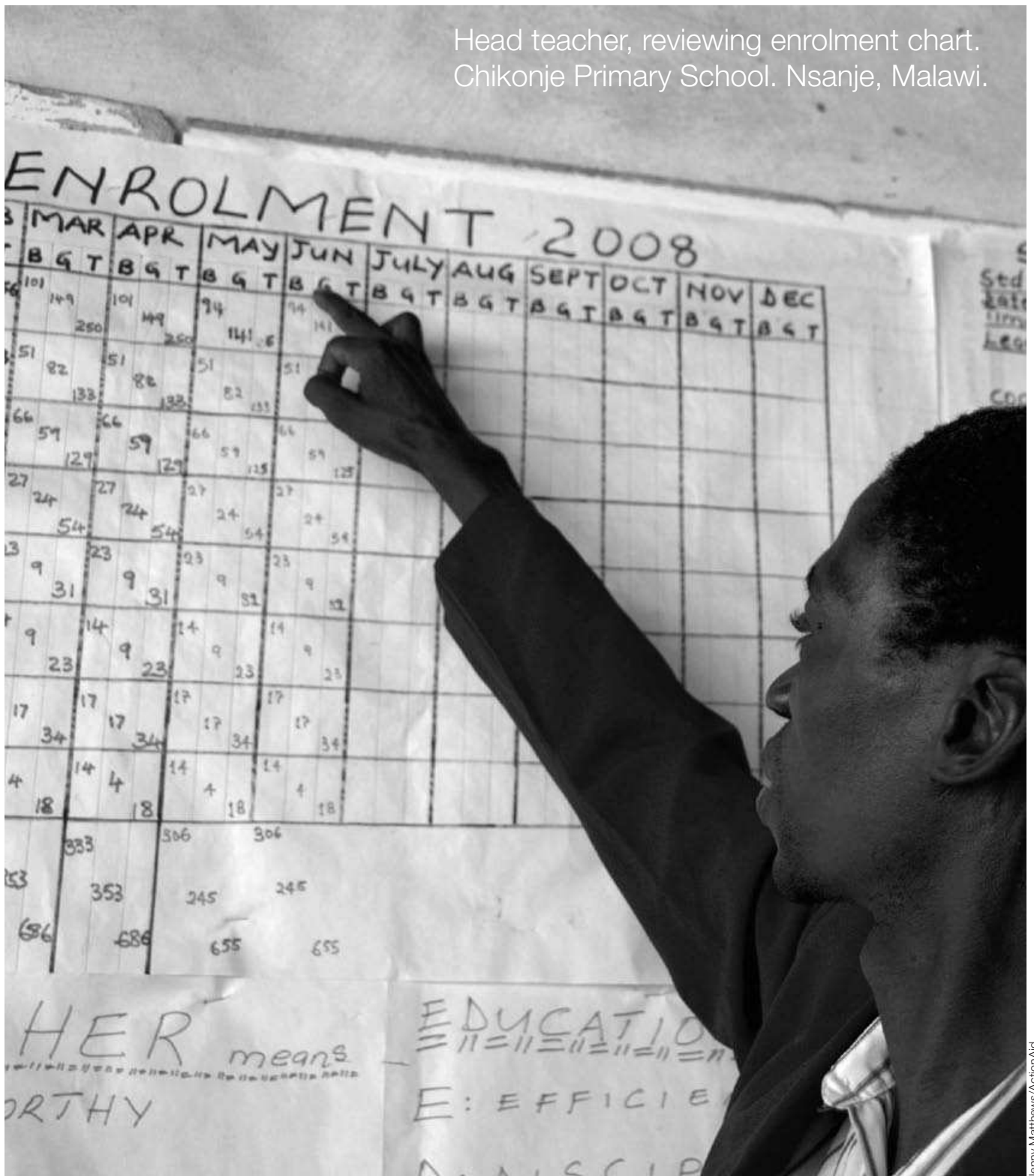
- conducting a two-week training of trainers workshop on participatory school governance and budget tracking to help communities improve school governance and performance. Participants then held follow-up workshops, as well as translating and disseminating policy documents in their own countries
- developing a school governance manual to strengthen the relationship between the education coalitions and national PAMOJAs in lobbying for EFA
- producing a tool on fostering transparency and accountability in schools
- supporting work on school governance processes to ensure increased access to education by vulnerable and disadvantaged children, eg using media to promote girls' education and parents' involvement in children's education, and developing a position paper on girls' education across Africa.
- participating in the World Social Forum and at ADEA roundtable discussions involving ministers and advocates, focusing on literacy, child development and effective schools.

⁷² This section draws on the End of Project Evaluation Report by PAMOJA Africa Reflect Network (2008).

⁷³ Pioneered by ActionAid, originally as an adult literacy approach, Reflect is now used by over 500 organisations in 70 countries as a method that

links adult learning to empowerment, and strengthens the voices of poor people in education decision-making at all levels.

Head teacher, reviewing enrolment chart. Chikonje Primary School. Nsanje, Malawi.



Bangladesh⁷⁴

Final expenditure £749,722

Lead Agency: ActionAid

CEF worked with national and local partners to advocate for quality education. During the course of the project, the political situation in Bangladesh proved challenging, but the diversity and commitment of project partners allowed advocacy work to continue. Areas of achievement included: engaging parliamentarians through a caucus on education; increasing attention on education through work with the media; revitalising community engagement in school governance; and research into private sector engagement with education issues. Capacity building was very successful, providing training to local partners while raising interest in education issues among marginalised members of communities.

Strengthening the national coalition and civil society links with education policy processes

CEF supported national and local CSOs to conduct research-based advocacy and engagement with policy processes. It worked closely with the national education coalition – the Campaign for Popular Education (CAMPE). CEF supported CAMPE to engage effectively on: a free text book campaign; new books for all children; advocacy for a flexible school calendar; and advocacy for a mid-day meal, following which the government included free school meals in the next budget and Primary Education Development Programme (PEDP).

CAMPE also initiated a South Asia position paper to influence donors. Other partners contributed to CEF, based on their niche areas (eg research, mobilisation, media and advocacy). CEF was also able to do high profile and targeted lobbying, as the heads of two

CEF partner organisations took up roles equivalent to education ministers.

Key successes of CEF and partner work include:

- For the first time, CAMPE was included in education Sector Wide Approach (SWAp) planning and design, eg PEDP-II.
- The government's Poverty Reduction Strategy Paper (PRSP) reflected partner research findings and advocacy agenda, eg the call for rural electrification for evening study and mid-day school meal provision (an outcome of CEF budget work).
- Government adopted the provision of a flexible school calendar through a Ministry of Education (MoE) circular in 2008 that empowers district education officer to make adjustments to school term times at schools' request

⁷⁴ This section draws on the End of Project Evaluation Report by Chowdhury (2008).

- Community input was incorporated into local government planning. CEF partners helped communities work on and publish People's Plans of Action (PPA) on Education. Several plans were approved by local government authorities, enhancing unity among community members, SMCs and local government officials.
- Partners, especially Interaction, contributed to advocacy capacity-building workshops and resource materials, eg the Education Advocacy Action Guide, PPA Guide and Community Advocacy Handbook.
- Community audit activities were undertaken and findings incorporated in the Citizens' Report on PEDP-II. Advancing Public Interest Trust (APIT) facilitated the development of a monitoring toolkit to examine implementation of PEDP-II. When shared with donors, these proved the necessity of CSO input in SWAp planning and monitoring processes.
- CEF partners conducted strategic media advocacy, to achieve sustained media coverage of education advocacy issues, including television talk show coverage. Other Vision Communication popularised education issues by mobilising media for mass awareness raising and creating journalist forums at local level.
- Partners' research publications, eg reports, training and awareness-raising materials, provided a more comprehensive knowledge base for practitioners and policy makers. Partner-produced materials also helped increase policy literacy and participation – eg through use of flip charts and user friendly versions of the National Plan of Action (NPA) on Education, and a resource handbook on PEDP-II
- Partners engaged in education advocacy initiatives, including legislative advocacy on making education a fundamental right. This encountered major challenges

Engaging parliamentarians on education issues

The People's Empowerment Trust (PET) was instrumental in the formation and engagement of a parliamentary caucus on education. Despite initial reservations of some MPs about the need for the caucus, it rapidly established itself as crucial to keeping education on the agenda. It worked by functioning as a multi-party representative forum, unhindered by political party affiliations, in a country where party loyalties often prevent proper debate. Members of the caucus are free to raise issues and hold government institutions accountable even if they are members of the governing party.

PET produced briefings and a legislator's handbook for caucus members, and held orientation sessions that focused on: advocacy for increased budgetary allocation to education; effective implementation of PEDP-II; ensuring the rights of disabled and disadvantaged groups; and the NPA. The education

caucus holds regular parliamentary hearings, thus enabling poor, disadvantaged, minority and disabled children and their families to contribute to education policy debates.

PET workshops, such as a three-day session for 67 MPs in 2006, helped build a constituency among MPs to advocate for education as a fundamental right. The caucus and the MoE have taken steps to introduce legislation to amend the constitution to recognise education as a fundamental, and therefore legally enforceable, right. This remarkable programme "created an immense impact on the legislators and policy makers"⁷⁵ and the caucus' work "was recognised as being instrumental in influencing government decisions on education."⁷⁶ In the new government, the caucus has been formally recognised and given office space in parliament premises. It has taken up the issues initiated during the CEF period and committed to continue working on them.

⁷⁵ Chowdhury (2008, p19)

⁷⁶ Claasen (2008, p14)

with the establishment of an interim government, the dissolution of parliament and the postponement of elections rendering legislative advocacy impossible. However, the issue remains alive and is likely to be pursued with the new government as members of the parliamentary caucus are very influential – two of them ministers and one is an adviser to the Prime Minister.

CEF also supported seven local partners⁷⁷ to form regional forums to improve networking, mobilisation and planning at community level. Partners researched educational exclusion by looking at attendance and enrolment, infrastructure and achievements. They identified factors affecting education, such as child labour (eg in tea gardens) and poor infrastructure, and used their findings to produce reports and strategies based on actual needs.

Training sessions with media experts improved advocacy, and partners held conferences about school meal provision that gained media coverage and generated debate. Local work led to: the formation and improved functioning of SMCs; more diverse representation on local education committees; and raised awareness within local authorities on corruption issues. It also created enthusiasm and made people more aware of their roles and responsibilities. Many more are now voluntarily monitoring and advocating for better education service provision.

Budget work in education⁷⁸

Through its role as the convenor of the first parliamentary caucus on education, PET was one of the major partners in CEF's budget work. A close relationship developed between members of the parliamentary education caucus and CSOs, including other CEF partners whose research informs parliamentary advocacy. For example, the caucus used research by CEF partner The Innovators to show that national education expenditure was only 2.3% of GDP in 2003, while international standards recommended up to 6%.

This contributed to a small but important increase in education expenditure to 2.7% in 2004/05. CEF also supported the Primary Education Budget Watch Group⁷⁹, initiated in 2003 by the Power and Participation Research Centre (PPRC) and the community development organisation Uttaran to monitor government spending, advocate for transparency in financing, and provide training to partners on budget analysis. This led to the publication of six research reports. PPRC work on budget tracking included an action research methodology workshop for partners, which fed into the annual Budget Watch report (*Halkhata*). APIT supported CEF's local partners to mobilise district-based community audit groups, formed to assist the government with decentralisation and to hold it accountable by monitoring district level resource allocation and service delivery. "This led to the successful lobbying for more equitable teacher deployment and the identification of resource misuse."⁸⁰

Supporting innovative approaches to address exclusion

Gender equality in education

As part of the CEF Gender Equality in Education Project (GEEP), a gender mentor worked in Bangladesh, focusing on investigating and understanding how the country had managed to reach parity in school enrolment of girls and boys. Despite some challenges, the mentor was able to undertake a literature review and a report.

