



**CSEF 2013 – 2015 Progress Report to UNESCO  
for the period 01 July to 31 December 2014**

**Submitted by the Global Campaign for Education on 27 March 2015**

**Civil Society Education Fund 2013 - 2015**

**Coordinated by the Global Campaign for Education**

**Implemented in partnership with ACEA, ActionAid Americas, ANCEFA, ASPBAE, CLADE, Education International & Oxfam  
GB.**

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## Executive Summary

The Civil Society Education Fund (CSEF) is a global programme to support civil society engagement in education sector policy, planning and monitoring. It is founded on a shared understanding among key stakeholders that strong, broad-based and locally-driven civil society participation – in education sector planning and policy development, monitoring of implementation and budgets, and promoting awareness and engagement of citizens in national education debates – is crucial to delivering on EFA and other national education goals.

Over the last six-month period, CSEF has been supporting national civil society education coalitions in 54 countries across Africa, Asia and the Pacific, Latin America and the Caribbean, the Middle East and Eastern Europe. Through the programme, GCE and regional partners have been providing these coalitions with core financing, technical assistance, and capacity support, and facilitating opportunities for engagement in regional and global policy processes, and cross-country learning. CSEF has provided crucial financial and technical support for civil society participation in education sector policy and planning at national level, which has been recognised by the GPE Board of Directors as a necessary element in securing their objectives, and is reflected in the GPE charter, strategic plan, procedures and policies.

CSEF has been developed and is managed by GCE as the Global Secretariat, working with Regional Secretariats (ACEA, ANCEFA, ASPBAE and CLADE) and Regional Financial Management Agencies (ActionAid Americas, Education International and Oxfam GB). It is currently funded mainly by the Global Partnership for Education (GPE), through a grant supervised by UNESCO. The CSEF provides core financing, technical assistance and capacity support, and opportunities for cross-country learning to civil society coalitions focused on education in developing countries across countries in Africa, Asia Pacific, Latin America and the Caribbean, the Middle East and Eastern Europe. Through this support, the CSEF aims to build stronger, more consistent and more effective civil society engagement in education sector processes, and through this ensure improved progress towards education goals, in line with both the GPE strategy, and the Dakar Framework for Action on Education for All.

The current phase of CSEF has as overall aim to: *“Contribute to the achievement of national education goals and Education for All by ensuring the effective participation of civil society organizations and citizens in education debates and sector planning and review”*.

This is to be achieved through four objectives focusing on

1. Policy participation
2. Public awareness and coalition-building
3. Quality research, monitoring and analysis
4. Cross-country learning and networks for change

The **current phase of the CSEF programme** has been running from April 2013 and is expected to continue until December 2015 pending the finalisation of the International Partners Agreement's amendment with the Supervising Entity UNESCO. This extension of the CSEF programme beyond the initial end date April 2015 was approved by the Board of Directors of GPE in December 2014, based on a strong consensus on the need to continue the CSEF programme. A Civil Society Review commissioned by the GPE secretariat in 2014 reported that CSEF has both helped to organize the collective representation of civil society at national level, and supported civil society organisations to be seen and engaged with as credible actors by development partners and governments. The review also noted that improvements to this phase of the CSEF programme – such as the updated governance structure and a stronger and more formalized role for INGOS – are perceived by civil society actors as having led to “more strategic and effective support for civil society at the national level”.<sup>1</sup>

In the period July to December 2014, civil society structures in **54 countries** participated in the CSEF programme. Of these, 48 coalitions were implementing nationally-designed and approved plans, funded by direct CSEF grants. Two coalitions, CED Sri Lanka and CEF Lesotho previously had grants approved, but normal implementation was suspended while Regional Secretariats worked with staff and Boards to resolve internal difficulties that were blocking delivery. In four other countries (Afghanistan, Angola, Madagascar and Myanmar), global and regional structures supported coalition development, planning processes, or specific activities, as appropriate in each context. Of the 54 countries, 28 are in the CSEF Africa region, 15 in Asia Pacific, five in Latin America and the Caribbean, and six in the Middle East and Eastern Europe.

All of the **48 coalitions currently implementing CSEF-supported activities** have identified policy objectives and activities that respond to their national contexts. As noted in previous reports, the thematic focuses of coalitions' plans vary considerably, having been developed through independent national processes, and overall reflect the same priorities as in the GPE strategic plan (access, equity, quality, financing, effective systems, etc); most coalitions are focused on more than one policy issue.

All the activities in the **implementation plan** (cf Annex 1) scheduled for the period covered by this report were completed, or are in progress as planned, with the exception of the production of a film on civil society advocacy, which was delayed, and the online LME data capturing, on which technology decisions were postponed. In view of the extension of the programme to end 2015, activities related to the audit process that were due to begin in late 2014 were postponed,

**Programme management and oversight** at global and regional level during the reporting period has included ongoing grant disbursement and supervision of 50 grants to national civil society coalitions and engagement with a further four coalitions and networks; implementation of the monitoring and evaluation system; efforts to secure the sustainability of the programme (including by securing the 2015 extension and work to prepare for future phases); work to re-phase all budgets and plans in light of the 2015 costed extension (including provision of templates and guidance to national level); cross-regional consultation and coordination; and engagement with UNESCO as Supervising Entity to strengthen delivery, monitoring and understanding of the programme. There has been a continued shift in regional and global oversight arrangements (though not in programme delivery) with the Global Secretariat continuing and reinforcing its additional oversight of administrative and financial aspects of the delivery of Africa Regional Secretariat activities by ANCEFA. This has been

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<sup>1</sup> Global Partnership for Education 2014 Civil Society Review

accompanied by efforts, particularly by the CSEF Global Oversight Committee, to work with ANCEFA to resolve the human resource and management issues which prompted the increased oversight. GCE has liaised with UNESCO throughout this process.

GCE has worked during this reporting period, in strong collaboration with UNESCO, to expand the level of detail gathered through monitoring and reporting exercises, and to better understand some of the trends in programme implementation. This can particularly be seen in relation to reporting on objective 2 (which has been a major focus of this activity so far). Broadly, across the programme, there is still solid evidence of strong implementation, although some persistent challenges remain.

There has been continuing progress on **Objective 1 on civil society participation in formal policy processes**. In total, 42 coalitions reported the existence of a Local Education Group (LEG) or equivalent structure in their country in this period, and 35 reported some form of membership in the LEG: while there is some shift in which coalitions are reporting in each category, these numbers do not represent an increase since mid-2014. This suggests that the barriers to engagement faced by the remaining coalitions, who have been strongly encouraged and supported to engage with LEGs, are persistent. Some examples of the obstacles faced by particular coalitions are presented in more detail later in this report. At the same time, the number of technical and policy working groups with which coalitions are engaging has expanded, which is a positive sign of the growing reach and capacity of coalitions. In addition, coalitions report joining a number of other civil society or related groups for discussion and collaboration; while not included in the total numbers of relevant forums counted for the purposes of this report, this indicates a positive further expansion of engagement. Coalitions continued to make a number of oral and written submissions to relevant forums.

GCE initiated some much more detailed investigation of coalition reach and membership during this reporting period, which relates to **Objective 2 on building broad-based participation and awareness** in the education sector. The figures on overall numbers of civil society organisations that participate in coalitions' work are susceptible to differing interpretations of 'membership' at different moments, and thus it can be difficult to discern overall trends. It is possible, however, to note that total numbers of CSOs engaged remain very high (over 4,000 across the 48 countries in which coalitions were reporting). There is some regional variation in the nature of members, with – for example – more community-based organisations or local NGOs in Africa and the Middle East and Eastern Europe, and more national NGOs in Asia Pacific and Latin America and the Caribbean, with also a comparatively higher rate of engagement by academic institutions in the latter region. Of the target groups that the CSOs within coalitions engage with, there is a strong (and unsurprising) focus on youth and children, although extensive engagement also with women's organisations, and with teachers and parents (particularly in Latin America) and children with disabilities (particularly in the Middle East and Eastern Europe. Most coalitions have explicit mechanisms for member consultation (we are working to increase this to all coalitions), and most consult members explicitly before attending LEG or policy forum meetings – though a number continued to note geographical and time constraints. More coalitions now report having specific thematic working groups of members (41 of 45 reporting, up from 36 previously), which is a positive signal of improved mechanisms to draw on member perspectives and expertise: this approach was recommended in the Planning Matters handbook produced in 2014. Coalitions in Africa are particularly likely to have sub-national groups or chapters, and we will look further into what can be learned and shared from this experience.

Also in relation to awareness-building activities falling under objective 2, coalitions reported more than 1,300 different public awareness-raising or media activities, including newspaper articles, community radio, TV broadcasts and – very notably – social media initiatives. In Latin America, in particular, social

media was the most frequent medium for public outreach, while in Asia Pacific there was also very strong use of radio. In Africa, the most frequently used medium for public outreach continued to be newspapers, as well as radio. Coalitions also initiated large numbers of public campaigning and awareness-raising interventions, particularly including public discussion forums and conferences, training events, mass mobilisations, and production and dissemination of materials for the public.

In relation to **Objective 3 on research, tracking and monitoring** and the use of research findings, coalitions collectively reported completing 70 research exercises during the reporting period, with a comparatively dense concentration (15 across 6 coalitions) in the Middle East and Eastern Europe. Coalitions shared some strong examples of how research completed during this reporting period, or earlier in the programme, is informing their policy engagement and contributing to debate and decision-making in the education sector. It is also worth noting that some coalitions are drawing on the work of individual members, with the coalition as a whole making use of and engaging in policy debate on the basis of research findings from specific civil society organisation members, often with expertise in a particular area.

The Global and Regional Secretariats lead work under **Objective 4 to build knowledge and networks**, through collecting and sharing lessons, providing technical and management support (along with Regional Financial Management Agencies) and facilitating engagement in global and regional advocacy. Much of the learning and exchange has been through the facilitation of cross-country partnerships – particularly in Africa and Asia Pacific – and details are given in section 4. Regional and Global Secretariats have also managed online platforms and produced newsletters and other publications to share lessons. With the recruitment of new staff at global level in late 2014, this work will expand during 2015. Technical support has included 32 support visits by Regional Secretariats and FMAs during the period, as well as ongoing remote accompaniment, and information-sharing at global level; the Global Secretariat has also been preparing resources for publication during 2015. A major focus of the work to facilitate engagement in regional and global debate (reflecting both global priorities and national work) has been debates on post-2015 frameworks. There has been extensive work on this across regions and by the Global Secretariat, drawing on national inputs, and bringing in national voices; this has resulted in contributions to both regional declarations and draft global positions.

There has, therefore, been significant activity and overall progress towards achieving programme objectives. Some ongoing challenges around information-gathering are being addressed, and particular progress is evident in the use of research and in exchange of learning and experiences, particularly through regional mechanisms. There is strong national evidence of impact on policy processes, outlined in the following chapters. GCE will continue to work with UNESCO to identify and work on remaining challenges (see final chapter).

## 1. Introduction

*“The meaningful inclusion of civil society, including international nongovernmental organizations (NGOs), local NGOs and associations, teacher unions, and community-based organizations and local stakeholder groups such as parents and students, will require greater and more timely participation of those partners in developing national education plans, program implementation grant applications, and joint sector reviews. By ensuring that GPE processes include civil society, the Global Partnership can help promote national education strategies that respond to community needs and that empower local actors to demand and monitor the implementation of quality education services.”*

GPE Strategic Plan 2012 - 2015

### **Purpose and intention**

The Civil Society Education Fund (CSEF) is founded on a shared understanding among key stakeholders that strong civil society participation – in education sector planning and policy development, monitoring of implementation and budgets, and promoting awareness and engagement of citizens in national education debates – is crucial to delivering on EFA and other national education goals. The CSEF programme is based on an understanding (drawn from CSEF experiences and the work of other agencies) that social accountability can play a key role in effective public service delivery; that effective social accountability involves citizen engagement from planning through to monitoring of implementation; that effective engagement requires organised civil society structures and mechanisms; that citizen engagement which aims to improve services for the most marginalised must involve the voices of the most marginalised; that effective approaches to social accountability are heavily context-dependent; and that sustaining change over time requires building structures and capacity for ongoing citizen-state engagement, as well as activities targeting immediate impact. This position on civil society engagement is embraced globally through agreements such as the 2000 Dakar Framework for Action, the 2008 Accra Agenda for Action, the 2011 Busan Forum on Aid Effectiveness, and is also embedded into the principles that guide the Global Partnership for Education (GPE) international agenda and country level processes.

### **Aim**

The overall goal of the CSEF programme is to *“contribute to the achievement of national education goals and Education for All by ensuring the effective participation of civil society organizations and citizens in education debates and sector planning and review.”*

### **Approach and principles**

The CSEF is founded on an understanding that achievement of education goals requires the broad-based and informed participation of citizens, and that this participation is dependent on effective and coordinated civil society formations to facilitate engagement. CSEF therefore focuses its support on national civil society structures, with nationally driven agendas, drawing expertise and support but not management from structures outside the country, such as international NGOs. Core to the CSEF model is the principle of working with one coalition or network, made up of national and local civil society organisations and associations, in each country: the aim is thus to support the engagement of a broad and representative group of civil society organizations in conducting coordinated activity. This both strengthens the impact of participation, and ensures better representation of diverse voices. CSEF also strongly encourages

coalitions to develop and work through sub-national structures (chapters or branches) to increase their reach and influence. A further principle is that each national coalition, through internal deliberation by members, identifies its own specific policy objectives and activities, ensuring responsiveness to national context, citizen priorities, and specific strengths and opportunities.

CSEF supports coalitions through:

- **Grants** to support advocacy activities developed by each coalition, which aim at achieving EFA goals in the light of their national context and the overall CSEF objectives;
- **Technical support and capacity building** from global and regional networks, INGO partners, and consultants, in order to strengthen the planning, implementation and impact of coalitions;
- **Cross-country learning and networking** to enable sharing of best practice, collaboration across countries, and the linking of national, regional and global advocacy efforts and policy discussions.

### **Objectives**

In order to achieve its aim, the CSEF programme in 2013 to 2014 supports civil society education coalitions to carry out advocacy activities structured around four global objectives, which are:

**Objective 1 – Policy Participation: Formal civil society participation in education sector policy and review processes and engagement with policy-makers and parliamentarians is strengthened and better recognized.** For example, coalitions are being supported to engage in forums for official sector dialogue (i.e. Local Education Groups), contribute to development of Education Sector Plans, and participate in joint annual reviews of implementation.

**Objective 2 – Public awareness and coalition-building: National education coalitions are actively strengthening grassroots capacity to access and participate in education sector debates, through building awareness, knowledge and skills, and opening opportunities to participate.** CSEF focuses on supporting coalitions with broad-based, inclusive and representative memberships of diverse civil society organisations, and on encouraging those coalitions to create space for the public to engage more broadly.

**Objective 3 – Quality research, monitoring and analysis: Civil society research and analysis effectively contributes to national government plans, policies, financing and practices that better achieve the right to quality education for all and the six EFA goals.** National coalitions can conduct activities such as producing effective, relevant, high quality and well-targeted tracking surveys, research, budget monitoring, policy analysis, and proposals, as informed and substantive contributions to education debates, and policy and planning exercises.

**Objective 4 – Cross-country learning and networks for change: The CSEF project builds the quality and impact of civil society engagement in the education sector through promoting partnerships, strengthening South-South collaboration, sharing learning, and facilitating impact on global policy processes.** Activities under this objective include engagement in global and regional capacity building initiatives, participation learning opportunities such as exchange visits and discussion forums, and involvement in activities relating to regional and global advocacy processes.



## **Management and implementation**

The CSEF programme, established in 2009, was developed and is managed by the Global Campaign for Education (host of the CSEF Global Secretariat), in close collaboration with regional implementing partners: the Arab Coalition on Education for All (ACEA), the Africa Network Campaign for Education for All (ANCEFA), the Asia South Pacific Association for Basic and Adult Education (ASPBAE), and the Latin American Campaign for the Right to Education (CLADE) – all hosts of CSEF Regional Secretariats. Regional financial management is provided through ActionAid Americas (Latin America), Education International (Asia Pacific), Oxfam GB (Africa) and GCE (Middle East and Eastern Europe) – in their roles as CSEF Regional Financial Management Agencies. A Global Oversight Committee provides oversight and stewardship of the programme, and an International Partners Group, made up of INGOs and foundations with active education programmes, facilitates more coordinated capacity support and collaboration at national level. The CSEF 2013-2015 phase is funded by the Global Partnership for Education (GPE), and UNESCO acts as Supervising Entity for the programme. Some complementary funding has been provided by AECID for non-GPE partner countries in Latin America (managed directly by CLADE), and by the GIZ BACK-UP Fund for Education for some activities in Africa.

## **About this report:**

This report covers the six month period from July 2014 to December 2014 and is the 5<sup>th</sup> global report to UNESCO (as Supervising Entity) for the 2013-2015 phase of the CSEF programme. The report is structured in order to present what has been done at each level (global, regional and national), and progress towards each of the objectives and the associated Expected Results agreed as part of the CSEF programme. As a single report drawing on 61 separate reports from national coalitions, regional entities, and the global Secretariat, it necessarily does not include every detail of activity; this report, is, however, structured to present as much information as possible grouped so as to give a clear overview of activity and progress:

- **Part 1** (this part) gives an introduction and provides background to the programme
- **Part 2** provides an overview of national activity, including a country-by-country listing of grant status and the focus of activities.
- **Part 3** provides an account of global and regional activities, making clear how these contribute to the implementation of national activities and achievement of objectives at national level.
- **Part 4** presents activities and progress according to each of the programme objectives and expected results. This section draws upon the analysis of information presented in all national and regional reports.
- **Part 5** sets out conclusions and next steps for the programme.

## 2. Overview of national activities

CSEF is focused on supporting national civil society education coalitions to engage with and influence education sector planning, policy, budgeting and practice in their countries. Much like GPE funds to governments, CSEF plans are developed within in each country, based on national contexts, by civil society coalitions in collaboration with their membership. Supported by CSEF Regional Secretariats, coalitions submit proposals to Regional Funding Committees for evaluation and decision-making on approval and grant allocation.

In the period July to December 2014, **civil society structures in 54 countries engaged with the CSEF programme**, based on grant agreements for coalition-led activities, or funding and technical support to coalitions that are working towards becoming a CSEF grant recipient or in fragile situations that preclude immediate grants. Of these 54 national CSEF partner coalitions:

- 50 have had plans of action and corresponding grant allocations approved by relevant Regional Funding Committees. This represents an increase of one since the last reporting period due to the approval of the proposal from *Regroupement Education Pour Tous et Toutes* (REPT) in Haiti, following regionally supported rebuilding and restructuring support activities as discussed in the previous progress report.
- Of these 50 national education civil society structures, 48 are implementing plans as contractually agreed. For the remaining two coalitions; the *Coalition for Educational Development (CED)* in Sri Lanka, and *Campaign for Education Forum (CEF)* in Lesotho, normal implementation has been temporarily on hold put while dealing with constitutional issues.
  - In the case of CED, during the reporting period the Asia Pacific Regional Secretariat (ASPBAE) continued to provide organizational development support to the coalition, resulting in the resolution of past financial and administrative challenges, as well as formal requirements of registration with the Sri Lankan government being fully settled. In addition, CED successfully revised their constitution, and held their AGM from 13-17 July, during which a new Board was witnessed by ASPBAE to be democratically elected. As a result of ASPBAE's support to CED, valuable progress has been made in the period in relation to governance and setting up more robust and accountable financial systems; and CED has developed a plan of action and prepared a proposal for 2015, which will soon be assessed by the Regional Funding Committee.
  - For CEF in Lesotho, the coalition was suspended following a fact-finding mission undertaken by the Africa Regional Secretariat (ANCEFA) which revealed mismanagement of CSEF funds by the CEF secretariat. After the suspension, ANCEFA worked with the coalition to develop a framework of action to bring the coalition back into the project. This implementation of this framework is still outstanding at the time of writing this report.
- Four additional national CSEF partners have not yet had full national plans approved, either because they are new coalitions, or because of particular internal and external challenges. These four coalitions are ANAF AE Afghanistan, REDEPT Angola, CONAMEPT Madagascar, and emerging networks in Myanmar. More details on the nature of support and engagement are provided in section 3.

