



Grant report to the Australian Agency for International Development (AusAID)

**Civil Society Education Fund (CSEF) Bridging Fund
(10 February 2012 – 30 June 2013)**

AusAID Agreement 61889

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Annex 1: Table of results - detailing achievements against the specific results that were targeted in order to reach the four major objectives.

Executive Summary

The Civil Society Education Fund (CSEF) is a global programme that supports civil society engagement in education sector policy, planning and monitoring with the aim to deliver on EFA and national education goals. It is managed by GCE and regional partners (ACEA, ANCEFA, ASPBAE, CLADE, ActionAid Americas, Education International and Oxfam GB), and provides funding and capacity support to civil society coalitions focused on education in low income countries across Africa, Asia Pacific, Latin America and the Caribbean, the Middle East and Eastern Europe. Through this support the CSEF focuses on building stronger, more consistent and more effective civil society engagement in education sector processes, in line with the Dakar Framework for Action on Education for All. The CSEF has received financing from the GPE, during 2009 to 2011 through its previous form as the EFA-FTI, and currently through a grant covering 2013 – 2014. The Australian Agency for International Development (AusAid) provided much needed bridging funds in 2012 and parts of 2013, whilst the new GPE grant was being sought. This report will look at progress made during the AusAid-funded period.

The first phase of FTI/GPE to CSEF funding ran into early 2012, with next financing phase anticipated to commence subsequently. However, due to delays in arrangements around the succeeding funds, GCE applied for a bridging grant from AusAid to cover the gaps between the two funding sources. In response, AusAid granted AUD 5,000,000 for CSEF for the period February to December 2012. This support was invaluable for ensuring that civil society advocacy work at national level could continue and ensured momentum was sustained around important on-going policy influencing towards the achievement of EFA.

Due to delays in receiving the approved GPE funds for CSEF 2013-2014 from UNESCO, AusAID agreed to extend the Bridging Fund period, on a no-cost basis, broadening the bridging period to cover 10 February to 30 June 2013. During this period, AusAID funds helped to cover some of the initial preparation costs for the new funding phase. This continuing support has ensured a smooth transition into the new CSEF programme.

The overarching aim of the CSEF bridging fund was to “*maintain the momentum of CSEF and for coalitions to continue their work until a sustainable mechanism that can support CSEF in the long term has been put in place.*” This was to be achieved through objectives focusing on:

1. *Continuous civil society engaging with government and donors in education sector planning, monitoring and implementation*
2. *Sustained civil society capacity and expertise at national, global and regional level*
3. *Enhanced South-South learning and partnerships*
4. *Comprehensive evaluation of CSEF to inform improved structures and processes and a robust future funding proposal*

44 coalitions received grants through the CSEF bridging fund to allow them to pursue independently identified goals, strategies and activities, in line with national contexts, while ultimately delivering on overall CSEF objectives. To support this process, coalitions were given advice and guidance from the CSEF global and regional secretariats, as well as through Financial Management Agencies (FMAs), in the following areas:

- Management of funding to national civil society education coalitions
- Technical support and capacity-building
- Cross-country learning and information exchange
- Support to engage with regional and international processes.

Impressive developments were witnessed through the CSEF bridging period, particularly in terms of national coalitions engaging in policy processes through a variety of advocacy approaches, of which a full country-by-country list is provided in Annex 2 of this report (available on request due to size). Continued work to strengthen coalitions and expand their memberships were also seen, through intense capacity support activities and enhanced community-level engagement and growth of district branches of coalitions. Expansion also took place internationally with the establishment of CSEF in a new region covering the Middle East and Eastern European countries. South-South learning and partnerships was seen a priority during the bridging period, with scaled up provision of learning materials, events and online tools. Finally a major area of work entailed the commissioning of an independent evaluation, holding consultations with national, regional and global partners and shaping a new funding proposal for a CSEF with improved structures, operational functions, and realistic, but ambitious, objectives.

Some key areas of work entailed:

- Advocating for improved **access** to education, specifically linked to **inclusion** and **school management; quality** education, emphasising **teachers; financing**; and **early childhood** education
- Shaping the **development of education sector policy** through monitoring of implementation, and providing **inputs to policy discussions** based on research and broad consultations with members.
- Increasing **engagement with policy-makers** by arranging meetings with Ministers and Parliamentarians, and **engaging more robustly in forums for official sector dialogue** including with LEGs, and institutionalising these partnerships.
- **Influencing budget allocations**, i.e. through budget monitoring, and using the information to advocate for increased spending and improved accountability in the education sector.
- **Influenced constitutional and legislative reform** in order to legally enshrine the guarantee of right to education.
- **Employing innovative approaches to public engagement and accountability** such as conducting community sessions, partnerships with the media for radio/TV programmes and debates to solicit citizen feedback, enabling contributions to development of policies and programmes.
- Creating more **broad-based and representative civil society coalitions**, working with grassroots organisations and local-level branches
- **Enhancing capacity of coalitions**, through the support of regional and global Secretariats and FMAs, **raising civil society credibility** among key education stakeholders including government ministries, parliaments/national assemblies, district/municipal councils, and development partners.
- Facilitating **South-South exchange and learning opportunities** including; learning events, peer visits, good practice publications, online forums for knowledge sharing and discussion, and linkages with regional and global advocacy processes
- Ensuring review and reflection of CSEF through an **independent evaluation**, consultations and discussions leading to the development of a new funding proposal for CSEF, and the approval of this by GPE Board for the period 2013 – 2014.

The AusAID funding provided an incredibly valuable means to cover funding gaps in CSEF support, allowing for remarkable progress in policy engagement at national level, and the sustained and improved support structures at regional and global level. This has ensured momentum in important advocacy processes and leaves GCE and regional and national partners in a strong position as we enter this new phase of CSEF in 2013-2014.

Introduction

The Civil Society Education Fund (CSEF) is coordinated by the Global Campaign for Education (GCE) in close partnership with regional partners. It supports the core work of national civil society education coalitions to participate in policy, planning and monitoring in the education sector, contributing to the achievement of EFA and national education goals. It has so far supported coalitions in 45 countries across Africa, Asia and the Pacific, Latin America, the Middle East and Eastern Europe. The CSEF aims to ensure that civil society organisations become more effective, skilled and knowledgeable representatives of citizens' views, enabling them to make substantial contributions to national achievement of quality education for all. The activities to achieve this include involvement in bodies such as Local Education Groups (LEGs), contributing to development of Education Sector Plans and participation in joint annual reviews of implementation.

CSEF arose from a collective desire among major stakeholders to build stronger civil society participation in education policy, planning and monitoring, enabling civil society to engage more effectively alongside governments and donors. The value of such civil society engagement is in harmony with the 2008 Accra Agenda for Action and the 2011 Busan Forum on Aid Effectiveness, was affirmed in the Dakar Declaration of 2000, and is emphasised in the Global Partnership for Education (GPE) country level processes.¹ The CSEF aims to achieve this through establishing and strengthening broad-based and democratically-run national education coalitions; improving the capacity of civil society to advocate for policy change and institutional reforms at the country level; and strengthening support and coordination of civil society advocacy at regional and global levels.

The CSEF is a multi-layered program managed through a Global Secretariat at international level, and Regional Secretariats and Financial Management Agencies (FMAs) at regional level. National education coalitions are the main

¹ In the 2000 Dakar Framework for Action, participants pledged to "ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development."

implementers. GCE coordinates CSEF internationally; ANCEFA and Oxfam GB in Africa; ASPBAE and Education International in Asia and the Pacific; and CLADE and ActionAid Americas for Latin America. During the Bridging Fund period, the CSEF expanded to the Middle East and Eastern Europe region, working with the Arab Campaign for Education for All (ACEA) as a regional secretariat supporting coalitions in 4 countries.

The following 44 countries have received grants through the CSEF Bridging Fund:

- **Africa:** Benin, Burkina Faso, Burundi, Cameroon, Cape Verde, Djibouti, Ethiopia, Gambia, Ghana, Guinea Bissau, Kenya, Lesotho, Malawi, Mali, Mauritania, Mozambique, Niger, Nigeria, Senegal, Sierra Leone, Tanzania, Togo, Zambia, Zimbabwe
- **Asia and the Pacific:** Bangladesh, Cambodia, India, Indonesia, Mongolia, Nepal, Pakistan, PNG, Solomon Islands, Timor Leste, Vanuatu, Vietnam
- **Latin America:** Bolivia, Dominican Republic, Haiti, Nicaragua
- **Middle East and Eastern Europe:** Albania, Somalia, Sudan, Yemen
- Some technical support was also provided by regional secretariats and FMAs to Angola, DRC, Liberia and Honduras.

The CSEF was initially funded through the Education Programme Development Fund (EPDF) committee of the Education For All - Fast Track Initiative (EFA-FTI), which now re-established as the Global Partnership for Education (GPE) from 2009 to 2011 with a total grant amount of USD \$17.6 million. The first few years of CSEF led to some strong achievements, through building knowledge, skills and experience of national civil society actors in lobbying, advocacy, government/donor engagement, budget monitoring, analysis, research, communications, community outreach and networking, as well as engaging with particular thematic issues, such as inclusive education and moments of opportunity such as election campaigns. CSEF has supported coalitions' institutional development and increasing ability to function as inclusive and representative civil society voices, who are actively engaged with governments and development partners on a wide range of education issues.

Examples of civil society advocacy success in the first few years of CSEF include:

- Coalitions in Benin, Dominican Republic, Sierra Leone and Cambodia achieving increased budget allocation for education or better spending, e.g. higher teacher salaries in Cambodia.
- In Kenya, Pakistan and Bolivia, coalition inputs were included in new education policies.
- The coalition in Zambia secured the introduction of a policy framework on teacher training.
- Coalitions in Papua New Guinea and the Solomon Islands both secured opportunities to give input to policies for adult literacy provision.
- Coalitions in Malawi, Kenya, Ghana and the Dominican Republic achieved enhanced transparency and better education governance by acting against misappropriation or pushing for mechanisms to eliminate ghost teachers from payrolls.