Indigenous children

In collaboration with Bangladesh *Adibasi* Forum (BAF), CEF supported the translation of the first two classes of the national primary curriculum into five indigenous languages. BAF also researched the portrayal of indigenous peoples in the primary curriculum and advocated strongly, with support from indigenous communities, for a more flexible school calendar. The Innovators drew on the work of CEF grassroots partners to produce the *Primary Education Policy*

77 The Coastal Association for Social Transformation (COAST) Trust; Friends In Village Development Bangladesh (FIVDB); Noakhali Rural Development Society (NRDS); Uttaran; Wave Foundation; Sabalambay Unnayan Samity (SUS); and Zabarang Kalyan Samity (ZKS)

78 A case study is in Claassen, M. (2008). *Making the Budget Work for*

Education: Experiences, achievements and lessons from civil society budget work pp9-14

79 This group evolved into "Sushikkha Andolon", which CEF continued to support.

80 Perry (2008, p18)

Watch publication on education exclusion, which also recommended making the school calendar flexible as a way of addressing exclusion.

Children in rural/remote areas

CEF worked with local partners in underserved communities, such as remote hill areas, islands and disaster-prone areas. Literacy initiatives raised communities' awareness of their right to education and revitalised community participation in education governance. Techniques such as organising "best school" visits created shared learning opportunities, providing members of SMCs/PTAs with motivation and techniques for preparing school development plans and innovative improvements. For example, they showed how providing extra coaching could increase enrolment of disadvantaged children. One school supported by a CEF partner intervention was recognised as one of the best in the country, and others' government ratings were upgraded. Results include:

- more regular opening and closing of schools
- employment of community teachers to provide after-hours tutorials/coaching
- greater teacher punctuality
- better pupil attendance.

Some of the local issues also found a place in national advocacy work, such as CAMPE research on out-of-school children in tea plantations and on education for children of from minority ethnic communities.

Corporate engagement

In late 2005, CEF Bangladesh initiated a scoping study on corporate engagement in education which was carried out by two partners: MRC Mode and APIT. The study was followed up with workshops and meetings focusing on business-community partnerships, bringing together multinationals and national companies, politicians, CSOs, academics and journalists. A

final document, *Missing Links: Corporate Social Responsibility and Basic Education in Bangladesh* was, according to the CEF Coordinator, "considered one of a kind in the arena of linking CSR with education" and companies such as GrameenPhone, the biggest telecom company in Bangladesh, are using the study to inform their CSR initiatives. The scoping study and roundtables on CSR in education provided ideas and built consensus. Local business forums are now addressing issues such as access to education and, in some cases, providing education materials and stipends. However, it remains an enormous challenge to achieve sustained corporate involvement in education, and the corporate forum at national level did not take off as expected.

End of project evaluation (EPE)

The EPE concluded that the majority of CEF project objectives "have to a large extent been achieved. Consultants are fully convinced that within a serious turmoil in the education field of the country, CEF interventions are timely and very appropriate... The government machineries both at policy and implementation level are much more receptive towards NGOs and civil society. They show their interest to listen to them and involve them in the process."⁸¹ Moreover, lead agency ActionAid has mainstreamed and taken forward the CEF initiatives and learning within its own broader education work. However, there is still work that should be continued.

EPE Recommendations

- record and document the lessons and good practices from projects for replication
- continue using networking and alliances to share experience, create knowledge and influence policies, but invite other stakeholders – eg women's groups, trade unions, children's groups and professional groups.

India⁸²

Final expenditure £1,198,920

Lead Agency: ActionAid

Due to the difficulty of bringing together disparate networks nationally, CEF chose to support activities across 10 states, focusing primarily on the three states where it felt it could best help – Uttar Pradesh, Andhra Pradesh and Orissa. CEF India and its partners delivered more than 30 different initiatives, including work on mainstreaming street children and children with disabilities; piloting child-centred approaches to education; developing ‘minimum standards’ for schooling; conducting large-scale testing for measuring learning outcomes; and mobilising local communities in planning, budget monitoring and advocacy. National work took the form of facilitating platforms for issue or event-based advocacy.

Strengthening the national coalition and civil society links with education policy processes

Although CEF was unable to support coalition formation at national level for various external reasons,⁸³ it did support platforms to collaborate on events and issues. For example:

- For the third meeting of the High-Level Group on EFA in Delhi, CEF and GCE organised the "Children's Parliament on the Right to Education" as a platform for children from 11 States to lobby on EFA.
- CEF India joined with The India Alliance for Child Rights, the Campaign against Child Labour (CACL), Campaign against Child Trafficking, and other groups to collectively ask Parliament and the Commission for Children to examine the proposed Education Bills to ensure they meet the rightful entitlements of India's children. CEF and partners circulated the proposed bills and collated input for presentation to Parliament.
- CEF collaborated with 68 organisations to form the group Child Rights for the World Social Forum, to push for issues to be featured at the World Social Forum in Mumbai in 2004.
- CEF collaborated with other networks and groups to observe the annual Global Action Week (GAW), highlighting a specific education theme. For example, children took part in public campaign activities during the 2004 GAW, such as casting symbolic “ballots” for education.
- CEF mobilised CSO contributions to the Citizens’ Joint Initiative on Party Manifestos during the Indian elections, pushing for education to be a priority. After the United Progressive Alliance (UPA) coalition government took power, CEF facilitated preparation of a report on the Common Minimum Programme and its implications, circulating this to other education stakeholders and organising a one-day workshop.

⁸² This section draws on the End of Project Evaluation Report by Sheshagiri (2008).

⁸³ Sheshagiri (2008, pp22, 38, 39) asserts that coalition building in India requires significant time, patience, vision, skilled and sustained facilitation and leadership, and the ability to surmount networking challenges such as:

CSOs’ rigid ideological and conceptual positions; hierarchies; ego clashes; competition for donor funds; and tendency towards short-term and event-based collaboration.

- CEF and the People's Campaign for Common School System (PCCSS) prepared a position paper on implementing a common school system and organised a national workshop. PCCSS initiated networks in 12 states and coordinated education discussions for the Indian People's Tribunal on the World Bank, with presentations from seven states on quality education.

To help provide a better picture of the challenges to providing quality education, CEF supported a key partner, Pratham, to compile and launch its Annual State of Education Report (ASER). The 2005 ASER, released in January 2006, was the first ever national level exercise on this scale and showed that, of the 7-14 year olds surveyed:⁸⁴

- 35% could not read a short paragraph with simple sentences
- 52% could not read a 'story' text with long sentences
- 65% could not do a three-digit by one-digit division.

As a result of CEF support to Pratham, the annual exercise of preparing the ASER became a regular feature of the organisation, providing a vital illustration of ongoing quality issues. CEF support thus came at a crucial time and shifted government focus onto children's acquisition of basic skills. Annual ASERs increased national and state government momentum to debate and develop strategies focusing on improvement programmes or remedial education, with some states inviting Pratham to collaborate.

CEF also supported state level work such as piloting the use of the of "Joyful Learning" methodology for quality improvement in schools in Andhra Pradesh (AP) and Orissa. Joyful Learning schools use creativity in teaching and learning, and involve children in deciding the learning agenda. This is in contrast to structured and disciplined government schools where lack of pupil involvement and common use of corporal punishment can lead children to drop out.

Joyful Learning schools demonstrate an alternative teaching model and are intended to influence government schools, including through advocacy by Village Education Committees (VECs). Such efforts contributed to the emergence of a Government Order banning corporal punishment in Orissa in 2004, and reviving a similar 2002 order in AP. Other partner work in AP included a child-led indicator exercise on the minimum standard of quality education, which examined discrimination and violence, learning, infrastructure, and the role of parents and communities. These consultations led to children's clubs identifying out of school children; engaging in policy dialogue; making villages free of child labour; and contributing to a decline in school dropouts.

CEF supported the East and West Education Society (EWES) to enhance synergy between civil society and government agencies for more effective implementation of the Sarva Shiksha Abhiyan (SSA)⁸⁵ in Bihar, using a "planning from below" principle to incorporate local conditions, such as risk of school flooding, in education and building plans. EWES experience was captured in a manual and training module for SSA planning teams, and EWES shared learning with a network of 100 Bihari NGOs.

CEF supported partners to conduct a situational analysis of 120 government schools in four districts of Uttar Pradesh (UP), and to use the results to mobilise communities, setting up groups to bring parents and teachers together to discuss school issues. It also developed a "Change Maker" approach, providing people with information and training to encourage local leadership on SSA and education.

CEF collaborated with ActionAid and the Government of Nagaland to promote government-community partnership for education at the grassroots level, in the 'Communitisation of Education' (CoE) project, stemming from the *Nagaland Communitisation of Public Institutions and Services Act 2002*, which delegates

84 The ASER 2005 sample included 335,808 children from 192,517 households (Pratham (2006, p139)

85 SSA is the universal basic education programme of the Government of India, launched in 2001.

powers to the Village Education Committee (VEC) to manage and supervise government schools and employees such as teachers. CEF helped provide a State Resource and Facilitation Centre (SRFC), a Manual for Trainers on CoE, and training for teachers and community leaders, helping pilot the work with 42 schools across 5 districts. After initial CEF funding, ActionAid continued to support the SRFC. The Government of Nagaland was awarded a 2008 United Nations Public Service Award for fostering participation in policy-making through communitisation.

Another CEF partner, Orissa Shiksha Abhiyan (OSA), collaborated with the Forum against Children's Exploitation for an initial phase of pilot work across 10 districts, which led to 400 out-of-school children joining mainstream education. It also supported VECs to regularly monitor teacher attendance, basic facilities and mid-day meal provision. The government invited the partner to extend across other districts, and nearly 7,000 children were mainstreamed in 2006 through 349 bridge courses.

OSA also mobilised a mass caravan, calling for more money for education. The caravan travelled to towns and villages and visited 442 schools across 19 districts of Orissa, one of India's poorest states. Village elders, children, local MPs, teachers' unions, lawyers, television channels and newspapers all joined in. As the caravan reached the state capital, the government announced a record 25% increase in the state education budget, a victory for the campaign.

Budget work in education

CEF supported the Centre for Budget and Governance Accountability (CBGA) to conduct civil society monitoring of the education budget. CBGA developed simplified and user-friendly modules on budget tracking, and built the capacity of CSOs by providing training through three state and eight district level workshops. Overall, 50 NGOs were trained in budget tracking,

helping demystify the budget and build CSO capacity to engage with basic budget issues. State level budget tracking and research in UP, Orissa, AP and Bihar complemented other CEF-supported education advocacy in the same states. CBGA also collaborated with the National Campaign for Dalit Human Rights on a meeting to familiarise representatives of government, civil society, media, as well as teachers and academics with the process of education budget analysis and tracking. Challenges included:

- lack of access to information
- complicated national allocation via education components of union and state budgets
- complicated distribution from district to local level.

Supporting innovative approaches to address exclusion

Gender equality in education

CEF partners participated in an ASPBAE-UNESCO workshop: Capacity Building to Track Policy Commitments to Girls and Women's Literacy and Education. They also conducted a scoping study on violence against girls in education. Activities were held in 10 states to expose violence against girls and how it obstructs their education. CEF supported a 2006 study of factors that affect girls' education in Orissa. It also supported partner advocacy, including a campaign for: more money to be allocated to girls' education; the appointment of trained teachers; and quality education for girls. As a result, the Chief Minister announced that the government would set up hostels for 100,000 girls living in tribal areas to help them access education.

Children with disabilities

CEF supported the State Facilitating Centre on Inclusive Education (SFC) in Tamil Nadu to improve access to education for children with disabilities, and mainstream them into the formal education system. SFC disseminated information about policies and disability welfare schemes, helping communities set inclusive education strategies. This led to increased financial

assistance for disabled people and access to more benefits, as well as Braille book banks.

CEF supported a model inclusive programme developed by the Namgyal Institute for People with Disability (NIPWD), in Leh-Ladhak district, Jammu & Kashmir.⁸⁶ NIPWD works with teachers, pupils and the community to create opportunities for all children to attend their neighbourhood school. Sometimes this means overcoming difficult Himalayan terrain eg children helped build a simple bridge to help one of their peers, who uses a wheelchair, cross a stream to get to school. CEF supported NIPWD to implement a model inclusive programme at Chushot Yokma school, which includes:

- the option to study two languages (Hindi, Urdu, Ladhaki and English are offered)
- early childhood, primary and secondary all under one roof, to improve transition
- setting up a hostel at the school, which helps children with disabilities attend.