The sections of this report that document results against Objectives and Expected Results in terms of national level activities (Chapter 4, objectives 1, 2 and 3) include data from the 48 coalitions currently implementing approved plans. Coalitions receiving further regional support are also included in sections of this report on capacity-building, coordination, etc.

The majority of CSEF grants are given to coalitions in Africa, where 28 of all coalitions currently engaged are located (25 implementing approved proposals). Furthermore the programme includes, at the end of December 2014, 15 coalitions in Asia (12 currently implementing approved proposals), five in Latin America and the Caribbean, and six in the Middle East and Eastern Europe.

Outside the scope of this report, some co-financing was provided during this period to CSEF-supported coalitions in Latin America, as well as additional financing for coalitions in non-GPE-eligible countries in Latin America through support by AECID. Regrettably this AECID support has come to an end and the non-CSEF coalitions have to find ways to continue their work with other domestic or external sources of funding. A full list of countries supported by the CSEF programme during the period covered by this report is included as Annex 5.

### **National activity trends**

Details of national activities are included in chapter 4, which presents progress in reference to the four objectives of the programme, and allows for examination of the work being done in relation to policy participation; public awareness-raising and civil society / citizen engagement; tracking, monitoring and research; and building of networks and knowledge. In terms of overall trends, while all coalitions continued and expanded policy engagement activities, there was an increase in the number of research studies completed, globally coalitions reported active engagement with 261 relevant education sector policy and review forums. This represents a remarkable increase in the six-month period from June to December 2014. As is shown in section 4 of the report, the upward trend over the first 18 months of implementation of this CSEF programme phase has remained constant, with noticeable spikes of increased policy forum engagement in the Asia and Pacific and Middle East and Eastern Europe regions.

Reporting for this period once again demonstrated very high numbers of public awareness-raising activities, in the form of media work, debates, events, etc on education policy and finance issues. Coalitions reported a steady increase of media interventions (including online social media). This positive increase is partly explained by the fact that this period of CSEF programme phase has reached full momentum. But it is also largely reflective of high levels of coalition activity around follow ups related to the campaigning and debates generated during Global Action Week in the previous reporting period, as well as in relation to International Literacy Day (Sept) and World Teachers Day (Oct). Moreover, this reporting period also saw a high concentration of coalition media engagement activities in relation to discourse and awareness raising around the Post 2015 education agenda.

### 3. Regional and global activities to support the CSEF programme

This section of the report summarizes the CSEF activities at global and regional level that link to overall grant management, strategic planning and coordination, national-level planning and proposal development, and the learning, monitoring and evaluation framework. These activities complement the status update of the implementation plan preparation and planning activities (Annex 1, sections 1 - 4). Other aspects of global and regional work are part of the Expected Results, and therefore covered in detail in section 4 which emphasises the work of global and regional entities to facilitate national contributions to global and regional advocacy processes; support to national coalitions to engage directly in regional and global advocacy; coordination of technical support, capacity-building, learning and exchange.

#### **Progress overall in implementing planned activities at global and regional level**

As annex 1 shows, most activities in the implementation plan covering the period July to December 2014 were implemented according to plan. Global and Regional Secretariats in particular focused on securing the ongoing sustainability of the programme, and preparatory work for implementation going forward. This included ongoing communication and discussions with regional secretariats and FMAs, the GOC, UNESCO, the GPE secretariat and Strategy and Policy Committee, and the International Partners Group, through email exchanges and skype calls. An outline of other main activities that were implemented during the reporting period follows below:

#### **Global grant management** (section 1 of implementation plan):

With national-level activities in the 2013-2015 CSEF programme phase previously due to end in March 2015, the Global Secretariat devoted particular attention to ensuring the sustainability of the CSEF programme beyond 2014, including through broad consultations with national, regional and global CSEF implementing partners. In October 2014, GCE and UNESCO were informed by the GPE Secretariat of the opportunity for a costed extension of this programme until the end of 2015, and consequently worked together on plans and budgets to ensure this extension was secured. GCE staff attended the GPE Board meeting in December, at which point the 2015 costed extension was approved, and GCE was invited to submit a new proposal for the 2016-18 period.

While securing approval of the extension, GCE – in line with agreements with UNESCO and with oversight from the GOC – worked intensively with the regional entities around budgeting and planning for the extension phase. GCE updated the implementation plan as necessary, prepared new regional grant agreements accordingly, and worked with regional partners to produce templates for national coalition planning and budgeting for April to December 2015. Global and regional entities also worked on revised plans and budgets for submission to UNESCO in early 2015, and Regional Secretariats and FMAs supported national coalitions to refine their budgets and planning for the coming phases. At the same time, global and regional partners discussed lessons from the programme to inform any future phases.

Grant disbursement took place (as usual) in tranches from GCE to regional entities, and from regional FMAs to national coalitions; with disbursements based on previous spending, and of course also on receipt of funds at global level from UNESCO.

### **Strategic planning and coordination** (section 2 of implementation plan)

Within each region, ongoing coordination and planning has been taking place either through face-to-face meetings, via calls or email exchanges between Regional Secretariat, FMAs and GCE, aiming to ensure oversight of the programme and exchange information about implementation and progress of specific coalitions. Regional partners took the opportunity of regional learning events (described in part 4) to hold further coordination discussions. In addition, CLADE organised a meeting between CSEF coalitions and UNESCO around their regional assembly.

The Global Secretariat organised the following inter-regional and global face-to-face meetings during the reporting period:

- **IPG meeting, 8-9 September:** GCE organized a meeting of the CSEF International Partners Group, regional secretariat staff and UNESCO in London, to discuss lessons so far from CSEF and how these should inform future planning, as well as the role of the IPG going forward more concretely. Among the outcomes of the meetings was identification of the need to strengthen the role of teachers, parents and young people within coalitions in the next phase of the programme, proposals to enhance dialogue and learning through establishment of communities of practice, and a renewed commitment by IPG members to support linkages and partnerships with coalitions in their country of operation through the CSEF programme.
- **Inter-regional planning meeting (and strategizing with the GPE secretariat), 9-11 September:** The IPG meeting was followed by a two-day planning meeting with regional and global CSEF staff, which brought in Sarah Beardmore from the GPE secretariat to highlight current feedback from GPE Board sub-committees on the CSEF programme and its possible future direction. The meeting also had a session on Post-2015, allowing for shared learning and exchange across regions regarding EFA accountability and engagement in debates on future education frameworks.
- **GCE assessment, strategy and planning meeting with UNESCO, 21-23 October:** GCE met with UNESCO in Paris to discuss progress of the programme, and to agree on ways to address challenges identified by the GCE team and raised by UNESCO, including in relation to management issues in the CSEF Africa Secretariat; the proposed budget revision; the final evaluation plan; documenting and reporting on the project; sharing of documents and learning; and strengthening the CSEF Global Secretariat. GCE and UNESCO agreed several follow up approaches and activities, in addition to more regular conversations between the two agencies.
- **GCE internal planning meeting, 3-7 November:** GCE held an internal planning meeting in Johannesburg, including all staff working on the CSEF programme including new staff.
- **Global Oversight Committee meetings, 22 July and 27 November:** The Global Oversight Committee met face-to-face in London and Johannesburg to discuss progress of the programme, including issues related to oversight of regional entities. Between face-to-face meetings, the Committee held a number of skype calls and email exchanges, and in December had a teleconference with the Board of ANCEFA to discuss specific matters of oversight for CSEF Africa (see also below).

In line with recommendations by UNESCO and general programme needs, GCE recruited two new staff to the global team to support key areas of the CSEF programme: Monitoring and Evaluation Programme Officer and Networks and Learning Programme Officer. Both staff members started in November 2014, with extensive induction processes taking place during the first months of employment.

In light of concerns around human resource and programme management procedures within the Africa Regional Secretariat (hosted by ANCEFA) that had emerged during the first half of 2014, GCE continued to provide more direct oversight and administration of Regional Secretariat expenditure. This was documented in a signed MOU between the two parties during the reporting period. GCE also worked with other ANCEFA partners to commission an audit of donor funds at ANCEFA (including but not limited to CSEF funds) in order to identify areas and proposals for improve management of such funds, and the Global Oversight Committee engaged extensively with the ANCEFA Board on proposals to improve overall management; these discussions were ongoing at year-end. Meanwhile, Global Secretariat staff at GCE continued to engage with ANCEFA staff implementing CSEF activities, and proposed a meeting of the staff of regional partners in Africa with the global secretariat staff in early 2015, to discuss ways of working and programme planning in the region.

### **National-level planning and proposal development** (section 3 of implementation plan)

The Haitian coalition, Regroupement Education Pour Tous et Toutes (REPT), had its proposal approved during the reporting period, taking the number of coalitions receiving grants to 50. The relevant Regional Secretariats continued to provide ongoing support to either coalition-building or proposal development in Afghanistan, Angola, Myanmar and Madagascar, with GCE staff also involved where possible and requested:

- In Afghanistan, given challenges to civil society operations and capacity, the Asia Pacific Regional Secretariat (ASPBAE) is working with national partners to support development of a fully functional coalition or network, and to support their submission of a proposal for national activities. The Regional Coordinator and the South Asia Capacity Support and Advocacy Advisor attempted a visit to Kabul in October 2014; however this trip had to be cancelled due to the murder near Kabul of an Australian national, just 10 days before ASPBAE staff had intention to travel. Two delegates from Afghanistan National Association for Adult Education (ANAE) were able to attend the Asian Learning Event in Jogjakarta in November 2014 and a Regional Secretariat visit to Afghanistan was agreed for 2015.
- In Myanmar, as previously reported, restrictions on the operation of civil society and their ability to receive external funds make direct funding of a national coalition difficult. As a result, there is no formal coalition yet in Myanmar. However, in the July to December 2014 reporting period, the Asia Pacific Regional Secretariat have worked with the National Network for Education Reforms (NNER), Thinking Classroom Foundation (TCF), and Myanmar Education Consortium (MEC), through visits to provide capacity support in policy advocacy, network building, and holding dialogues with CSOs and government. ASPBAE has also invited representatives of these structures to regional events where they engage with other national coalitions. This has led to increased linkages and connectivity to the region and greater awareness of international education policy and advocacy processes, with more local CSOs being involved in policy advocacy. In particular, 40 representatives from the CSO networks in Myanmar met to gather updates from ASPBAE staff on post-2015 education and drew up initial advocacy plans, identified priority issues, strategies, and funding and capacity support needs. Additionally, during a national seminar organised by NNER, 250 participants consisting mostly of local teachers and some development partners gained updates on post-2015 education debates, particularly on the target and indicators on teachers.
- In Angola, the Africa Regional Secretariat (ANCEFA) and the global secretariat have been maintaining dialogue with the REDEPT coalition, including invitations submit a new proposal to the CSEF programme.
- In Madagascar, the Africa Regional Secretariat and Global Secretariat (GCE) increased coalition-building support with the emerging coalition, CONAMEPT. This included supporting the coalition to develop their management and governance structures, engage with sector forums such as the LEG and Ministry of Education Joint Sector Review and other key education sector actors. As a result, the coalition is now working in partnership with

a set of international partner agencies active in Madagascar. CONAMEPT has recorded growing interest in their activities and is invited by partners including UNICEF to all events related to education in the country. A start-up programme to be funded by Backup Education Initiative GIZ has been successfully developed and submitted for inception in early 2015.

**Monitoring and Evaluation** (section 4 of implementation plan)

Regional Secretariats continued regular monitoring and evaluation activities, including country support visits, and with the addition of brief monthly financial and narrative updates by coalitions in the Africa region. In the last month of the period, the new GCE monitoring and evaluation officer provided the global Secretariat with additional capacity to carry out more detailed conversations about activity reports from regional and national level; GCE will build on this capacity during 2015. In particular, subsequent to conversations with UNESCO about the depth of information available on coalition reach and membership through the regular reporting mechanisms, GCE initiated a survey aimed at drawing detailed information from coalitions about current and potential members, as well as the trends over time. The results will be clear in the first quarter of 2015 and will give richer detail on progress and areas for further support and tools in terms of representivity of civil society networks in the CSEF programme.

GCE carried out an internal mid-term evaluation of the CSEF programme in August 2014 (submitted separately). GCE has been drawing on lessons from this evaluation (in addition to learning from the external evaluation of phase one, and experiences from the programme) to feed into updating of capacity building plans; dialogue with regional partners; and future planning of CSEF – including updating of the Results Framework for the costed extension period.

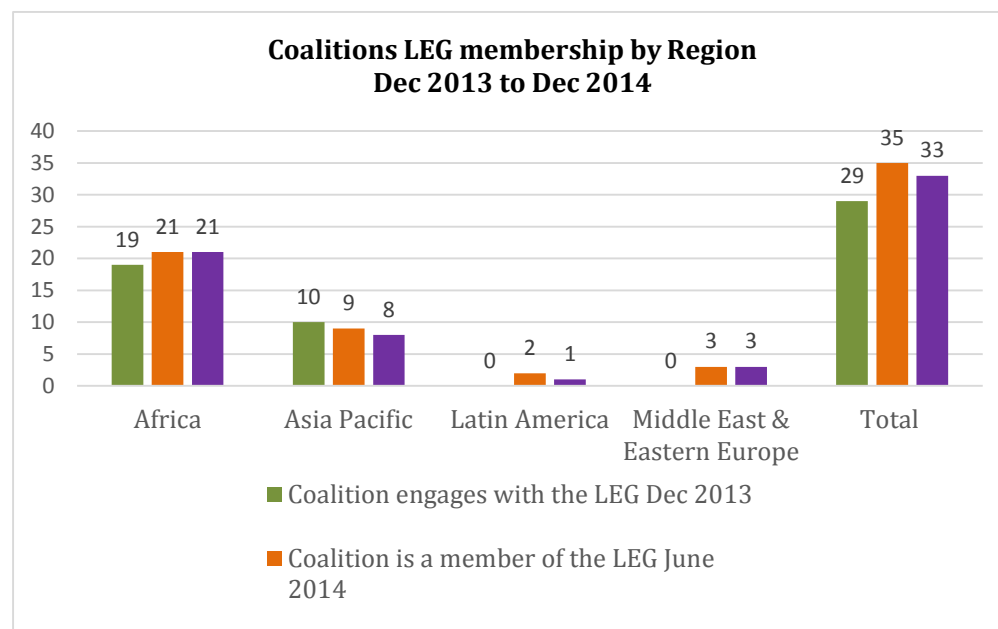
After discussions with UNESCO about timing, content and approach of the programme evaluation, GCE finalised the ToR for the external evaluation of CSEF 2013-2015, and circulated a call for applicants, including through UNESCO lists. The interviews and selection process are scheduled for the first quarter of 2015.

## 4. Progress against expected results, learning goals and overall objectives

The data in this section of the report is drawn from evidence gathered from the 48 national education coalitions that were implementing agreed proposals during the reporting period, as well as from the four Regional Secretariats and the Global Secretariat. As with the previous two semester reports, GCE has analysed all reports against the Learning, Monitoring and Evaluation Framework. New for this report are some additional insights into the highly contextually diverse and complex landscape in which CSEF operates, achieved by sharing some direct ‘soundbites’ from national coalition voices.

### Objective 1: Policy participation

**ER 1.1: Civil society participation in policy forums and dialogue such as Local Education Groups (LEGs), Technical Working Groups (TWGs) and other political and policy spaces increases. Civil society participation in such dialogues becomes increasingly recognized and more influential.**



Of the 48 reporting coalitions, 42 reported the existence of a LEG (or equivalent) in their countries. While this is the same number as in the last report, it masks some differences: previously the 42 included the LEG in Lesotho (which is not counted here as CSEF Lesotho is not a reporting coalition for this period) and in Bolivia (data from CBDE that has been corrected since the last report, see below), it now instead includes Haiti (where REPT recently agreed a full plan and grant, and reports a LEG in the country) and Moldova (where the coalition has identified a LEG, although it reports that it is hard to access information).

Countries where coalitions report perceptions that a LEG does not exist are: India, Indonesia and Mongolia in the Asia and Pacific region; Bolivia and Nicaragua in the Latin America and Caribbean region; and Albania in the Middle East and Eastern Europe region. In the case of Bolivia, it is apparent the coalition had made an inadvertent error when reporting on the existence and status of the coalition’s engagement with the LEG in the previous reporting period. The coalition now clearly states that a LEG does not exist in their country (see Box 1 insert).

Figure 1: Status of national coalition engagement with the LEG, Dec 2013 to Dec 2014



Of the 42 affirmative responses under review in the current reporting period, 35 coalitions report being members of the LEG (representing 83.3% membership in CSEF-supported coalition contexts where LEGs exist). While this again suggests no change in the number of coalitions reporting LEG membership since June 2014, this again masks some shifts. The exclusion of CEF Lesotho and correction of data from CBDE Bolivia would have reduced the count to 40. However, two additional coalitions are now fully participating: Georgia Coalition for Education for All, and RIP-EPT Cote d'Ivoire.

The Georgian Coalition for Education For All stated in the previous reporting period that they had meetings with government and are invited to relevant meetings. The coalition explains its formal and active engagement in high-level education policy dialogue and review forums as follows:

*Since the coalition has a signed memorandum of cooperation with the Ministry of Education and Sports (MES) which runs until December 31, 2015, this implies participation in the formulation of day to day agendas, discussion and engagement in priority educational matters and policy formulation; since signing the memorandum the coalition is included in most working groups and councils formed by the MES and has facilitated several educational forums. The coalition status in these working groups/councils/committees could therefore be best described as being 'full with verbal agreement'.*

While there is no forum formally designated as the LEG, GCE is interpreting this as equivalent participation.