For more information go to www.campaignforeducation.org/csef

Rationale for Bridging Fund

The first phase of FTI/GPE funding covered the period 2009 to end 2011, with a short extension into 2012. In line with recommendations made by international partners and GPE donors, the next phase of funding was anticipated to be channelled through the Global and Regional Activities (GRA) Fund of the GPE. However, due to delays in structuring the GRA, GCE, regional partners and the GPE secretariat identified the need for a bridging fund to continue support and maintain momentum of the core work of civil society coalitions while further funding from GPE was being negotiated. Following GCE's proposal for funding, AusAID granted AUD 5,000,000 for CSEF for the period February – December 2012. The Bridging Fund was seen as essential by the CSEF implementing partners in ensuring that the above processes had continuity from the previous phase of work and made ongoing progress toward objectives.

A new phase of GPE funding for CSEF, covering 2013 to 2014, was approved by the GPE Board of Directors in December 2012. Some delays, however, in finalising arrangements with the new Supervising Entity (UNESCO), meant that funds did not flow until late July 2013. For this reason, AusAID agreed to extend the Bridging Fund period, on a no-cost basis, until end June 2013. During this period, AusAID funds helped to cover some of the initial preparation costs for the new funding phase.

Purpose of Bridging Fund

As outlined in the funding proposal, the CSEF Bridging Fund aims to “maintain the momentum of CSEF and for coalitions to continue their work until a sustainable mechanism that can support CSEF in the long term has been put in place.” By avoiding a funding gap that could jeopardise the gains of the initial two years of EPDF grant investment, the Bridging Fund was intended to prevent “a significant fall in civil society activity in low income countries in 2012” and avoid “causing an interruption in civil society activities in the partnership.” The four objectives of the Bridging Fund were:

1. *Support national education coalitions to continue engaging with government and donors in the development, implementation, monitoring and evaluation of sustainable national education sector plans.*
2. *Maintain the civil society expertise, experience and entities to support structures at the national, global and regional levels on which a new financial support mechanism will be built.*
3. *Strengthen south-south networks and partnerships to promote knowledge sharing and dissemination.*
4. *Support a thorough assessment of the CSEF performance and management structures with a broader independent review to inform a robust proposal for support to national education coalitions with a stronger sustainability strategy.*

Structure of this report

This report is structured as follows:

- **Approach:** A brief overview of the theory of change and approach of the CSEF Bridging Fund, setting out how the objectives above link to overall aims, and describing how GCE and the regional implementation partners went about achieving these results.
- **Summary of achievements:** A brief overview of achievements across the four objectives as well as preliminary impact observed.
- **Achievement of individual objectives:** Sections outlining what was achieved against each of the four overall objectives of the CSEF Bridging Fund.
- **Extended Bridge period:** A note explaining rationale for extension of the Bridge fund in terms of preparation for the new funding phase.
- **Challenges, learning and recommendations:** learning and recommendations, including challenges faced, for the next phase of CSEF.
- **Conclusion**
- **Annexes:**
 - **Annex 1:** Table of results - detailing achievements against the specific results that were targeted in order to reach the four major objectives.
 - **Annex 2:** Database table with detailed coalitions activities and approaches (available upon request).

Theory of change and approach of CSEF during the Bridging Fund

The CSEF Bridging Fund is ultimately intended to improve progress towards national education goals and the achievement of Education For All. The link between this overall goal and the objectives set out above is explained through the aims of the project as described in the original funding proposal.

Firstly, the CSEF Bridging Fund, in line with the previous phase, aimed to ensure that supported coalitions are broad-based, representative and active, as expressed in the intention to “*promote a stronger, more active, effective and accountable civil society movement in partner countries*” and to “*widen the range of civil society stakeholders engaging with the GPE’s country processes*”. It then aimed to strengthen the capacity of these structures both to engage effectively with policy, that is, to “*strengthen participation of civil society in national and international policy development, dialogue, research and analysis*”, and to engage the broader public, and thus “*mobilise and promote support for education at the national and local levels*”.

CSEF is rooted in an understanding that such participation and public mobilisation are crucial to “*promote transparency, accountability and responsiveness of partner governments to the education needs of the poor*”, and that by including in civil society coalitions groups that represent the most marginalised and disadvantaged, it can “*contribute to improved access to quality education especially for the most vulnerable and marginalised including child labourers, people with disabilities, ethnic minorities, refugees, girls and women*”.

CSEF recognizes the role of official structures (including national governments, bilateral agencies and multilateral agencies) in furthering progress towards EFA, but believes there is a distinct and crucial role to be played by citizens and civil society, in order to guarantee accountability and relevance. This role is very much recognized by AusAID, as well as by the GPE, and thus they seek to work closely with civil society. This explains the intention of the CSEF Bridging Fund to “*extend the reach of, and complement donor, government and multilateral assistance for education*” and to “*strengthen AusAID’s and GPE’s approach of working in partnership with civil society organisations*”.

Given this understanding of how the CSEF Bridging Fund was to achieve its objectives, the activities carried out by GCE and the regional implementing partners were as follows:

Management of funding to national civil society education coalitions: funding was provided in accordance with clear proposals and budgets, developed with the technical support of the regional secretariats (ANCEFA, ASPBAE, CLADE and ACEA) and the regional Financial Management Agencies (Oxfam GB, Education International and ActionAid Americas), within an overall framework developed by GCE in consultation with these partners. Funding was allocated to provide core and activity support to coalitions in 44 countries, providing a solid foundation for institutional development, campaigns and programme work. The funding enables coalitions to maintain core management and policy/research staff, and to undertake specific activities relating to education sector policy, planning, research and monitoring. Reporting on the use of funding was managed at regional level by the implementing partners, enabling ongoing scrutiny of progress, and overseen globally by GCE.

Technical support and capacity-building: Much of the work of GCE and regional partners was focused on providing technical support and capacity-building to coalitions. This could include country-specific mentoring, workshops and learning events for groups of coalitions, and tools made available to all. Technical support was provided in relation to different aspects of CSEF work, including building broad-based movements; policy participation, analysis and research; and engaging citizens in education debates and monitoring. Assistance was provided to coalitions all along the spectrum of development, from small or emerging coalitions to well-established coalitions seeking more complex feedback. Technical support was provided through mentoring, support visits, workshops and tools.

Cross-country learning and information exchange: CSEF created structures through which supported coalitions could tap into the experience and expertise of colleagues at national, regional and global level. CSEF facilitated the process of pooling learning through activities such as workshops and exchange visits, as well as through regular sharing of information through publications and e-newsletters.

Support to engage with regional and international processes: CSEF helped enabling civil society coalitions to access spaces and engage with advocacy processes at regional and global level. This included facilitation of contributions to international post-2015 discussions, and input to GPE debates. Furthermore, research and publications carried out at national level helped informing global policy positions, briefings and reports.

It must be noted that the CSEF approach is **not** one of a single programme formula to be implemented across a number countries: we do not design activities or approaches centrally. Rather, CSEF aims to increase legitimate citizen engagement through supporting nationally-owned and directed coalitions. CSEF funding processes encourage coalitions to be as broad-based as possible (for instance, including parents, teacher unions, community organisations, local NGOs, representative groups of young people, women, people with disabilities etc, journalist organisations, and so on). But the structure and composition of each coalition is determined nationally. Similarly, activities and approaches are determined by each coalition. CSEF requires national plans to be coherent and compelling, with a clear link between activities, budgets and outcomes; but does not require any particular set of activities, or dictate any approach to achieving outcomes. This is in recognition both of the varied contexts in which CSEF-supported coalitions operate, and of the principle that effective civil society engagement cannot be determined from the outside. For this reason, the activities carried and approaches used are highly varied, as can be seen from the detailed account of achievements. However, within this, there are many common themes to be found, increasingly so as coalitions learn from each other’s good practice.

Summary of achievements

Detailed achievements of the CSEF Bridge period are set out in the subsequent sections, organised according to objectives. Achievements in line with expected results are listed in the table in Annex 1. In summary the CSEF bridging fund achievements cover the following areas:

A greater number of broader-based and more representative civil society coalitions: During the Bridging Fund period, memberships of coalitions previously involved in CSEF grew by approximately 10% overall, and 12 countries showed significant expansion in grassroots membership, from 146 members across the 12 coalitions at the outset to over 400. The nine national education coalitions established through CSEF in the first phase, built their membership bases to a total of 405 after three years. Overall many coalitions expanded their reach through new and existing branches, and an overall rise was seen in the percentage of women on boards of coalitions from 34% in the previous CSEF phase to 36%.

Stronger engagement in policy processes: During the bridging period, all coalitions participated in monitoring policy implementation, and provided input to policy discussions based on research or consultations with members. Over half of the coalitions provided specific proposals on alternative policies in policy development processes. Key stakeholders were targeted for lobbying and enhanced accountability, and were also offered more opportunities for engagement and partnership: for example, the opportunity to call on coalitions to help conduct research, reviews and stakeholder feedback activities at various levels across the country. Over 60% of the coalitions reported engagement with Local Education Groups and 70% participated in meetings with the Ministry of Education.

A range of innovative approaches to public engagement and accountability: Coalition staff and members also focused an area of their work on engaging with citizens, conducting a variety of activities to publicise existing or proposed policies, disseminate materials or messages in user-friendly formats and raise issues and awareness. Innovative methods were deployed, including conducting community sessions, partnerships with the media for radio/TV programmes and debates to solicit citizen feedback, enabling coalitions and citizens alike to contribute to the development of progressive and inclusive policies and programmes. 24 coalitions participated in budget tracking activities and used the information to advocate for increased spending, in line with priorities, and improved accountability in the education sector.

Better recognition of civil society role by policy-makers: The rise in coalition capacity through CSEF has helped to raise civil society credibility among key education stakeholders including government ministries, parliaments/national assemblies, district/municipal councils, and development partners. This increased acknowledgement has become evident, as coalitions from - for example - Vietnam, Guinea Bissau and Benin entered into partnership agreements with their governments to institutionalise their relationship, and the Minister of Education in Senegal speaking up for the role of civil society as seen in GCE's film on civil society's role in delivering on education.