CEF also helped NIPWD collaborate with the education department to provide disability and classroom management training for 120 government teachers.

Child labourers

The MV Foundation (MVF) in Andhra Pradesh work on the premise that any child not in school is a child labourer. They have had remarkable success in mobilising rural youth around a set of non-negotiable principles, with the central goal of eliminating all child labour by getting all children into school. Previously, child labour was a normal part of life in the districts where they work but now social norms have been shifted and it is socially unacceptable for any child to be doing anything during school hours except learning. CEF helped to deepen documentation of MVF's remarkable experience and supported the spread of MVF's work to other States of India.

Corporate engagement

CEF India benefited from a 2004 visit by CEF Oversight Committee Chair, Eddie George, which targeted the private sector through special CEF events held in conjunction with the Confederation of Indian Industry (CII) and the Federation of Indian Chambers of Commerce and Industry (FICCI). The trip was sponsored by ICICI Bank, which pledged to make a significant donation to CEF via the ICICI Social Initiatives Group.⁸⁷

End of project evaluation (EPE)

The EPE noted that CEF support to partners such as Pratham made a positive impact, and that its state level initiatives can make a lasting change provided there is continuity of support. It noted that CEF worked as something of an umbrella initiative, supporting a rich variety of organisations across geographical regions, helping different categories of children. But civil society supporters must continue to consolidate these experiences into a coherent whole for learning and policy change.

EPE Recommendations

- Partners must seize opportunities for advocacy action eg follow up on the draft education bill ratification and implementation, National Curriculum Framework
- A long-term perspective is essential to bring about lasting change; model building takes time, as does ensuring outputs translate into desired impact.
- Attention must be paid to clarifying project roles, commitment and sustainability
- A preparatory phase is helpful to articulate objectives within contextual analysis
- State level focus affects the ability to build national level profile and impact.
- More systematic documentation of experiences, changes, achievements and frustrations are needed to assess results and share learning.

⁸⁶ This example draws on material in Gaikwad (2005)

⁸⁷ Unfortunately CEF India did not have the capacity to channel and monitor such a large donation through its own limited staffing, so the CEF India Management Committee declined the donation.

Pakistan⁸⁸

Final expenditure £465,759

Lead Agency: Save the Children

CEF Pakistan focused primarily on facilitating the establishment and development of a national level alliance on education, the Pakistan Coalition for Education (PCE). The programme also supported select initiatives in budget tracking, research, and advocacy by a range of partners. Establishing the coalition was a challenging and ambitious task, and the programme also experienced difficulties, due to the 2005 earthquake, and the ongoing climate of political unrest, violence and judicial crisis. However, due to the range of strong partners across different regions, CEF-supported activities made notable achievements and contributions in the education sector through work with parliamentarians, teachers and teachers' unions, the Federal Ministry of Education, the Provincial Ministries of Education, District Education Departments, civil society and communities.

Strengthening the national coalition and civil society links with education policy processes:

In 2004, CEF supported more than 50 CSOs to work together on the Global Action Week (GAW) – the first time that organisations working in education had come together under one platform to campaign and carry out activities across the country. This initial collaboration led to the formation of a national alliance – the Pakistan Coalition for Education (PCE), with structures in all provinces. A series of provincial level meetings took place to set out governance and management structures; vision and mission; membership criteria and strategic directions.⁸⁹ PCE used the 2005 GAW to share its plans via press conferences in all four provinces.

PCE began work to set up its national secretariat,

with a view towards participating in advocacy and policy processes. PCE's secretariat was hosted by Strengthening Participatory Organization, a national NGO with considerable grassroots reach. PCE provincial focal points were also established, which proved to be a real strength. Despite the challenges involved in establishing a new organisation, the formation and development of PCE to include a membership base of 130 CSOs is one of the key achievements of CEF Pakistan. PCE was able to engage in activities such as:

- presenting CSO recommendations on the National Educational Policy to the National Review Committee for consideration. A White Paper was released that included a range of recommendations proposed by the partner organisations

⁸⁸ This section draws on the End of Project Evaluation Report by Sayeed (2008).

⁸⁹ Despite this broad-based participatory and consultative process, there was some reluctance around coalition formation, with concerns that PCE risked being donor-driven. This risk was later explored in the CEF

document *Driving the Bus*, as well as in the CEF Pakistan End of Project Evaluation Report, the latter taking the view that establishing PCE was essentially a requirement of CEF, and that this to a certain extent affected coalition and membership dynamics.

- participating in the ASPBAE Education Watch workshop and the Real World Strategies (RWS) steering committee, and collaborating on education research with them
- documenting teachers' issues through a series of consultative workshops
- holding a national seminar to prepare a state of education report on CSO concerns regarding education policy
- developing important policy papers on education financing, privatisation of education and on a model for progress in education
- providing training workshops on how to engage with parliamentarians.

CEF supported regional links, enabling PCE members to do exposure visits to meet with CEF and partner groups in India and Bangladesh. CEF also supported networking between parliamentarians of Pakistan, India and Bangladesh -- the first time that Senate Education Committee members from Pakistan met with their regional counterparts. "These activities helped in initiating a culture of collaboration and active engagement of political partners for the cause of education. It is also important that such initiatives are continued and sustained to transcend into more organic linkages across the region."⁹⁰

PCE and successful use of provincial structures

PCE benefited from having credible and established NGOs hosting its provincial chapters. The leverage, credibility, connections and momentum of the host NGOs fuelled recognition of the PCE provincial chapters as advocacy platforms. Strong ties and links with civil society in general were also utilised by provincial chapters, which resulted in: a good level of media coverage (print and radio); pooling of

Of course there are many hurdles remaining for PCE as a young coalition, and the end of project evaluation of CEF Pakistan provides an in-depth, frank and detailed analysis of the challenges and issues within the PCE coalition structure. It makes points around improving leadership, direction, structure, role clarity, communication and strategic frameworks, and provides context-specific recommendations which can be of use to PCE in its ongoing institutional development.

CEF also supported research-based advocacy by other partners:

- Adult Basic Education Society–Teacher Empowerment Centre (ABES-TEC) conducted research on involving teachers and teachers' unions in policy making and school governance. A documentary capturing teachers' views was shared, and research findings used to raise awareness and debate.
- CEF supported the Alliance for Education Development (AfED) to organise a regional conference to share knowledge on local governance models, policies and implementation. This led to the development of South Asian Forum for Education Development (SAFED), which CEF supported to organise regional meetings for furthering this agenda.
- CEF and PCE supported Social Development Policy Institute (SDPI) to undertake a citizen's review of the National Education Policy (1998–2010). The report

resources for Global Action Week campaigns; and joint efforts for advocacy and awareness raising on issues such as closing of schools, teacher postings and community involvement. The work of PCE included a key component of coalition building – creating trust and compatibility among members. This shared understanding extends into a strong consensus towards expanding PCE's impact, and strategies for improvement and vision.

90 Sayeed (2008, p21-22)

raised often unheard/sidelined CSO viewpoints and recommendations were shared with the Ministry of Education.

- The Centre for Peace and Development Initiatives (CPDI) established a working group on education, consisting of parliamentarians, educationists, and representatives from civil society, to initiate dialogue on education reform. CPDI campaigned with parliamentarians, leading them to become more active and accountable. For example, CPDI compiled a public report on the performance of the Standing Committee of the Senate on Education over 16 months, capturing all actions and inactions. CPDI also developed advocacy booklets on constitutional and tax-payers' rights and how citizens can influence political representatives. It also mapped out education commitments in political party manifestos.
- CPDI organised a pre-budget working group meeting with parliamentarians for its Budget Watch Analysis, highlighting under-spent funds of the previous year. The recommendations were raised in the National Assembly and Senate proceedings. A sub-committee was constituted to monitor the flow of public sector education funds to improve transparent and timely spending. The working group meeting and outcomes also received media coverage
- A key achievement of advocacy efforts by partners was the education budget increase from 2% to 4% of GDP. The Federal Government also announced provision of free books and an increase in teacher salaries.

Budget work in education

CEF partners conducted budget-tracking work in several districts to enable communities to track government spending on education, and used research on the budgetary process for advocacy. Work was done in schools using training materials and surveys. CEF funded the research reports: *Status of Primary Education after Devolution*, *Primary Education and Funding in Pakistan* and *The Education Budget in Pakistan*, as

well as a budget tracking manual for use in training workshops. These partner documents, particularly those produced by the Human Rights Commission of Pakistan (HRCP), significantly helped “demystify the budget processes that are either kept away from becoming public knowledge or are made to sound extremely difficult. Hence, they serve as an important starting point for creating awareness about budget allocation for primary schooling and key processes.”⁹¹

Additional activities by partners included holding training of trainers sessions, community forums, work with SMCs, consultative meetings between policy makers and CSOs in the provinces and meetings with district education departments and local councillors. A documentary on the condition of schools, and radio/TV shows on budgets were used to raise awareness of transparency and accountability in the use of public finances. The general level of interest in education and school functioning rose in the communities where budget-tracking exercises were carried out. Those involved reported that the exercises acted like pressure groups for local government, ensuring that school processes align with policies. Partners persisted with work despite challenges, such as:

- decentralisation and confusion over the level of government responsible for budgets
- hesitancy about openly discussing government finances and service delivery
- the practical difficulty of obtaining budget information, which was subject to extreme bureaucracy and delay. CEF commissioned CPDI to develop a series of information booklets showing that information acquisition is basic right of every citizen and identifying alternative channels to pursue the information.

Supporting innovative approaches to address exclusion

CEF supported a range of implementing partners to use innovative educational approaches for policy dialogue and advocacy with various levels of government. It

91 Sayeed (2008, p18)

supported Sindh Education Foundation’s documentation of educational innovations, compiling examples of CSO best practice and successful pilot or small scale programmes. The work focused on what had worked to help children excluded from school due to poverty, child labour, gender or disability, and identified policy avenues for potential scale-up or replication.

CEF and PCE also participated in the GCE Asia-Pacific Regional Consultation in preparation for the 2008 Global World Assembly, sharing key findings from Education Watch and leading workshops on: hard to reach children (child labourers), children in hardship (disaster and conflict areas); and gender equality in education.

Gender equality in education

The 2006 AfED South Asian conference, and subsequent SAFED group (p79), took as one of its aims a focus on good practice in girls’ education. That same year, more than 1,000 people attended PCE district level consultations to discuss key education issues and plan their policy engagement. Issues included lack of resource transparency, access, and gender inequality, resulting in the Provincial Minister of Education approving the establishment of a girls’ high school in Swabi.

Non-formal education (NFE)

The Sindh Education Foundation conducted a study which mapped innovative NFE practices and monitored teacher performance, learning environment, quality and use of public finances.

Child labourers

Research on school dropouts and working children in Sindh and Punjab proposed recommendations that resulted in the government outlining how to improve education for excluded children.

End of project evaluation (EPE)

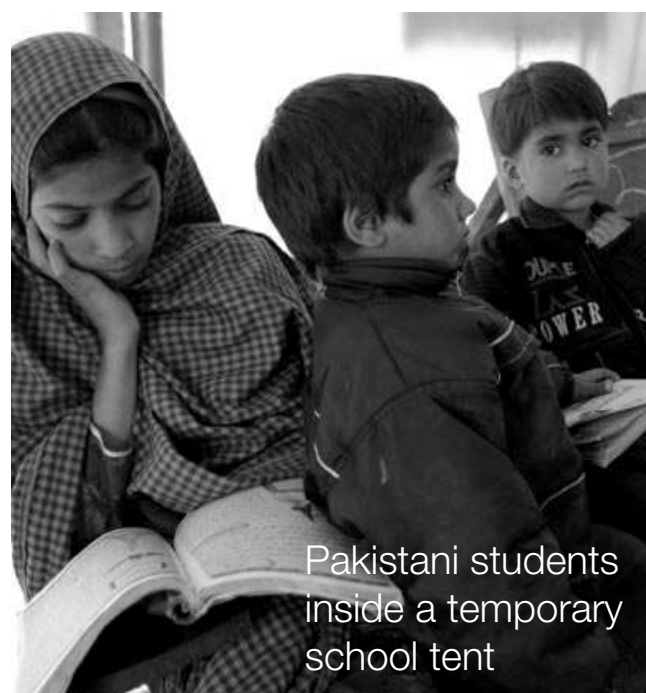
The EPE recognised CEF as a programmatically “ambitious undertaking with its experimentation with

models of implementation, management and nature of initiatives”⁹² and unique strategic partnership of three INGOs. The EPE took the view that CEF activities, for all their potential and innovativeness, were “time and effort intensive” and that it proved challenging to apply the essence of the CEF vision in a way relevant to Pakistan’s contextual dynamics. This led CEF to focus on the formation of an education coalition for advocacy purposes, while also conducting advocacy-based activities under its other objectives.