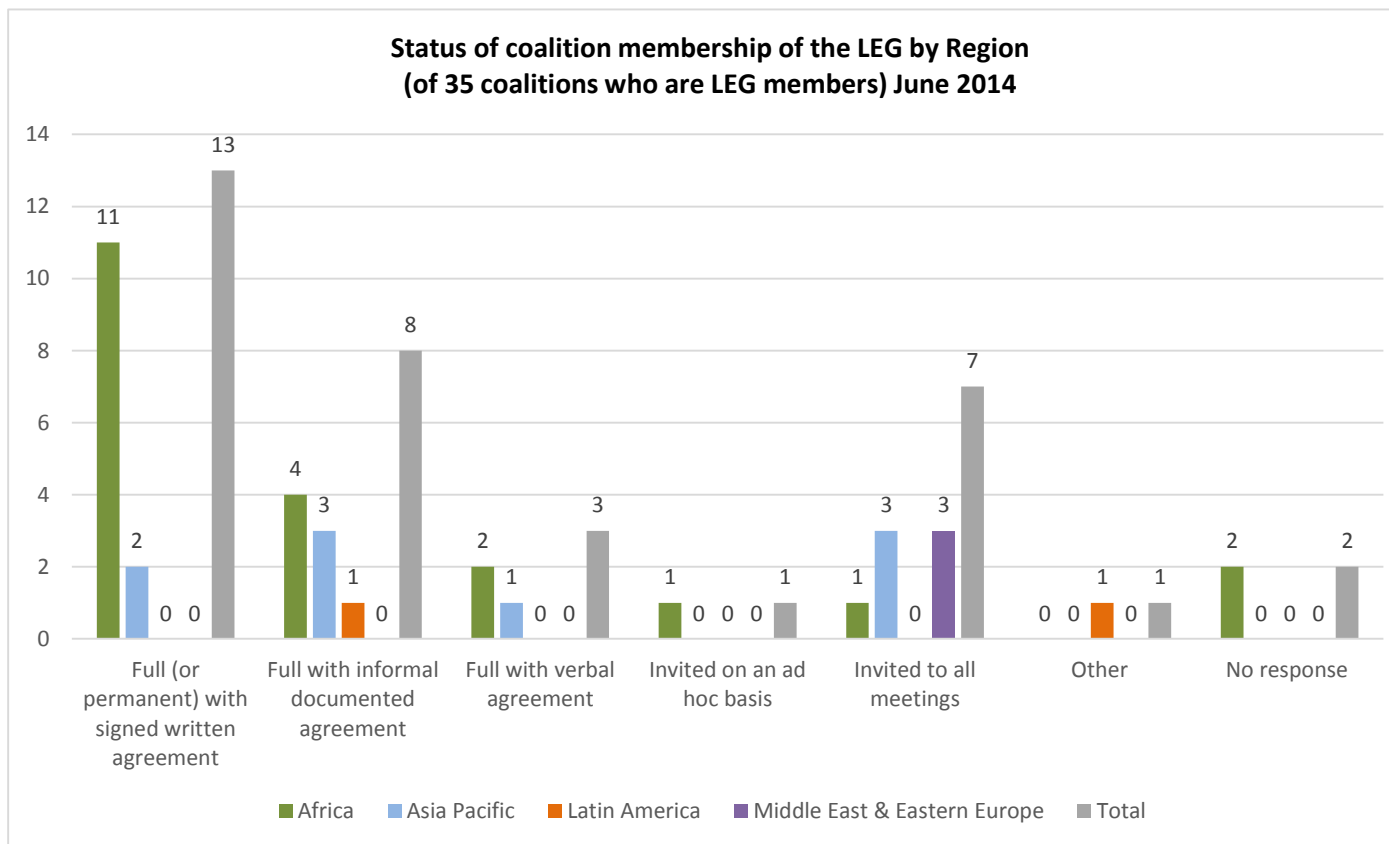
Consistent efforts to secure integration into the LEG have been undertaken over the past two reporting periods by the coalition in Cote d'Ivoire, *Reseau Ivoirien Pour La Promotion De L'Education Pour Tous*. Some of the action taken in this regard were meetings between the coalition Secretariat and the Executive Secretariat of the GTOE (Working Group of NGOs for Education). The coalition now reports they have successfully secured full verbal agreement to participate actively in the LEG.

The total of 35 therefore stands as an absolute for coalitions reporting membership of the LEG in their country for this current reporting period. A more nuanced understanding of the nature of LEG membership is provided in Figure 2.

About one third of the coalitions engaging with LEGs report having formal written agreement for their membership, and almost all of these are in Africa. Otherwise, engagement is through an informal agreement, or on an invited basis.

**Box 1: Extract on LEG discussion from the Campaña Boliviana por el Derecho a la Educación report**

*In Bolivia there is no Local Education Group (LEG) as such, made up of government, international cooperation organisations and civil society organisations involved in education, that has any decision-making powers and is involved in the development, implementation and monitoring of the National Education Plan. Socially there are various institutions participating. For example, the 'Grupo Canasta' for international cooperation in education, The Spanish Cooperation Education Forum; The Bolivian Campaign for The Right to Education or the Education Councils of Nations or indigenous peoples, that have developed autonomously in response to necessity and circumstances, and that coordinate some activities or participate in educational meetings organised by authorities of the Education Sector. Under Law 070/2010, the LEG is envisioned under the title Plurinational Education Council, as is the functioning of Consultative Committees as consulting and coordinating bodies. However, these have not transpired due to inadequate regulation, and principally due to a lack of political will to deal with tensions between teachers and parental organisations that disagree over powers, roles and responsibilities, some of which are the responsibility of the State.*



For the remaining coalitions who are not participating in the LEG as at 31 December 2014, although a LEG exists in their country, some report that they remain in ongoing negotiations to address this (Rwanda Education For All Coalition, and ECOZI Zimbabwe<sup>2</sup>), while others (FADE Djibouti, COMEDUC Mauritania and Foro Dakar Honduras) report difficulties due to closure of such spaces to civil society, or government refusal to allow their participation. The coalition APSCF Moldova indicate that they are still challenged by a discreet LEG presence in their country and are continuing with their explorations in this regard. The particular challenges reported by COMEDUC Mauritania (including barriers even to setting up non-governmental group) are documented in box 2

Figure 2: Nature of coalition engagement with LEGs, December 2014

<sup>2</sup> At the time of writing, ECOZI has remarkably succeeded to gain entry into the LEG. This will be discussed in more detail in the next progress report.

**Box 2: Insights to COMEDUC Mauritania's efforts to open civil society space for education policy formulation, planning and review:**

*Mauritania was one of the first countries to join the Global Partnership for Education in 2002. The Local Education Partners Group (GLPE) in Mauritania gathers only international bodies and the government. Local civil society organizations are excluded. COMEDUC undertook to organize working meetings with other local education organizations in order to participate in the GLPE. Thereafter, the coalition had an audience with the Ministry of Education. This was an opportunity for the coalition to raise awareness of the Minister regarding civil society's role and the fact that it is not part of the GLPE. The Minister put his cabinet in charge to review the GLPE's composition, nature, activities and partners in order to integrate COMEDUC. At the present time, COMEDUC is not part of that group which is under a reconstitution phase.*

*However, there has been an additional turn of events in this reporting period: During a meeting with a GPE delegate at the level of the Education Projects and Training Directorate, COMEDUC suggested to create a group composed of Civil Society Organizations involved in education in order to delegate members at the GLPE level. The idea was well received and the Strategies, Planning and Cooperation Directorate offered to make its facilities available for the group's weekly meetings. When the Group appointed the President of COMEDUC as its coordinator, two government officials intervened to advise against accepting this appointment. COMEDUC then suspended its participation arguing it was waiting for the Group to become more autonomous. However, the Coalition wrote officially to some partners, including AFD (l'Agence Française de Développement) who are the GPE coordinating agency, to inform them about the group outcomes and the turn of events excluding COMEDUC. COMEDUC's letter insisted on the importance and relevance of COMEDUC's engagement to cooperate with and join the LEG*

The case of the coalition REPT in Haiti, which is new to CSEF reporting in this period, may be best understood direct from the voices of the coalition: *The LEG is not officially and democratically established. We are attending meetings with UNESCO, government and the World Bank. We are asking for official establishment of the Group. The group which has acted as a LEG for the last proposal to the GPE was established without the civil society organizations knowing. The REPT and the teacher unions raised this in a meeting during the GPE mission in Haiti.*

REPT Haiti does, however, report an invitation to attend a LEG meeting from UNESCO, which is a positive step.

This report on LEG engagement underscores observations documented in the last progress report that, while coalitions may be garnering a growing understanding of and entry into LEGs, there remains confusion when LEGs do not meet the GPE's proposed guidelines on, for example, participation. In some countries, similar to the case shared by REPT Haiti, groups take on LEG characteristics around the time of approval of GPE grants, but then lapse, or revert to being more exclusive forums. The case examples also illuminate the highly diverse and complex contexts in which coalitions are engaging to ensure civil society participation in education policy dialogues becomes increasingly recognized and more influential.

**ER1.2: Civil society involvement in policy dialogue and in parliamentary processes relating to education and engagement of parliamentarians on education issues increases.**

As Figure 3 shows, at the end of December 2014, globally coalitions reported active engagement with 261 relevant education sector policy and review forums. This represents a 16.5 percentage increase in the six-month period from June to December 2014. As can be seen, the upward trend over the first 18 months of implementation of this CSEF programme phase has remained constant, with noticeable spikes of increased policy forum engagement in the Asia and Pacific and Middle East and Eastern Europe regions.

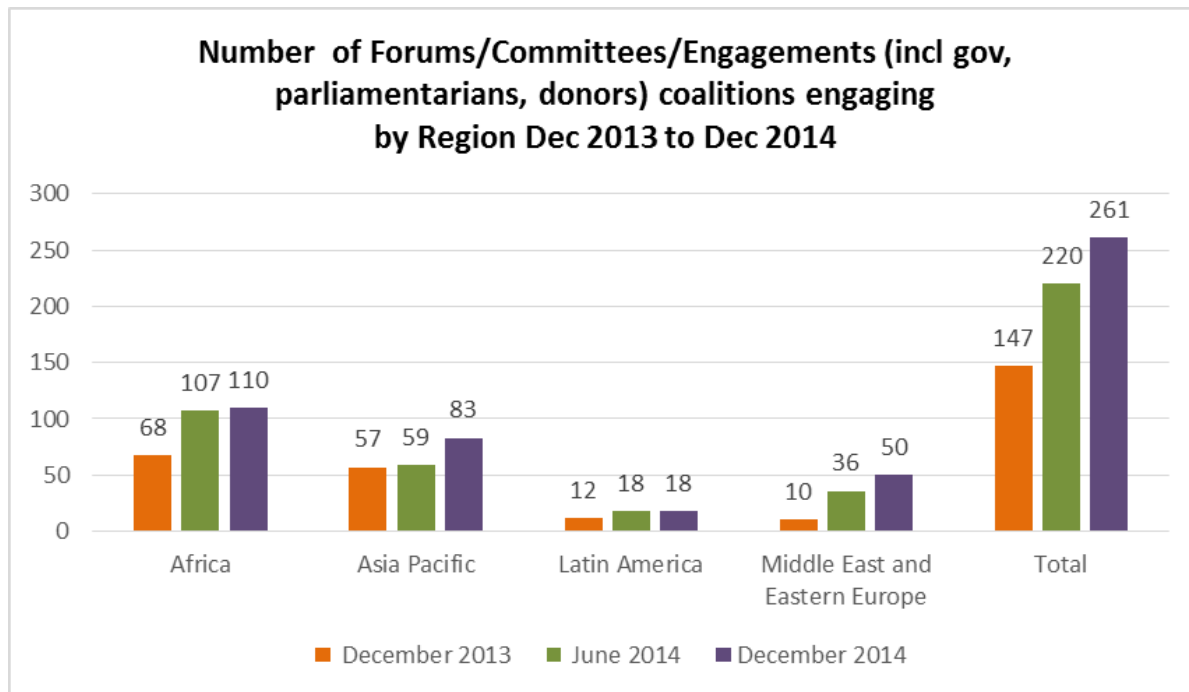


Figure 2: Number of policy dialogue spaces where coalitions engage Dec 2013 to Dec 2014

Although the figure of 261 for this reporting period includes additional data from Haiti (2 forums reported), it does not include any data from CEF in Lesotho (who had previously reported details of engagement with 7 different relevant forums). Moreover, alongside new forums joined, five coalitions reported having ceased membership from a total of seven education dialogue spaces, in most cases because they were time-limited working groups that have now completed their mandate.

The overall increase is noteworthy as, despite changing dynamics and CSEF remaining responsive to these realities, globally coalitions remain on an upward trajectory in terms of occupying spaces for education policy dialogue. The nature of forums in which coalitions have engaged remains consistent with the previous semesters, in that they include drafting groups for new policies, technical committees advising on education sector issues, review committees, and civil society forums convened to analyse and review policies, plans, strategies and implementation. This indicates ongoing positive progress towards broader and intensified civil society participation in education sector and policy dialogue.

This is further evidenced by the fact that, in addition to increased engagement with policy and review forums (which include parliamentary processes, particularly in the Middle East and Eastern Europe region), coalitions document joining a number of other groups or spaces that are relevant without counting as policy forums (e.g. NGO planning groups, professional councils, women's caucuses, etc) during the period July to December 2014. These groups are not counted towards the total of 261 documented above.

Details of the additional policy and review forums are provided in the table in Annex 10 to this report. These reported 44 'new' policy and review forums with which coalitions have engaged are listed together with details of another 47 relevant which coalitions have joined in the reporting period. The full list gives a combined total of 91 new forums, committees and other important education planning or working groups that coalitions have joined in the period July – December 2014.

In addition to engaging with relevant forums, CSEF coalitions were actively responsible for at least 131 oral and/or written civil society submissions to government, parliamentary or partner working groups between July and December 2014. This represents a marginal increase compared with the total of 129 oral and/or written coalition submissions in the six-month period January to June 2014. Data disaggregated by region for the current reporting period is shown in Figure 5<sup>3</sup>:

A comprehensive list of submissions made by national coalitions is provided in annex 9, and some examples from each region follow:

#### **Africa region:**

- The coalition *Reseau Ivoirien Pour la Promotion de l'Education Pour Tous* (RIP-EPT) in Cote d'Ivoire submitted an oral submission to the National consultation to prepare for the regional Conference of Sub-Saharan Africa on the agenda for Education Post 2015, recommending amendments to the Government's proposals. The coalition's suggestions were partially accepted.
- *GNECC in Ghana* submitted a written call to the national Education Sector Review forum for a roadmap with timelines for the decentralization of education. The coalition also tabled a position paper on the national budget which highlighted the decline in assets and services allocations in the national budget over the last four years as well as pointed to inconsistencies in budget information. Both submissions were considered for review.
- In Guinea Bissau, *Rede de Campanha de Educação Para Todos Guiné-Bissau* (RECEPT-GB) gave an oral submission to the LEG on the feasibility of rehabilitation of some school infrastructure. The submission was accepted as tabled.
- In Kenya, the *Elimu Yetu Coalition* (EYC) raised concerns over the progress with the Ministry of Education's action on the weaknesses identified on the appraisal of the GPE application, such as the capacity of Ministry to implement the project given that most of the positions remained unfilled and most

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<sup>3</sup> Where coalitions reported making submissions twice (e.g. to different forums, or an oral submission as well as a written one), GCE has counted it only once in this data, with written submissions taking priority.

of the senior officials are working in acting positions. EYC is still following up on this matter. The coalition also submitted a petition to the parliamentary committee on education to mount pressure for the speedy implementation of the task force on reducing secondary school fees report so as to ensure learners and parents pay lower fees as outlined in the report.

- *Coalition des Organisations Mauritaniennes pour l'Education (COMEDUC)* made an oral submission to the National Committee for EFA Review in Mauritania, pressing on decision makers, especially the Ministry, that it was urgent to implement a periodic EFA assessment exercise, and above all, to involve all education actors in Mauritania. The submission was accepted and discussed.
- In Niger, the *Coalition Nigérienne des Associations, Syndicats et ONG de Campagne EPT (ASO-EPT Niger)* tabled a written submission to the Review Committee on the General Education Law - Loi d'orientation du système éducatif (LOSEN). The proposal focused on improving the content of LOSEN. The committee has included most amendments suggested into the law, which is now being analyzed by the Education Ministries.
- At a Post 2015 national consultation, *Coalition des Organisations en Synergie pour la Défense de l'Education Publique (COSYDEP)* in Senegal, submitted a Contribution Paper by Civil Society stakeholders on education post 2015.
- In the context of the Ebola crisis in Sierra Leone, the coalition *Education For All Sierra Leone (EFA-SL)* tabled four written submissions to the School Reopening Committee: i) National Consultative proposal on school reopening, ii) Guideline on school reopening protocol, iii) a Joint Education Sector Assessment Key informant interview tool, and; iv) a Proposal for the national assessment of schools. The guideline on school reopening was accepted by the task force on school reopening and will be validated with funds from UNICEF in early 2015. The school reopening protocol was adopted from Guinea and localized to suit the Sierra Leone situation based on local Ebola experiences. The Key Informant Assessment tool was adopted upon submission and reviewed. Plans for national assessment on the impact of Ebola were due to be finalized in January 2015 at the Emergency Radio Education Programme (EREP) taskforce meeting. Finally, the proposal and schools assessment tool were part of the presentation made to the EREP taskforce and accepted. These have been budgeted and implementation was due to start after final discussions at the Task Force meeting in January 2015.

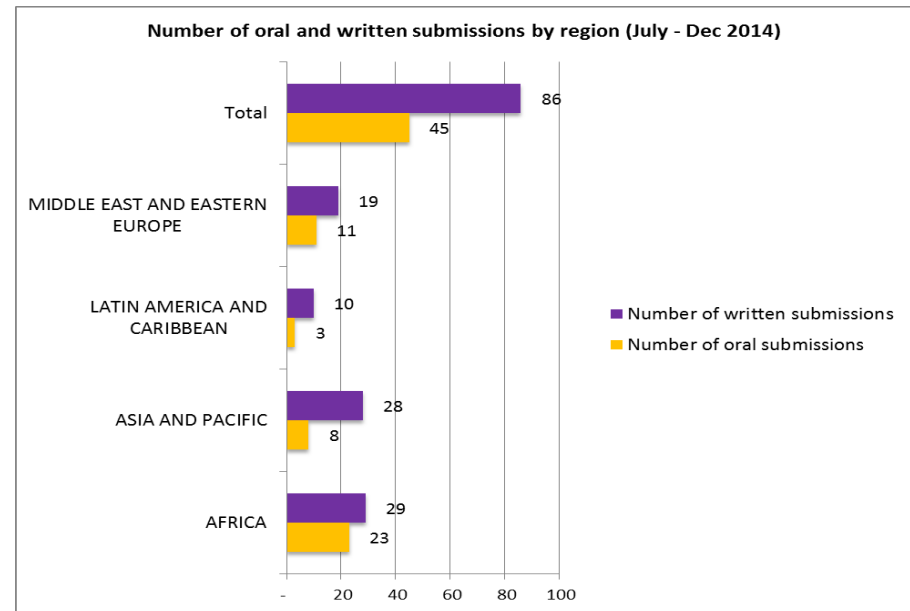


Figure 5: Total number of oral and written submission made by coalitions in the reporting period July to December 2014

- In Togo, the *Coalition Nationale Togolaise pour l'Education Pour Tous (CNT/EPT)* submitted an advocacy paper to the LEG. The paper included two topics; one on the development of the inclusive education national policy, and one on the need to create formal connections between government departments to contribute to Education Sector Plan implementation. The coalition reports that the LEG approved the proposals.
- At a Parliamentary Committee on Education meeting, *Zambia National Education Coalition (ZANEC)* commented on the Auditor General's Report on the employment of teachers in Basic Schools and this oral submission was set as an agenda for the Parliamentary Committee.
- The *Education Coalition of Zimbabwe (ECOZI)* made an oral submission to the Education Sector Working Group on the need for the Ministry of Education to consider working with the coalition on its GPE project. The proposal was considered for review<sup>4</sup>.

#### **Asia and Pacific region:**

- *CAMPE in Bangladesh* gave a written submission to the Parliamentary Standing Committee, urging for the Education Act to acknowledge education as a basic right. The Deputy Speaker committed to support the Education Act bill and stated that, prior to that he will arrange another round of interaction with the Parliamentary Standing Committee and civil society groups coordinated by CAMPE.
- During a workshop on the Final Draft of the Teacher Policy Action Plan (TPAP), the coalition *NGO Education Partnership (NEP)* in Cambodia presented a written submission on the new draft of TPAP, highlighting unrealistic activities and timeframes, activities that should be prioritised, and the need for further consultation on some measures. According to NEP, most of the comments were accepted and the final document amended.
- The coalition *National Education Watch (NEW)* Indonesia gave an oral submission at the *Komisi Perlindungan Anak Indonesia (KPAI)*, advocating for the elimination of bullying in schools. The submission was formally discussed and accepted by a national level parliamentary member.
- In Mongolia, "*All for Education!*" *National Civil Society Coalition (AFE)* Mongolia, submitted a Position Paper to the Government of Mongolia during the Beijing +20 Review process, opposing the removal of health education from the secondary school curricula. The proposal was formally considered for review.
- The *National Campaign for Education (NCE)* Nepal tabled a written proposal to influence the Ministry of Education to promulgate the free and compulsory Education Act which has been pending for the past 5 years.
- In Papua New Guinea, the coalition *PEAN* submitted a written paper calling on the Government to recognize adult literacy as a strategy for sustainable development. PEAN reports that the Minister has taken the submission on board and has requested CSOs through PEAN to work closely with him.