Improved procedures and greater capacity in place to manage the next phase of CSEF: The complexity and originality of the CSEF program has yielded valuable experiences and it has been important to capture and learn from these. A lot of lessons emerged during the bridging period, from the independent evaluation of the program, through reports, and from discussions with implementing partners at national, regional and global level. Drawing closely on these, a new funding proposal for CSEF in 2013 – 2014 was developed in the second half of 2012, with an emphasis on improved governance and management structures, clarity of roles and processes, and strengthened capacity building and learning strategies.

Impact towards achieving EFA and other education goals:

While the section above provides a very brief overview of achievements against the objectives of the Bridging Fund, below we focus on the impacts made towards achieving specific elements of the EFA agenda and other nationally-specific education goals. GCE acknowledges that the Bridging Fund ran for a period of just over a year, which, taken as a standalone period, is insufficient to generate concrete influence - as influencing policy processes generally takes sustained advocacy over many years. However, the purpose of the fund was to enable the sustained progression of the existing work established by the CSEF and to allow the advocacy work of coalitions to flourish through continued capacity building. As such, it is recognised that the impacts we identify below and throughout the report were not solely achieved through the Bridging Fund, but they may not have been achieved without it.

- Benin: After years of advocacy, the coalition finally secured a significant increase in the education budget - from 19% to 30% - in 2012.
- Sierra Leone: Long term campaigning and lobbying work influenced the government to increase the education budget by almost 100%, from 11.3% in 2011 to 20% in 2012.
- Kenya: Elimu Yetu coalition was instrumental in campaigning for a progressive Education Bill which has now passed into law by parliament and assented to by the President.
- Bangladesh: through innovative campaigning activities and a heavy lobbying focus on marginalised children, CAMPE saw its suggested policy recommendations turned into concrete government policy.

- Vanuatu: political analyses recommending free education up to Year 10 and recognition for kindergarten teachers, which were delivered during national elections, have been adopted as policy by one of the political parties forming the coalition government.
- India: The use of legal instruments led to over 400 court cases being heard concerning the failure to implement the right to education, with several positive outcomes leading to the redress and an opening up of education opportunities to fulfil the right to education.
- Pakistan: the coalition has engaged a high profile law firm that will file Public Interest Litigation in four provincial high courts, urging the executive to implement the existing constitutional right of free education.
- Dominican Republic: secured commitment from the President to allocate at least 4% of GDP for education and worked with CSOs to successfully push for this to be implemented immediately, not delayed till 2015 as the government intended.

Achievements: Objective 1

“Support national education coalitions to continue engaging with government and donors in the development, implementation, monitoring and evaluation of sustainable national education sector plans.”

Aggregated highlights from the country reports – impacts through numbers:

- All 44 coalitions worked on monitoring of specific education policies, including community-based monitoring, and/or presentation of citizen alternatives to specific policies.
- 29 coalitions participated formally in LEGs (or equivalent), an increase of six over the previous phase, another six became more heavily involved in the sector technical working groups (TWG), by either increasing the number of TWGs they were involved in, or becoming involved for the first time. At least 5 coalitions entered into formal agreements around their role in the LEG, while another 4 increased their participation in LEGs - or the country equivalent – moving towards the process of formalising their role.
- 31 coalitions met with Ministers or senior ministry officials to discuss education issues.
- 24 coalitions engaged in budget analysis or tracking, ranging from district-level public expenditure tracking surveys to workshops on budget analysis with parliamentarians.
- 17 coalitions worked with parliamentary committees or individual parliamentarians, supporting parliamentary scrutiny or developing new legislation.
- 12 coalitions took advantage of the advocacy opportunities around election processes to secure concrete election pledges from candidates, which can be followed through once in office.
- 3 coalitions made use of legal mechanisms to secure constitutional or legal rights to education.
- 27 coalitions delivered advocacy with regards to improved access to education, particularly linked to exclusion and school management.
- 26 coalitions advocated for quality education, particularly with regard to teachers.
- 21 coalitions carried out advocacy on a variety of financing for education issues.
- 22 coalitions delivered detailed advocacy on early childhood education.

Over the bridging period, impressive developments have been seen in the engagement of national coalitions in policy processes. Through a variety of advocacy activities, coalitions have been involved in shaping the development of education sector policy, increased their engagement with policy-makers and parliamentarians, engaged more robustly in forums for official sector dialogue (i.e. Local Education Groups), influenced budget allocations (i.e. through budget monitoring) and ensured that the right to education is enshrined into constitutions.

This work has dovetailed well with the ambitions set out in the new CSEF 2013-2014 proposal for deeper engagement with policy-making processes at national level. Dependent on the capacity and maturity of coalitions, this has enabled them - to differing degrees - to sustain pressure on policy-making processes, maintain vital advocacy relationships, or

establish themselves as credible voices in policy-making processes. This period also saw an impressive growth in the number of coalitions engaging with their governments, opening doors to participation, and positively impacting policy development.

A notable 31 coalitions, in countries as diverse as Zambia, Burkina Faso, Mongolia and Vanuatu, **were able to organise direct lobby meetings with their Education Minister** on a range of issues during the bridging fund period. ZANEC Zambia used this opportunity to engage in policy dialogue around teacher recruitment and deployment, and CBDE Bolivia presented a draft proposal for a more gender-sensitive curriculum for primary level to the Ministry of Education and the Ministry of Special and Alternative Education.

30 coalitions provided civil society inputs into education policy-making processes, including Elimu Yetu in Kenya, which championed a ‘right to basic education’ law, culminating in a progressive Education Bill, and provided technical input into the Teachers Service Commission Bill – both now passed into law by parliament and assented to by the president.

CAMPE Bangladesh contributed significantly to the formulation of the National Education Policy and the Skill Development Policy. CAMPE has been advocating for some years for the adoption of comprehensive legislation to ensure the right to education into law. By drafting a suggested civil society Education Act, including a framework to ensure the right to education, and lobbying proactively for improvements in policies that better-address the needs of marginalised children, they saw some of their suggestions move into concrete government policy in 2012. Through this process, the coalition provided critical analysis and input on the Non-formal Education Act, and gave inputs into the drafting of the new Comprehensive Education Act 2012.

The coalition in Indonesia, through a twin-track approach of ‘insider’ working with government and applying external pressure through the media, got their policy recommendations accepted to make schools more ‘child-friendly’ and in the interest of the child. The recommendations were accepted by the Directorate-General for Secondary and Higher Education, and later incorporated into policies on the administration of child-friendly schools.

NEP Cambodia actively contributed to policy development with the Early Childhood Care and Development Department (ECCD), the Non-Formal Education Department, and the Teacher Training Department. NEP produced a – seven-minute advocacy video on ECCD and shared this with policy makers. CNT/EPT in Togo, with support from ANCEFA, contributed to the education sector review process, via a pre-review civil society workshop and position paper. Finally, the coalition in Yemen engaged with the Ministry of Education on curriculum development.

During the Bridge fund period, there was a focus among coalitions **on strengthening their position and influence through increased participation in Local Education Groups (LEGs) and GPE-processes**.

In Asia and the Pacific, coalitions from Timor Leste and Vietnam joined the LEG, and NCE in Nepal and PCE in Pakistan went from partial engagement to becoming fully recognised members. With this development, *all* CSEF-funded coalitions in the region now participate in LEGs to varying degrees, with the exception of in Mongolia, where a LEG does not currently exist (but the coalition is engaging with the GPE processes which exist). In Africa, there was ongoing and sustained engagement of 20 coalitions in LEG and TWG dialogue. Some coalitions were able to move to formalising their role during the period.

A total of 24 coalitions conducted **budget advocacy or monitored education budgets**. NCE India continued budget tracking in five states, and shared the resulting research reports in the National Convention. In the process, they managed to lobby seven Members of Legislative Assembly (MLAs) to back their call for 6% of GDP spending on education. Work is ongoing to turn this into a critical mass of support to increase spending in the Legislative Assembly.

NEP Cambodia used their budget findings to highlight the decrease in school programme-based budgets at an Education Sector Working Group (ESWG) meeting and the Joint Technical Working Group (JTWG) meeting. The Dominican Republic has become a CSO leader in the area of budget monitoring, particularly through its budget watch publication. New research was enabled through the bridging grant, with the Coalition for Education Solomon Islands (COESI) and the Papua New Guinea Education Advocacy Network (PEAN) currently finalising their budget tracking reports after conducting budget tracking surveys with schools and local education departments.

CSEF support has helped coalitions to build capacity to identify and respond to key opportunistic advocacy moments, such as election campaigns. For instance, **12 coalitions used the election process to secure concrete election pledges from candidates**.

ANCEFA, through producing education policy briefs and outline mechanisms, supported the development of effective strategies in influencing aspiring political leaders and holding them accountable post-election. These were used to support work in Malawi, Burundi, Sierra Leone, Kenya and Ethiopia. VEPAC Vanuatu provided analysis on key education policy matters to political parties and candidates, proposing two policy statements - free education from kindergarten to year 10, and for inclusion of kindergarten teachers on government payroll – which have since been adopted in the platform of the National United Party, part of the current coalition government. EFA Sierra Leone developed a strategy for elections and budget advocacy during the 2012 elections, while NCE Nepal analysed political manifestos for future advocacy engagement.

Some coalitions **used processes of constitutional reform as an opportunity for change**. Elimu Yetu Coalition in Kenya used the major constitutional reform process to ensure that articles on the right to education were in the constitutional amendment. The coalition in Sudan campaigned to incorporate education rights in the new constitution. It held meetings with different civil society and government stakeholders, resulting in an agreement to convene a workshop in January 2013, the outcomes and recommendations of which (including the demand for the coalition to join the Constitution Commission as Civil Society representative) were submitted to representatives of The Constitution Commission, National Council Speaker and ministers of federal and state education ministries.

Coalitions in 17 countries engaged with parliamentary processes as an approach to influence changes to policy and legislation. In Mozambique, MEPT participated in a hearing by the Parliamentary Committee on Constitutional Affairs, Human Rights and Legality on the revision of the Penal Code, where it raised concerns about penalties for violating the rights of children and girls in particular. CSEC Malawi held lobby meetings with two different committees of MPs on the delayed enactment of the revised Education Bill and the need to adopt compulsory education. This resulted in MPs requesting a cost-benefit analysis of compulsory education.