EPE Recommendations

CEF support led to good quality research studies that not only fill a knowledge gap on key education issues but can also be used as policy advocacy tools. However, it recommended:

- CEF successes in generating knowledge and initiating processes/forums could be utilised further
- greater connectedness should be fostered between all partners’ efforts in research, dissemination and advocacy.



Pakistani students inside a temporary school tent

Warrick Page/Panos Pictures/ActionAid

92 Sayeed (2008, p4)

Sri Lanka⁹³

Final expenditure £398,617

Lead Agency: Save the Children

CEF supported 63 partners across the nine provinces of Sri Lanka, building an advocacy approach from local to national level, which led to the establishment of the Coalition for Educational Development (CED) in 2004. Despite facing challenges, including the conflict in northern and eastern areas and the tsunami, partners were able to achieve progress through advocacy for improved education quality and by reaching out to excluded groups of children including girls, children with disabilities and children in plantation communities.

Strengthening the national coalition and civil society links with education policy processes:

In Sri Lanka, policy decisions are made by government based on the Education Ordinance of 1939 and subsequent amendments. When CEF came on board there was little space for civil society to play a role in education but improvement was needed to address issues such as:

- rural-urban education disparities and budget constraints
- teacher recruitment and deployment
- inefficient education provision in some areas, leading to exclusion of poor and disadvantaged children.

CEF activities were implemented by a total of 63 partners, and the focus of work can be grouped in three phases.

Phase I from 2002–2004 focused on strengthening CSO programmes and structures at micro level, eg local coalitions, children's advocacy groups, and school

improvement. CEF encouraged CSOs to engage with quality standards, become active in the education policy arena and collaborate on advocacy. It helped build community support for education planning and increased capacity for advocacy through the revival of dormant EFA committees in more than 100 schools in Central and Uva Provinces. A survey report and recommendations based on CEF-supported research were presented to education authorities. As a result, the National Education Commission publication *Proposals for a National Policy Framework on General Education in Sri Lanka*, included clauses on the importance of involving civil society in education planning and implementation.

Phase II from 2004–2006 focused on network building with partners across all provinces, including the establishment of the national Coalition for Educational Development (CED) in March 2004 and its legal registration in 2006, by which time it had 49 member organisations. Significant links were formed between schools and communities, civil society and government, and the latter responded by encouraging civil society

⁹³ This section draws on the End of Project Evaluation Report by Banda (2008).

participation in education planning. CEF partners became recognised as credible partners by various levels of government.

The first collective national campaign, the National Education Lobby, was initiated at the 2004 Global Action Week (GAW), with more than 40 organisations participating and launching a media campaign to raise awareness of issues such as political interference in teacher transfers. Partners participated in the Ministry of Education (MoE) national workshop on an action plan for inclusive education and were invited to participate in drawing up the national plan for children (2004–2008) initiated by the President/Minister of Education in collaboration with UNICEF. Provincial CED networks secured links with government officials, with five provinces conducting orientation programmes for government officials and school staff. Initial successes included:

- formation of 10 pressure groups
- securing additional teachers
- community rehabilitation of school facilities
- enrolment of children with disabilities in schools.

Phase III from 2007–2008 focused on consolidating achievements and working towards sustainability of partner initiatives and structures. A media campaign was held in Colombo under the GAW “Join up – Education Rights Now” slogan and activities raised awareness on the importance of sending children to school, resolving teacher shortages and bringing dropouts back to school. The CEF Coordinator also worked with the coalition, providing advisory and technical support. CED and other partners were encouraged to work on the financial sustainability of their activities post-CEF.

In 2008, CED networks conducted a situational analysis to identify provincial education issues and develop proposals. These were submitted to donors and a

CED budget tracking research proposal secured donor funding. Partners continued to engage with zonal, provincial and national education forums to contribute to education planning, particularly around their areas of expertise. CED began new projects: a review of education legislation and advocacy for a new Education Act; an education watch focusing on achieving EFA by reaching disadvantaged children; budget analysis and tracking; developing CSO advocacy capacity; and publishing a bimonthly advocacy newsletter.

In addition to the coalition work, CEF also supported awareness raising and training for teachers. CEF partners held workshops for teachers to educate them about the EFA goals and to share methodologies for improving quality, which one teacher participant noted helped change the teacher-pupil relationship, creating a better learning environment. For example, teachers began paying children more individual attention and there was a reduction in corporal punishment, which led a number of children who had dropped out of school to return. Attitudinal change also led teachers and communities to provide children with more opportunities to participate in the classroom and in community cultural events. Other positive effects were changes in parental attitudes, which helped reduce the practice of engaging children in agricultural work during school hours or having elder children miss school to look after younger siblings.

Budget work in education

In Sri Lanka, parents and community members are not generally involved in schools’ financial planning, which is carried out by school principals or teachers. School Development Society (SDS) meetings report only expenditure, not income or utilisation details, and an SDS is often dominated by the school principal and teachers, making it difficult to find an entry point for parents and others to participate and engage with education budget issues. CEF partnered with the Asian South Pacific Bureau of Adult Education (ASPBAE) – which had regional expertise through its Education

Watch activities – to initiate research on budget tracking, which was a new concept in Sri Lanka.

A budget tracking training of trainers programme was provided to members of the provincial networks. This focused on enhancing community budget literacy and activism, using an Institute of Policy Studies background paper to examine processes and budget cycles. Pilot work in two provinces helped increase SDS involvement in school budget monitoring and advocacy on infrastructure and staffing issues. A workshop in 2007 brought together a range of participants – from rural school representatives all the way up to the MoE and Finance Commission – to discuss education budget issues such as disbursement flows and how to resolve problems. However, much capacity building is still needed for CSOs to be able to bring about improvements in this area.

Supporting innovative approaches to address exclusion

Gender equality in education

CEF supported the Plantation Rural Education and Development Organisation (PREDO) in Central Province to help set up 137 children's clubs (CCs), where 20-30 children join together for recreation, reading improvement, and to work together on issues including drug abuse, child labour and girls' education. For example, according to custom, girls reaching puberty were kept home from school for six weeks or more awaiting arrangement of their *Sadangu* ritual. PREDO worked through the CCs to persuade parents to change the practice, by sending girls back to school within two weeks and fixing the ritual for a later date that would not disturb their education. The issue was also raised with teachers and school principals sent notes to parents saying that absent girls must return within two weeks. CCs also fought the exclusion of girls from sporting events at plantation schools, persuading the school authorities to end this discrimination.

Early childhood care and development (ECCD)

Members of Central Province CCs helped develop ECCD

centres, negotiating with plantation estate managers for shelters, furniture and playgrounds, and developing a positive relationship with management around these initiatives.

Children with disabilities

Advocacy work by partners in North Central Province resulted in a special programme for children with disabilities aged 5-14, two new special education units and training for 30 teachers. Partners also helped persuade parents of disabled children to send their children to school, and seven parents also protested to the authorities when school principals refused to enrol their children.

Children in rural/remote areas

As outlined in the case study on p14, CEF partners worked to prevent the closure of schools and lobbied for more teachers. Following a children's rally and postcard campaign in Central Province, the MoE called for retired teachers to serve in plantation schools; announced that more than \$1 million had been allocated to infrastructure improvements; allocated \$8.2 million for development of 75 new schools; and settled a Supreme Court case that was blocking the appointment of 3,116 teachers on the basis of ethnic bias.

Child labourers

PREDO worked to prevent children in tea and rubber plantation areas missing out on education because they were being used for domestic work inside and outside the family. CEF partners reported changing attitudes among these communities, and encouraged parents to send children to school and create good study environments at home. PREDO helped CCs popularise the slogan "No Children for Sale" among plantation workers, and to report child labour cases to the police. Estimates indicate that this intervention helped more than 250 children get back into school. However, the partner also recommended that police be made aware of the Child Protection Act as they did not respond to reports of child labour.

Teacher training workshop in Sri Lanka



Dominic Sansoni/Paros Pictures/ActionAid

Non-formal education (NFE)

The Child Development Centre piloted an “open school concept”, using volunteers and teachers to teach basic literacy skills on Saturdays to children who had never enrolled in school, had dropped out or who were experiencing learning difficulties. However, this concept has not expanded further, despite development of a training manual.

End of project evaluation (EPE)

The EPE concluded that the CEF project was highly relevant in changing education policy and practices and ensuring equal opportunities for education while protecting the rights of children. It noted that there were a number of challenges in Sri Lanka, including lack of capacity and awareness, and the effect of political influence on education matters – eg teacher transfers, resource misuse, filling teacher vacancies and closure of remote rural schools.

There is also a need to build a critical mass of citizens to tackle entrenched bureaucracy. For example, when a partner raised the issue of children not receiving

textbooks until mid-year, the Zonal Education Department replied simply that this was not a new issue but had gone on for several years. Partner activities were also hindered by the escalating conflict in the northern and eastern parts of the country, and the 2004 tsunami meant that CSOs in southern and eastern provinces reoriented their work to address disaster rehabilitation needs.

EPE Recommendations

Recommendations for future work include:

- CED should work to break down hierarchies and further strengthen direct links between the national structure and other levels in order to fully engage and share information with provincial and district coalition members.
- Partners need further skills training in systematic monitoring and evaluation, socio-economic assessments; situational and issue analyses.
- Partners need to ensure that advocacy is not done in isolation, and that factors affecting out-of-school children, such as poverty, are also addressed.

Asian South Pacific Bureau of Adult Education (ASPBAE)⁹⁴

Final expenditure £205,965

CEF engaged in regional partnership by supporting ASPBAE to conduct education policy advocacy capacity building among national and regional CSOs and to implement the second phase of its Real World Strategies (RWS) programme.⁹⁵ CEF provided £200,000, one-third of ASPBAE's over-all funding requirements for 2006 and 2007, to support national education coalitions in CEF countries in South Asia, as well as supporting regional processes for the piloting of the Education Watch initiative, in which these countries took part.

ASPBAE focused on strengthening the leadership, staff and financial capacities of CSOs within the region to help them sustain effective national education campaign and policy work. Coalitions face challenges of maintaining cohesion, unity and collaboration among constituent members who represent various interest groups eg NGOs, teachers unions, child rights activists, women's organisations. Capacity building work centred on piloting an Education Watch initiative by 10 national coalitions. Education Watch is an independent, citizen-based assessment of the status of basic education at regional, national, and local levels, designed to monitor progress on achieving EFA, which was inspired by the Education Watch done by CAMPE. Designed to strengthen the coalitions' ability to inform policy, project results feed into ASPBAE and member coalitions' ongoing advocacy, including the School Report Card document (please see example on next page). ASPBAE facilitated sharing of knowledge, technology and technical expertise among national coalitions, supported by input from resource teams from the ASPBAE Secretariat and CAMPE.

Despite facing challenges including staff turnover, organisational restructuring and security issues, all South Asian coalitions completed implementation of the initiative, and developed ownership of the project, becoming stakeholders amidst what they described as "a kind of belonging, a feeling of solidarity ('we feel we are not alone in facing the odds'). The process of joint planning and implementation also inspired a sense of healthy competition and motivation" and accounts of how other coalitions proceeded with their research work inspired those facing delays and difficulties to carry on.⁹⁶

After the pilot phase of Education Watch, the EPE examined whether national coalition representatives thought the initiative was worth investing in. During the regional assessment workshop, coalitions indicated that Education Watch was a valuable and effective exercise and agreed that: 1) independent monitoring and third party validation was an important CSO function; 2) evidence-based research is a very important tool for advocacy, especially where there are gaps; and, 3) sub-regional and regional capacity-building, coordination, and collaboration contributed greatly to national efforts. Coalitions expressed a collective desire to see both research and advocacy continue. ASPBAE and coalitions were able to use Education Watch data to inform their contributions to the UNESCO South Asia EFA Mid-Term Policy Conference in June 2008, allowing them to engage with governments and other EFA groups to influence the direction of EFA planning.