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<sup>4</sup> At the time of writing ECOZI have indicated the coalition has been formally accepted onto the LEG, although this has not be included in the LEG engagement count for the July – December 2014 data analysis period.



- The *Vanuatu Education Policy Advocacy Coalition (VEPAC)* helped developed 15 national teacher standards. Some of VEPAC's standards were accepted and put into the Vanuatu Teachers Standards document. These standards focus on teachers welcoming the participation of women in classrooms and the schools.
- As part of the Education Reform process, *Vietnam Coalition for Education for All (VCEFA)* provided written recommendations for the reform of the two national exams: Higher Secondary Graduation Exams and University Entrance Exams. VCEFA indicate the recommendations were tabled and accepted.

#### **Latin America and the Caribbean region:**

- In Haiti, *Regroupement Education Pour Tous et pour Toutes (REPT)* presented an oral proposal at a meeting with the GPE delegation in Haiti for the need for strategic change in the education sector, and to change the funding strategy to prevent private schooling and to develop and strengthen public schools. REPT also tabled a written submission to the National Education Fund proposing a modification of the bill on education financing in order to develop public education instead of private delivery. The law has not yet been voted but the Education Minister has declared publicly and in writing that the law on education financing will be redirected in favour of public education.
- During the coalition's participation in a debate with representatives of the Honduras National Congress, *Foro Dakar-Honduras* argued for a funding strategy for regulatory operation of the Fundamental Law on Education. Inclusion of the coalition's submission in the next sessions of the legislative was considered through the Education Committee of the National Congress.

#### **Middle East and Eastern Europe region:**

- The *Albanian Coalition for Child Education* tabled a series of recommendations to the Ministry of Education in relation to the reform of the Pre-University Education System. The coalition's recommendations are concerned with the provision of supporting teachers in schools frequented by disabled children, Roma integration through education and an increase of Roma teachers in schools and kindergartens.
- Through a sub-working group, the *Georgian Coalition for Education For All* delivered written submissions in different formats (through official letters to the chairman of parliament and the Ministry of Education and Sports, during discussion meetings with parliament and government representatives). The submission focused on increasing the basic wage for public school teachers to equal the public sectors employee's average salary over three years. The coalition directly attributes their efforts to contributing to public announcements that the 2015 state budget now reflects a 17% basic salary increase for public teachers (<http://factcheck.ge/en/article/teachers-wages-will-be-increased-by-17>).
- The *Sudanese Coalition for Education for All* tabled a written submission to the Coordinating Meeting of Ministers of State, urging increasing the national education budget to 3%. The coalition reports that the submission was accepted as tabled and the coalition is continuing to follow up in this regard.



### **ER 1.3: CSEF regional and global structures draw on national coalition activities to inform regional and global advocacy (cross-cutting with Objective 4).**

CSEF regional and global structures have continued to draw on inputs and submissions made by national coalitions' advocacy work in order to inform and improve engagement in relevant regional and global advocacy processes. The information below provides details on some of the submissions made by regional and global CSEF structures to relevant advocacy processes and discussions at regional and global levels that have been informed by national coalitions' activities, priorities and achievements.

#### **Africa**

- ANCEFA organized a Policy Forum in Addis Ababa where a number of national coalitions shared their research work and critically reviewed the latest proposals on the post 2015 framework as developed by the United Nations OWG, the GEM, and the African Union. During the forum coalitions and development partners formulated action plans for civil society input before adoption of the frameworks in 2015. They also developed plans for engaging strategically in the Sub Saharan Regional Education Conference (Kigali, February 2015), the 2015 World Education Forum (Incheon, Korea, May 2015) and UNGA New York (September 2015.)

#### **Asia and Pacific**

- Presentations made by ASPBAE at the Asia Pacific Regional Education Conference (APREC) 6-8 Aug 2014, were informed by experiences and CSO EFA reviews from coalitions. The presentation and positions on Innovative Financing in Education made in the parallel session on Education Financing drew from the research of coalitions on public private partnerships (PPPs) in education as well as on privatization of education in Asia-Pacific. The presentation on EFA architecture drew from the coalitions' experiences in engaging states in education governance.
- At the ASPBAE Conference, 'Asia Pacific Civil Society Defining Education for the Future', 18-23 November 2014, Jogjakarta, Indonesia, ASPBAE presented a synthesis of the education post 2015 agenda that came out of the national education consultations conducted by coalitions and other members of ASPBAE. Coalitions further informed the discussions on education post 2015 through their substantive participation, particularly informing the contexts of education advocacy, the post 2015 education indicators and the country situations/experiences in education financing and privatization of education (where 8 coalitions presented their cases and continuing research on privatization of education). Later, at the EFA Technical Working Group Meeting in Thailand, Bangkok, 28 November 2014, ASPBAE presented the plans of coalitions to engage member states and the regional platforms in the continuing education post 2015 processes.
- For the 1-2 December UIS-Global Monitoring Report 'Workshop on Framing and measuring inequalities in post 2015 education targets', in Paris, ASPBAE prepared talking points and recommendations for a representative of GCE to present on equity indicators which was drawn from ASPBAE's earlier research work, and coalition inputs for example via the CSO recommendations in APREC as well as the then-recently concluded FOL related to access, quality and financing of education.

- In December 2014, ASPBAE’s submissions to GCE to inform policy positions on youth and TVET came from case studies undertaken by coalitions in Nepal, Philippines and Indonesia
- During 10-12 October 2014, a joint delegation from ASPBAE, EAEA and DVV International attended the 10th Asia-Europe People’s Forum (AEPF) in Milan and organised the sharing of studies undertaken by the coalitions in India, Nepal, Cambodia and the Philippines. ASPBAE presented the financing challenges in the Asian context, drawing from the coalition studies and workshops on education financing and privatisation, specifically, the coalitions in Pakistan, India, Nepal, Philippines and Cambodia. The presentation focused on shortfalls in the national budgets and ODA for education, warning on rising trends of privatisation of education.
- During 27-30 November, ASPBAE participated in the 2nd World Human Rights Forum, held in Marrakech, Morocco which brought together 5,000 participants, from 94 countries. A team from GCE, OSF, EI, ActionAid, African education coalitions and the Moroccan education coalition organised the thematic forum on the Right to Education for All which focused on privatization and its impact on economic, social and cultural rights. ASPBAE presented the Asian context with a brief status report on EFA, the emerging trends in education privatisation, and threats to the Right to Education in the region. The presentation drew examples from the studies done by the coalitions in India, Nepal, Cambodia and the Philippines.

#### **Latin America and the Caribbean**

- CLADE participated in the 69th Session of the United Nations General Assembly, which took place in New York, United States, between the 16th and 29th of September 2014, where CLADE took part in the panel A World of Dignity: education at the heart of sustainable development. CLADE’s contributions drew on coalition members’ inputs on the fundamental role that education plays in promoting a life of dignity for all.
- CLADE’s participation in the Regional Ministerial Meeting for Education for All in Latin America and The Caribbean: Assessment and Challenges Post-2015, which took place on the 30th and 31st of October, 2014, in Lima, Peru drew very heavily on the contributions, work and inputs of coalitions in the region. CLADE participated in the meeting as part of a delegation consisting of 13 people that were able, drawing on national experience, to explain the specific challenges to improving the education goals in the Sustainable Development Agenda, currently being negotiated in New York. These are: the inclusion of goals related to teachers and financing of education; the inclusion of the concept of early childhood education, and the exclusion of the concept of “payable” (‘affordable’) higher education, based on the Declaration of the Education for All (EFA) Steering Committee from Muscat, Oman. The speeches also highlighted the challenges of Youth and Adult Education (YAE) and the expansion of the development perspective, pointing towards social and environmental justice. The opportunity was taken to condemn recent cases of violence against student and it was noted that the Framework for Action, to be defined in the Republic of Korea, should issue a call for coordination in the attainment of HRE, with a deepening of democracy, as recommended in the Inter-American Democratic Charter.

### **Middle East and Eastern Europe**

- The regional secretariat drew on national coalition work to inform its participation in a seminar on "Innovative pathways in Education :Adult Education for Social Change" that was conducted by MENIT on Tuesday 30 September 2014 in Amman- Jordan.The seminar mainly aimed at presenting successful innovative initiatives in the field of adult education and lifelong learning in the region. The regional secretariat presented the 4As initiative as a successful model that could be generalized taking into account the different context for each country and region. The coalitions were encouraged to benefit from the 4As example for to advocate their cases specially those countries who share similar context such as Yemen and Sudan who can advocate their issues and can engage relevant stakeholders on national and regional level engaging <http://arabcampaignforeducation.org/page-726-en.html>
- ACEA participated in Half-Day General Discussion on girls'/women's right to education conducted by The United Nations Committee on the Elimination of Discrimination against Women (CEDAW) on 7 July 2014 under the theme "Privatization and its Impact on the Right to Education of Women and Girls". The national coalitions engaged in preparation on the consultation questions on girls'/women's right to education, the Regional coordinator of ACEA and the secretariat forwarded and shared the final CEDAW Right to Education Oral Statement and report on Privatization and its Impact on the Right to Education of Women and Girls<http://arabcampaignforeducation.org/page-585-en.html>
- The regional secretariat participated in the Global EFA meeting, organized by UNESCO in Oman during 12 – 14 May 2014. The national coalitions were invited to provide their inputs on commitments taken at the 2012 GEM, reflected on the actions required during the last part of the road towards 2015. The coalitions were also invited to provide their suggestions on education beyond 2015. The meeting developed a Joint Proposal on Education beyond 2015. This Joint Proposal is based on UNESCO's Position Paper on Education beyond 2015, which was discussed and strongly supported by the 194th session of UNESCO's Executive Board in April 2014. <http://arabcampaignforeducation.org/page-670-en.html>
- ACEA and 4As were engaged effectively in the eighth edition of IALLA (ICAE Academy of Lifelong Learning Advocacy course organized and implemented by DVV International, and the International Council for Adult Education - ICAE). ACEA staff delivered a training session on new tactics on advocacy. The training was focused on adult education and in addition to more focus on advocacy on education. This regional secretariat benefited from this course to develop its e-library with resources on adult education, lifelong learning, and advocacy in education. The regional secretariat encouraged its coalitions to benefit from these resources to promote their work on adult education and lifelong learning <http://arabcampaignforeducation.org/page-723-en.html>
- The regional secretariat participated in the 5th MENIT Regional Workshop on "Education in Emergencies" that was conducted during November 30 – December 1, 2014 in Amman-Jordan. <http://arabcampaignforeducation.org/page-761-en.html>. ACEA's participation in this workshop both drew on and sought to better support the work of coalitions in the region who are operating in emergency or fragile contexts (e.g. Yemen, Somalia, Sudan).

### **Global Secretariat**

- GCE has drawn very substantially on the work of national coalitions in informing its engagement in post-2015 advocacy, and related debates about the achievement of EFA goals. In particular, as national coalitions have completed EFA reviews or assessments, or produced other materials to inform these assessment, GCE has been gathering the materials and ensuring they are used to inform GCE's ongoing global advocacy and civil society representation. This has included:

- GCE continues to be part of the EFA Steering Committee and participated in the CCNGO meeting that took place on 7-8 October, 2014, in Paris, France, where GCE and other civil society representatives voiced the concerns of coalitions in relation to mechanisms for monitoring the Sustainable Development Agenda goals. At the same time, the meeting examined the Post 2015 SDG proposals for education, using the proposal of the EFA Steering Committee as a point of reference. GCE has also complemented this with direct advocacy in New York around education in the SDG process.
- GCE has been elected back on the Steering Committee of the Teacher Task Force for EFA. Discussions are underway in terms of strengthening relationships between GCE and the TTF, especially in terms of the implementation of the new Post 2015 framework's provisions pertaining to teachers. GCE aims to use this role to ensure member views around teachers are heard.
- GCE provided input into technical spaces on Post 2015, including the GMR consultation on equity indicators in the Post 2015 agenda in Paris, Post 2015 discussion in the Teacher Task Force on EFA, roundtable with DFID on the Post 2015 agenda - in all contexts highlighting the perspectives and priorities of national coalitions.
- GCE held a side event in NY during the course of the UNGA ('A world of dignity") highlighting the criticality of education in fulfilling the overall EFA agenda. GCE took part in the GEFI high level event in the sidelines of the UNGA, where its president was the civil society speaker.
- **Disability:** GCE provided civil society input, based on previous consultations with and work by national coalitions, into the development of campaign materials on disability and inclusive education prepared by GEFI
- **GPE:** GCE took an active part in GPE's Civil Society Review in July-August 2014, drawing extensively on national coalition experiences within the CSEF programme. GCE also strongly supported and facilitated the engagement of national coalitions in this consultation, by sharing information and directly encouraging engagement. To the extent possible with existing capacity, GCE also continued to provide support to consultation within the GPE CSO2 constituency, including directly at the GPE Board meeting in December.

## Objective 2: Public awareness and coalition-building

**ER 2.1: There is an overall increase in membership in and participation of grass-roots based civil society actors in CSEF-funded civil society education coalitions. There is an increase in the number of member organizations representing historically disadvantaged groups (so as to strengthen the representative function of coalitions).**

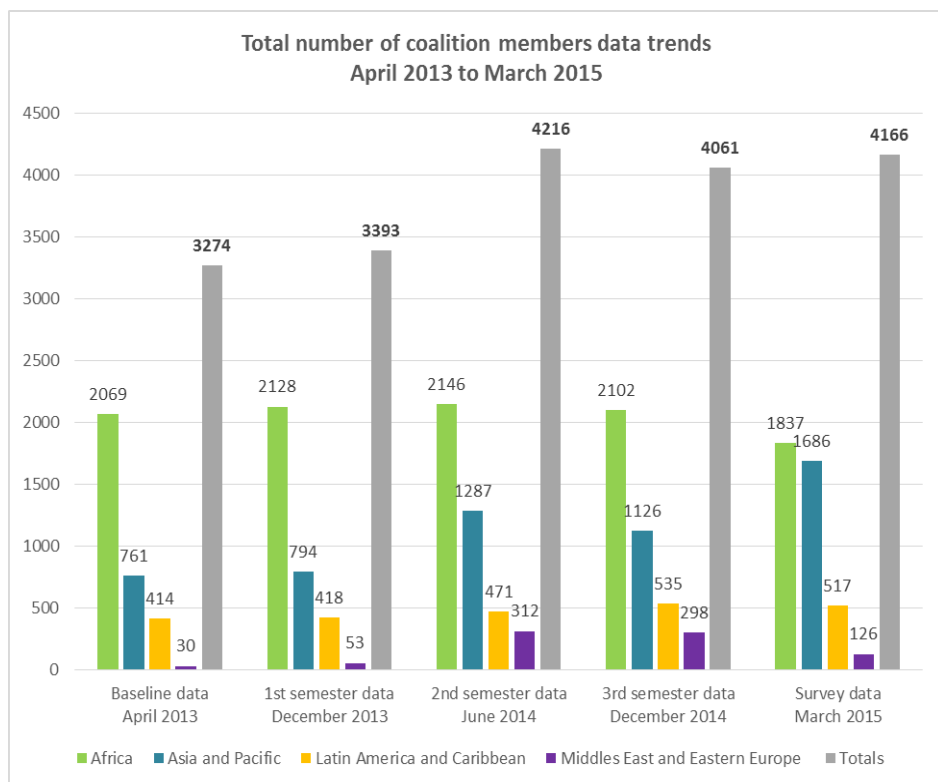


Figure 6: Coalition membership data over 2 years April 2013 – March 2014

The data under this specific result area is drawn from two sources: i) national coalition reports and ii) emerging results of a 'membership and representivity survey' carried out amongst CSEF-supported coalitions and administered by GCE during January to March 2015 (with membership data updated to end January 2015). The purpose of the membership and representivity survey was to gather a more accurate, nuanced and detailed understanding of CSEF membership and representivity than biannual reporting templates could allow space for. This is in order to better understand the extent to which the engagement of a broad and representative group of civil society organisations in CSEF supported coalitions' advocacy work is currently being achieved, and what are the key barriers or gaps requiring further support. Due to the fact that the survey gathered data beyond the scope of this expected result area 2.1, only findings from relevant components of the survey are presented below.

Current national reports indicate a total number of 4061 active members, with an additional 250 affiliate members – a total of 4311 which suggests 95 more members than the last reporting period (when 4216 coalition members including affiliates were reported). Emerging results from the survey, which is primarily concerned with data on full, voting and active members has identified a total current number of 3366 coalition members. The survey also identified an additional 800 affiliate members, indicating a total of 4166 members. Clearly there remain some anomalies in accurately

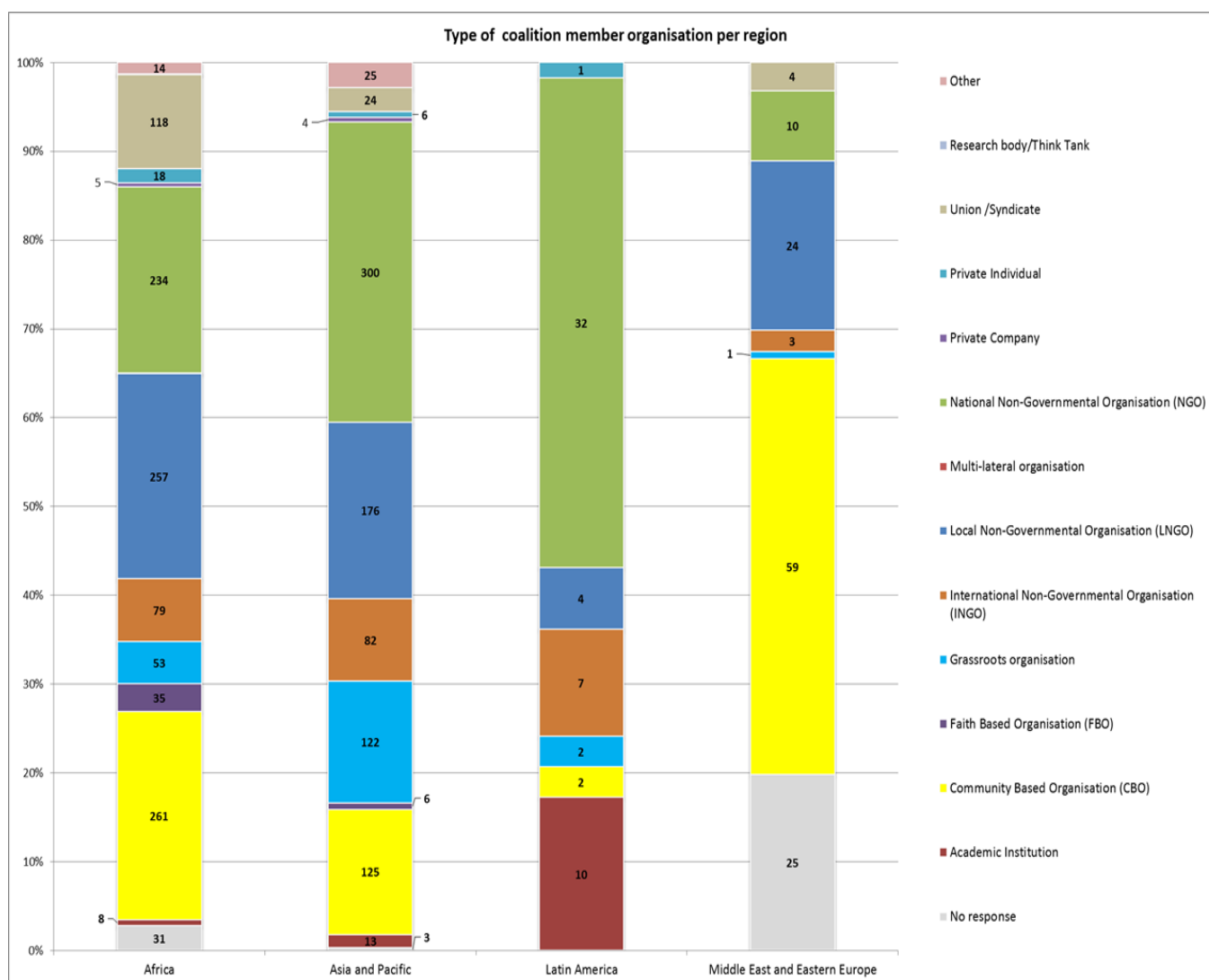


Figure 7: Type of coalition member organisations per region

reporting data on coalition membership which the global secretariat is working to better understand in collaboration with regional secretariats and national coalitions.