In some countries, **legal instruments were used as an advocacy tool to demand the delivery of commitments on the right to education**. In India, public hearings on the implementation of the right to education were held focusing on where discrimination, inaccessibility, unavailability or lack of funds had led to exclusion from school. Over 400 hundred cases were heard and in certain individual cases were redressed. In Pakistan, PCE engaged a high profile law firm that will file Public Interest Litigation on behalf of the coalition in the four provincial high courts, urging the executive to implement the constitutional right to free education in a transparent and timely manner.

Much of this advocacy work was supported **through strategic and targeted media and communications work**. In Malawi, a broad-based campaign and mobilisation of communities on special needs education was enabled by engaging with the media. For example, using TV and radio debates raised awareness of the need to enact the Education Bill (2008). In Mali, a programme called "My Rights, My Voice," supported awareness raising among young people about their rights and engaged them in advocacy work. In Mozambique, MEPT conducted two visits for provincial and district education data collection with journalists to engage them in the actual monitoring process to enable media work.

All this work focused on a number of different thematic areas. In spite of each coalition working on their own national, contextually-driven agenda, there are some clear, discernible focus areas which include:

- Improved access to education, specifically linked to inclusion and school management
- Quality education, emphasising investment in teachers, teacher training and conditions
- Financing for education
- Early childhood care and education.

There was a strong focus on the **exclusion of marginalised groups** in education. AFE Mongolia provided analysis on elitist education policy in Mongolia and its consequences at MONFEMNET Forum "Through Women's Eyes". PCE Pakistan and GCE collaborated on a campaign to promote girls' education in Pakistan. COESI Solomon Islands organised a multi-stakeholder consultation with NZAID, AusAID and representatives from the Ministry of Education responsible for Inclusive Education, NGOs and coalition members to look at the education needs of people with disabilities and stakeholder actions that address them.

Quality of education, especially through highlighting the lack of professionally trained teachers, was also another major focus area. This work was often carried out in a highly collaborative manner with Teachers' Unions. For instance, MEPT in Mozambique partnered with the National Teachers Organisation (ONP) to hold a meeting with the Ministry of Education to discuss problems facing teachers.

Attention was also brought to **early childhood care and education (ECCE)**, which was also the theme of GCE's Global Action Week in 2012. For example, in Papua New Guinea, PEAN had a voluntary policy specialist review and provided commentary for ECCE policy and organised a policy debate on EFA goals, bringing together stakeholders from the ECCE Sector, Youth and Life skills, Adult Literacy and the Government's Vision 2050 team. The coalition in Malawi highlighted a lack of resources allocated to ECCE.

Achievements: Objective 2

"Maintain the civil society expertise, experience and entities to support structures at the national, global and regional levels on which a new financial support mechanism will be built.

During the Bridging Fund period, activities under objective 2 comprised both primary processes, such as coalition growth and capacity building, advocacy, training and research; as well as support processes underpinning these core activities, such as financial and human resources management, communication, and monitoring and evaluation. This included:

- Full financial and technical support to 40 coalitions, with regular monitoring, assessment of progress, and targeted capacity support including support visits
- Support to setting up CSEF in one new region, and initial capacity support and funding for 4 coalitions new to the program
- 12 learning events and workshops across the four regions
- Two global planning meetings.

The CSEF global secretariat provided **technical and financial support** including checking requests from regions and distributing tranches of funds and hosting two back-to-back global meetings to consider changes in project structure and prepare a sustainable plan for the CSEF, including the proposal to GPE for 2013-14. The global and regional secretariat teams implemented key support activities throughout the year, such as agreeing contracts; supporting coalitions proposal development; convening and participating in funding committee (FC) meetings to review coalition proposals for fit within the CSEF project; following up on FC meeting recommendations and various iterations of national CSEF proposals; providing guidance and support by email and phone/Skype, including organising group calls; collecting and reviewing monitoring and evaluation information; ensuring completion of audits and resolution of all queries.

Through the bridging fund, CSEF **expanded into the Middle East and Eastern Europe** region - a very significant area of growth for the project. GCE supported the Arab Campaign for Education for All (ACEA) to take on the role as Regional Secretariat and to begin setting up the necessary structures for running the program in the region. This entailed exploring membership for a Regional Funding Committee, and a dedicated organisation to act as Financial Management Agency – with GCE playing this role in the interim. Through this expansion, some initial support was provided to coalitions in Albania, Somalia, Sudan and Yemen.

Members of the global and regional teams, including financial management agencies (FMAs), conducted over 40 **support trips**, in addition to ongoing visits to coalitions by CSEF staff based in the same country. This type of support was often centred around key events or processes e.g. to support preparation of proposals, budgets and reports; AGMs; recruitment; training; policy engagement; conducting surveys; financial management and board inductions. It was not possible to respond to all requests; visit feasibility depended on factors such as staff availability, travel costs and budgets, and visa requirements.

Regional secretariats conducted **assessments of coalition performance** using tools such as traffic light indicators and SWOT analysis. These helped identify at a glance the level of risk facing particular coalitions. Regional teams responded to capacity gaps with support and training, e.g. workshops on financial management software and techniques including in a multi-funder context. Representatives from coalitions met at regional CSEF workshops and learning platforms.

As a result of these initiatives, coalitions have improved the quality of their financial and narrative reporting and are better able to prepare proposals and secure additional funding from other sources. Coalitions also built more skills and experience in conducting advocacy events and building policy campaigns to inform not only national, but also regional and international processes. For example, NEP Cambodia collaborated with ASPBAE, DVV, E-Net Philippines

and UNGEI to organize the education workshop ‘Transforming the lives of vulnerable women and youth in ASEAN communities through quality education, literacy and life skills’ during the ASEAN Peoples’ Forum.

In the face of global economic crises and dwindling resources to support education advocacy projects, the Bridging Fund enabled CSEF global and regional secretariat teams to support **networking and partnership development** for education advocacy, creating opportunities to explore sustainable options beyond the lifetime of the Bridging Fund. For example, at the November 2012 Pan-African Policy Forum, more than five strategic partners including the GIZ Backup Initiative showcased their areas of interests and invited coalitions to contact them for partnerships. Malawi, Kenya, Senegal and Uganda are on the verge of cementing partnerships with the Backup Initiative, which are expected to contribute to effective participation of civil society in GPE processes.

Regional education organisations used **regional events to enable coalitions to build their knowledge and strengthen their networks**. For example:

- “Transforming Our Future: Living and Learning Together”, ASPBAE’s Strategic Assessment and Planning Workshop
- A Pacific Sub-Regional Workshop on the Melanesian Education Advocacy Agenda
- ASPBAE regional workshop for all coalitions to develop plans and proposals.
- A capacity building workshop on financial management attended by the Finance Officers of national coalitions from Papua New Guinea, Solomon Islands, Timor Leste, and Vanuatu. A follow up workshop is planned in 2013 to expand skills beyond the basics in the software package, MYOB.
- CLADE’s regional CSEF meeting, which facilitated South-South learning by 60 participants from nearly 20 countries – mainly from Latin America and the Caribbean but also including the CSEF Communications and Learning Manager and the ASPBAE Capacity-Building and Project Officer, thus enabling expanded international dialogue. The meeting brought together financial and programmatic team members to discuss CSEF’s three objectives, to take stock of the CSEF implementation and identify trends.
- CLADE regional workshop on "the Right to Education in Latin America: Legislative changes, public policies and civil society participation"
- ANCEFA General Assembly and Pan-African Policy Forum
- 3 ANCEFA sub-regional learning platforms
- ACEA regional meeting for coalitions to develop action plans and strengthen capacity in proposal writing; GCE global staff were also able to attend.
- ACEA and GCE worked with the Arab Network for Civic Education and the Teacher Creativity Center on a 2013 conference on the "Reform of Education in the Arab World" – an opportunity for coalitions and other stakeholders to make links with each other, open dialogue and shape the international education development agenda.

Achievements: Objective 3

“Strengthen south-south networks and partnerships to promote knowledge-sharing and dissemination.”

A major strength of the CSEF is its ability to bring different coalitions together to share experiences and expertise and thus promote cross-country learning. Relevant activities and achievements included:

- Publication of good practice case studies from Africa, Asia Pacific (also accompanied by a DVD) and Latin America and the Caribbean
- Publication of a global CSEF brochure and several case study booklets covering examples from across Africa, Asia and the Pacific and Latin America, shared through GCE membership and with donors, INGOs and Ministers during GPE board meetings
- Production of a film on civil society engagement in education advocacy processes, presented at a GCE reception in Berlin attended by major bilateral and multilateral donors, Ministers, and other stakeholders
- Publication of CSEF bulletins
- Re-designed section of the GCE website to promote best practice in CSEF activities and a specific platform – KARL – for sharing information
- Development of regional learning/documentation portal in Latin America, building up a regional documentation depository in Africa, production of a learning DVD in Asia Pacific, and development of a website in Middle East and Eastern Europe (new region).
- Sharing and exchange at ten regional learning events
- Participation by regional and national coalition representatives in GPE Board meetings in Berlin (June 2012) and Paris (November 2012)
- Facilitation of exchange visits including five coalitions

- Sharing and planning meeting with regional and national coalitions in London in September 2012.

During the Bridge Funding period, great emphasis was placed on expanding activities to foster the **sharing of learning and information**, building on the wealth of knowledge and cumulated experiences held by partners across the CSEF program. This included the creation of the full-time post of CSEF Communications and Learning Manager, to coordinate collaboration and exchanges among coalitions and regional organisations. All CSEF communications and publications produced globally were made available in Arabic, English, French, Portuguese and Spanish, to accommodate the diversity of partners engaged in the program. Attention was also put on providing online platforms for coalitions to engage and exchange learning, through a revamped GCE website with information about the program and good practice advocacy activities, and an online communication and learning tool, KARL, mainly used during the bridge period for engagement between regional partners, but with discussions on improved adaptation for national level, and the development and trial of a multi-lingual discussions forum. Several issues of the CSEF Bulletin were published, providing examples of how persistent civil society campaigning and engagement can influence policy and legal frameworks on education. For example, citizen inputs to the development of the new Education Act in Bolivia and the implementation of Vietnam's National Education for All Action Plan 2003-2015, taking into account neglected areas such as non-formal education and ECCE, in line with the coalition's recommendations.