ASPBAE will act as host agency for the Asia Regional Civil Society Education Fund (CSEF). For more information on CSEFs, please see pp92-93.

94 This section draws on the End of Project Evaluation Report by Razon (2008).

95 RWS was jointly developed and managed by the GCE, ASPBAE, and ANCEFA, and funded by the Dutch Government

96 Razon (2008, p25)

Extract from ASPBAE (2005). *Must Do Better: A School Report of 14 Developing countries in Asia Pacific to investigate their commitment to Basic Education*



Report Card

Name: Manmohan Singh

Country: India

Overall Mark: 43/100

Overall Grade: E

Overall Rank: 9

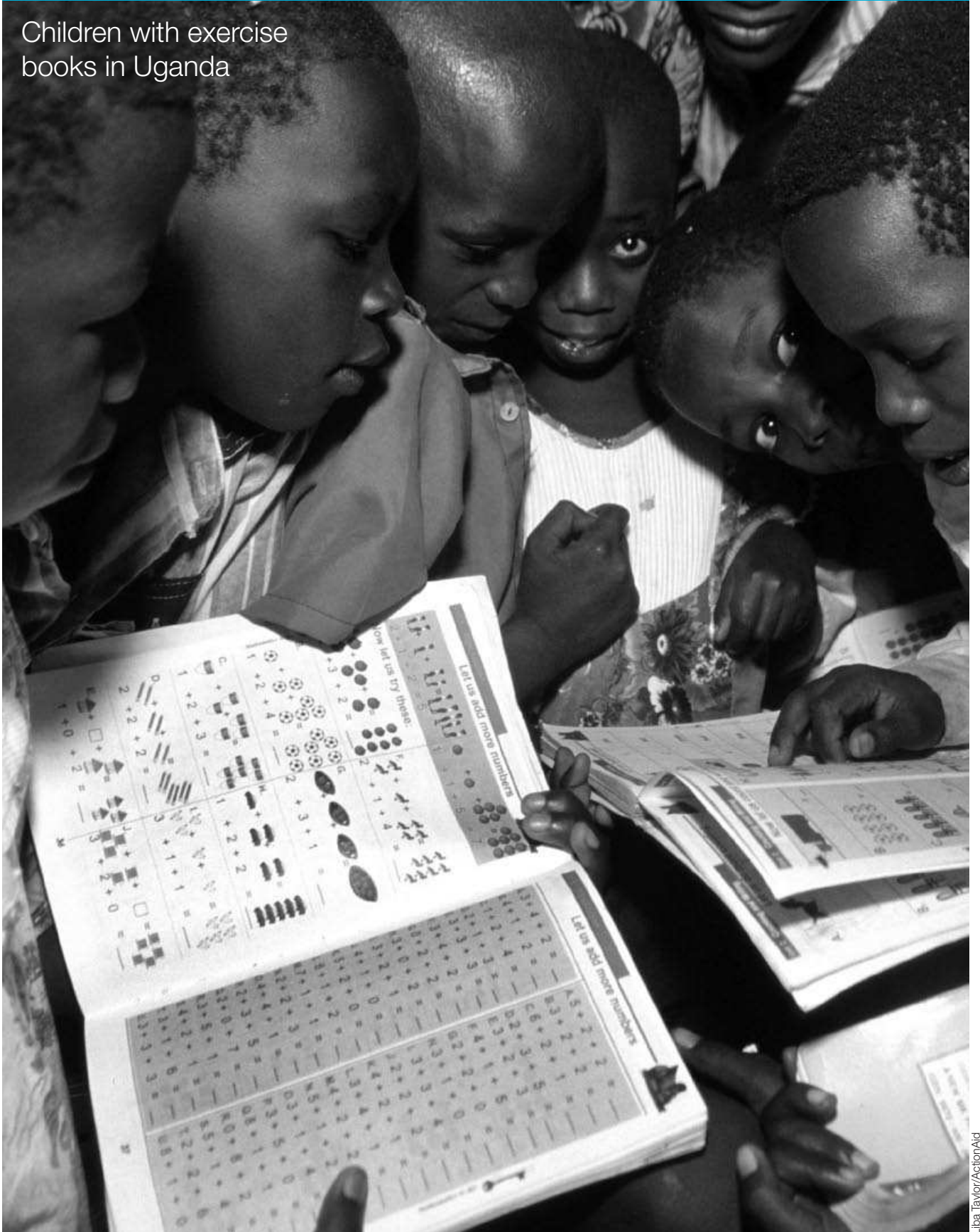
| Subject | Grade (A-F) | Rank (out of 14) |
|--------------------------|-------------|------------------|
| Complete Basic Education | D | 8 |
| State Action | E | 7 |
| Quality Inputs | D | 6 |
| Gender Equality | D | 9 |
| Overall Equity | E | 5 |

Teacher's Remarks

Has the potential to perform better but has problems with attention span. Shows eagerness at the beginning particularly in expanding primary education--but lacks the necessary follow-through. He must show more effort in equalising girls' chances for basic education - by, for instance, recruiting more female teachers and ensuring more girl-friendly school environments - which can impact tremendously on reducing illiteracy and improving overall educational access. Significantly lowering the number of adult illiterates in India (the highest in the world) and improving the quality of education are tough challenges that require consistent hard work and integrated focus on Manmohan's part. While he spends more per pupil than most of his South Asian classmates and has even started an innovative 'education cess', he continues to charge user fees; this hinders access. Manmohan needs to put his financial expertise to good use by making each rupee allocated for education deliver quality inputs and putting more Indian girls in school. Needs a lot of improvement!

4 Going global – next steps

Children with exercise books in Uganda



Liba Taylor/ActionAid

Global Campaign for Education⁹

Final expenditure £751,679

The Global Campaign for Education, founded in 1999, brings together major NGOs, child rights activists, national CSOs, and teachers' unions in more than 120 countries. GCE promotes access to education as a basic human right and raises public awareness to create the political will for governments and other leaders in the international community to fulfil their promises to provide a free, public basic education for everyone. Through its members, including national education coalitions in Commonwealth countries, GCE works to influence decision makers and to move the issue of universal education up the political agenda at global, regional, national and local levels.

CEF supported GCE Global Action Week (GAW) activities by providing funding to GCE to develop this work, and to CEF coalition partners to adapt the themes and conduct activities at a national level. GAW has become a key moment for education coalitions at all levels to mobilise, gain recognition and create space to debate education policy. During the CEF grant period over 20 million people were mobilised during Action Weeks. A large number of new coalitions began their lives as national GAW committees and in many cases this annual joint mobilisation created momentum to establish pooled funding, shared advocacy plans and activities. GCE documents annual GAW campaigning activities in a 'Big Book' affirming coalition efforts to influence national and local education strategies. Whilst the global strength of GCE is clearly demonstrated through the remarkable co-ordination of linked actions around the world, grassroots mobilisation in each country brings local flavour through use of songs,

plays, art exhibitions, street festivals and children's competitions around the education themes.

CEF funded GCE research on girls' education for the first major GAW mobilisation in April 2003, when 1.5 million people put their "Hands up for Girl's Education". CEF also supported GCE to produce materials for the 2004 GAW, the "Big Lobby" event in which more than 2 million people around the world took part. In 2005, over 5 million people in 113 countries participated in the Send My Friend To School Challenge – making cut-out figures, which carried personal pleas to heads of state to fulfil their promises to educate the 100 million children out of school. Young people delivered their 'friends' and took their message to parliamentarians, Presidents and Prime Ministers. Meanwhile, an estimated 3000 policymakers went 'Back to School' in GAW activities to learn about education issues. Politicians responded by reaffirming their commitments to education.

GAW continued to grow. In 2006, 5.6 million people took part in declaring that 'Every Child Needs A Teacher'. GCE used CEF funds to enable coalitions to print materials for GAW activities. Coalitions presented dossiers of country-specific evidence, e.g. teacher shortages and poor working conditions, to Presidents, Ministries of Education, and local politicians. In 2007, 100 coalitions and over 6 million people marked the theme 'Education As a Human Right'. Children, teenagers, parents and teachers either made paper chains or formed human chains to represent solidarity with children and adults denied the right to education. A cross-border human chain joined up between Senegal and The Gambia. National coalitions generated strong media coverage for their advocacy messages. The

2008 GAW had an extraordinary turnout, when 8.8 million participants broke the World Record for the Biggest Lesson. GCE began developing a database of event organisers, thus building a stronger base for mobilisation. In Bangladesh, so many people took part in the World's Biggest Lesson that a Central Control Office had to be opened to facilitate the information flow and validation to every part of the country.

GAW is just one part of GCE's work, and CEF provided a general grant to enable GCE to strengthen its capacity and that of its members. The multi-year nature of the CEF grant allowed GCE to undertake advance planning for major campaigns and a longer term approach to staffing, thus increasing effectiveness. Globally, GCE

2008 Report Card

| | |
|---------------------|---------------------------|
| Name: | <i>Pakalitha Mosisili</i> |
| Country: | <i>Lesotho</i> |
| Overall Mark: | <i>51/100</i> |
| Overall Grade: | <i>C+</i> |
| Overall Position: | <i>56th</i> |
| Position In Africa: | <i>6th</i> |

| Subject | Grade (A-F) | Position |
|--|-------------|------------|
| Achievement of Universal Basic Education | <i>C-</i> | <i>99</i> |
| Political Will | <i>B+</i> | <i>18</i> |
| Growth in Enrolments | <i>B+</i> | <i>15</i> |
| Quality Inputs | <i>D-</i> | <i>103</i> |
| Equal Opportunities | <i>D+</i> | <i>110</i> |
| Transparency and Accountability | <i>D-</i> | <i>57</i> |

Teacher's Remarks:

Sixth in his regional class and faring well in the international table, Pakalitha has shown his capacity to improve the educational environment through strong political action. Heavy government spending in the education sector can be seen as one of the main factors for this success, and he is also doing very well in the field of non-formal education, with an illiteracy rate of less than 20%. Also quite outstanding is his record with girls, as witnessed by the good level of parity in his primary completion rate and comparatively honorable achievements for access at secondary level. With some significant additional encouragements like giving out free textbooks, his efforts will undeniably take him even further towards the top.



Data Available: 99%

2008 GLOBAL CAMPAIGN FOR EDUCATION 169

Extract from GCE (2008). A Global Report Card Ranking Governments' Efforts to Achieve Education For All.

| CEF objective | GCE Successes | Ongoing challenges for GCE |
|---|--|---|
| 1. To strengthen broad-based education coalitions | Global Action Weeks; major advocacy at the UN Millennium +5 Summit and EU/World Bank Donor Conference; increased membership, ie more countries have an education coalition | CSOs still persecuted in some countries and shut out of education processes in most – including national education plans in FTI; varying degrees of capacity in national coalitions |
| 2. To ensure sufficient education financing | Pilot project on elections and national budget processes; Education Watch reports and increased focus on this area | Corruption and budget waste still very high; resources raised by Overseas Development Assistance (ODA) not always investable in recurrent costs |
| 3. To get all excluded children into school | Raising the issue of girls' education and the hardest to reach children and showcasing some of the innovative practice undertaken by members | Lack of capacity for national coalitions to develop policies in this area – instead this work is often led by NGOs |

has secured a seat at the table in key international fora, including UNESCO's High Level Group (HLG), the EFA Working Group, and the Steering Committee of the Fast Track Initiative (FTI),⁹⁷ the United Nations Girls' Education Initiative (UNGEI) and the Editorial Board for the UNESCO EFA Global Monitoring Report, plus various sub-groups. GCE organised advocacy activities and contributions to major international events such as G8 meetings; the UN Millennium +5 Summit; Meetings of the World Bank and IMF; Financing for Development; and the 2007 EU/World Bank Donor Conference.