Notwithstanding, as Figure 6 illustrates, there is a reasonably high confidence level in constant data patterns between relevant baseline data and national reports of the last three reporting periods coupled with data from the recently conducted membership survey. Data from the survey has supported identification of specific coalitions where reported membership data reveals particular anomalies, contributing to the overall CSEF coalition membership fluctuations, and GCE will further explore relevant issues with these coalitions during the period of finalizing the survey report. Nonetheless, even controlling for these observations, there remains steady growth in the total number of CSEF supported coalition members, with a significant increase since the current phase of CSEF implementation was initiated in April 2013.

Figure 7 is drawn from the survey findings. It examines the type of coalition member organisations per region.

Coupled with Figure 8 (following page) which illustrates the nature of engagement of coalition members with different target groups, the findings from the survey largely support observations in previous biannual progress reports.

As illustrated in the stacked bar chart (page 30) , while a similar range of the type of coalition member organisations comprise coalition membership across all regions, this is contextually nuanced by region. The majority of coalition members in the Africa region are community-based organisations (CBOs), local non-governmental organisations (LNGOs) and national level non-governmental organisations (NGOs), with a strong presence of teacher and other civic unions.

In the Asia and Pacific region, coalition membership is more dominated by NGOs, with also a high prevalence of LNGOs and CBOs. While union members are less numbered, this region includes a fairly large proportion of grassroots organisation members.

Coalition membership in the Latin America and Caribbean region is also dominated by NGOs, but includes a higher proportion of academic institutions and international non-governmental organisations (INGOs) compared with the other three regions.

In the Middle East and Eastern Europe region, CBOs and LNGOs form the highest proportion of coalition members.

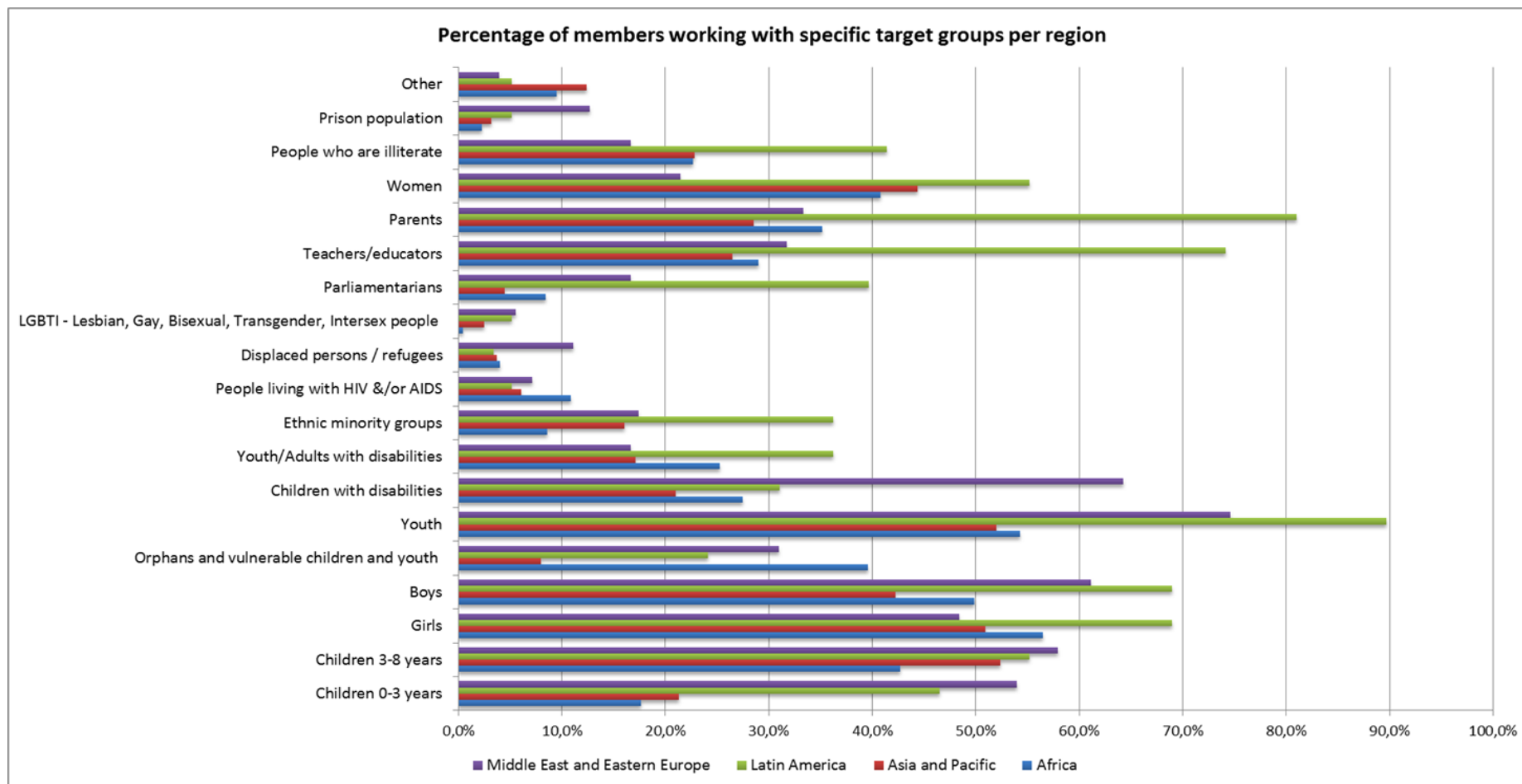
Almost all coalition members in all four regions work with and represent multiple target groups. For this reason, data in the graph below is presented as the percentage of coalition members in each region working with each specific target group. Note that many of the organisations that make up coalitions in the various countries represent or work with more than one target population, such that the percentage of coalition members working with each target group in each region adds up to more than 100%.

The vast majority of coalition members in all four regions target, represent and are engaging with and represent; youth, children (both girls and boys aged 9 and above) and women. In terms of regional variances, the following is observed:

- A large proportion of coalition members in the Middle East and Eastern Europe region directly engage with and represent children, including children aged 0-8 years and children with disabilities.
- A large proportion of coalition members in the Latin America and Caribbean region target working with and/or represent parents, teachers/educators, people who are not literate and parliamentarians.
- A large proportion of coalition members in both the Asia and Pacific and Africa regions are working with and represent women, youth and children – especially girls.

Some coalition members in the Latin America and Caribbean region engage specifically with street children; people affected by drug/alcohol abuse; and, female survivors of sexual abuse. In both the Asia and Pacific and Africa regions some coalition members represent pastoralists/farming groups, traditional leaders and/or healers, as well as the elderly/retired persons. In both Africa and the Middle East and Eastern Europe regions, a small proportion of coalition members specifically target working with and represent the local Muslim community.

Figure 8: Representivity of coalition members per region





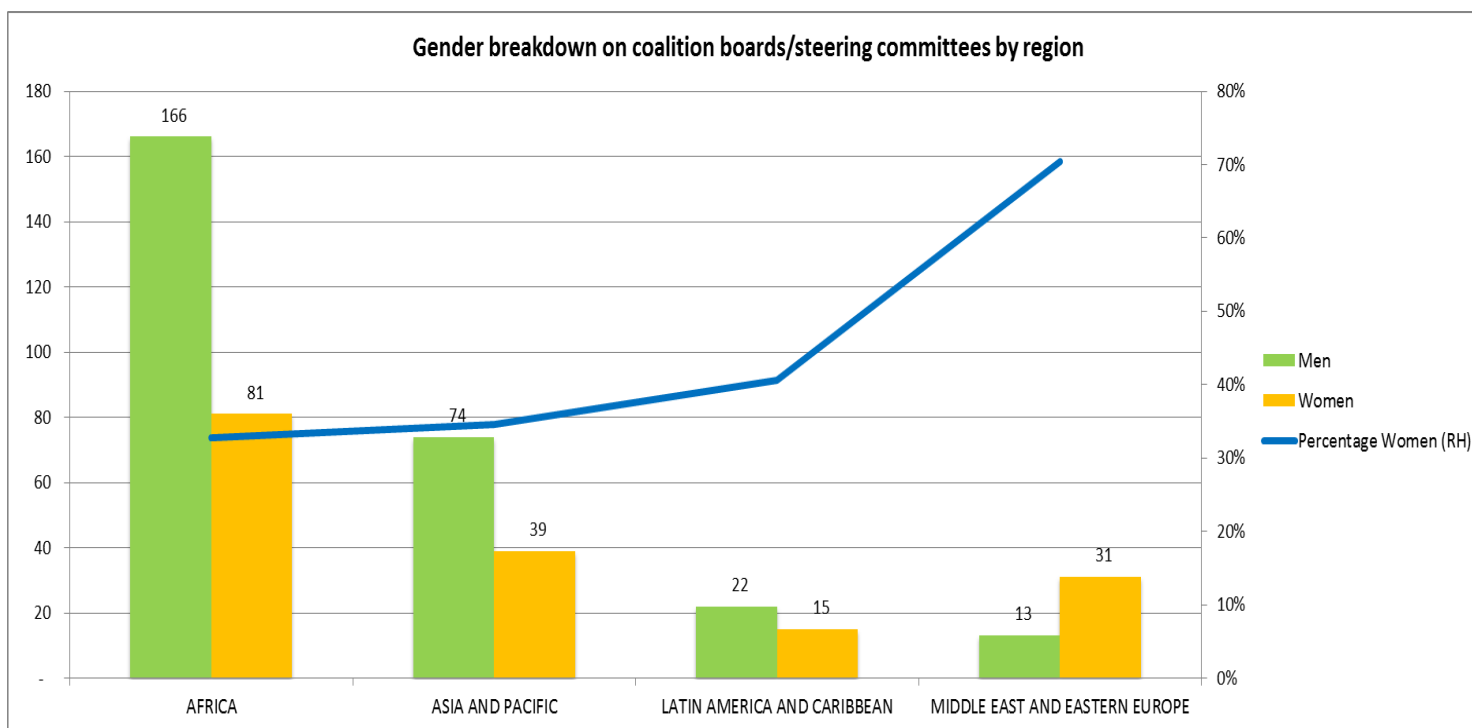


Figure 9: Gender breakdown of coalition boards/steering committee Dec 2014

In terms of the gender balance of governance structures of national coalitions, reports continue to reveal that overall, women are less represented than men on the Boards of CSEF-supported coalitions. As previously reported, this remains an ongoing challenge to be addressed, and one which goes beyond coalition dynamics to broader national and regional contexts. Trends overall have remained consistent since the last reporting period, with women still making up just over 38% percent of the Board members of CSEF-supported coalitions overall.

However some positive regional shifts in the percentage of women on the Boards have been realised in the current reporting period. The figure for Africa has remained stable at 33% between June and December 2014, and there has been a slight increase in Asia Pacific from 34% to 35%, with a significant increase in the Middle East & Eastern Europe from 50% to 70%, but Latin America & the Caribbean has seen a decline from 50% to just over 41%.

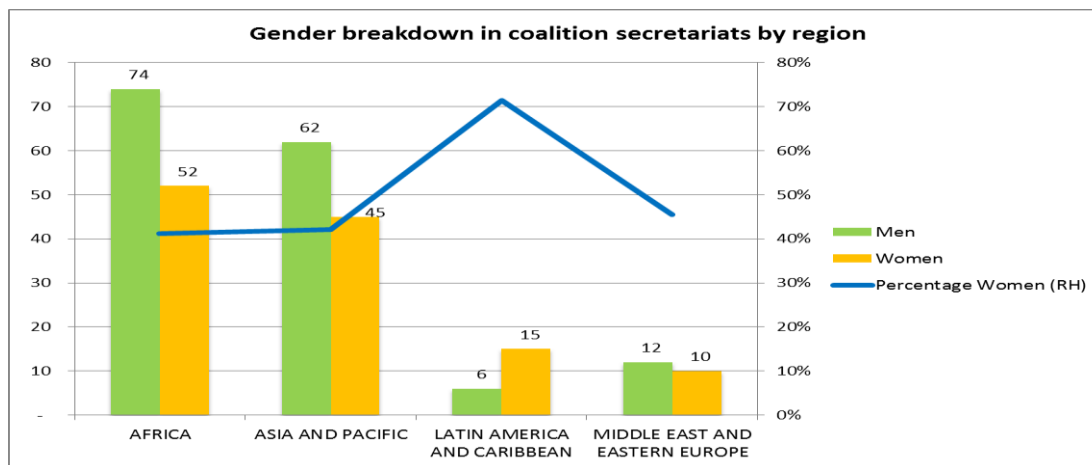


Figure 10: Gender breakdown of coalition secretariats Dec 2014

The gender composition of coalition Secretariats is more balanced, although there is still room for more even representation of women in the Africa and Asia Pacific regions. As Figure 10 illustrates, women make up 41% and 42% respectively in these two regions, and similarly 45% in the Middle East and Eastern Europe. The picture is markedly different in the Latin America and Caribbean region however, where women comprise 71% of coalition secretariat staff members.

**ER2.2: All coalitions develop civil society policy proposals through inclusive and participatory consultations with broad constituencies. Major coalition outputs (e.g. research, position papers, advocacy briefs) pass through an “inclusion audit” to ensure member perspectives (including perspectives from historically marginalized groups) are included.**

The number of national coalitions reporting having explicit and formal systems in place to facilitate member review of policy documents etc before they are distributed, has remained stable since the last reporting period, with 39 (81%) of those reporting able to describe such systems. (Eight reported not having such procedures). The numbers were highest in Latin America (100%), and Asia Pacific and the Middle East & Eastern Europe (83% in both regions), with coalitions in Africa standing at 76% (19 out of 25 coalitions reporting in this period).

The majority of coalitions are still making positive efforts to consult their membership specifically before attending policy forums such as LEGs and education sector working or planning groups, in order to discuss and consolidate the views of the members and/or prepare members for the engagement. Forty out of 47 coalitions who provided details on this reported they “always” or “often” consult members in advance of such activities. (This is slightly higher than the 37 coalitions reporting this in June 2014). Regional variances are illustrated in Figures 11 and 12. In this case, coalitions in Africa report a slightly higher frequency than the other three regions of ‘always’ or ‘often’ (92%) conducting such meetings with members. (Compared with Asia and Pacific: 66.6%; MEEE: 83% and LAC: 80%).

More detailed information on consultative processes relates to the extent to which coalitions reported having had the opportunity to input into drafting the agendas of education policy planning and review dialogue during the reporting period. 100% of coalitions in the Middle East and Eastern Europe (MEEE)

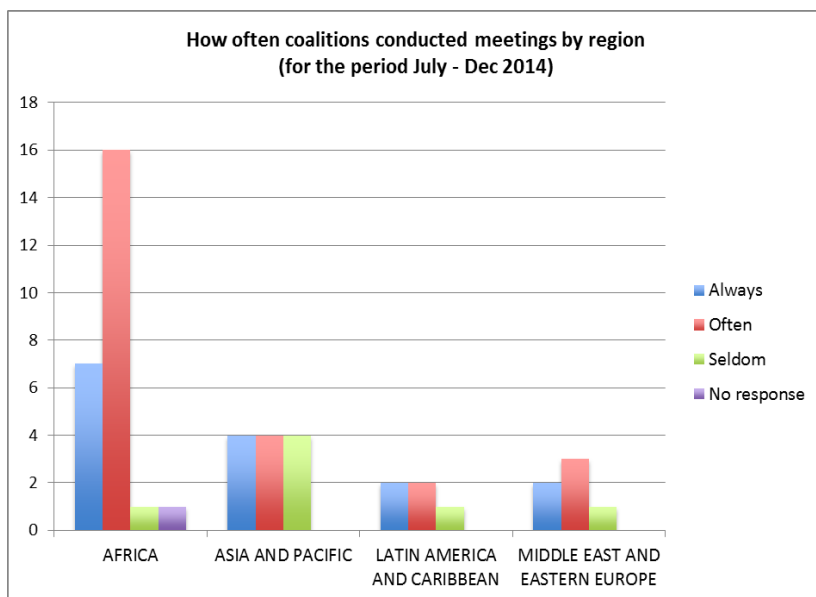


Figure 11: Frequency of coalitions conducting meetings with members prior to engagement in relevant forums

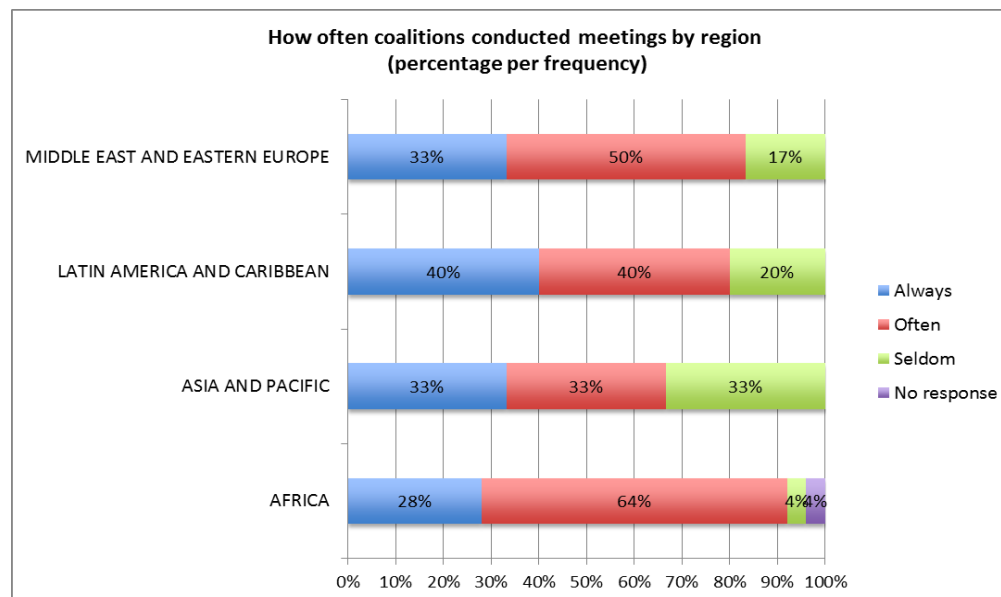


Figure 12: Frequency of coalitions conducting meetings with members prior to engagement in relevant forums (percentage of frequency)

reported this had ‘always’ or ‘often’ been the case. This was also the situation for 83.3% (9) of coalitions in the Asia and Pacific region; 80% (20) for coalitions in the Africa region, and proportionately less (40%) for the Latin America and Caribbean region (3 of the 5 reporting coalitions). This reflects the challenges that a higher proportion of coalitions in the Latin America and Caribbean region continue to face, due to operating in constrained political contexts with limited democratic processes of engagement.