GCE produced **publications to share examples of good practice** in CSEF-supported work and illustrate the importance of civil society advocacy in education. A [CSEF information leaflet](#), and the publication, [Civil society advocacy: good practice and case studies](#) were produced, the latter in two editions - one focused on Africa, (including Ghana, Kenya, Mozambique, Senegal and Burkina Faso) and one on Latin America and the Caribbean, (including Bolivia, Dominican Republic, Nicaragua and Haiti). The latter was based on a comprehensive case study brochure developed by CLADE, [Civil society advocating for the Right to Education: stories and lessons learned from Latin America and the Caribbean](#). These documented good practice in the areas of influencing policy, prioritising education in a national context and influencing the delivery of education through the CSEF. [Persuading Powers: Stories from Education Coalitions in Asia Pacific](#) was created by CLADE, and provides an in-depth exploration across 12 national education coalitions, including Bangladesh, Mongolia and Vietnam, of issues such as direct government advocacy, using public mobilisation as a platform for change and working across government departments to effect change.

Learning events in each of the regions (listed with objective 2 above) gave opportunities for cross-country learning and exchange. For example, ANCEFA sub-regional learning platforms offered coalitions more information about the LEG and GPE processes as well as what was happening in other countries. The events provided unique opportunities for interaction between civil society and GPE representatives, enabling clarification and enrichment of civil society representation in global and national education processes through LEGs. As one coalition representative reported: *"the Capacity Building Programmes initiated by ANCEFA where the National Coordinator participated were very instrumental in providing exposure in what is being done in other countries and also strengthening networking. From these meetings, we learnt what the Local Education Groups are and how to be engaged in them."*

In June 2012, CSEF regional organisations **participated in the GPE Board meeting** in Berlin, prompting for discussing directly with the directors of the GPE the relevance of citizen and civil society engagement in national GPE governance structures and processes. During the event, GCE and regional partners organised a reception for bilateral and multilateral donors, Ministers and other stakeholders showcasing the work of civil society through the CSEF project, with the special screening of a newly produced 11 minute film entitled [The right to education: making it happen](#). The film focuses on civil society's role in delivering the right to education through the CSEF and features teachers, students, ministers, parliamentarians and activists, sharing their experiences of working in various ways to ensure that the right to education is realised. Since July, this film has been available for public viewing on YouTube. As of April 2013 it has had over a thousand views.

Implementing partners in the regions also developed their own methods for documenting CSEF experiences. CLADE continues to maintain an updated [CSEF Portal](#) and to develop its own South-South learning instrument, called the Memory and Learning System (GHS), containing reports, evaluations and financial information, as well as learning materials such as publications, series of interviews with coalition coordinators and CLADE's regular bulletin, *Informa*. CLADE facilitates exchange of experience between coalitions implementing CSEF,² which informs its regional advocacy agenda. A video on CSEF work in Nicaragua is being produced and will be shared with other CSEF coalitions.

² This includes both the work with NECs funded by the GPE modality that was continued in 2012 by AusAID (Bolivia, Haiti, Honduras, Nicaragua and the Dominican Republic) and those NECs that are non-GPE eligible but funded via AECID to take part in CSEF (Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Mexico, Peru and Paraguay).

During the Bridging Fund, **ANCEFA** built up its regional repository of documented education advocacy experiences in the form of Project Completion Reports and Results Frameworks, as well as collecting case studies on the implementation of the CSEF projects from over 50% of coalitions.

In addition to the *Persuading Powers* document, **ASPBAE** has also produced a 10 minute DVD of the same name to use for information sharing and promotional purposes with various stakeholders at both the national and regional levels. ASPBAE is also currently compiling another collection of coalition good practices.

ACEA reserved a domain and began preparatory work for a website, which was later launched in July 2013. The site will be an important space for publicising and documenting the work of the coalitions and to encourage coalitions to share best practices, lessons and expertise. It includes, as well, all important reports, studies and resources that will support their work. www.arabcampaignforeducation.org

Learning visits/study tours: These activities facilitated cross-learning opportunities for national coalitions and strengthened coordination among EFA actors

- An Exchange Learning Programme saw four people from the Elimu Yetu Coalition secretariat and its member organisations in Kenya visit ECOZI Zimbabwe to exchange ideas and best practices on policy, governance and management of a coalition.
- CAMPE facilitated a study tour for NCE Nepal to visit Bangladesh in October. The NCE Nepal team felt that this enabled them to share and exchange experiences of national and regional level advocacy and to strengthen relationships and learn best practices.
- Following the Asia Pacific regional meeting in Bangladesh, VEPAC Vanuatu staff and board members stayed on to meet with CAMPE staff. This helped the smaller Vanuatu coalition to see how a more established coalition operates and how they advocate nationally.

Achievements: Objective 4

“Support a thorough assessment of the CSEF performance and management structures with a broader independent review to inform a robust proposal for support to national education coalitions with a stronger sustainability strategy.”

In addition to continue building on previous CSEF work and maintaining support for civil society participation, the bridging fund helped generating learning and strategic for the development of a new CSEF funding proposal and programme strategy. This mainly took place through:

- An external independent evaluation of the CSEF.
- Shaping of new objectives and strategies for the new CSEF through broad consultations with regional partners and national coalitions.
- Development of a plan for the next phase of CSEF by GCE and regional partners, based on learning from previous experience, the evaluation, and consultation with national coalitions.
- Development of new approaches and governance and partnership structures for CSEF, including development of the International Partners' Group.
- A successful funding proposal to the GPE Board for CSEF 2013-2014, approved in December 2012 with an allocation of USD \$14.5 million.
- Recognition by the GPE Board of the need for ongoing support of civil society engagement in policy processes at national level.

Independent Evaluation

In the fist half of 2012, GCE commissioned a comprehensive CSEF evaluation process from a team of ten consultants led by Antoni Verger of the University of Barcelona. The evaluators carried out research through desk reviews, interviews and field visits, engaging with stakeholders at national, regional and international level, examining the first three years of the program's first phase. Case study information from each focus country, including Senegal, Sierra Leone, Mongolia, Bolivia, Mozambique, Cambodia and Malawi (all visited except Mongolia where secondary data was explored), was compiled into a report incorporated into a full evaluation report, completed in November 2012. The reports are available on the GCE and GPE websites, and a summary by Toni Verger was recently published on the [GCE blog](#).

The evaluation concluded that CSEF contributed to building strength, credibility, political recognition, and influence of national education coalitions in most countries. It observed consistency between the context-based independently

defined coalitions strategies and the global CSEF objectives. The evaluation noted more modest development of research and knowledge management capacity and acknowledged that potential opportunities were affected by specific challenges such as time constraints, delays in funding delivery, uncertainty about future financing, and the need for more robustly designed support processes. The evaluation recommended that “the CSEF programme should focus on developing capacities in terms of both advocacy and strategic management; strengthening and democratising civil society networks; simplifying the (supra-national) institutional setting; promoting further international exchange and learning; and providing core financial support to NECS’ strategies.” (Verger *et al*, 6-7)

In an effort to become stronger as a learning organisation, GCE used the evaluation findings for reflection and adaptation at the national, regional and global level. The evaluation reports and related internal learning informed a number of GCE processes, including transitioning from the Bridging Fund to GPE funding for 2013-14 while consulting on and implementing changes to management structures and project performance systems. The basic structure for management of the CSEF during the EPDF and Bridging Fund periods been reviewed and adjusted, including producing updated ToRs. CSEF project activities and objectives have also been updated in response to the evaluation findings and organisational learning, including broad-based consultation with national and regional actors involved in the project. These responses and changes for CSEF’s future plans as well as a revised accountability structure were laid out in the CSEF 2013 – 2014 Program Description.

Development of CSEF 2013-2014 program design

A fundamental aspect of CSEF is the recognition of the diversity of national actors involved, operating in unique political environments and education contexts, and through independent forms and structures. Memberships are broad and work together in their own distinctive ways. Acknowledging this, the CSEF does not dictate the objectives or activities at national level, as these are meant to reflect the national contexts, and the coalitions’ own strategies. However, the objectives that the coalitions set for themselves must ultimately deliver on one or more of the global CSEF objectives to ensure overall progress in the program. In order to make sure the overall objectives for the CSEF 2013 – 2014 program made sense at national level, a broad-based consultation process took place in the latter part of 2012 to consolidate views of coalitions across the regions into four global CSEF objectives. Through several rounds of consultations and discussions, a set of broad objectives were developed, which build global coherence, as well as enable nationally contextualized advocacy work and support the scaling-up of more effective influencing strategies.

These focus on four areas:

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

Subsequent to the national coalitions, GCE coordinated a **collaborative process to develop the next phase of CSEF**, working closely with the regional partners. This included, in September 2012, a meeting with GCE and all four regional networks, the CSEF financial management agencies (ActionAid Americas, Oxfam GB West Africa and Education International), and representatives of some coalitions, discuss implementation of CSEF under the EPDF and AusAID funding and plan the next stage of the project. (This was also the opportunity for a meeting with members of international NGOs to discuss the creation of the IPG, see below.) Participants exchanged experiences and learning about advocacy and administrative and financial capacity building. This included discussion of the independent evaluation of the CSEF’s EPDF-funded phase, the strengths and weaknesses of the architecture of the project and ways to improve it, as well as new proposals for monitoring and evaluation. Discussions continued in the following months by Skype, resulting in the final programme proposal for the GPE.

Key changes to the next phase of the CSEF project (2013-14):

A new Supervising Entity: UNESCO, as a GPE Board member, will take on the role of Supervising Entity for CSEF. Finalisation of arrangements has been made over the recent months, and the final contract between GCE and UNESCO is currently being finalised.