GCE strengthened its research and communications, including a monthly GCE e-newsletter and an updated GCE Website (www.campaignforeducation.org), featuring GAW materials and activities to reach and engage supporters. GCE developed and launched the Global Report Card, using indicators and data from a variety of government and CSO sources to evaluate government performance (please see example p90). Final grades included assessment by CSOs of their own participation in national education planning and implementation, creating an incentive for governments to improve their grades by engaging with coalitions. The School Report acts as an advocacy tool and rallying

point for generating public concern and policy dialogue.

In 2007 GCE launched a pilot project for supporting national coalitions to run campaigns to compel governments to make education a top national priority during national election processes and to ensure that budget resources are allocated to education as promised. GCE also facilitated work in Asia and Africa to generate Education Watch reports -- independent, alternative, citizen-based assessments of the status of basic education.

GCE also benefited from opportunities to participate in CEF events such as the Conference of Commonwealth Education Ministers (CCEM), building relationships and enabling GCE to take the lead in seeking sustainable support for civil society education advocacy. CEF provided a grant in mid-2008 to disseminate CEF lessons across the GCE and explore ways of securing the long-term future of funding for national and regional civil society coalitions. This led to development of a proposal to the FTI to support regional Civil Society Education Funds (CSEFs).

⁹⁷ The FTI is a global mechanism for donor aid to education in low-income countries, based on mutual and coordinated commitments to quality national education plans.

Civil Society Education Funds (CSEFs)

*CEF has been quite unique... supporting as it does the combination of coalition building, education budget monitoring and the channelling of learning into policy dialogue. Much has been learnt over the past five years and it is clear that this work needs to continue.*⁹⁸

The financial support that CEF provided to fund the core costs of partners enabled coalitions to strengthen their institutional structures and build their capacity to play key roles in the education sector. As seen in several countries, coalitions have become increasingly involved in education policy and planning processes, such as being invited to participate in annual education sectoral reviews, present CSO views on policy documents, or to be part of technical education committees. Although CEF was a limited term project, the need for core funding for coalitions is an ongoing challenge. As such, the CEF UK Secretariat and Management Committee always encouraged colleagues and partners to think through post-project sustainability and made a significant investment in research and events to persuade donors to continue to support similar civil society education advocacy.

In 2006, CEF supported 20 researchers to interview more than 500 people across the 16 CEF countries about the future for coordinated civil society education work, and sustainable ways to finance it. Detailed analysis was also drawn from the experience of 13

different CSO funds in other sectors, bringing out learning and recommendations. The resulting report, *Funding Change*, points towards the creation of Civil Society Education Funds (CSEFs) as an effective way for CSOs to support and monitor national education plans in Fast Track Initiative (FTI) countries and potentially in other countries faced with challenges in achieving the EFA goals.

The basic concept behind CSEFs is to create mechanisms that can effectively and efficiently:

- provide strategic grants to national CSOs to build their capacity to assume new roles and engage constructively with national governments in advancing progress on education
- provide resources for training in project development, finance management, policy-oriented research, budget work or designing campaigns
- improve coordination across civil society, enabling the sector to raise the profile of education goals, contribute to national education planning and improve the domestic accountability of governments
- support the budget monitoring, accountability, watchdog, policy engagement and public dialogue roles that CSOs must also play according to pronouncements at Dakar, Accra, Paris and the FTI guidelines, and for which they need coordinated funding.⁹⁹

CEF shared its research findings in 2007/08 by disseminating the full report as well as a short briefing paper on CSEFs, the latter being available in English, French and Spanish. The research was shared in various events such as the 16th Conference of Commonwealth

⁹⁸ Tomlinson, K. & Macpherson, I. (2007b, p. 4)

⁹⁹ The new FTI Process Chart indicates that CSOs are expected to play a role in: collecting information and raising awareness about FTI and its requirements; taking stock of education sector plans against FTI expectations; developing /revising/ updating the education sector plan; contributing to the appraisal of the plan and defining a common action \ agenda; deciding whether to submit a request to the Catalytic Fund; participating in monitoring /annual joint sector reviews. This is best practice in aid, as articulated in the Paris Aid Effectiveness Guidelines and reiterated in the Accra Agenda for Action, which stated that developing country governments should work more closely with civil society and that donors will support efforts to increase the capacity of civil society as a development actor.

(CEM) Stakeholders Forum, the United Kingdom Forum for International Education and Training (UKFIET) Conference, and through a special series of CEF high profile events, held in June 2008. These events, including a formal reception for CEF at Buckingham Palace, were able to attract representatives of: the bilateral aid agencies of the UK, the Netherlands, France, Spain, Italy, Australia and the US; the European Commission, the World Bank and the FTI secretariat; civil society education activists from 16 countries, the regional education coalitions Africa Network Campaign on Education for All (ANCEFA) and Asian South Pacific Bureau of Adult Education (ASPBAE), Education International and the GCE; more than 30 foundations and trusts from the USA and Europe; numerous international NGOs, private sector organisations, faith-based organisations, academics, Commonwealth bodies and individuals interested in education.

Prior to the Buckingham Palace reception for CEF, a high level seminar for 130 people was held at the Bank of England to share learning from CEF on civil society advocacy in education and to create space for donors to comment on or ask questions about CEF and the CSEF concept. The following day CEF hosted a working session for 60 people to explore the practical matters associated with securing long-term sustainable funding for civil society advocacy work on education, and to identify the way forward for creating CSEFs. The key recommendation arising from the working session was to approach the FTI Education Programme Development Fund (EPDF) Committee¹⁰⁰ about support for CSEFs on a regional basis. Following up on this, CEF supported the GCE to prepare a proposal on CSEFs, which was submitted in mid-November 2008 to the FTI EPDF Committee for consideration at the meeting in December in Oslo. The proposal was developed by GCE in close coordination with ANCEFA in Africa, ASPBAE in Asia and Campaña Latinoamericana por el Derecho a la Educación (CLADE) in Latin America.

Under the proposal, GCE would act as the executing agency, ultimately accountable to the EPDF Committee, recruiting a three-person secretariat to have overall oversight of three regional CSEFs to be established in Africa, Asia and Latin America. These regional funds will support national civil society coalitions in an estimated 63 countries, enabling them to assume an active role in FTI and other education policy processes, as well as supporting them to create national civil society education funds to sustain this work in the longer term. Three regional coalitions (ANCEFA, ASPBAE and CLADE) will act as host agencies, employing small secretariats to promote the regional funds, prepare papers for funding committees, follow up national coalitions to ensure punctual reporting and accounting, promote experience sharing and offer capacity building support as needed. Three regional funding committees/boards will be established (in Africa, Asia and Latin America), each made up of credible individuals from across the region. These will be the decision-making bodies for the allocation of funds. Three financial management agencies – Oxfam in Africa, Education International in Asia and ActionAid in Latin America – will ensure sound financial management.

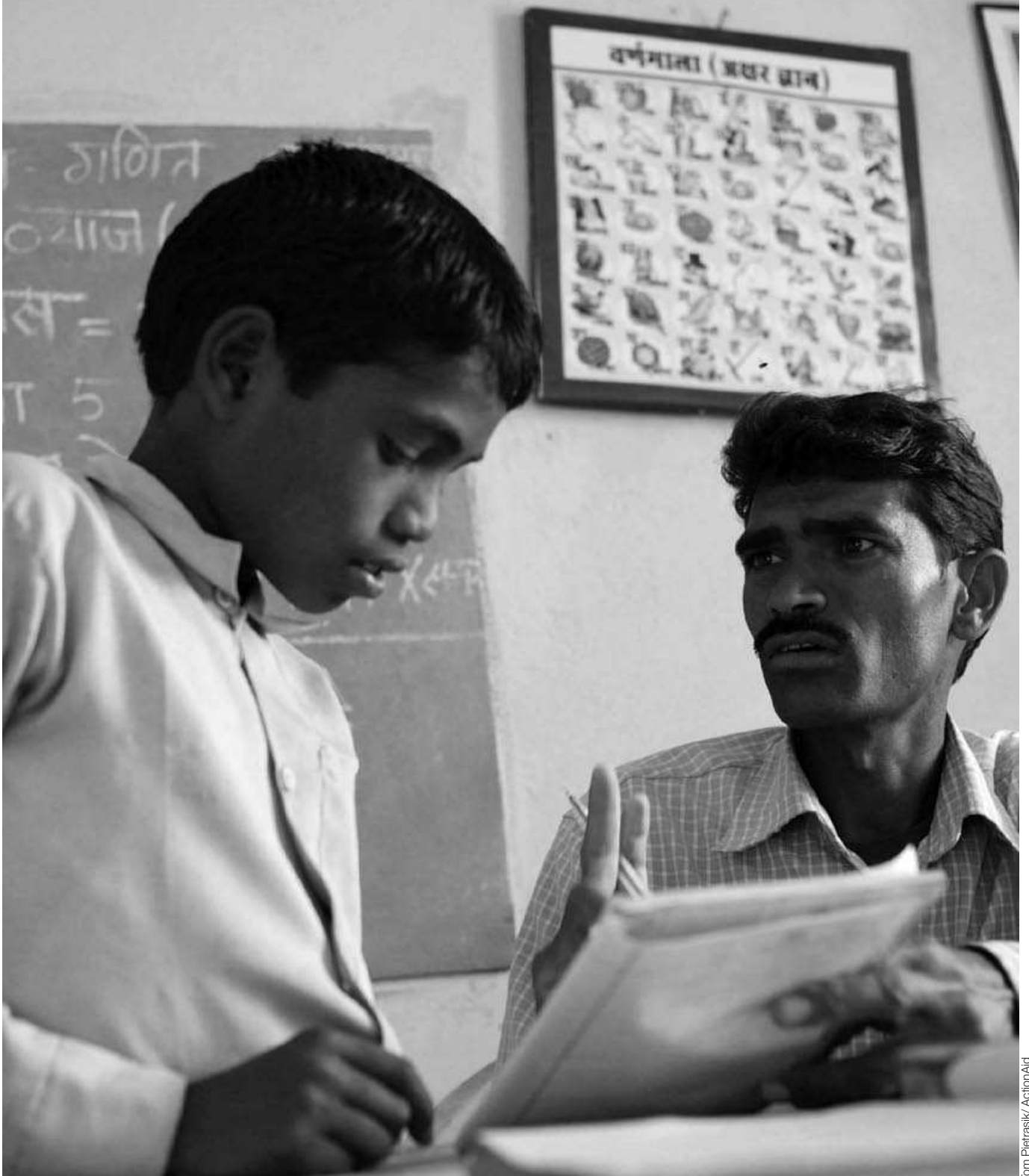
The FTI EPDF Committee meeting in December 2008 approved a \$6.5 million grant for the CSEF proposal for January 2009 to June 2010 and made a commitment to accept as a priority a submission for continuation of this work under the new EPDF Trust Fund Committee to be established in 2010. CEF made a final grant in December 2008 to each of the three regional coalitions and to GCE to support the start-up phase of the CSEF work, which is currently in progress. The project structure has drawn learning from the experiences of CEF. For more information on CEF or CSEFs, please contact David Archer at ActionAid (david.archer@actionaid.org).

¹⁰⁰ The Education Program Development Fund (EPDF) is a multi-donor fund established in 2004. EPDF is intended to help low-income countries build capacity for creating and implementing quality education sector plans, thus enabling them to access FTI and accelerate progress. The EPDF Committee, comprising a representative from each contributing donor and chaired by the Director of Education Unit of the World Bank, provides guidance on EPDF use and regional allocations.

5 Conclusions and lessons to be learned

Eric Woods

Teacher with pupil at school in Shankargarh village, India



This section contains an edited extract from the Final Evaluation Report on CEF (February 2009) conducted and written by Eric Woods.

The CEF publication, *Empowering civil society on education* (2008) points out that CEF:

- created or strengthened broad-based national coalitions in all 16 countries, involving more than 2,100 organisations
- contributed to at least 92 significant changes of policy
- trained more than 430,000 women and men in budget monitoring, tracking and advocacy
- supported 56 partner organisations to document innovative ways of ending gender discrimination and
- provided strategic funding for the Global Campaign for Education's annual action week.