Figure 13 provides illustration of these contextual nuances. It also illuminates potential for lessons to be shared particularly from the MEEE region around strategies for strengthening influencing policy and planning dialogue agendas.

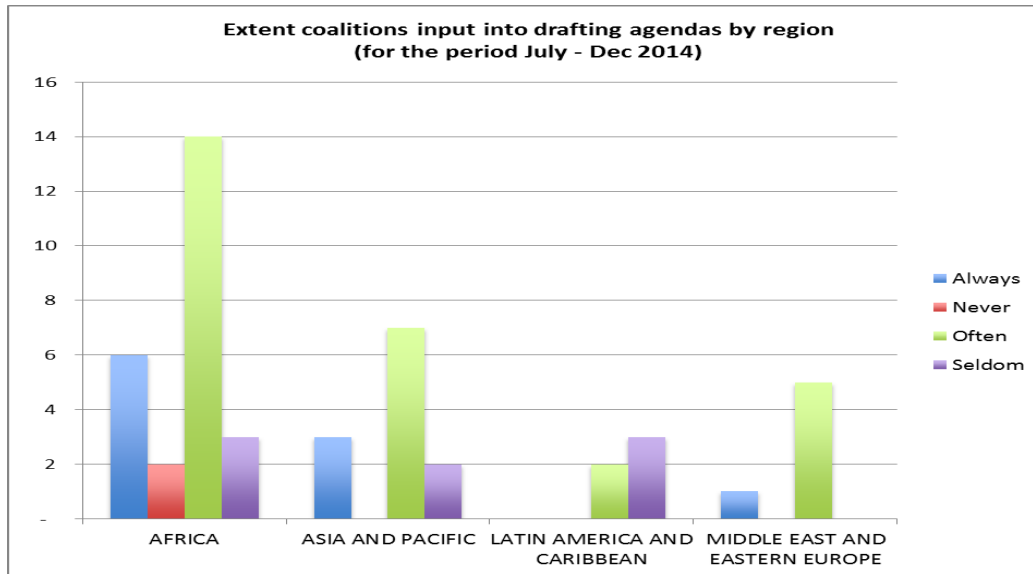


Figure 18: Total numbers of types and frequency of public facing interventions Dec 2015

As highlighted in previous reports, the majority of coalitions elect or select representatives of member organisations to represent them in policy forums, in particular drawing on coalition thematic groups to nominate participants with particular expertise, and there has been positive growth in this area in the reporting period. 41 of the 45 coalitions reporting on this in this period (91%) affirmed they operationalized specialized working groups (up from 36 or 75% in June 2014), with a total 178 working groups across the programme (an increase of 39 since June 2014). Regional variations can be seen in Figure 14. As previously, a major ongoing concern of the vast majority of coalitions remains that face-to-face consultative meetings are typically held in the capital city and this often precludes the participation of marginalised voices, due to the costs associated with engaging in such forums. This is particularly the case in countries with vast or challenging geographical terrain. In addition, most coalitions continue to cite limitations of time and resources to consistently ensure effective participation of a broad representation of members in policy processes.

In addition to working groups, many coalitions also work through sub-national structures (chapters or branches) to both increase their reach and influence and provide additional mechanisms to ensure member consultation on policy positions etc. Just over 70% (32) of coalitions reporting in this period indicated they enhance their reach and consultation with members through 260 sub-branches across the programme. As can be seen from Figure 15, the regional variance is striking, with Africa making up nearly 80% of this total (and with 24 of the 32 coalitions working through sub-chapters being in this region). Reports from coalitions in Africa indicate a decline in the number of sub-chapters between the beginning and the end of the reporting period; the reasons for this are not yet clear and GCE will be following up with relevant coalitions to understand the contributing factors. At the same time, further lessons will be drawn from the Africa region to explore how the relatively extensive experience of working through sub chapters in this region may offer valuable learning for the other regions where there is proportionally a more limited engagement with members through such sub-national structures.

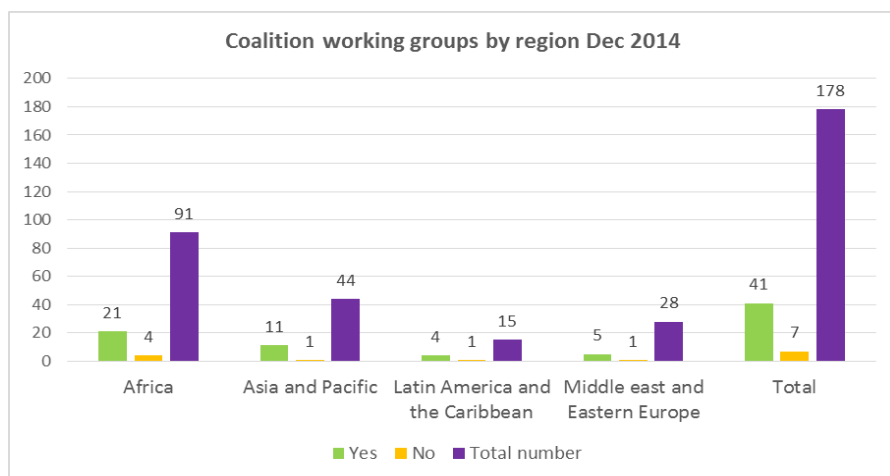


Figure 14: Number of coalition working groups per region Dec 2014

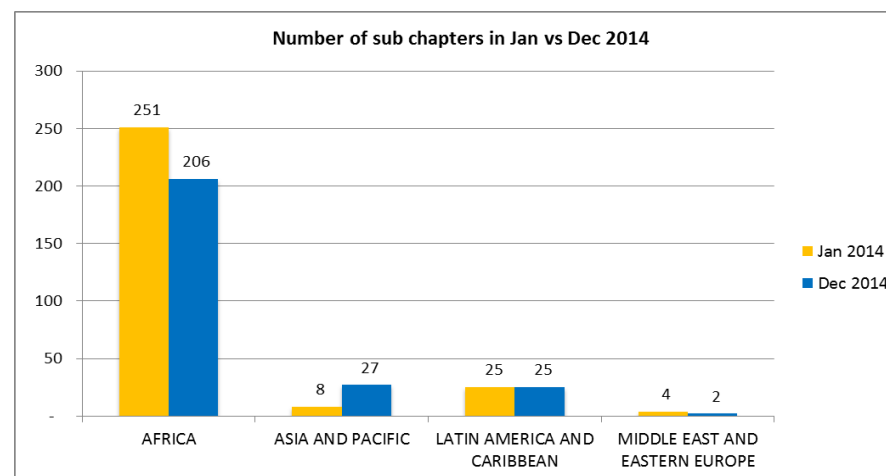


Figure 15: Number of coalition sub-chapters in Jan and Dec 2014

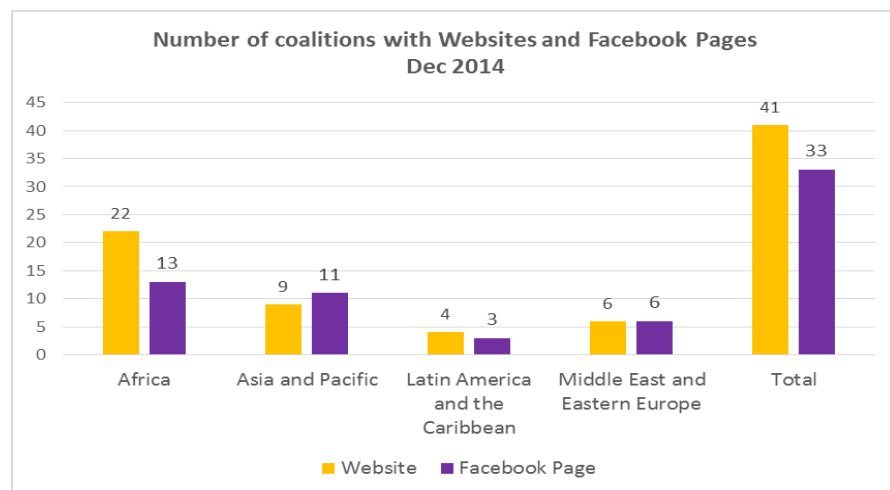
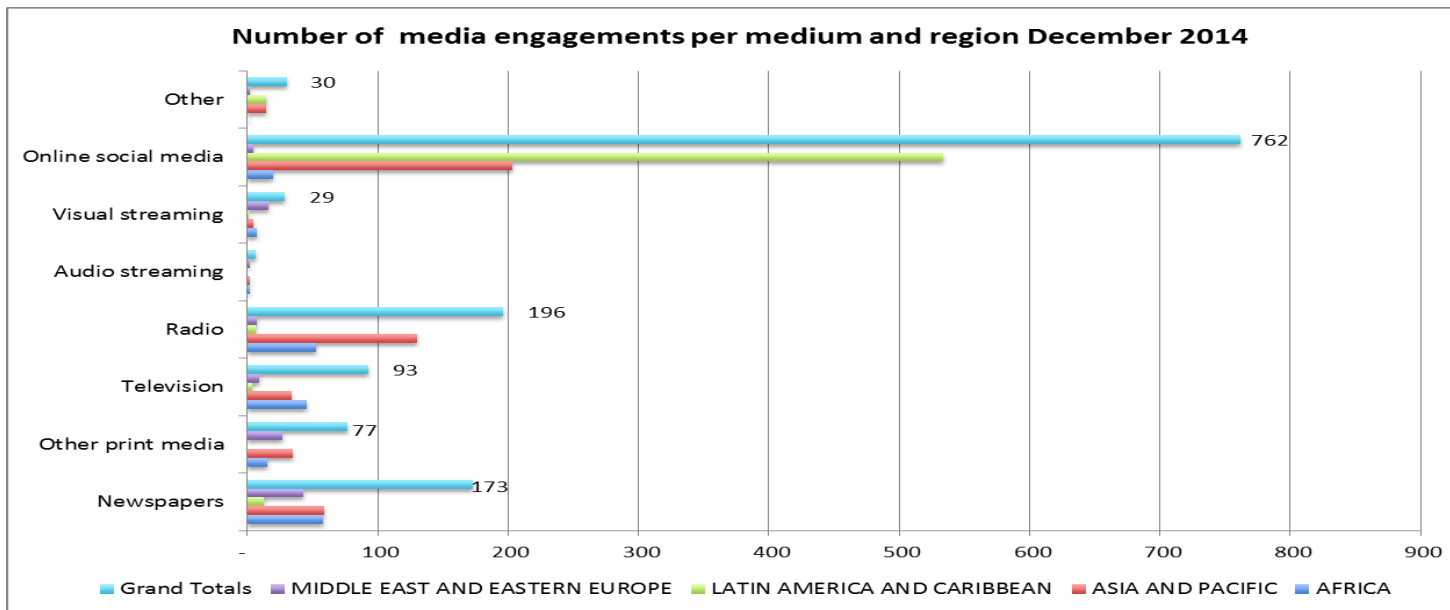


Figure 16: Number of coalitions with Website and Facebook communication mechanisms Dec 2014

All coalitions additionally use a variety of other mechanisms to manage consultation and discussion within their coalitions, with email the most prevalent, used by almost all coalitions. There has continued to be a general increase in the use of online communication and social media, in particular with the number of coalitions reporting that they have a website and make use of it for member communication, with a slight increase from 40 in June to 41 by the end of December 2014. In addition, as Figure 16 indicates, almost 70% of coalitions reporting in this period (33) provided links to their Facebook Page used to maintain communication and information sharing with coalition members

**ER 2.3: All coalitions build and sustain public awareness on critical education issues through debates, events, media work and campaigns. Issues identified may include education rights, EFA goals and/or education policy and spending.**

Reporting for this period once again demonstrated very high numbers of public awareness-raising activities, in the form of media work, debates, events, etc on education policy and finance issues. Coalitions reported a staggering **1366** different media interventions (including online social media), for example, representing over 55% more media engagement activities in comparison to 763 in the previous reporting period. This partly reflects the full momentum of the period of this CSEF programme phase (the current reporting period being for the 3<sup>rd</sup> semester), but it is also largely reflective of high levels of coalition activity around follow ups related to the campaigning and debate momentum generated during Global Action Week in the previous reporting period (May), as well as in relation to International Literacy Day (Sept) and World Teachers Day (Oct). Moreover, this reporting period also saw a high concentration of coalition media engagement activities in relation to discourse and awareness raising around the Post 2015 education agenda. Figure 17 shows the regional variances in media engagement interventions. It may also reflect the growing use of social media (a particularly important tool in Latin America and in Asia Pacific) and their comparative accessibility to civil society actors.



**Media activity** encompassed press releases on events, reports, etc; media briefings on education issues and developments; contributing articles to print media; taking part in or even organising TV talk shows; producing radio programmes; and significant engagement via social media etc. With a listing and information on over 1,000 media interventions alone, only a few examples can be mentioned here and the full list is available from the global secretariat on request.

Figure 17: Number of media engagements per medium by region

### Newspaper articles

- **RIP-EPT** Cote d'Ivoire had several articles published during October and November 2014 on the coalition's assessment of progress of the administration of public primary school management committees of the Vridi education sector, in relation to the Inspection of Primary Education in Port Bouet.
- **GNECC** Ghana issued press releases on the impact of education privatisation on the realization of EFA in Ghana, as well as one on the urgent need for Ghana to decentralise education management.
- **EYC** Kenya had four articles published in various national newspapers on EFA-related concerns; i) Highlighting the plight of girls in Homabay County, ii) Raising a red flag over the poor status of basic education in the country and education management issues, iii) urging implementation of the pro-poor education report that proposes a decrease of school fees in secondary schools and iv) Calling for justice for a class 8 boy who was barred from sitting his final examination due to lack of payment of 280Ksh for the school feeding programme.
- **REFAC** Rwanda's article calling for improved quality of education was published in the Grands Lacs Hebdo in November 2014.
- **CAMPE** Bangladesh published an Open Appeal to policy makers on issues related to literacy in the country in 6 national dailies, both in Bangla and English.
- **NEW** Indonesia had articles published on the coalition's perspectives and urgent messages around i) the Implementation of the National Education Curriculum, ii) Violence against Children in Primary Schools in Bukit Padang, iii) the Judicial Review Article 6 paragraph 1 of the Law on National Education System, iv) Access to Education for All in Mega Matra Matraman Jakarta, and v) the quality and distribution of teachers in Indonesia.
- **REPT Haiti** had an article published to raise awareness of the coalition's mobilization campaign to garner wide public support and ownership of the work of the coalition across the Haitian education sector.
- **For Dakar-Honduras** - interviews with the coalition's general coordinator Aminta Navarro and the general secretary Dr. Guillermo Molina Chocano were published and focused on the coalition member's perspectives on issues related to the regulation of the fundamental law on education.
- One of **ACCE** Albania's published articles made an appeal for the provision of free textbooks for all children in need.

### Coalition briefings and guides for public audiences

- **CBO-EPT Benin** published a guide for parents on the use of alternative measures to corporal punishments at home. Image boxes on the use of alternatives measures to corporal punishment were used to support the coalition's awareness campaigns on corporal punishment.
- **AFE** Mongolia disseminated electronic articles on the threats of education privatization as well as on issues related to access to kindergartens.
- **EFA Somalia** published an article online about teacher recruitment and retention issues in the country.

### Television

- **RNCEPT-CV in Cape Verde** had the coalition's views broadcast on a national TV channel about pre-school enrolment challenges.
- **EFANet** in the Gambia advanced their messaging during news coverage and a documentary aired on Technical Vocational Education and Training (TVET Awareness Week).
- **RECEPT-GB** (Guinea Bissau) secured an advertising spot and lobbied for the increase of girls schooling as well as issues pertaining to the overall State budget for the Education sector.

- **ASO-EPT Niger** participated in a public debate on the recruitment and management of teachers. Coalition members also participated in TV debates on i) teaching staff management, ii) the start of the school year (facts, strengths, weaknesses, options for improvements) in both local and the national languages.
- **EFA-SL** (Sierra Leone) engaged in a number of TV broadcasts in the context of the Ebola crisis and its impacts on education in the country. Specifically coalition members aired views on; i) the feasibility of schools reopening during the Ebola period and plans, ii) the national strategic Plan on Education Ebola Response and the role of civil society and iii) Public, pupils' and students' effective use of the Radio and TV teaching programme, based on pupils' and students' own assessments of this phenomenon.
- **NEP Cambodia** publicly broadcast the issues debated and outcomes of their Post – 2015 Education Agenda sharing workshop.
- **VCEFA Vietnam** produced a documentary on the ECCE model which was aired on the education channel of national television. The documentary publicised key achievements of the model and summarised the main activities implemented during the piloting period of the model in communities. More importantly, the documentary indicated the needs, illustrated by convincing data and information, to replicate the model at broader/national scale.
- **FEDH-IPN** in Nicaragua aired perspectives on free education on the nation's Channel 2.
- **EFA Moldova** discussed Inclusive education reform in the country and presented a video on the subject produced by the coalition on a TC talk show.

#### Radio (including community radio)

- Many coalitions report press conferences aired on local and national radio stations (as well as TV channels) on issues related to International Literacy Day and World Teachers Day.
- **CONEPT-DRC** broadcasting during a spot on early childhood education between Sept 28 and Oct 19. A coalition representative's speech was also aired on the national Congolese radio about the launch of the World at School petition in the DRC during a visit of the UNESCO General Director and former UK Prime Minister Gordon Brown.
- **GNECC Ghana** engaged in radio interviews about education privatisation, as well as in-studio interviews to create awareness about the on-going decentralisation process in the education sector.
- **EYC Kenya** used radio broadcasts to urge the government and the teacher unions to avert the looming strike that was set to take off just before learners sat for their final national examinations.
- **COMEDUC Mauritania** used radio as a medium to reach and consult members about the coalition's goals related to the right to education, disability at school, as well as various forms of discrimination and violence at school.
- **ECOZI Zimbabwe** engaged in radio talkshows about leakages in school examinations in the country.
- **TLCE in Timor Leste** took part in five radio debates on separate occasions on i) the School Feeding Program, ii) Mother Tongue-based multilingual education to be used in basic education schools, iii) School Infrastructure, iv) Education Financing (urging Government to allocate at least 25% of the national budget to education annually), and v) Quality of Teachers and Teaching.
- **REPPT Haiti** aired their views on the National Education Fund bill, as well as announced the release of a documentary produced by REPT and CLADE.



### Social media

- **COSYDEP in Senegal** used Facebook to open up analysis/discussion about the challenges of education and vocational training.
- **EFA-SL** used Facebook, Twitter and SMS messaging to provide daily Ebola casualty updates on confirmed cases, deaths and discharges from treatment centers. The coalition also uploaded updates on foreign/donor support to fighting Ebola.
- **PCE Pakistan** – the coalition reports heavy dependency on social media to maintain communication with members in the political context.
- **Georgian coalition for EFA** used an online informational analytical portal to share a statement of the coalition on supporting the “beginning of teaching practice, professional development and career growth scheme”.

As previously highlighted, the extensive media engagement activities of coalitions described in the section above have been accomplished despite some significant challenges faced by coalitions. The most frequently reported challenges continue to include constraints external and internal to the media. Internal constraints include a lack of understanding of education rights and EFA issues among the media, meaning that extensive (and resource-intensive) engagement is often needed with journalists prior to media work. External constraints include geographical challenges that restrict media dissemination, and restrictive political regimes and policies that prevent civil society from publicly critiquing/opposing or debating education policy issues. Nonetheless, a number of coalitions report that the higher volume of their work and media outreach is making them increasingly a trusted source for the media, and some have established regular mechanisms for engagement. FEDHI Nicaragua, and PCE Pakistan for example, make extensive use of social media and online communication to deal with a restrictive environment for their activities.