Improved governance: The new phase of CSEF includes a revision to the governance structure, through the introduction of the CSEF Global Oversight Committee and clarification of the roles and accountability structures for other parts of the programme. The new structure seeks to ensure strict division of roles in terms of implementation, management and accountability; it provides a means of ensuring clear oversight, separated from management, within what is a movement rather than a hierarchical organisation. The CSEF Global Oversight Committee replaces the previous role of the GCE Board in CSEF, will provide project oversight and lead on any financial decisions on behalf of

GCE, create separation from potential beneficiaries and provide an extra level of accountability on the regional partner reports and proposals.

Stronger partnerships with other key actors: The GPE expedited quality review of the initial CSEF proposal, completed in November / December 2012, requested that GCE “elaborate in some detail an approach to, overtime, intensify cooperation with CSOs and INGOs that are not currently in the GCE”. Nationally, this is already a core part of the CSEF strategy. Globally, this aspect of CSEF has been improved through the creation of the International Partners’ Group. The Group exists in order to bring in the expertise of a wider range of INGOs and international networks, specifically in relation to technical support, capacity building and learning, and to better ensure collaboration with these organisations. At present, the International Advisory Group includes ActionAid International, Education International, Ibis, Open Society Foundations, Oxfam, Plan, Results, Save the Children and VSO. It also includes a representative of the ANCEFA partners group, which exists to collaborate around support to ANCEFA.

Greater emphasis on monitoring, evaluation and learning: Using a collaborative process of regional, national and global consultations held in 2012, a set of objectives and expected results for CSEF were drafted and submitted to the GPE. As an innovation, these results now also include “learning goals” for CSEF. Significant effort is going toward creating clearer and more accessible system for national reporting of results, which should also allow easy publication online.

Improved communications, south-south learning and collaboration: The next phase of CSEF includes enhanced human resources dedicated to network engagement, communications and learning. A role within the GCE Secretariat began work on this area under the Bridging Fund, but CSEF capacity overall will be boosted by an expanded budget in the next phase, as well as a full complement of Secretariat staff, including a new Programme Manager being recruited in 2013. As well as an improved online presence, several new resources and tools are being planned in the five languages CSEF works in –English, French, Spanish, Portuguese and Arabic.

Greater emphasis on supporting civil society engagement in GPE processes and Local Education Groups: Building on useful work that GCE has done through the CSEF Bridging Funds and the GIZ Back Up initiative, the next CSEF phase will have more intensive work to support the engagement of coalitions in Local Education Groups and provide more direct assistance and facilitation to the elected GPE civil society representatives for developing countries, to improve meaningful engagement from the national level. In addition to the above changes, the CSEF Global Secretariat is also working to ensure all documentation for the upcoming phase of the project reflects new learning and conceptualisations, for example, by updating the ToRs for regional and global bodies and making sure the proposal process for the new round of funding is in line with a stronger MEL system.

Extended Bridge phase

Funding for the next phase of CSEF (2013 – 2014) was confirmed through the Global Partnership for Education Board of Directors in December 2012 and implementation therefore expected to commence in April 2013. However, delays in finalising the overall grant agreement meant that funds would not be available until July 2013. In this context, AusAID agreed to extend the period for which bridge funds could be spent to help cover this unforeseen gap. Funds during this period was used to cover small portion of core ongoing costs at national, regional, and global level and to fund some specific activities, including:

- Creation of an online financial reporting system in Africa
- Technical support for proposal development in Angola, Cote D'Ivoire, Lesotho, Burundi, Mauritania, Mozambique, Tanzania, Somalia, Sudan, and Yemen (for reporting purposes, these amounts are recorded as contributions to the countries)

More information on activities carried out during this period can be found in the CSEF progress report to UNESCO for April to June 2013.

Challenges, learning and recommendations

Restriction of space for civil society as political actors and the need to improve ability engage with advocacy targets: It is evident that many coalitions are facing a grave challenge in terms of the lack of openness and democracy in political processes in their countries. Some coalitions experienced criminalisation of civil society, others were excluded from political decision-making spaces, including Local Education Groups. Some governments do not allow NGOs to work, control money entering or leaving the country, and demands permits – hence created difficulties for civil society

operations. In various countries, the authorities were reluctant to meet with or attend civil society events, or to share official information with citizens. Some coalitions also had difficulty getting stakeholders (INGOs, donors, government) to give firm commitments. Another coalition noted that insecurity and issues of corruption can hamper civil society's ability to fundraise from donors, who may be reluctant to engage in countries experiencing such challenges. But even in challenging contexts, coalitions sometimes received tacit or explicit acknowledgement, or recognition of their input. When efforts are successful there is a desire to scale up the work to reach more targets, such as the public hearings held in India. The case of elections brings opportunities as well as challenges, including lack of education manifestos to engage with and the risk of Education Bills being delayed, as noted by EYC in Kenya. Another coalition noted the need for civil society to engage but remain objective in elections rather than be seen as taking sides. Coalitions also must ensure that government remains the duty bearer and not allow it to offload responsibilities to them. The CSEF 2013 – 2014 phase will learn from these challenges and emphasise combating them by creating awareness of democratic and peaceful political governance, and by engaging with international partner organisations to help voicing the importance of civil society participation.

Take into account occasional/seasonal factors affecting implementation: Timely implementation of activities can be affected by events such as election campaigns, and national or regional festivals, especially where these affect school schedules. Scheduling of activities needs to reflect this, as far as practical and predictable and have a risk management plan for when unpredictable circumstances occur. Some coalitions also noted difficulty arising from lack of transportation to reach remote areas, especially those with bad roads, a situation that could also worsen during particular seasons. There are also other factors that can create challenging work situations – coalition staff and members have to deal with things such as electricity outages and fuel shortages.

Build capacity in use of legal mechanisms/justiciability: This was less frequently noted, as it is likely only a future or emerging area of engagement for many coalitions. However, some are ready to take the next step and need capacity building to delve into this new area and engage with Public Interest Litigations, writing petitions and other legal tools.

Avoid delays in funding flows to implementing partners: Delays in disbursement of funds affected coalitions' ability to implement planned activities, both through shortening the time available to conduct project work, and also other knock-on effects, for example delays to research that was intended to be used to inform later engagement with government. Some coalitions reported the 'destabilising' effects of this problem and the sudden resignation of a staff member due to the lack of funds to pay salaries.

Address sustainability, fundraising concerns and budget constraints: Many coalitions reported challenges in this area and noted its impact at different levels – from resource constraints among coalition members to the effects of the downturn in the international economic climate and the increasing amount of time that senior coalition staff had to devote to fundraising efforts. Coalitions with few resources noted challenges arising from limited budgets eg being unable to afford additional office equipment. There is also the challenge of donor flows to education, with one coalition noting that everything is channelled through the SWAp and so goes to the Ministry of Education making it difficult for civil society to raise funds for its own work with those same donors. It is also often more difficult to access donor funds for advocacy than for service delivery work. Further support will be given to coalitions in 2013 – 2014 to strengthen capacity in programme development and proposal writing, business planning and diversification of their funding base.

Build capacity and information sharing within and among coalition staff and members, and increase South-South learning opportunities: Coalitions recommended more emphasis on learning activities such as exchange visits, communicating good practices; sharing sessions between experienced and new coalitions; developing online libraries of existing responses to policy positions. Coalitions requested specific capacity building in areas such as: research methods, project cycle management, financial management; governance and leadership development, use of new media, resource mobilisation and proposal writing; personnel management; communication skills; PR; negotiation skills; engaging with legal documents/processes; statistical research tools. Coalitions expressed the benefits of having taken part in regional workshops, study tours, and having been supported by visits from regional and global secretariats or FMAs. There have been calls to create even more opportunities to exchange experiences between coalitions.

Conclusion

The AusAID funding has provided an incredibly valuable means to support the CSEF between GPE funding periods. This has helped maintain structures, keeping personnel on-board, and preserved expertise, as well enabling continuity in advocacy work to ensure sustained pressure on policy processes and capacity development. Progress has been impressive, and has left GCE and partners in a stronger position to take on the new phase of CSEF in 2013-2014. AusAID's willingness to be flexible and extend the implementation period to beyond its original deadline has been extremely important to keep coalitions operations afloat and ensuring successful activities being carried out at the start of the CSEF 2013 – 2014 phase, even before funds were able to flow from UNESCO. Key lessons will be carried over into next phase as they demonstrate the need to allow even more time for strategic planning and preparation, and in particular to move much earlier on securing funding, in order to avoid serious impact on CSEF implementation. Overall the AusAID funding has provided a very important contribution towards the achievements of education for all, and we look forward to continue engaging with AusAID as an ally in the education development arena.