While it is not possible to attribute all of the responsibility for more comprehensive Education for All (EFA) plans to CEF, there is indirect evidence for progress in some of the countries in the annual UNESCO Global Monitoring Reports. There was also evidence of improvement in EFA planning within the Final CEF Narrative Report and some country End of Project Evaluation (EPE) reports. In eight of the countries, other strong progress was evidenced through their education sector plans having been endorsed by the Fast Track Initiative (FTI), but this does not in itself constitute proof that civil society organisations (CSOs) had been especially influential.

Strengthening the national coalition and civil society links with education policy processes

The national EPE reports concluded that much important and successful work was done to create, build and strengthen coalitions in the 16 CEF countries, an achievement often accomplished in the context of previously absent or weak collaboration among/ between NGOs.

Budget work in education

In terms of "better tracking of government expenditure on EFA" (CEF Logframe Output 3) and "Ensuring that sufficient financing is available to make public schools work for all girls and boys, and that resources reach where they are most needed", (CEF Project Objective 2) there was considerable success, though capacity issues frequently undermined achievement. The project was most effective in helping communities to engage at the local level, especially through strong budget tracking systems.

Supporting innovative approaches to address exclusion

There were some successes, for example:

- improvement of learning environments for girls
- addressing female genital mutilation (FGM) and other cultural practices that affect girls' education
- Setting up boarding schools for Islamic girls
- Creating a better understanding of the needs of children with specific conditions such as autism.

However, relatively little work was done which was truly innovative. While many activities were aimed at getting more children into school, they tended to represent "more of the same".

The Gender Equality in Education Project (GEEP), introduced as a response to criticism in the CEF Mid Term Review of progress on gender, achieved some success within a very tight timescale.

For example it:

- introduced a new approach to mainstreaming gender through mentoring
- empowered coalitions to be more proactive and to incorporate gender issues into planning
- encouraged thinking about ways of advocating for gender equality in schools

- strengthened networking
- deepened awareness of the needs of girls and boys, women and men in educational programming.

Collaborative management (Action Aid, Oxfam and Save the Children UK)

At an early stage, the three managing INGOs gave serious consideration to simply dividing up the finance available and operating bilaterally, an approach favoured by their respective fundraisers. It is considered that this would have robbed the agencies concerned of the opportunity to engage experientially in a relationship which, while not actually a coalition, did carry some of the features of one. It is not clear that the project has brought the three agencies any closer together in general, but their respective education officers did report that they had valued the opportunity to discuss issues of mutual interest during and at the margins of their many meetings, and found their collaboration on education strengthened as a result.

Sustainability and exit strategy

The search for ongoing funding developed into “sustainability mapping”, an investment by CEF in 2006 for significant research into sustainable funding for civil society education advocacy. In early 2007, CEF published *Funding Change*, which shared the findings of more than 500 interviews. These findings, which made a strong case for Civil Society Education Funds (CSEFs), were shared with donors, including during special CEF closing events in 2008 to refine the CSEF concept, and mainstream the main purposes and lessons learned from the CEF. This provided the basis for CEF to support the Global Campaign for Education (GCE) to develop a successful bid to the Education Programme Development Fund (EPDF) of the Education For All Fast Track Initiative (EFA-FTI) in December 2008, with funds to be administered by the GCE. As recorded in the Minutes of that meeting:

“Up to US\$6.5 million is earmarked for a revised GCE proposal to strengthen CSO support for EFA

at the country level. The World Bank will work with GCE to develop a revised project proposal, which is consistent with the EPDF Administrative Agreement, to be circulated for decision by the EPDF Committee, by the end of January 2009. Expenditures must be completed by June 30, 2010, with a progress report submitted in time to inform the development of the new EPDF (time to be determined). A fiduciary assessment of GCE will be initiated by the World Bank”.¹⁰¹

Unfortunately, this came too late to save the organisational apparatus which had been constructed by CEF. Arguably, it was one of the most significant successes to come out of CEF.

It also appeared likely that, had the EPDF not been set to close in June 2010, the new fund would have received several years’ financial support, rather than just one year. The decision acknowledged that CEF had achieved its objectives sufficiently to demonstrate the value of civil society engagement in education sector policy planning in order to achieve EFA goals.

Challenges

CEF demonstrated that it was capable of a high level of self-criticism, as exemplified in the publication, *Driving the Bus*, which illustrated some of the risks in coalition formation and strengthening, such as the potential for coalition partners to be motivated by the availability of funding rather than a genuine advocacy agenda and strategy. *Driving the Bus* was translated into French, Spanish and Portuguese and shared widely.

Within the CEF project, key constraints were identified as follows:

Limited time period: The original time period for the project, 2002–2005, was hugely over-ambitious, given the complexity of the operation, the establishment of country organisations in 16 low-income countries, and given that it was largely a capacity building and advocacy

101 Fast Track Initiative (2008, EPDF/2008/12-04)

strengthening project. Both of these were bound to take considerable time to commence and reach a critical mass and also given the complexity inherent in three totally independent INGOs combining efforts to achieve a single, agreed set of objectives. The CEF final internal project report to DFID notes that it was understood that the project administration would be complex, but it is not apparent that this was fully taken into account in the design.

Weak exit strategy: Strong feelings in several countries were engendered by CEF's lack of a satisfactory exit strategy. Perhaps more could have been done to accelerate a bid for new sources of finance, such as the FTI, so that it could prevent the hiatus of a gap in funding. ANCEFA embarked on an aggressive fundraising drive with the hope of consolidating the gains made and scaling up good practices. The new CSEF funded through the FTI EPDF offers just the funding the successor of CEF requires, though in itself this is not as yet a dependable funding source.

Capacity gaps: This was an issue among staff and partners, given the ambitious and novel nature of the project. There was a mismatch of required and actual skills and level of experience of national coordinators. As well there was an assumption by some Management Committees (MCs) that bidding partner organisations had sufficient capacity to carry out funded activities, with no system in place to check.

Project design flaws: In addition to issues with the project's timescale, there were flaws in how the role of the private sector was envisaged, possibly also in organisational structure, including the management of inter-relationships between CEF UK and in-country programmes.

Communication issues: There were instances of delayed and sometimes no feedback from CEF UK to narrative reports from country coordinators. In

addition, many problems encountered stemmed from a general failure to communicate precisely what the key policy and practice messages were. As in the game of Chinese whispers, messages were altered in significant ways as they passed along the communication chain. This problem was compounded by a desire to have a decentralised approach, with the result that at the country level the intention was to give room for a considerable degree of flexibility.

Decentralised approach: Given that the project was of an unusual and novel kind, and that capacity constraints, exacerbated by predictably high turnover, would be a factor, the project did not provide sufficient direction from the centre. Doubtless this approach was well-intentioned, but it was misguided in the circumstances. It was reported that the project's commitment to decentralisation varied over time, with the first UK-based coordinator being too heavily committed to retaining control, followed by an earnest endeavour to decentralise, followed again by a recognition that it was essential to provide a lot of guidance from the centre. In the later stages, therefore, the Secretariat did begin to exert more control over country strategic plans. On the other hand, as a senior figure in one lead agency stated, "the more the centre took back control, the more the in-country MCs felt relieved of their responsibilities."

Agency roles and responsibilities: Key challenges in this area were:

- high turnover of staff/membership of MCs and lead agencies
- lack of capacity of MC members and partnerships
- lack of strategic leadership by Chair and members of MCs
- lack of strategic leadership by (head of) lead agency due possibly to: turnover of staff at head of agency level; lack of ownership and commitment by head of lead agency; overload of lead agency programme; and low priority given to CEF in work programme of lead agency.

Some respondents held that while it was very beneficial to have the three lead agencies working together, they should have maintained a higher profile in-country, with agency job descriptions needing to reflect the significance of the responsibility.

It is important to ensure that there is sufficient separation of roles, responsibilities, etc, between the lead agency and CEF to enable the latter a separate entity and to fulfil its mandate, without being vetoed by the lead agency, as happened on corporate engagement in Zambia. It probably requires a "Chinese walls" approach, in which an organisation designs the system to ensure that one part of its activity is transparently separate from another, so that no conflict of interest can occur.

Lessons learned

In relation to project design and execution:

1. It is important to ensure that timescales for projects are realistic, particularly for complex projects that are especially innovative. This is likely to be the case where new organisations are to be established in low-income countries, involving recruitment, capacity building, supervision, and advocacy.
2. In projects with unusual and untried design, there is merit in phasing the funding so that the initial period is a design phase, with a funding pattern which acknowledges that considerable time needs to be taken to formulate the project's philosophy and approach without having to move quickly to consideration of how to spend the funding.
3. Care should be taken in the design and use of complex mechanisms, such as matched funding, which have the potential to require fundamental changes to the project scope.
4. A diverse approach is appropriate in a project which is implemented across a wide range of country contexts, but it is also essential to put in place measures to ensure that this does not result in too much divergence from its core purposes.
5. Beware the dangers of changing and conflicting objectives as this may have fundamental effects on the successful achievement of purpose. The CEF Mid-Term Review warned about this in terms of the three criteria and at that point, if not earlier, the project log frame should have been modified in order to reflect the essential features of the project more accurately.
6. Capacity building is normally an essential feature, not least where an organisation is changing its ways of working or, as in this case, from service delivery to engagement in strategic policy and planning, and advocacy. INGOs/NGOs/CSOs are right to aspire to engage at the highest levels in policy formulation and planning. The agenda continues to shift with, for example, in the education sector a demand for ever more complex analysis in the pre-planning stage of education sector plans, as argued for within the FTI preparation process. To do so requires high order competencies and skills, not easily attained. To engender the necessary attributes requires sustained, skilled capacity building. It is understood that as a result of the CEF experience, much stronger attention has been paid to the need for capacity building in the forthcoming CSEF.
7. The differing management and leadership styles and personalities of key officers, especially the in-country coordinators, can bring about significant variations both in how projects are run and their success.
8. INGOs, just as local and national NGOs (and coalitions), have to meet and overcome the challenge of getting up to speed with changing approaches to social sector development, not least as regards the impact of international agencies and global movements.
9. Sustainability is always an issue. Great care must be taken to design an exit strategy that does not inflict terminal damage on institutions that have required a great deal of effort to establish and grow.

In relation to the corporate sector:

1. CSOs need to work smarter in engagement with the corporate/private sector. It is recognised that there may be sensitivities in a low-income country where judicial processes may not be sufficiently robust to support the engagement of the private sector in a quasi-political process, ie influencing national government social sector priorities.
2. The institutional and commercial realities need to be understood and accepted, eg many companies will need visibility in return for their contributions.
3. There is a major challenge in getting traction for a somewhat sophisticated concept, to be developed at some distance from service delivery, for which the agency is not well organised.

In relation to the design and use of log frames:

1. Objectively verifiable indicators (OVIs) should be stated with some precision unless it is determined that such precision is unhelpful or unnecessary. A generalised statement is of little value.
2. Assumptions and risks should be carefully identified. An unwarranted assumption quickly becomes a risk. In general, it is better to err on the side of specifying a risk rather than an assumption, as risks are more amenable to a mitigating response, which should itself be detailed in the log frame. In project planning, there is a need to conduct a very careful and full identification and analysis of the risks and assumptions relating to the various levels of the activities, outputs and purpose of a project. It is also vital to put in place the mitigating measures to neutralise or lessen the adverse effects of the risks.
3. The value of a log frame is proportional to the care with which it is designed and used as a tool to check if the project is on track. If it transpires that the log frame no longer fits the circumstances or goals of the project, it should be formally revised, becoming

a new log frame which again becomes the guidance document for the project.

4. It would have helped to have workshopped the log frame (as is the intention in log frame design) in order to have built ownership and understanding and to have refined it as necessary; also to have ensured that it was revisited (and revised) from time to time and at least at the mid-term review stage.

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Appendix: CEF publications

CEF Final Report

J. Hart (2009)

This final project report is based on external end of project evaluations (EPEs) of CEF conducted within the 16 CEF project countries and provides short profiles of each country and regional organisation CEF supported. It also draws on a global CEF final evaluation conducted for CEF and the Department for International Development (DFID) by Eric Woods, an independent consultant, and includes a chapter on lessons learned from his report.