### **Public-facing interventions**

In addition to all the media engagements undertaken in the reporting period, national education coalitions also carried out their own public-facing and awareness-raising activities, and the upwards trend in initiating these efforts are positively encouraging.

Coupled with the media engagement work reported by national coalitions, July – December 2014 has been a remarkable period of broad public awareness raising efforts by coalitions.

This has included development and dissemination of a total of 262 (up by almost 65% from 169 in June 2014) mass campaigns, policy briefings during public forums and conferences, guidelines and training on engagement for coalition members, the public and community education structures, and public information and awareness-raising materials. Figure 18 illustrates the type and frequency of public facing interventions undertaken by coalitions by region in the period under review.

The full list of public-facing interventions in this period is available from the global secretariat on request, and some examples follow.

- **CEFAN Cameroon** organised two conference debates in Yaounde and Dschang with teacher unions –members or not of the coalition – on World Teachers’ Day. In accordance with the official bilingualism in use in Cameroon, both French and English were used. These

conferences, facilitated mainly by trade union teachers were aimed at increased public awareness about the challenges faced by the teachers in their profession.

- **RNCEPT-CV** in Cape Verde held a public forum and shared studies on pre-school education, in order to sensitize the community on the importance of ECD and to understand the difficulties faced by ECD teachers.
- **BEN- Ethiopia** coordinated a mass campaign focused on increasing the commitment of government and other relevant actors to expand quality and functional adult literacy through engaging all stakeholders in continuous and concerted advocacy work, thereby expanding learning opportunities for female and male adults.

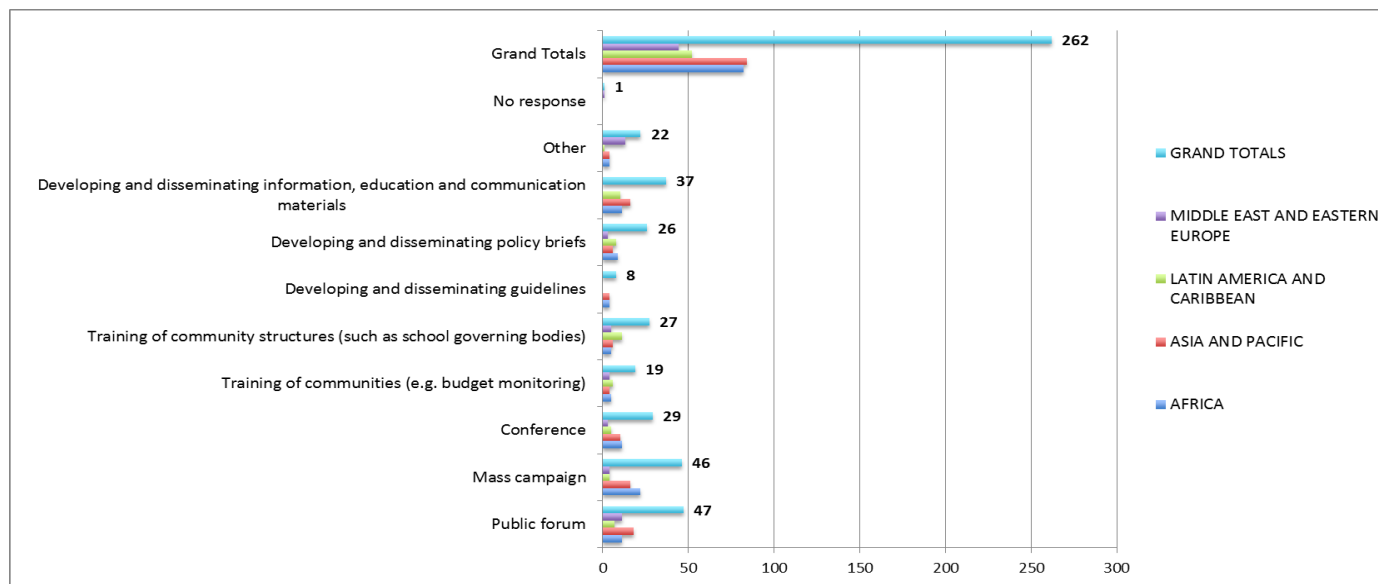


Figure 18: Total numbers of types and frequency of public facing interventions Dec 2015

The first campaign events reached people from Harari, Oromia Somali Regional States and Diredawa City Administration, including representatives of education, agriculture, health bureaus, women organizations and people in the political leadership.

- **COSYDEP** Senegal organised a Departmental Forum on the management of decentralized schools. The forum was aimed at raising awareness and bringing managers of local community bodies to support the management of the education system at the local level.

- **ZANEC** in Zambia conducted training for members of ZANEC from the provinces including the coalition's

Provincial Focal Point Organisations. The training focused on building member's capacities in monitoring implementation of the National Implementation Framework (NIF) III so that members are able to trace progress of Zambia's attainment of the Education for All Goals.

- **NCE India** held consultations with teachers unions in Patna, Bihar and Chennai, Tamil Nadu on issues related to quality education.

- **PCE Pakistan** conducted a National Consultation on the Post-2015 Education Agenda to discuss the issues in light of the Post-2015 Education Agenda.
- **Campaña Boliviana por el Derecho a la Educación** in Bolivia organised a public forum aimed at promoting dialogue between civil society and political parties, taking into account their programmes and proposals for the education sector, with a view to civil society contributing to the development of a National Education Agenda that can strengthen exercising the right to education for all.
- The **Georgian Coalition for All** conducted training with community members on strategies for successful advocacy campaigning, during which participants reviewed real life advocacy cases and modeled their own advocacy campaigns.

Coalitions also report under this expected result on their engagement with other stakeholders outside coalition membership. In this reporting period, coalitions report having collaborated and worked in partnership with 206 other relevant stakeholders, such as development partners and INGOs. (Up from 199 in the last report period).

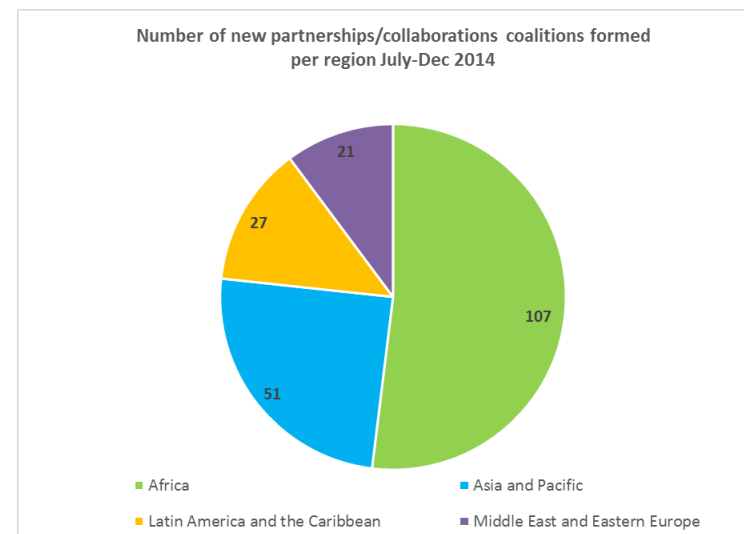
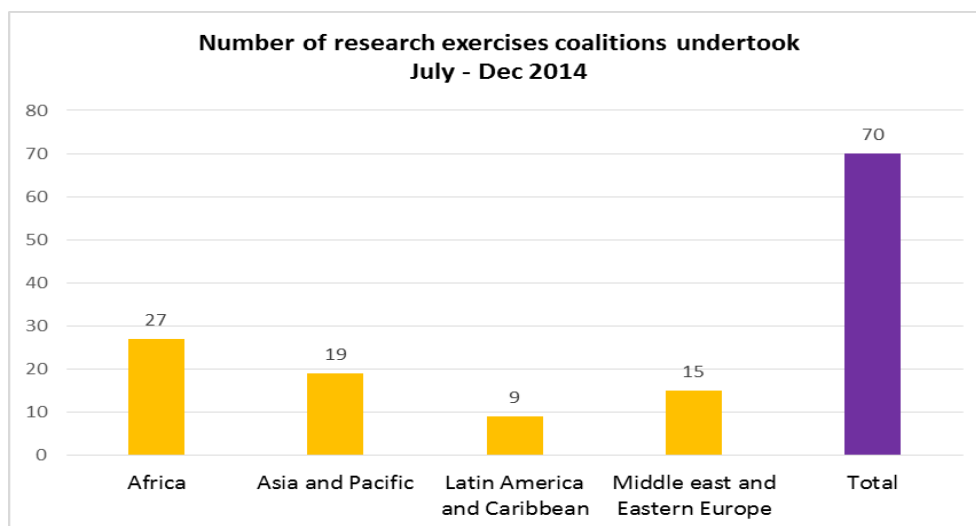


Figure 19: New coalition collaborations July-Dec 2014

### Objective 3: Quality research, monitoring and analysis

**ER 3.1: All civil society education coalitions complete research or monitoring exercises in one of the following areas (i) budget, finance, expenditure, (ii) governance, transparency, social accountability, or (iii) a self-selected EFA related policy or implementation issue. Monitoring exercises may track expenditure, policy implementation, or some other aspect of education service delivery, such as equity or quality.**



35 CSEF-supported coalitions have completed 70 research or monitoring exercises during this reporting period, 4 more than the last period. Of these, 27 were undertaken in Africa, 19 in Asia and Pacific, 9 in Latin America and the Caribbean and 15 in the Middle East and Eastern Europe regions. A further 16 coalitions indicated they have plans to initiate relevant research or analytical exercises in the forthcoming period, especially those coalitions which have not yet done so.

Figure 20 shows the number of studies broken down by region. This is followed by a table listing a few examples of research studies and monitoring exercises which were fully or partially funded by CSEF, giving a sense of the spread of research issues. A comprehensive list of all research undertaken by coalitions in this reporting period is attached as annex 8.

Figure 20: Total number of research studies by region July-Dec 2014

Coalition	Title of research/analysis/recommendations document	Brief description of results, activities, policy changes or processes that have emerged as a result of the research
Benin	Benin-Togo joint study on violence in schools and families	The findings of the study revealed that 9 children out of 10 in Benin, and 7 out of 10 children in Togo suffer physical violence (including corporal punishment) in the school and families. Among the recommendations was the need to integrate modules on alternatives to corporal punishment in the curricula for students and teachers. The coalition immediately initiated a process of advocacy which contributed to a number of resolutions aimed at the elimination of corporal punishment in schools being adopted and signed by the directors of Primary Education

<b>Coalition</b>	<b>Title of research/analysis/recommendations document</b>	<b>Brief description of results, activities, policy changes or processes that have emerged as a result of the research</b>
Cote D'Ivoire	External assessment of the administration of management committees of the Vridi education sector of the Inspection of Primary Education in Port Bouet.	This assessment enabled governance to be evaluated and management committees to realize and understand the need for capacities to be built.
Democratic Republic of Congo	Assessment report on Education for All in DRC 2000-2015.	At national level the report has led to engagement of the Coalition in the development of the country report on EFA together with the government and the UNESCO Office. The coalition has been asked to submit their vision for post-2015.
Kenya	Teaching every child to learn/ opportunities and challenges in Kenya.	Based on research carried out by "Women Education Research Group" the dissemination of a policy brief was supported by the Kenya coalition dealing with issues of accountability, teacher management and service delivery.
Niger	Newsletter on education financing by local authorities.	The study helped convince some municipalities to commit to raise the education budget
Zambia	Paper on Financing Tertiary and Adult Education in Zambia	The study provided alternatives for financing the education sector specifically adult and tertiary education. These were used to inform engagement with the ministry responsible for education.
Cambodia	Teachers' views on the Teacher Policy Action Plan.	The Coalition used the results of this research study to add new evidence and weight to their policy responses to the new Teacher Policy Action Plan. Many of their recommendations have been adopted within the final draft of the MoEYS (Ministry of Education, Youth and Sports) strategy on teachers.
India	Study on implementation of RTE (Right to Education) Act.	The research has been used as evidence in PIL (Public Interest Litigation).
Mongolia	Impact of the voucher system on the right to education.	Initial findings of the research were presented during the 5th National Education Forum organised by the coalition in November 2014. The Government agreed to look into the Voucher System and change the provisions in the Education Law.
Bolivia	Comparative Analysis of the education data from the censuses 2001 - 2012	The working document formed the basis of discussion and advocacy for information regarding school enrolment and the percentage of youth and adult illiteracy. After releasing the information the Institute of Statistics of Bolivia adjusted their data and held discussions with the team from the Ministry of Education.
Honduras	Enquiry about Basic Free Education In Latin America and the Caribbean.	The consultation on free education has served as a tool of evaluation of the social context to decision makers, and in particular in this year the authorities have taken steps to punish public institutions of education that have applied for unregulated payments for enrolling students.
Albania	Recommendations on the 2014-2015 Strategy for Social Inclusion.	A set of recommendations have been delivered to the Ministry of Social Welfare and Youth and to the Ministry of Education and Sports in relation to the new strategy for social inclusion of the most marginalised strata of the Albanian population, such as Roma and Egyptian Communities.

**ER 3.2: Evidence from ER 3.1 is used for coalition advocacy, policy participation and mobilisation. National coalitions effect specific changes in policy, legislation or practice through evidence-based advocacy and monitoring activities**

All coalitions are using research and tracking exercises to inform ongoing campaigning and advocacy. As reported previously, in terms of response, most coalitions are increasingly able to see their input taken into account in debates, although seeing a clear impact on policy in such a short period of time is much more difficult. Some examples of how the research and monitoring exercises which coalitions have undertaken are being used have been shared in the table above. A few additional examples follow: some of these describe recent results from research completed in earlier reporting periods, noting that evidence from findings is generally used for ongoing advocacy activities to influence policy change over periods of time. It should be noted that some coalitions are also drawing effectively on research produced by members of the coalitions in their ongoing policy engagement.

- **Benin:** The results of the study on *'The typology of those excluded from the school system in the municipalities of Abomey Calavi and Tori-Bossito'*, which was jointly funded by CSEF and Action Aid International, have been used by the coalition for advocacy targeting the relevant mayors to ensure education for out-of-school children. Following the meetings where the research findings and recommendations were discussed, the municipal advisors set up a roadmap to ensure implementation of the recommendations that have been made.
- **EYC Kenya:** The Women Education Researchers of Kenya conducted several research exercises on the *'Status of Learning Outcomes in Public Primary Schools in Kenya'*. The findings have informed EYC advocacy campaigns aimed at lobbying for teacher accountability towards ensuring that learners are attaining basic literacy and numeracy skills. The Coalition has used the findings to advance the campaign on quality and learning as opposed to schooling.
- **EFA-SL:** The recommendations arising from the findings of the study *'Situational Assessment of Girl Transition in the Junior Secondary Schools'* have been used to inform engagement on girls' education in all districts. Through findings on high drop-out rates of girls, coalition networks have mounted a series of radio programme discussions and TV talk shows to inform the public about the current situation of girls in schools and the necessary actions to take to ensure girls continue and complete school even after they have fallen back in their school studies. The networks have held focus group discussions and town hall meetings, and relevant issues have been discussed in education coordinating forums in all the 14 districts of the country. As a result of these awareness-raising activities, girls developed messages on the findings and recommendations of the study and these messages were utilized to sensitize the community in which they were found; messages were displayed during Global Action Week and the Day of the African Child. The advocacy is now intensified as a result of the continued stay out of school by all children in Sierra Leone (as a result of Ebola). The study has now become even more relevant in presenting a baseline of the situation of girls education in the country.
- **NEW Indonesia** has produced several research studies, for example *'12 Year Education Access'*, *'ECCD Policy Guide for Teachers'*, *'CSO EFA Shadow Report'*, and *'Public-Private Partnership in Education'* (the latter is still ongoing). These have been used as a basis for supporting coalition positions to advocate for a judicial review of education policy during meetings with various stakeholders from civil society and policy makers.
- **AFE Mongolia:** Findings of the *'Education Budget Review for the last 20 years in Mongolia'* conducted by coalition members were used for advocacy at the parliamentary level. Coalition members developed recommendations to increase domestic funding for education, which were approved by

the Governing Board of the Coalition. The research report was also shared through the academia website at the Mongolian National University Economic School.

## Objective 4: Cross-country learning and collaboration:

**4.1: Regional Secretariats and Global Secretariat ensure national coalitions' knowledge and experiences are collected, documented and shared across the coalitions, e.g. CSEF will track progress toward "learning goals" and disseminate findings semi-annually.**

### Global work on shared learning

During the reporting period, there was a considerable effort to step up this work, while noting that capacity was still below the required level. In order to address this, GCE did complete recruitment of a Programme Officer to work in this area, as well as an M&E officer, but as the new staff members started only in November, the full effect is more likely to be felt in the next period. Nevertheless, as part of its global work on shared learning, GCE:

- Collected data and information through LME framework, as well as through GCE member survey, GAW evaluation and CSEF membership survey
- Produced a CSEF achievements leaflet, and disseminated this through the newsletter and on the GCE website.
- Researched and finalised a CSEF newsletter for dissemination in early January 2015 (after holidays).
- Gave a series of presentations and/or disseminated various learning materials at regional events: ANCEFA policy forum Addis Ababa, CLADE regional assembly in Lima, ASPBAE's 50th Anniversary celebration in Yogyakarta, and the Asia Pacific regional EFA consultation in Bangkok
- Shared updates on engagement in post-2015 processes at inter-regional meeting with global and regional secretariat, to inform regional updates
- Consulted regions on the CSEF global learning event, created a website to share details, and worked on initial draft agenda.

### Regional work on shared learning

During the reporting period, Regional Secretariats continued with their efforts to document and share experiences and lessons at national level with other coalitions through initiatives as described below.

#### Africa:

- ANCEFA facilitated cross-country exchange of documented work and lessons by and between Lusophone coalitions, to enhance opportunities for the three CSEF-supported Lusophone coalitions of the region to learn from each other's campaigning, research and specific work on girls' education. This included sharing research conducted, campaign materials and case studies (on girls' education). Similarly, ANCEFA encouraged coalitions in Francophone Africa to document and share Summary Briefs on lessons learned around their successful strategies for engaging with the EFA review processes. For example, COSYDEP shared with other coalitions the White Book they developed to give propositions on how to improve the Senegalese Education System. This document was presented during a large consultation on Education in Senegal. RIP/EPT also shared a report of their study conducted on school management committees in 2 regions of Cote d'Ivoire.
- Through the regional online discussion forum, 'bwalo-la-ANCEFA', as well as through the development and sharing of a success stories template, during the reporting period the Regional Secretariat gathered and made widely available to coalitions in the region the following specific experiences of coalitions:



- Participation in the Local Education Group and other partner meetings at national level – success stories from Zambia and Niger
- Coalitions’ perceptions of engaging in National EFA Reviews – from Malawi and Zimbabwe
- Reviewing of the TVET curriculum in line with human resource requirements in Gambia through partnerships with the National Training Authority.
- National budget analysis conducted by CSEC Malawi and disseminated country wide through their District Education Networks who have members at districts levels.
- Innovative advocacy for Early Childhood Education – case studies from the DRC and Ethiopia
- Domestic education financing – success stories from Niger
- Quality of Education and Emergency Education – success stories from Senegal
- Respect of the rights of people with disabilities - a success story from Burkina Faso on how to mobilize other stakeholders and work together to achieve policy change
- Advocacy and lobbying the Ministry of Education to reduce secondary school fees – a success story from Kenya

#### **Asia and Pacific:**

- ASPBAE produced a Regional Synthesis of Asia Pacific CSO Perspectives on the Review of EFA, as well as a publication on Education Privatization in the Asia Pacific. While both documents were partially CSEF funded, some national level CSO analyses and inputs to EFA Reports and case study contributions to the education privatisation publication were fully funded by CSEF, as well as forums where the issues were discussed and coalition members’ inputs shared and gathered.
- Through continued dissemination of the ASPBAE Bulletin and ASPBAE EdLines, study visits (for example CAMPE and NCE-Nepal visited the coalition in the Philippines), CSEF regional events involving national coalition representatives, a Youth Education and Inclusive Citizenship Workshop, and face to face visits by staff to national coalitions, ASPBAE continues to gather experiences and lessons from national coalitions. An example from this reporting period is youth documentation of their stories of empowerment from NEW-Indonesia (member involved - Yayasan Aulia) and TLCE-Timor Leste (member involved - Action for Change Timor), which provided lessons on effective education programmes and policies oriented to marginalized youth and were documented in partnership with UIL.