Annex 1: Achievements against expected results

Expected results	Results achieved
<p>Policy monitoring (including community based monitoring) leading to evidence based advocacy</p> <ul style="list-style-type: none"> Monitoring of policy implementation: At least 15 NECs are actively and effectively monitoring how well national education sector plans and policies are being implemented Advocacy based on community input and monitoring activities: At least 15 NECs are acting as think-tanks and early warning systems, providing timely information on current education policy issues and helping the GPE partners to recognize the need for change and to take action when new dilemmas and problems occur Monitoring impact and make recommendations: NECs assess and document the impact of education reforms and identify the need for improvement in sector plans, policies and legislation Budget and policy analysis and alternatives: At least 15 NECs are analyzing budgets and policies, and proposing alternative models, policies and strategies to resolve educational challenges, and achieve specific policy change and institutional reform objectives in the sector 	<p>Tracking service delivering and policy implementation, research on gaps, and gathering community input for legislative and policy advocacy</p> <ul style="list-style-type: none"> NEP Cambodia continued coordinating a policy Think Tank group to collect quality inputs from members for policy debates with MOEYS, including the NGO-Government Forum to be chaired by the PM. Through monitoring, the coalition demonstrated irregularity of provincial level education meetings in contravention of MoEYS commitments. The coalition also successfully lobbied for engagement with NGOs to be included in the MoEYS's Education Sector Capacity Development Plan and the Annual Operational Plan ZANEC Zambia involved members in study on education service delivery and review of Education Policy and held five provincial Public Forums on teacher recruitment and deployment in rural areas. The coalition also held consultative meetings in nine provinces to give MoE officials input on the Teaching Council Bill. GNECC Ghana developed a dossier on the state of ECCE, raising awareness of the public and of policy makers. NEW Indonesia worked to build strategic partnerships to monitor revisions to the National Education System Law No.20/2003. The coalition also secured acceptance of a child-friendly schools proposal by the Directorate General for Secondary & Higher Education. EFA-SL Sierra Leone conducted a survey on the teacher management system; the government agreed to include in the ESP a national survey on the teacher gap in core senior secondary subjects. ASO EPT Niger published an alternative report on the implementation of the Ten-Year Program for the Development of Education in Niger. EI FEDH IPN Nicaragua created local roundtables to identify and denounce situations of violation of the human right to education in the municipalities PCE Pakistan conducted a baseline study on out-of-school children to identify reforms to increase enrolment/reduce drop out. The coalition also successfully pushed for the passing of Article 25-A of the constitution, the RTE bill by the Senate and National Assembly; the Right to Free and Compulsory Education Act 2012 for Islamabad Capital Territory (ICT) was also signed. BEN-E Ethiopia held a consultative meeting on the implementation of the National Adult Education Strategy and as a result Regional Education Bureaus started allocating funds for programmes expected to reach 20.4 million illiterate people. BAFASHEBIGE Burundi monitored implementation of the school governance policy and used a group of 10 journalists in collection of data on School Management Committees in 10 provinces, raising coverage of the issue. Elimu Yetu Kenya held a CSO Pre-validation conference ahead of the MOE conference, mobilising for a common CSO position. COSYDEP Senegal regional branches contributed input from 100 villages to the decentralised education policy reviews. CBDE Bolivia advocated for inclusion of a gender dimension in the Curriculum Design Base, which was included as a "linchpin". The coalition also contributed to the proposed "comprehensive law guaranteeing women a life free of violence"

	<p>in which education was incorporated as an essential element. The proposed law is in the approval process in the Plurinational Assembly.</p> <ul style="list-style-type: none"> • Foro Socioeducativo Dominican Republic drafted proposals on how to modify or implement Articles 201-204 of the Education Law. • CEF Lesotho worked with teachers' unions to engage with the Minister of Education on issues such as education equity and quality. • SNEFA Sudan campaigned to incorporate education rights in the country's new constitution by engaging in dialogue and helping convene a workshop to generate recommendations for the Constitution Commission, National Council Speaker and ministers of federal and state education ministries. • PEAN PNG's constant advocacy on quality prompted the Government to change the current outcome based curriculum.
<p>Monitoring of and advocacy about quantity and quality of financing</p> <p><i>Advocacy around financing transparency:</i> An increasing number of NECs are advocating for improved governance and accountability in the use of public education funds</p> <p><i>Advocacy around financing equity:</i> Policy reports and briefings calling for greater equity in education resource distribution</p> <p><i>Research around financing, corruption and waste:</i> Research products and resource mapping on wastage and corruption in sector expenditure</p> <p><i>Increased financing:</i> Increased annual government investment/budget in basic education sector and increased political accountability of Ministry of Education and Finance to the national Parliaments</p> <p><i>Holding officials accountable:</i> Public scrutiny on accountability standards of elected representatives and school officials. This includes increased civil society engagement in budget tracking and monitoring education sector plans</p>	<p>Budget and expenditure tracking, analysis and advocacy, and budget spending and awareness</p> <ul style="list-style-type: none"> • ZANEC Zambia's 2011 Budget Tracking study was validated by ministry officers, stating that the slow and insignificant disbursements to the equity sub-sector made it very difficult to implement activities. They called on civil society to continue lobbying. The coalition also conducted analysis of the budget and showed that the allocation to education fell below the 20% recommended. • CAMPE Bangladesh held workshops on budget tracking, influencing the budget process, and enhancing transparency and accountability. • CBDE Bolivia produced a research report, <i>Financing and Expenditure in the Education Sector</i>, to contribute to public policy guidelines on investment in education. • CN/EPT/BF Burkina Faso supported a process of citizen oversight of the annual education budget in Bobo-Dioulasso, which revealed shortcomings and the impact of this on students. Burkina Faso conducted a study on use of education resources allocated to communes under decentralisation, identifying shortcomings and making accountability recommendations. The coalition also successfully advocated for gender sensitive participatory budgets, using hearings at: the National Assembly, Ministry of Economy and Finance, Ministry of Secondary and Higher Education, Ministry of National Education and Literacy. • GNECC Ghana's tracking survey on implementation of the School Infrastructure Improvement Programme informed the annual review. • EFANET he Gambia printed and disseminated the budget Input Tracking Report to partners and members. • CSEC Malawi commissioned and conducted a Public Expenditure Tracking Survey in 5 Districts, and conducted analysis of the 2013/13 Education Budget, presenting findings to donors, Ministry of Education and MPs. The coalition also carried out advocacy which yielded positive results, as the government made the recommended increases to the education budget. • PCE Pakistan created a Budget Watch Group to track the public education budget in selected districts. Pakistan held a round table policy dialogue with some major political parties, who agreed to sign a minimum standards call to increase in the education budget to 5-7% of GDP within five years, a uniform education system and increased teacher capacity. • CNT/EPT - Togo conducted participatory assessment of five schools, publishing analysis of the management of resources. • NCE India continued budget tracking in five states, sharing research reports in the National Convention and getting seven MLAs to back its call for 6% of GDP spending. • COESI Solomon Islands and PEAN PNG are finalising their budget tracking reports after conducting budget tracking surveys with schools and local education departments.

	<ul style="list-style-type: none"> • NCE Nepal analysed the last three fiscal years of the national budget for effective use of the allocation to education, raising policymakers' awareness of the need for increased budget allocation and distribution of budget effectively, timely and transparently. • COSC-EPT Mali the coalition uses a strategic alliance to access finance data through the Ministry of Finance, ascertaining the budgets for education, and it enhances this work through collaboration with the Budgetary Monitoring Group (GSB). • In Benin, years of advocacy led to significant rises in the education budget, which increased from 19% to 30% in 2012. • Foro Socioeducativo Dominican Republic secured commitment from the new presidential to allocate at least 4% of GDP for education and worked with CSOs to successfully push for this to be implemented immediately, not delayed till 2015 as the government intended. • AFE Mongolia successfully pushed for increased investments in education budgets, including for kindergarten provision. • A.S.O E.P.T Niger met with parliamentarians during the budget session to advocate for an increase in the budget allocated to education. • NEP Cambodia researched teacher's conditions, recommending increased salaries. The government has committed to increase teachers' salary by 20% per annum until its term ends (2013) continue this if their mandate is extended (2014-2018). • RECEPT-GB Guinea-Bissau conducted advocacy with the government and the National Assembly to increase the education budget, raising awareness of key issues. • COMEDUC Mauritania held a workshop on education financing, duplicated at regional level by the participants. • Implementation of Kenya's 2008-2012 Education Sector Plan was marred by allegations of corruption, misuse and misappropriation. EYC press releases condemning this led to the resignation of the then Permanent Secretary. • In Sierra Leone, years of campaigns and lobbying work by EFA-SL influenced government decision to increase education budget by almost 100% • TLCE Timor Leste organised a discussion on the education budget, with several key decision makers, including representatives of the Ministry of Education, Parliament and donors.
Engagement in official policy dialogue <p><i>Broadening engagement: To have increased the range of civil society stakeholders engaged with the GPE's country processes</i></p> <p><i>LEG/TWG participation: Increased civil society engagement with Local Education Groups (LEG) and sector technical working committees (TWG)</i></p>	<p>Improving participation with LEGs, GPE processes and education sector planning, and accessing spaces and meetings with stakeholders</p> <ul style="list-style-type: none"> • ASO-EPT Niger gave technical input at meetings organised by UNICEF and the World Bank around Niger's GPE application. • In Togo, CNT/EPT received an official note from MEPSA formalising its entry into the LEG in November 2012. As an official LEG member the coalition took an active part in education partner group meetings, led by UNICEF, to develop the 2nd funding request by Togo to GPE. • In Vietnam, VCEFA joined the LEG, which had previously been seen as a government/donor group only. In November, the VCEFA coordinator attended the first Education Sector Group meeting since it joined. VCEFA affirmed its participation in joint monitoring of GPE-VNEN project; clarified to MOET that ESG comprises CSO, donor, international organisations and government. • In Bolivia, CBDE's participation in TWGs rose from four to seven • PCE Pakistan went from partial to full membership in the LEG • RNCEPT Cape Verde is not yet a formal LEG member but awaiting confirmation • NCE Nepal is now a member of the LEG and two working groups, compared to no engagement in this area previously