Empowering Civil Society on Education

CEF (2008)

Over the six years of the project, CEF created or strengthened broad-based national education coalitions involving more than 2,100 organisations; contributed to at least 92 significant changes of policy; trained more than 430,000 people in budget monitoring, tracking and advocacy, and distributed information about education budgets to over 6 million people; supported 56 partner organisations to document innovative ways of ending gender discrimination in schools and supported 25 coalitions working with excluded groups (disabled children, pastoralists, street children, indigenous children etc with particular focus on girl children), enabling their needs to be vocalised at national level; provided strategic funding for the Global Campaign for Education's annual action week, mobilising over 6 million people in 120 countries on specific education policy and practice issues. These achievements are described in more detail in this report, with short illustrative stories from the 16 CEF countries.



Driving the Bus: The journey of national education coalitions

K. Tomlinson; I. Macpherson (2007)

(also available in French, Spanish and Portuguese)

What is the meaning and role of coalitions? What are the origins and stimuli for coalition building? What is happening within a coalition? What might not be working well and how might this be corrected? This toolkit provides evidence-based possible answers to these questions, using examples of coalitions examined during a 17-country research project in Africa, Asia and the UK. The booklet is intended as a tool for reflection and analysis for anyone involved in or supporting a national coalition, or wanting to get involved in one, either in education or other sectors. The booklet uses a bus as a metaphor for a coalition, to help think about where any particular coalition has come from and where it is going to. The bus is the coalition, the passengers are its members, the road is filled with other people or organisations working towards Education for All (EFA), and the destination is what the coalition is trying to achieve.



Funding Change: Sustaining civil society advocacy in education

K. Tomlinson; I. Macpherson (2007)

This report is based on a "sustainability mapping" process involving 20 independent researchers interviewing over 500 people in 17 countries. In this unprecedented work, the researchers spoke to members of education coalitions, national and international NGOs, donors, government officials and academics, they reviewed all relevant literature and they studied existing funding models in different sectors. The report argues that national education plans will be effective when they are owned and supported not just by the government but by wider society. This ensures that national governments are accountable to their own citizens for the direction and effectiveness of educational reforms. To achieve this, a significant investment is required to develop the capacity of civil society organisations to engage in policy dialogue, to understand national education budgets and to present a coherent voice. Increasingly, international donors are coordinating their aid behind sector-wide national education plans. However, too often the focus of dialogue has been between Ministries of Education and consortiums of donors, with little space for the active engagement of civil society.



Currently, civil society advocacy work on education policy receives limited and unpredictable funding. Where conditions are right, civil society education advocacy can be best supported by national funds. It recommends the creation of national Civil Society Education Funds (CSEFs), registered in each country, with help from international donors. These national CSEFs would support CSOs to engage with and advocate to their own governments on education policy. The report further examines issues associated with creating national CSEFs. It suggests that the following factors need consideration: operational parameters of the fund; the structure of the fund; administration mechanisms; characteristics of the fund; access and transparency.

Civil Society Education Funds (CSEF) Briefing Paper

CEF (2007) (also available in French and Spanish)

Recognising that the project itself would end in 2008, CEF carried out in depth sustainability research to produce the report *Funding Change*, which made the case that, there is a gap in the present aid architecture around education, and that national CSEFs offer an effective way to fill this gap. It argues that this model is not only relevant in CEF countries but in any other country that is still working towards the achievement of EFA. This briefing paper shares learning from the research about what works. While the concept of CSEFs has emerged through the work of the CEF, the idea is shared in this paper to enable others to take it forward, and to draw upon the clear recommendations from *Funding Change* about the optimum structure and functioning of Civil Society Education Funds (CSEFs).



Making Public Schools Work for All

CEF (2006)

This is a short project description brochure outlining the CEF mission, purpose, and principles, as well as providing a list of countries and coalitions supported and some key achievements. There are three small cases studies included.



Investing in the Next Generation

CEF (2002)

This is the original project brochure setting out in the context of global education challenges, the philosophy, plan, process and vision behind CEF, as well as discussing the role of the business community.



CEF Gender Equality in Education Project (GEEP) documentation:

Promoting gender equality in education through mentoring

O. Dibba-Wadda (2009)

CEF/GEEP aimed to build the capacity of coalitions and partners to strengthen gender equality in their structures and ways of working, to develop and implement good quality gender equitable strategies and plans, carry out high quality monitoring and evaluation, and document the processes and outcomes for learning and sharing. A 'process support' approach was adopted, to build the capacity and competency of partners and coalitions. Gender Mentors in four CEF countries used mentoring, gender training, refresher training and reinforcement rather than a more traditional advisory relationship. Mentoring provides long-term support to partners to facilitate learning, enthusiasm and confidence and it differs from advisory support in that the Mentor is not supposed to set the agenda or provide the answers but to help staff from partner organisations do their own work for themselves, providing process support and guidance through one-to-one and group discussions. Partners were supported to document innovative approaches that have a positive influence on strategies for improving gender equality in education



Reflecting on the experience of the CEF GEEP, this report shares some of the steps in implementing the project, achievements and challenges, with recommendations on elements of a good mentoring project.

Gender and Education in Ghana – Some Experiences

CEF Ghana (2008)

The Ghana GEEP project provided mentoring support on performance and retention, working with national civil society education coalitions (NNED and GNECC), to support advocacy to reduce psychocultural practices limiting the attainment of gender parity in education and girls' participation in schools. The project also provided support on issues relating to the lack of female teachers in rural areas, with a view to attaining gender equality of performance and learning outcomes. Some partners also received training on gender equality in education, gender mainstreaming, documentation skills and engaging the media on gender issues. The partners identified several major factors that continue to constitute major obstacles to accelerating progress toward achieving gender parity and equality in primary and secondary education by 2015, including: misconceptions, misplaced priorities and low value for education; deeply entrenched cultural practices; HIV/AIDS; girl child labour, poverty and peer influence; irresponsible parenting; ignorance. The training programmes organised for members of NNED and GNECC in July 2008 formed part of GEEP activities meant to enhance their skills at documenting innovative approaches. The outcome is a documentation of case studies and stories by some of the partners, depicting the use of innovative approaches to identify problems, address them and monitor the impact of the interventions. Many cases presented in the report are success stories while others reveal their frustrations with thwarted efforts, difficult socio-economic circumstances and practices.



Lessons Learnt in Malawi Mentoring Process & Practice

E. Kalyati (2008)

This final narrative report on the work of CEF/GEEP in Malawi seeks to assess the extent to which the project contributed to sustainable processes, management systems and partnerships that show promise in contributing to the attainment of the EFA and MDG goals within the country, particularly as they relate to gender equality. It is anticipated that this assessment will be of interest to project managers, advocates, donors and policymakers committed to greater gender equality within education systems. Specifically the report aims:

1. To document successes, challenges, lessons learnt and best practices of the CEF/GEEP in Malawi for shared learning;
2. To document Malawi's partner experiences in mainstreaming gender into their programs;
3. To document CEF/GEEP's role and contribution to gender-based policy dialogue within Malawi's education sector, especially toward building the capacity of civil society and government in gender budgeting;
4. To document CEF/GEEP Malawi's experience in facilitating the achievement of MDG Goal 3 and EFA Goal 5 in particular, as well as the MDG and EFA overall goals; and
5. To document and compile recommendations for organisations aspiring to adopt the CEF/ GEEP approach and methodology.



Mainstreaming Gender In Education Using The Group Mentoring Approach – Kenya

N. Kamau (2008)

The Handbook is based on experiences gathered from group mentoring sessions conducted by the GEEP-CEF Kenya in Western, Central and Coast regions. The handbook is designed to assist those who may want to build capacities of others to be able to have a good working knowledge on issues of gender in education. It is aimed at aiding both the Mentor and the Mentee in understanding how Gender can be mainstreamed in Education using Group Mentoring approach. The handbook begins with a brief background of the CEF and the GEEP, followed by brief explanation of what Mentoring as an approach in gender mainstreaming has been understood to be throughout GEEP's life. A brief explanation of the group mentoring approach is provided in this section. The rest of the handbook draws examples from CEF-GEEP Group Mentoring sessions to take the user through the steps that can be followed by a gender mentor to build capacities of those working in education to mainstream gender in their work. The topics covered in the handbook include: Setting the scene in the sessions, gender concepts, gender and culture, gender and education issues, human development and sexual maturation, gender and education policy and gender sensitive budgeting and its implications in education. The handbook is a useful resource in building capacities of those working in the area of mainstreaming gender issues into education system.



CEF Budget work documentation:

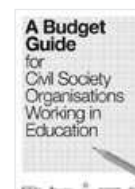
A Budget Guide for Civil Society Organisations Working in Education

V. Perry (2009)

Budgets can be complex documents. Many people feel intimidated by budget work, assuming that it requires very technical skills. The reality is that budget work can be straightforward. Using basic arithmetic, civil society can use budget information to talk in powerful ways about how public resources are used for education. This guide provides civil society organisations (CSOs) in the education sector with the basic information they need to get started on budget work. It introduces core concepts relating to budgets, and discusses ways of analysing them. It also demonstrates how budget work can inform strategic advocacy messages, and bring about change in the education sector. Using background information, budget exercises and short illustrative case studies, the guide covers five areas:

- Budget work in education
- Budget basics
- Budget work in practice
- What next?

At the end of the guide there is a dictionary of economic and budget terminology and a list of useful reference materials where you can find out more about budget work.



Making the Budget Work for Education: Experiences, Achievements and lessons learned from civil society budget work

M. Claasen (2008)

Over the last decade, budget work, or applied budget analysis, has become increasingly recognised as an important tool for holding governments and non-state actors accountable for their policy commitments, budget allocations and expenditure. Increasingly, CSOs have adopted budget work as a key part of their advocacy for changes in government policy or performance. CSOs in developed and developing countries have recognised that the following three democratic principles are essential for the achievement of human development goals: Accountability; Public participation; and Transparency. Education budget work plays a key role in ensuring that these three principles are adhered to by government. This report focuses on the work supported by the Commonwealth Education Fund (CEF) to enable local communities to monitor spending on education, both at national and local levels. It examines different aspects of budget work done by CEF partners in five countries through case studies compiled by Idasa (Institute for Democracy in South Africa):

Bangladesh – The power of people and parliaments to increase resources for education

Ghana – Assessing education delivery: the community scorecard project

Kenya – Improving school governance to support Free Primary Education

Malawi – Annual district education budget and services monitoring

Uganda – Budget monitoring to fight corruption in the education sector



Civil Society Engagement in Education Budgets: A Report Documenting Commonwealth Education Fund Experience

V. Perry (2008)

This report documents CEF experience, illustrating how civil society can engage in the budget process through budget analysis; tracking disbursement flows through the education system; monitoring expenditure; and lobbying to influence budget allocations to the education sector. The report describes why education budget work is important. It records the range of work supported by CEF, setting this within the international context and noting major achievements and common challenges faced by organisations implementing programmes of budget work. It provides country profiles, which offer an insight into the achievements, activities, challenges and lessons learnt for each of the countries supported by the CEF, making recommendations based on partner experiences. It is primarily intended for groups or individuals that have a new or relatively new interest in education budget work, but may also be of interest to those that have engaged in this work for some time. The final section of the report provides a list of resources – budget expenditure tracking manuals, tools and examples of research on education financing – that were produced with CEF support. These serve as a useful guide for the reader to investigate budget work in more depth. There are also links to organisational websites for further information on budget work.



Additional documents produced at country level are available on the CEF website, which will remain online until the end of 2011

www.commonwealtheducationfund.org

Other relevant websites include:

ActionAid

www.actionaid.org.uk

Africa Network Campaign on Education for All (ANCEFA)

www.ancefa.org

Asia South Pacific Bureau of Adult Education (ASPBAE)

www.aspbae.org

Department for International Development (DFID)

www.dfid.gov.uk

Global Campaign for Education (GCE)

www.campaignforeducation.org

Institute for Democracy in South Africa (Idasa)

www.idasa.org.za

Oxfam GB

www.oxfam.org.uk

Right to Education Project

www.right-to-education.org

Save the Children UK

www.savethechildren.org.uk

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