#### **Latin America and Caribbean:**

- The Regional Secretariat CLADE continued to share experiences and lessons from and with coalitions through their webpage of the Memory and Learning System ([www.campanaderechoeducacion.org/fresce](http://www.campanaderechoeducacion.org/fresce)), via email, the additional communication media of CLADE (webpage, Newsletter, and CLADE Report), CLADE’s online discussion list serve and face-to-face meetings. In the period covered by this report, a series of 23 interviews called “Dialogue and Networks” was conducted, in which members and partners of CLADE highlighted strengths and challenges in advocacy for education as a human right, sharing inputs and reflections for the eighth Assembly of CLADE (26th to 29th of October in Lima, Peru). This series was shared via the aforementioned online memory and learning platform, and in a blog that was set up to share the main discussions that took place during the VIII Assembly of CLADE.

- During this reporting period the study “Regional Report on Secondary Education in Latin America and the Caribbean- highlighting the views and voices of educational communities from Argentina, Ecuador and Guatemala” was shared across the regional membership. In addition, the publication “Free Basic Education in Latin America and The Caribbean – Inputs from case studies from Columbia, Guatemala, Honduras, and Paraguay” was shared with all coalitions. The research analysed compliance with the human right to free education in the region based on case studies from Columbia, Guatemala, Honduras, and Paraguay.

#### **Middle East and Eastern Europe:**

- ACEA shared coalitions’ lessons and experiences particularly through making a number of publications, such as their Harvest Report, GAW Newsletter, ACEA newsletter and ‘4As newsletter’ available on the Regional Secretariat’s website, as well as through their Facebook page, face to face meetings with coalition members and regional gatherings. Case experiences were particularly shared across the membership during this reporting period from the Yemeni coalition on strategies for community mobilisation, and from the coalition in Sudan on how to engage with policy makers.

#### **Regional collaborations and partnerships**

In this period, many opportunities for collaborations and partnerships were established cross-nationally and cross-regionally to support exchange of learning and capacity. Some additional regional workshops and events which also contributed to strengthening and extending shared learning, collaboration and the potential for partnership development, are reported elsewhere under this objective 4.

#### **ANCEFA:**

- The Regional Secretariat facilitated linkages between ECOZI in Zimbabwe and CSEC in Malawi for mutual support to strengthen their advocacy efforts on Early Childhood Development.
- ANCEFA facilitated meetings between RNCEPT Cape Verde and between RECEPT-GB and UNICEF aimed at strengthening the respective coalitions’ engagement in the LEG.
- Also focused on strengthening the coalition’s participation in the LEG, ANCEFA helped to strengthen communication between MEPT in Mozambique and the Ministry of Education. In addition, linkages were made between MEPT and ActionAid to pave the way for partnership development between the two entities.
- ANCEFA linked both CSEC Malawi and ZANEC in Zambia with the coalition in Namibia (which is not CSEF supported). The purpose of this collaboration is to extend the education coalition community of practice reach.
- As neighbouring countries, ECOZI Zimbabwe was twinned with ZANEC Zambia for on-line joint implementation planning for next year. In addition ECOZI was provided with support from ZANEC on how to strengthen their Board governance policies and procedures.
- ANCEFA facilitated meetings between CEF Lesotho and ActionAid in order to develop a technical support partnership for organizational development. As a result of the meetings, Action id agreed to provide financial oversight to CEF and to facilitate capacity building of coalition staff on project management. This collaboration will be through a signed MOU between ANCEFA and AA Lesotho and between AA Lesotho and CEF.

- ANCEFA supported EFANet Gambia to secure ActionAid Gambia's continued support to the coalition. The main area of support agreed was the provision of training on budget literacy for coalition members to understand and explain expenditures in schools as well as the development of Action Plans.
- During the Regional Secretariat's monitoring mission to Malawi, ANCEFA supported CSEC to secure continued support from UNICEF collaborate on ensuring girls' education remained on the education agenda. UNICEF also proposed ways of supporting the coalition to build up the secretariat staff to ensure that they were represented at important donors meetings to advocate for policies that are workable in Malawi for the benefit of citizens.
- ANCEFA negotiated with Backup of GIZ to support the Burundi coalition, and the coalition is currently working on the proposal.
- ANCEFA supported Togo to conduct a peer learning exchange visit with Benin.
- ANCEFA supported the coalition CEFAN in Cameroon to strengthen their relationship with Plan Cameroon, the MoE and UNICEF all three agencies affirmed their interest to support CEFAN in their proposal for a GIZ Backup partnership.
- Initiated by GCE, ANCEFA supported the emerging coalition in Madagascar coalition to strengthen linkages with education partners in Madagascar, including the Ministry of Education. As a result, the coalition began working in a partnership with Handicap International and the coalition is now invited by partners including UNICEF to relevant education policy, planning and review forums.
- After CN-EPT/BF Burkina Faso reported challenges to engage with the Plan Country Office, ANCEFA provided support to open up communication between the coalition and Plan by facilitating a meeting between the two entities.

#### **ASPBAE:**

- ASPBAE facilitated linkages between CAMPE Bangladesh and E-Net Philippines to coordinate a study visit by CAMPE Bangladesh and government officials of Bangladesh to the Philippines in November 2014. The goal of the study visit was for participants to learn about TVET and other skills programmes being carried out by government and NGOs. Participants also learned about CSO-government collaborations in education provision and advocacy, particularly on youth education.
- ASPBAE also coordinated a learning visit of NCE Nepal with E-Net Philippines in December 2014. The purpose of the learning visit was to learn about civil society participation in EFA planning and monitoring, national and local education planning and budgeting and instituting CSO-government collaborations in education. It also focused on non-formal education policy making and local government implementation of functional literacy programmes for out-of-school children and youth as well as for adults. NCE-Nepal also learned about how an indigenous literacy programme initiated by an indigenous community was institutionalized by the Ministry of Education in the Philippines. NCE-Nepal and E-Net Philippines together with ASPBAE also had substantive discussions on how to consolidate the coalition and continue its policy advocacy and campaigns amidst finance challenges through voluntarism and solidarity of members.

#### **CLADE:**

- The Regional Secretariat facilitated dialogue between the Socioeducational Forum of The Dominican Republic, the National Campaign for the Right to Education in Brazil, and the Salvadoran Network for the Right to Education (RESALDE), to hold an event on Financing Education as a Human Right in El Salvador, led by RESALDE. The public event, entitled International Forum on Education as a Human Right, had around 200 participants, including the

Minister of Education from El Salvador, Carlos Mauricio Canjura. In this event, RESALDE presented the Study on the Financing of Education in El Salvador, carried out by UNICEF, MINED and FIECA. At the same time, participants were sensitised on education as a human right, to promote the proposal of a law to guarantee increased funding for education, and a proactive debate took place based on positive advocacy experiences of civil society from Brazil and The Dominican Republic on increasing investment in education. In this event, CLADE also shared some fundamental points on what it means to finance education from a human rights perspective (<http://www.campanaderechoeducacion.org/financiacion/archives/125>). Outside the official event proceedings, CLADE facilitated an opportunity for RESALDE to exchange experiences with representatives of civil society from Brazil, Bolivia, and the Dominican Republic, to learn about various processes and different circumstances, to strengthen their own network.

#### **ACEA:**

- The regional secretariat partnered with MENIT in organizing a Regional Workshop on "Education in Emergencies" that was conducted during November 30 – December 1, 2014 in Amman-Jordan. This led into a regional Initiative for Adult Education Advocacy

**ER 4.2: Regional Secretariats and Global Secretariat ensure national coalitions receive technical and management support, based on expressed and assessed needs. NB: Coalitions will express interests in proposal application submitted to Regional Secretariats**

Regional and global support initiatives continued to centre around the capacity and learning areas identified at the start of the programme based on assessments, and needs and interest expressed by coalitions. The needs and interest areas and solicited support mechanisms inform the regional and global capacity building support plans, such that this support is tailored and targeted according to the specific needs in each region.

Globally, GCE has continued to implement the global capacity support and learning plan, which emphasizes the development of materials, tools and support mechanisms that can support engagement across the regions. A major focus during the reporting period has been providing support to coalitions' advocacy engagement around Post 2015 as well as preparing coalitions to engage in GPE replenishment pledge monitoring.

#### **Global Secretariat**

##### **During this period the Global Secretariat has:**

- Carried out initial work on financing tool and GPE replenishment pledge monitoring tool, for finalisation in 2015
- Maintained a regular flow of information, in all five CSEF languages, on Post 2015 developments, EFA reviews, education financing (including outcomes of GPE replenishment) and other education news
- Prepared resources on opportunities during 2015 to engage in final debates on Post 2015 and EFA reviews (for circulation in 2015), including extensive consultation with regions and countries on engagement so far, as well as gathering information from UNESCO and other key informants, and updated relevant pages on the GCE website.
- Targeted support to some coalitions' engagement in national and regional EFA consultations
- Provided other need-based support to coalitions, eg. commenting on the draft Solomon Islands education bill.

- Supported the emerging Madagascar coalition through field visits, in collaboration with GPE country support team which lead to start-up funding by GIZ BACKUP Fund for Education and an invitation to join LEG.

### **Support visits**

During the reporting period, thirty two support visits were organized by regional and global secretariats, as well as Financial Management Agencies. Additional support and accompaniment was provided through emails and regular phone and skype calls. Content of the support visits and targeted capacity building varied depending on needs and interests in each region and country more details are documented in annex 2.

### **ER 4.3: Regional Secretariats and Global Secretariat ensure all coalitions contribute to and have the chance to participate in regional and global advocacy that builds on grassroots and national priorities**

#### **Global Secretariat:**

- GCE provided technical support to engagement in regional EFA discussions, including updating coalitions on opportunities and sharing updates and briefings.
- GCE funded and supported a representative from CSACEFA to participate in the UN General Assembly in New York. This offered exposure to post-2015 discussions, networking and collaboration with other civil society partners, a meeting with Nigerian education and finance minister, and linkages with GEFI campaigners.

#### **AFRICA**

- ANCEFA's work has mostly involved the participation of national coalitions in regional forums. ANCEFA discussed with some national coalitions to actively participate in chairing some of the sessions in the policy forum, whilst others made presentations that were shared as case studies. In addition, some national coalitions facilitated the group work and feedback from the group work that was assigned during the meeting. Some national forums were involved in the drafting of the outcome document that was presented at the end of the forum for use at national and regional level meetings.
- ANCEFA shared Post-2015 consensus documents with national coalitions to inform their engagement and participation in various policy platforms

#### **Asia and Pacific**

- ASPBAE organized a CSO Regional Preparatory Meeting for APREC, 5 August 2014. Participants from 10 CSEF funded coalitions plus Myanmar and Philippines plus other CSOs were invited by ASPBAE to a one day meeting to build consensus on the post 2015 agenda and strategise on substantive and effective advocacy in the APREC Coalition participants were asked to comment on their education post 2015 advocacy priorities in light of the Muscat Agreement. They then contributed to drafting a 2-page position paper which formed the basis of the collective agreed advocacy at APREC.

- ASPBAE facilitated the CSO advocacy process during the Asia-Pacific Regional Education Conference (APREC), held August 6-8. This included encouraging the respective coalitions to identify their lobbying targets at the Conference, especially their own government delegates, and attempt to speak with them and encourage support for the agreed CSO positions, while additionally participating in side workshops to assert the CSO positions. At the end of each day, ASPBAE called the coalition reps together to enable each coalition to update on progress and to strategise on next steps in light of the day's developments. Prior to the event, ASPBAE negotiated with UNESCO to enable coalition participation. Additionally ASPBAE gave 3 of its own CSO slots to coalition representatives from Indonesia, India and Mongolia.
- ASPBAE organized a Regional Conference on Youth Education and Inclusive Citizenship, 8-10 September 2014, in Delhi, India, in conjunction with Participatory Research in Asia (PRIA), ASPBAE invited youth representatives from three coalitions Indonesia, Cambodia and India, and in the program, ASPBAE included these youth representatives as speakers.

#### **Latin America and Caribbean**

- The entire CLADE team is in constant communication with its members and informs them and encourages them to participate in regional and global advocacy processes, via email, communications on the CLADE discussion list or other means of communication of CLADE (webpage, CLADE Newsletter, CLADE Report). They also use Skype calls to emphasise the importance of participating in these processes and activities.
- Particularly in this reporting period, as mentioned, as well as holding the General Assembly, CLADE promoted regional meetings, one with ministers and vice-ministers of education, and another with parliamentarians committed to education; opportunities that allowed a strengthening of ties between many national coalitions and the Executive and Legislative powers of their countries.

#### **Middle East and Eastern Europe:**

- ACEA managed to bring CSEF funded coalitions in contact with other education sector initiatives and international NGOs during a workshop organized by MENIT in Amman, Jordan on "Innovative pathways in Education: Adult Education for Social Change".

**ER 4.4: Regional Secretariats' and Global Secretariat's contribution to global policy dialogue on education (through GPE, UNESCO or other bodies/frameworks) results in the inclusion of civil society priorities or perspectives (e.g. specific language) of global policies, strategies, agenda-setting documents.**

Given the predominant focus of national coalitions, for whom post-2015 was one of the most widely-shared focus issues during the second half of 2014, and the related focus of regional and global advocacy drawing on national work, it is not surprising that the clearest contributions can be seen in the dialogue around post-2015 frameworks,

Regional and global engagement, drawing on national experiences and perspectives, helped contribute to the outputs of UNESCO regional consultations (e.g. in Latin America and Asia Pacific) during the reporting period, which included strong rights-based declarations that included many civil society priorities. At a global level, these inputs helped contribute to substantial revision in the articulation of the Post 2015 Sustainable Development Goal (SDG) on education and associated target language. This text thus became more in line with the Muscat agreement, as well as the declarations emerging from the EFA regional consultations, endorsing the Muscat agreement and in some areas going beyond it through measures like endorsing strong financing commitments

## 5. Conclusions, challenges and next steps

The reporting for the period July to December 2014 shows considerable evidence of progress and/or consolidation of achievements against all four programme objectives. Whilst progress against expected results is notable challenges remain and need to be addressed going forward.

Over the course of the programme, the majority of CSEF-supported coalitions have been able to report influence on or contribution to education policy reform and legislative changes such as new education laws or the launching of new policies. In total, 42 coalitions reported the existence of a Local Education Group (LEG) or equivalent structure in their country in this period, and 35 reported some form of membership in the LEG. These numbers do not represent an increase since mid-2014 but suggest a saturation threshold. Barriers to engagement faced by coalitions, who have been strongly encouraged and supported to engage with LEGs, are persistent. Some difficulties experienced in accessing LEGs are related to capacity gaps on the side of “young” or emerging coalitions. To overcome these difficulties new and emerging coalitions operating in conducive political environments need to learn lessons from peers, strengthen their cooperation with strategic partners within countries (UNESCO offices, lead agencies or managing entities) and intensify communication with GPE’s Country Support Team. For a few national coalitions reported difficulties are due to closure of such spaces to civil society, or government refusal to allow participation. In these cases coalitions need to make use of non-official spaces, use creative approaches and build alliances outside formal forums, in order to gain political momentum.

Through the CSEF programme, coalitions reach out to citizens to create awareness and encourage public engagement through a variety of mechanisms. Variation of contexts and approaches imply equally diverse practices in outreach and stakeholder representation, which need to be understood for learning across regions. The purpose of the membership and representivity survey carried out in the reporting period was to gather a more accurate, nuanced and detailed understanding of CSEF membership and representivity than biannual reporting does allow for. This is in order to better understand the extent to which the engagement of a broad and representative group of civil society organisations in CSEF supported coalitions’ advocacy work is currently being achieved, and what are the key barriers or gaps requiring further support.

The initial results of this survey have given us relevant pointers and strong evidence of variations in coalition make up and structure. This “new” information needs to be analysed carefully and validated, to understand what works and why, which outreach strategies could work across contexts and what lessons are to be drawn for further replication.



This fifth progress report demonstrates that the CSEF programme is on track with regards to production and dissemination of research and monitoring. A majority of civil society education coalitions complete research or monitoring exercises in the areas of budget, finance, expenditure, governance, transparency, social accountability, or EFA related policy or implementation issues. Monitoring exercises track expenditure, policy implementation, or other aspects of education service delivery, such as equity or quality. Whilst the track record of research output is impressive the productive use of these outputs still remains a challenge: more documenting and sharing is required, understanding contextual dimensions of research findings and use of research for greater impact, being conscious of transfer limitations. We also note the obvious delay between ongoing production of research and monitoring components and relevant use of these outputs, which implies more tracking and support of coalitions needs to be done, in order to learn lessons and support processes of productive knowledge management.

The management of the CSEF programme includes besides national level activities the task of coordinating capacity support and learning in a multilayered, complex implementation architecture. This complexity necessitates continued rethinking and shifts in regional and global oversight arrangements. The Global Secretariat is continuing and reinforcing its additional oversight of administrative and financial aspects of the delivery of Regional Secretariats. Africa Regional Secretariat activities were accompanied by efforts, particularly by the CSEF Global Oversight Committee, to work with ANCEFA to resolve the human resource and management issues which were experienced in the reporting period and before. GCE has liaised with UNESCO throughout this process.

Coordinating capacity support and learning in a context of massive variety and regional diversity cannot be done successfully with a “one size fits all” approach. The diversity and variation at hand requires lots of experimentation, creativity and adaption skills, With the expansion of Global Secretariat staff capacity and improved M&E processes the CSEF programme is on a progressive path to address some of the data collection and interpretation gaps highlighted in the formative mid-term evaluation.

In terms of next steps, CSEF will continue with ongoing programme implementation activities taking into account target changes as outlined in the extension programme for 2015. This will include budget reviews and additional capacity building efforts and support in view of the planned 2016-2018 programme phase. Key lessons relating to institutional design, monitoring, evaluation and learning, support to civil society representatives on the GPE Board, approaches to national-level engagement, partnerships and inclusion, and information-sharing will have to be incorporated in a new CSEF programme design for which considerable workloads will have to be shouldered in the next half year.

## Annexes

Annex 1 – implementation plan with status update

Annex 2 – list of country support visits

Annex 3– list of reports of regional workshops during the reporting period

Annex 4 - Combined Publications List June 2013 – December 2014

Annex 5 – List of CSEF supported national coalitions as per 31. December 2015

Annex 6 - List of national publications/products reported April 2013-Dec 2014

Annex 8 - National Coalitions Research & Analysis Exercises July - Dec 2014

Annex 9 - Full List of Submissions July - Dec 2014

Annex 10 - Full List of New Forums joined July - Dec 2014