	<ul style="list-style-type: none"> • TLC Timor Leste went from no involvement with the LEG, TWCs or the Joint Sector Review to being involved in all of these during the Bridging Fund, taking part in the Multilingual Education Group and Education Development Partners' Group. • COESI Solomon Islands went from being involved in one TWG to three, as a result of collaborating on a workshop with the Ministry of Education. • NEP Cambodia went from working with five TWGs to seven. • VEPAC Vanuatu actively engaged in Education Partner Group meetings, recommending donors fund ECCE and youth development. • As Mongolia has no formal LEG, AFE met with the GPE partner (Education Donors Coordinating Mechanism) and was invited to participate in monitoring GPE-funded activities. The coalition is pushing for an inclusive and transparent LEG. Mongolia's Education Minister and Director of Strategic Policy and Planning Department invited the coalition to join the TWG to identify best performing education systems and develop recommendations on how to improve the education system.
<p>Parliamentary engagement</p> <p><i>Collaboration with Parliament on new legislation:</i> Likeminded members of Parliament work with NECs on new bills, laws and legislation</p> <p><i>Contribution of broad based civil society in parliamentary hearings:</i> NECs actively take part in Parliamentary hearings that draw on the competence and networks of CSOs in different parts of the country</p> <p><i>Civil society proposals on policy:</i> Civil Society groups provide inputs to policy proposals and bills that come to Parliament</p> <p><i>Using Parliamentarians as advocates:</i> NECs support individual Members of Parliament to raise parliamentary questions and advocate for education on the floor</p>	<ul style="list-style-type: none"> • CSEC Malawi held lobby meetings with two different committees of MPs on the delayed enactment of the revised Education Bill and the need to adopt compulsory education. MPs requested a cost-benefit analysis of compulsory education. • MEPT Mozambique heard by the Parliamentary Committee on Constitutional Affairs, Human Rights and Legality on the revision of the Penal Code, where CSOs raised concerns about penalties for violating the rights of children and girls in particular. • NCE India conducted doorstep campaigning reaching 57 MLAs to present them with its RTE Bulletin, which MLAs used to raise questions in the assembly. The coalition held public hearings on RTE implementation and budget availability in four states, where over 400 hundred cases were heard by stakeholders. NCE engagement with its Parliamentary forum got over 30 questions raised by MPs. The coalition also held a one-day stakeholders' meeting on ECCE, which included MLAs, NCPCR, former member of state commission for women and journalists. CSOs are pushing for implementation of the government's draft ECCE policy. • ASO EPT Niger met with parliamentarians during the budget session to advocate for an increase in the budget allocated to education. • Elimu Yetu Kenya held a parliamentary workshop on reforms, gaining buy-in of MPs including the Parliamentary Committee on Education to support education reforms on the floor. Key laws passed the parliamentary process including the Basic Education Bill. EYC engaged with a government retreat for capacity building of parliamentarians on education reforms • During parliamentary and local elections, the Mongolian coalition, AFE, widely distributed its position paper, research reports, publications, especially to the major party leaders, parliament members, Ministry of Education, and other government officials and used advocacy materials to raise awareness about education – leading to increased visibility and credibility of the coalition • Through its campaign for incorporating the education rights into the new constitution, which is currently being developed, SNEFA Sudan held preparatory meetings with federal and state education ministries and the Education Committee in The National Council (Parliament). • CNT/EPT Togo advocated for greater involvement and the establishment of an education committee of the National Assembly. • ACE Albania Organised an Open Forum with politicians, MPs and pupils at a school in Tirana to discuss education and the

	<p>importance of teachers</p> <ul style="list-style-type: none"> • RECEPT-GB Guinea-Bissau worked with the Parliamentary Committee for Social Affairs on legal frameworks and visits to schools. • TENMET Tanzania has over the last two years worked closely with the Parliamentary Social Services Committee.
<p>Legal mechanisms</p> <p><i>Use of legal mechanisms to ensure the existing constitutional and legal rights of vulnerable and the marginalised are implemented</i></p>	<ul style="list-style-type: none"> • NCE India held public hearings on RTE implementation and budget availability in four states, where over 400 hundred cases were heard by stakeholders: parents, bureaucrats, legislators, RTE Activists, Education Officers, members of National Commission for Protection of Child Rights, State Commission for Protection of Child rights, CSOs, Teachers' Unions and media. Some cases of discrimination, exclusion, inaccessibility and unavailability etc were heard and redressed through the proper channel. • PCE Pakistan engaged a high profile law firm that will file Public Interest Litigation on behalf of PCE in the four provincial high courts, urging the executive to implement existing constitutional right of free education in a transparent and timely manner. In addition, PCE will partner with ISAPS to provide a solution to the legislature in the form of an education bill drafted by education experts.
<p>Use of media to promote accountability</p> <p><i>Media engagement for policy and spending: Increased media scrutiny including education policy and education expenditure</i></p> <p><i>Media engagement for inclusion: Media scrutiny on education policies and programmes for the most vulnerable and the marginalised groups</i></p>	<ul style="list-style-type: none"> • CN/EPT/BF Burkina Faso organised TV debates on the effectiveness of free education and education budget increase to at least 20%, and it held a gender-sensitive participatory budgeting workshop for parliamentarians and mayors. • AFE Mongolia conducted training for 20 journalists to identify important policy issues and promote investigative journalism. • MEPT Mozambique worked on gender equity in school budgets in two districts, linking journalists to the monitoring process. • TLC Timor Leste used print, TV and radio, to pressure the government to address education issues. • CEF Lesotho used media engagement to raise debate around issues of Inclusive Education. On 3 December 2012, International Disability Day, the National Coordinator was interviewed on Lesotho Television specifically on issues of Inclusive Education. • MEPT Mozambique conducted training on the rights of persons with disabilities for managers of the Ministry of Education and it organised a televised debate on the situation of children with disabilities, featuring parliamentarians and CSOs. • VCEFA Vietnam member, the Association of Disabled People of Hanoi (DP Hanoi) broadcast TV sign language lessons and conducted assessment of the shows, securing verbal commitment from the MOET to support the integrated education of disabled people. • ECOZI Zimbabwe marked the Day of the African Child, focused on children with disabilities. ECOZI's coordinator was quoted in a newspaper saying "There has to be equitable distribution of the country's resources to children living with disabilities" (Katunga). • CSEC Malawi generated debate using TV and radio phone-in shows to raise awareness of the need to enact the Education Bill (2008) and to adopt Compulsory Education as per the Constitution. • EFA-Sierra Leone used media engagement to raise awareness on issues such as ECCE and teacher quality for positive learning outcomes. The ECCE policy has now been included in the ESP to be rolled out in the next 3-4 years. • EI FEDH IPN Nicaragua created a network of journalists to raise awareness on educational policies and to pressure the government to guarantee the right to education for all

<p>Expanding broad based representation of coalitions</p> <ul style="list-style-type: none"> • Gender representation in coalitions: To grow the percentage of women in the governance and leadership structures of existing NECs • Better representation of marginalised groups in coalitions: To increase the number of groups representing the most vulnerable and the marginalised in NECs' consultation, mobilisation, and consensus building processes • Better geographic representation in coalitions To increase the number of NECs with network members active throughout the country 	<ul style="list-style-type: none"> • ACE Albania reached out to groups working with the Roma minority and people with disabilities. • CBOEPT Benin welcomed membership applications from more women's organisations. It also analysed gender inclusion in municipal Annual Investment Plan process. • Elimu Yetu Kenya's 4th CSO Conference on Education Reforms involved 70 women from across different counties, the Kenya Association for the Intellectually Handicapped, and representatives from marginalised areas. • COESI Solomon Islands member, People with Disabilities Solomon Islands, presented on the education needs of people living with disabilities during a joint education forum on community engagement. • EFASOM Somalia coalition includes a women's youth organisation, street children's reintegration centre and disability centre. • VEPAC Vanuatu gained new members - Vanuatu Women in Politics, and Action for CEDAW Today. • The Hanoi Association of the Deaf joined VCEFA Vietnam, strengthening calls to ensure access to quality education. • The founding conference for the new CSEF-supported coalition in Yemen ushered in new coordinating committee members representing girls and women, people with disabilities and youth. • NEP Cambodia's provincial coalitions built bridges between NGOs and MoEYS Provincial Offices and more NGOs provided input to MoEYS through NEP's grassroots community mechanisms. • In India, 104 new grassroots members became affiliated to NCE from June to December 2012. • CSEC Malawi visited 7 District Education Networks (DENs) giving technical support and initiating district based research. • PCE Pakistan commissioned an evaluation of its existing members in 65 districts to organise them more effectively and efficiently. • COSYDEP Senegal visited regional offices and held governance/management workshops. The coalition has 14 regional assemblies. In 2012, 20 new members joined, bringing total membership to 125. • EFA-Sierra Leone strengthened its district networks and formed four new ones in the north. • TLC Timor Leste went from just two grassroots group members to 19 and more than doubled its total number of member organisations.
<p>Learning and South South Exchange</p> <p>Bi-monthly newsletter throughout 2012 highlighting the latest key project outcomes by region</p> <p>At least 10 coalitions have produced a resource for use by other coalitions, for example writing up a successful piece of education advocacy they have undertaken</p>	<ul style="list-style-type: none"> • The production of the CSEF bulletin continued in all the languages of the project and issues were published in March and July 2012. • Global CSEF case study brochures were produced demonstrating good practice from coalitions in Senegal, Burkina Faso, Mozambique, Ghana and Kenya • ASPBAE created a collection of coalition good practice stories from 2012 • ANCEFA developed a case study booklet documenting CSEF work in ten select countries of Africa • CLADE developed a good practice booklet covering stories from all CSEF funded coalitions, and experiences in Latin America fed into its Memory & Learning System. • A film drawing on civil society contributions to the delivering of EFA through CSEF was created and released to coalitions across the GCE membership, and to the GPE forum • A learning document, based on CSEF advocacy experiences and, in particular, the techniques used by NECs, which will draw

A fully functioning online resources tool used monthly by 70% of NECs

- on the initial few years of CSEF, including the Bridging Fund period.
- Various online resources tools were used by most of the national or regional coalitions including the Global Action Week interactive website, CSO groupspace list serves on GPE discussions and the Knowledge and Resource Locator, KARL. The engagement in these online spaces has been feeding into the development of a global online discussion forum for coalitions to interact in 5 languages. The discussion forum will be launched in 2013.
 - COSYDEP Senegal produced a good practices booklet on girls education and set up an online resource center SARED on their website to provide useful documentation for advocacy to be used by the membership.
 - CBDE Bolivia Memory Forum: Education and Early Childhood Care; Forum Report: "Building the education of people living in conditions of confinement, from the social actors themselves."
 - Foro Socioeducativo launched the 4th and 5th newsletter of their education budget watch *observatory*
 - VEPAC Vanuatu produced *Persuading Powers* - Newsletter volumes 1-6
 - NCE Nepal produced through Global Action Week 2012 *A Decade Journey of NCE Nepal*
 - AFE Mongolia released their leaflets *for parents and teachers on the importance of Early Childhood Care and Education and on the current Situation of Adult/Non-Formal Education in Mongolia*
 - In Indonesia a Policy Brief was launched: *Pre-School Assistant Teachers Competence in the Province of Jakarta*
 - Various coalitions disseminated newsletters: CEF Lesotho's quarterly edition *The Educator*; CEFAN Cameroon's *Coalition News*, CSEC Malawi's annual edition *Umodzi*
 - ASO EPT Niger undertook a learning visit to Mali to share their experience on advocacy in emergency situation and to learn from the experience of one of COSCEPT member in budget tracking.

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